

Willow Springs Middle School Campus Improvement Plan

2019 - 2020



Willow Springs is committed to developing lifelong learners and innovative leaders who positively impact the world.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Lovejoy Independent School District Board Goals

- Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice through Community Service) will be a prevalent part of all students' pursuits.
- Priority #2: Lovejoy ISD will continue to take action to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice through Community Service) will become a prevalent part of all members of the team.
- Priority #3: Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students.
- Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communications with both internal and external stakeholders.
- Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are addressed.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2019-2020

Data Sources Reviewed:			
<ul style="list-style-type: none">• Aware Data• 2019 STAAR Data• 2019 Unit Assessments & Benchmarks• Attendance Data• PST, 504, SpEd, GT Data• Teacher Appraisal Tool Data• Staff discussion/input			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Most students from high SES homes, coming with a wealth of background knowledge and parents willing to help.	Some families not dedicated to regular school attendance due to normal high performance of students.	Continue to focus and recognize students who have perfect attendance; continue to inform students and parents of the importance of attendance through principal newsletter, school announcements, and the website.
Student Achievement	High percentages of our students meet minimum standards. 7 th grade reading, writing, and math had some of the highest level III performance in the state in 2019. Our 8 th grade reading level III scores ranked among the highest in the state; our 8 th grade Algebra I level III scores were one of the highest in the state; our 8 th grade level III math scores experienced	In 8 th grade social studies, we had a three point increase in our Level III performance from 2019. Social studies still needs to improve level III performance. In 8 th grade science, we had a ten point decrease in our Level III performance from 2018. This was also a grade level and subject that experienced a RIF. Science and will need to improve level III performance.	Closely monitor progress for all students & intervene when necessary using small and individual groups, and tutoring. Continue to update the 7 th and 8 th grade curriculum to focus more on inquiry based instruction that is tightly aligned to the standards in Social Studies and Science. Maximize resources such as Lead4Ward that provides tools and trainings to tightly align instruction to the state standards. Maximize our retest policy toward mastery learning to ensure gaps are

	a 12 point increase; and although our 8 th grade Science level III scores went down, they continued to rank among the highest in the state.		closed for struggling students on a weekly basis through smaller, more frequent assessments in Social Studies and Science. Utilize weekly planning meetings (extensions of L@L and more) to make instruction more efficient and effective.
School Culture and Climate	Willow Springs is a fast paced, engaging environment where teachers hustle for the needs of students. We have open communication and high levels of parental involvement and support with a strong PTA. We are family oriented and have many outside opportunities for students (chess, clubs, extracurricular). Counselors lead advisory lessons and school pep rallies contribute to a positive culture. Students utilize announcements to connect students to school information and culture. Extra teacher planning once a month and extended planning make instruction better and relieve teacher stress. PST identifies at risk students that require interventions.	Continue our work and communication around cyber etiquette, bullying, leadership, and character building in a high school prep environment. Focus on supporting the Graduate Profile and Educator Profile. Support staff in the transition from an eight period day to a seven period day and the elimination of one conference period.	Continue our work on communication around cyber etiquette, bullying, leadership, character building, and Graduate Profile leadership. Establish a culture where all staff hold students accountable to high standards around student dress, character, study habits, interpersonal skills, and organization. Check in on staff regularly to see how they are doing. Stay positive and maximize opportunities to compliment and show appreciation to staff and each other.
Staff Quality/ Professional Development	Willow Springs has a hard working, talented staff, dedicated to student success and	With the teachers losing a conference period this year, there is a need for extended planning days to allow teachers time to immerse themselves in	Utilize extended planning days for professional development and planning; Grow our committees to give each staff member a prominent voice;

	to their own growth as professionals.	the curriculum and plan instruction accordingly. Need to increase cognitive level of demands through instructional coaching/video, collaborative planning, Kagan strategies, formative assessment, and professional development.	Focus on the criteria of the Lovejoy Appraisal Tool for Professional Growth and Development to ensure teacher instruction meets or exceeds the proficient level.
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Curriculum, Instruction, Assessment	<p>Implementation of process standards across the curriculum to increase the levels of student thinking. Teachers create writing prompts as free response essays on all major assessments. Implement process skills so students are challenged to read maps, graphs, charts, and diagrams at a higher level. Implement cooperative learning strategies through Kagan Create formative assessments that are aligned to the learning targets to evaluate student learning with high frequency.</p>	<p>Create professional development around the implementation of effective Kagan strategies and professional development around the proficient level of the Lovejoy Appraisal Tool for Professional Development.</p>	<p>Allow time for subject level teams and committees to work on goals for curriculum, assessment, and instruction. Work with teams and individual teachers to grow their planning and delivery to meet the criteria of the proficient level of the Lovejoy Appraisal Tool for Professional Development.</p>
Family and Community Involvement	<p>We have a highly involved parent population who assist us by volunteering their time and resources to support their children’s education.</p>	<p>Systems to support students who are very involved in after school activities to the point that homework may go undone and students may come in with lack of sleep.</p>	<p>As a faculty, be transparent about our needs and maximize the use of Google Classroom and online resources to provide learning opportunities that extend school to home environments. With the elimination of a CAT position this year, tap into parents and the community to volunteer in the CAT.</p>
Technology	<p>Staff and students utilize technology effectively to enhance teaching and learning. Regular implementation of formative assessment apps such as Go Formative, Near pod, and Google Forms.</p>	<p>Need to iron out technical difficulties with equipment and develop a more cohesive, aligned plan. Google Apps as a resource for communication and the extension of learning from the classroom to home.</p>	<p>Utilize Technology Committee to continue the development of a five year technology plan for the campus. Communicate our technical problems our campus technology specialist. Provide professional development that includes the implementation of Google Apps to enhance instruction.</p>

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Board Priority #1—Campus Goal:

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice through Community Service) will be a prevalent part of all students' pursuits.

Objective(s):

- All students will meet or exceed the Progress Measure for 7th and 8th grade math and reading as determined by the STAAR Progress Measure.
- Increase our Level III Performance in Algebra I from 87% to 92%
- Increase our Level III Performance in 8th Grade Social Studies from 39% to 50%
- Increase our Level III Performance in 8th Grade Science from 58% to 70%.
- Increase our Level III Performance in 8th Grade Reading from 67% to 72%.
- Increase our Level III Performance in 8th Grade Math from 62% to 67%
- Increase our Level III Performance in 7th Grade Math from 63% to 68%
- Increase our Level III Performance in 7th Grade Reading from 67% to 72%
- Increase our Level III Performance in 7th Grade Writing from 59% to 64%

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Increase levels of student thinking through student collaboration with Kagan strategies.	Teachers Counselors Assistant Principals	Local Funds	August 2019-May 2020	Walkthroughs Team Planning Teacher Self Reflection	Student Performance	Student Self Reflection, Assessment Data, Parent Feedback
Increase early and frequent "check-ins" on targeted students who need extra support through PST, 504, and SpEd.	Kent Messer Rachael Merrick Rebecca May	Local Funds	August 2019-May 2020	Create a list of rising 7 th & 8 th grade students to begin the school year. Work with student through advisory period to provide extra support and intervention.	Student Performance	Student Self Reflection, Assessment Data, Parent Feedback
Provide extended planning days for all 7 th and 8 th grade teams to target process standards which make up 60% of the STAAR tests questions. Align instruction with learning targets and formative assessments.	Kent Messer Rachael Merrick Rebecca May	Local Funds	August 2019-May 2020	Administrators and Curriculum Specialists participate in all extended planning meetings.	Student Performance	Development of lessons using a planning template that aligns to the LAT Assessment Data Classroom Observations
Utilize formative assessment strategies that align to	Kent Messer Rachael Merrick	Local Funds	August 2019-May 2020	Review of lesson plans, teacher	Student Performance	Student Self Reflection,

learning targets to regularly monitor and adjust instruction to ensure student learning.	Rebecca May			assessments. Visit classrooms and provide feedback.		Assessment Data, Teacher Self Reflection.
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Board Priority #2 - Campus Goal
 Lovejoy ISD will continue to take action to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice through Community Service) will become a prevalent part of all members of the team.

- Objective(s):**
- Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development.
 - Recognize and promote teachers for the work that they do with students.
 - Support teachers with the transition of going from an eight period day to a seven period day and the elimination of one conference period.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Identify high performing teachers and differentiate PD that aligns with campus instructional needs based on the Lovejoy Appraisal Tool for Professional Development.	Kent Messer Rachael Merrick Rebecca May	Local Funds	August 2019-May 2020	Teachers demonstrate the implementation of learning from L@L	Employee professional engagement and growth. Student performance	Lovejoy ISD Appraisal Tool
Implement recognition programs to recognized superior work ethic and expected behavior.	Kent Messer Rachael Merrick Rebecca May	Campus Funds	August 2019-May 2020	Feedback from staff	Student and staff performance	Staff Feedback through surveys and self-reflection
Organize a campus student management committee, campus communication committee, and a scheduling committee to allow teachers to have input on our current systems around student management and our new bell schedule with advisory.	Kent Messer Rachael Merrick Rebecca May	Local Funds	August 2019-May 2020	Feedback from staff	Staff surveys and feedback	Staff surveys and feedback
Utilize our PTA to get parents to donate gift certificates to the school that can be	PTA Kent Messer Rachael Merrick	Parent Funds and Donations.	August 2019-May 2020	Choose 1-2 teachers a month who	Staff input, feedback, and evaluation.	Staff surveys and feedback

distributed to staff who exhibit the criteria of the educator profile.	Rebecca May			exemplify the educator profile		
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Board Priority #3 - Campus Goal

Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students.

Objective(s):

- Improve the experience of students in all extracurricular and elective programs.
- Work with the high school to vertical align extracurricular and elective programs and provide opportunities for WSMS students to visit and connect with LHS

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Enhance communication to students, parents, and community about Fine Arts and STEM activities that are occurring at WSMS through videos and pictures.	Fine Arts Teachers STEM Teachers Kent Messer	Local Funds	August 2019- May 2020	Weekly collaboration with Fine Arts and STEM teachers to identify and promote upcoming activities.	Increase participation in Fine Arts and technology elective courses	Parent, teacher, and student surveys Teachers will evaluate the needs and progress of implementation. Teacher/Student self-evaluation
Implement student surveys of elective courses so students can provide feedback on how to enhance the curriculum.	Kent Messer Rachael Merrick Rebecca May Ashley Barr Teachers	Local Funds	August 2019- May 2020	Data collected from surveys	Improved curriculum and delivery of curriculum based on student feedback and input	Elective teachers will evaluate the needs and progress of their courses through the use of enrollment data
Register for three STEM competitions in robotics and engineering and potentially qualify for state competition.	Kent Messer	Campus	August 2019- May 2020	Participation in competitions.	Collect data on participation numbers and performance in comparison to other schools with STEM programs.	After Action Reviews (AAR) on competition preparation and performance.
Career Day to showcase careers with a goal of increasing career presentations from 30 to 50.	Kent Messer Kay Bordelon	Campus	August 2019- May 2020	Leadership meetings to plan and implement schedule	Participation in meetings, contacted presenters	Feedback surveys from presenters, teachers, students, and parents
Principal and Assistant Principals will conduct weekly walkthroughs in classrooms and provide timely feedback	Kent Messer Rachael Merrick Rebecca May	Campus	August 2019- May 2020	Lesson Plans and the Lovejoy Appraisal Tool	Student participation and engagement; Walkthrough Data	Appraisal data and student surveys.

Board Priority #4 - Campus Goal						
Lovejoy ISD will develop stronger community connections and confidence through effective communications with both internal and external stakeholders.						
Objective(s):						
<ul style="list-style-type: none"> • Continue to utilize parent newsletters, webpage, course websites, Google Classroom and social media to share information about district practices. • Continue to increase parent understanding of diploma plans and graduation endorsements. • Continue to meet parents' needs to stay informed about school events and practices. 						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Continue weekly newsletters, webpage, and twitter feeds from teachers and administrators.	Kent Messer	Local Funds	August 2019-May 2020	Copy of newsletters, website, twitter	Parents attend events, express satisfaction with communication	Parent comments, parent participation
Continue Principals Coffee's and PTA Parent Presentations to connect with parents and the community about school philosophies and educational programs.	Kent Messer	Local Funds, PTA Funds	August 2019-May 2020	Sign in sheets, logs	Participation analysis, FAQs, parent surveys, parent trust	Participation analysis, parent surveys
Hold annual registration meetings to provide information about diploma plans and endorsements possibilities.	Kent Messer Rachael Merrick Rebecca May Kathy Stone Kay Bordelon	Local Funds	August 2019-May 2020	Sign in sheets, logs	Participation analysis, FAQs, parent surveys	Parent comments, response from community
Showcase students and programs on WSMS campus and LISD district website and on social media	Kent Messer Rachael Merrick Rebecca May Leslee Cox Ashley Barr	Local Funds	August 2019-May 2020	Weekly checks of WSMS website and social media sites	Student involvement, feedback from students and programs.	Student comments Teacher/program comments.

Board Priority #5 - Campus Goal

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are addressed.

Objective(s):

- Maximize safety procedures on a daily basis to ensure all campus doors and entrance points are locked.
- Review safety expectations with students on a regular basis.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative
Practice and review all emergency procedures (such as lock down, fire drill, and tornado drills) once every 4-6 weeks.	Kent Messer All teaching staff	Local funds	August 2019-May 2020	Documentation of dates and times.	Participation analysis, FAQs, parent surveys	Check in with students and staff on all safety procedures to ensure they know all routines and expectations.
Ensure that all staff members wear and utilize ENSEO emergency buttons as needed.	Kent Messer Rachael Merrick Rebecca May	Local Funds	August 2019-May 2020	Check staff members regularly to ensure they are wearing ENSEO buttons.	Observation and check in.	Formatively assess staff understanding of the device and their responsibility for wearing/using them.
Class meetings once every 9 weeks to review campus safety procedures and other campus topics for student safety.	Kent Messer Kathy Stone Kay Bordelon Rachael Merrick Rebecca May	Local Funds	August 2019-May 2020	Presentation dates and topics.	Classroom, hallway, and cafeteria supervision and observation.	Student surveys as feedback to ensure they know and understand all campus protocols for safety and security.
Utilization of our School Marshall to ensure students will be safe and secure with him on campus and train staff on required trainings.	Kent Messer Rachael Merrick Rebecca May Steven Emory	Local Funds	August 2019-May 2020	SRO visibility and presence in the halls and on campus.	Student interaction with the SRO and the building of trust.	Student comments and response