

# Willow Springs Middle School Campus Improvement Plan

2018 - 2019



*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.
- 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.
- Priority #3: Lovejoy ISD will become a lighthouse for Science, Technology, Engineering, and Math (STEM) education which serves to prepare students for the future of their choosing within these ever-expanding fields.
- Priority #4: Lovejoy ISD will continue to develop revenue generating strategies as well as budget efficiencies to ensure the Lovejoy student experience is maintained at current levels.
- Priority #5: Lovejoy ISD will strengthen the program for safety and security that serves as the model for K-12 by enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are met.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR: 2018-2019**

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"><li>• Aware Data</li><li>• 2018 STAAR Data</li><li>• 2018 Unit Assessments &amp; Benchmarks</li><li>• Staff discussion/input</li></ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	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.
<b>Student Achievement</b>	High percentages of our students meet minimum standards. 7 <sup>th</sup> grade reading, writing, and math had some of the highest level III performance in the state in 2018. Our 8 <sup>th</sup> grade reading level III scores were the highest in the state; our 8 <sup>th</sup> grade Algebra I level III scores were one of the highest in the state; and our 8 <sup>th</sup> grade Science level III scores experienced a 19 point increase.	In 8 <sup>th</sup> grade social studies, we had a six point increase in our Level III performance from 2018. Social studies still needs to improve level III performance. In 8 <sup>th</sup> grade math, we had a ten point decrease in our Level III performance from 2018. Math 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 <sup>th</sup> and 8 <sup>th</sup> grade curriculum to focus more on inquiry based instruction that is tightly aligned to the standards in Social Studies. Maximize our retest policy toward mastery learning to ensure gaps are closed for struggling students. Utilize weekly planning meetings and think tanks (extensions of L@L and more) to make instruction more efficient and effective.
<b>School Culture and Climate</b>	Willow Springs is a fast paced, engaging environment where teachers hustle for the needs of students.	Continue our work and communication around cyber etiquette, bullying, and character building in a high school prep environment.	Continue our work on communication around cyber etiquette, bullying, character building, and Graduate Profile leadership.

<p><b>School Culture and Climate -- cont'd</b></p>	<p>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.</p>	<p>Focus on supporting the Graduate Profile and Educator Profile.</p>	<p>Establish a culture where all staff hold students accountable to high standards around student dress, character, study habits, interpersonal skills, and organization.</p>
<p><b>Staff Quality/ Professional Development</b></p>	<p>Willow Springs has a hard working, talented staff, dedicated to student success and to their own growth as professionals.</p>	<p>Need for vertical teaming, need time to follow-up with L@L sessions.          Need to increase cognitive level of demands through instructional coaching/video, collaborative planning, Kagan strategies, formative assessment, and professional development.</p>	<p>Use our think tank times for professional development and planning;          Grow our committees to give each staff member a prominent voice;          Focus on the criteria of the Lovejoy Appraisal Tool for Professional Growth and Development to ensure teacher instruction meets or exceeds the proficient level.</p>

<b>Curriculum, Instruction, Assessment</b>	Implementation of writing across the curriculum to increase the levels of student thinking. Teachers create writing prompts as free response essays on all major assessments. Implement cooperative learning strategies through Kagan Create formative assessments that are aligned to the learning targets to evaluate student learning with high frequency.	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.	Allow time for vertical 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.
<b>Family and Community Involvement</b>	We have a highly involved parent population who assist us by volunteering their time and resources to support their children’s education.	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.	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.
<b>Technology</b>	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.	Need to iron out technical difficulties with equipment and develop a more cohesive, vertically aligned plan. Google Apps as a resource for communication and the extension of learning from the classroom to home.	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.

## **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:**

Springs Middle School will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the Middle School level.

**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 94% to 96%
- Increase our Level III Performance in 8th Grade Social Studies from 36% to 45%
- Increase our Level III Performance in 8th Grade Science from 67% to 73%.
- Increase our Level III Performance in 8th Grade Reading from 63% to 68%.
- Increase our Level III Performance in 8th Grade Math from 49% to 59%
- Increase our Level III Performance in 7th Grade Math from 59% to 65%
- Increase our Level III Performance in 7th Grade Reading from 67% to 73%
- Increase our Level III Performance in 7th Grade Writing from 47% to 53%

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Utilize collegial coaching to be used as a teaching tool for instructional coaching where teachers observe each other to learn new instructional techniques and strategies.	Kent Messer Rachael Merrick James Rodgers	Local Funds	August 2018-May 2019	Video Lessons Teacher Self Reflection	Student Performance	Teacher Self Reflection, Assessment Data, Parent Feedback
Increase levels of student thinking through student collaboration with Kagan strategies.	Teachers Counselors Assistant Principals	Local Funds	August 2018-May 2019	Walkthroughs Video Lessons 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 James Rodgers	Local Funds	August 2018-May 2019	Create a list of rising 7 <sup>th</sup> & 8 <sup>th</sup> grade students to begin the school year	Student Performance	Student Self Reflection, Assessment Data, Parent Feedback
Provide extended planning days for 7 <sup>th</sup> and 8 <sup>th</sup> grade social studies teams to increase inquiry based instruction with learning targets and formative assessments.	Kent Messer Rachael Merrick James Rodgers	Local Funds	August 2018-May 2019	James Rodgers participates in all extended planning	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 learning targets to regularly monitor and adjust instruction to ensure student learning.	Kent Messer Rachael Merrick James Rodgers	Local Funds	August 2018-May 2019	Review of lesson plans, teacher assessments. Visit classrooms and provide feedback.	Student Performance	Student Self Reflection, Assessment Data, Teacher Self Reflection.
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**Board Priority #2 - Campus Goal**

Springs Middle School will support the Lovejoy ISD Board Goal to continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.

**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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Create a system that enables teachers to watch each other teach in a collegial coaching model.	Kent Messer Rachael Merrick James Rodgers All Teachers	Local Funds	August 2018-May 2019	Teachers will observe two different teachers (one in the 2 <sup>nd</sup> in 3 <sup>rd</sup> nine weeks)	Teachers will create a culture of expectations around higher levels of instruction to improve student achievement.	Observation form that teachers fill out as reflection about their class visit. Load feedback forms into Google Folders.
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 James Rodgers	Local Funds	August 2018-May 2019	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 James Rodgers	Campus Funds	August 2018-May 2019	Feedback from staff	Student and staff performance	Staff Feedback through surveys and self-reflection
Use Gallup Q12 Engagement Data to guide campus discussions and planning around teacher engagement.	Kent Messer Rachael Merrick James Rodgers	District Funds	August 2018—May 2019	Feedback from staff	Staff surveys and feedback	Staff surveys and feedback

**Board Priority #3 - Campus Goal**

Willow Springs Middle School will support the Lovejoy ISD Board Goal of becoming a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.

**Objective(s):**

- Utilize Bright Spot teachers on campus to share STEM knowledge.
- Work with the high school to vertical align STEM curriculum and provide opportunities for WSMS STEM courses to visit the new STEM wing at 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 STEM activities that are occurring at WSMS through videos and pictures.	STEM Teachers Kent Messer	Local Funds	August 2018-May 2019	Weekly collaboration with STEM teachers to identify and promote STEM activities.	Increase participation in 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 STEM courses so students can provide feedback on how to enhance the STEM curriculum.	Kent Messer Rachael Merrick James Rodgers Beth Lowry Teachers	Local Funds	August 2018-May 2019	Data collected from surveys	Improved curriculum and delivery of curriculum based on student feedback and input	STEM teacher will evaluate the needs and progress of their courses through the use of enrollment data
Provide opportunities for vertical enhancement with the high school STEM courses and organize a bump up day for all WSMS 8 <sup>th</sup> grade students to view the new high school facility in December or January.	STEM Teachers Kent Messer High School Admin	Local Funds	August 2018-May 2019	Have high school STEM students partnering with students at WSMS through the learning and collaboration process.	Student participation and retention.	Feedback from STEM students, parents, and the community through surveys
Register for three STEM competitions in robotics and engineering and potentially qualify for state competition.	Kent Messer	Campus	August 2018-May 2019	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 STEM careers with a goal of increasing career	Kent Messer Kay Bordelon	Campus	August 2018-May 2019	Leadership meetings to plan and implement schedule	Participation in meetings, contacted presenters	Feedback surveys from presenters, teachers, students, and parents

presentations from 30 to 50.						
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**Board Priority #4 - Campus Goal**  
**Willow Springs Middle School will develop revenue generating strategies as well as budget efficiencies to ensure the Lovejoy student experience is maintained at current levels.**

**Objective(s):**

- **Efficiently manage the campus budget to ensure needs come before wants.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>
Manage campus budgets to support all programs to ensure there are leftover funds to be given back to the district.	Kent Messer	Local Funds	August 2018-May 2019	Monthly budget review	Monitoring of budgets to ensure funds are used efficiently	Amount of money WSMS is able to give back at the end of the year.
Identify ways to increase revenue through campus wide activities that involve students and the community.	Kent Messer	Local Funds	August 2018-May 2019	Development of the Campus Revenue Capacity Committee	Evaluate budgets to ensure funds are raised efficiently	Amount of money WSMS is able to gain as a result of the campus and community project designed to raise funds through the Campus Revenue Capacity Committee. .

**Board Priority #5 - Campus Goal**  
**Willow Springs Middle School will support the Lovejoy ISD Board Goal of strengthening the program for safety and security that serves as the model for K-12 by enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are met.**

**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.

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>
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 2018-May 2019	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 James Rodgers Rachael Merrick	Local Funds	August 2018-May 2019	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 James Rodgers Rachael Merrick	Local Funds	January 2018-May 2019	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 Resource Officer (SRO) to ensure students will be safe and secure with him on campus.	Kent Messer James Rodgers Rachael Merrick	Local Funds	August 2018-May 2019	SRO visibility and presence in the halls and on campus.	Student interaction with the SRO and the building of trust.	Student comments and response