Eagle Mountain-Saginaw Independent School District

Ed Willkie Middle School

2023-2024 Improvement Plan

Mission Statement

The mission of Ed Willkie is to cultivate relationships that inspire the discovery and development of each individual student's infinite potential.

Vision

Ed Willkie Vision Statement

The actions, words, and conduct, of everyone at Ed Willkie Middle School reflects a high level of respect for each other, for our school, and for personal growth.

Value Statement

Ed Willkie Values Statement

At Ed Willkie Middle School, we "Work the Willkie Way" by living our core values. Those that work the Willkie Way are :

Exceptional

Wise

Mindful

Safe

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	710	100.0%	21,155	5,359,040	710	100.0%	21,245	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	1.6%	3.7%	0	0.0%	1.6%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	1.6%	3.2%				
Kindergarten	0	0.0%	6.4%	6.7%	0	0.0%	6.4%	6.7%
Grade 1	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 5	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 6	232	32.7%	7.7%	7.7%	232	32.7%	7.7%	7.7%
Grade 7	227	32.0%	8.5%	7.9%	227	32.0%	8.5%	7.8%
Grade 8	251	35.4%	8.4%	7.9%	251	35.4%	8.4%	7.9%
Grade 9	0	0.0%	8.6%	8.1%	0	0.0%	8.6%	8.1%
Grade 10	0	0.0%	8.3%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	7.7%	7.2%	0	0.0%	7.6%	7.2%
Grade 12	0	0.0%	6.9%	6.8%	0	0.0%	7.0%	6.8%
Ethnic Distribution:								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
African American	102	14.4%	14.9%	12.7%	102	14.4%	14.9%	12.7%
Hispanic	286	40.3%	38.9%	52.9%	286	40.3%	38.9%	52.9%
White	261	36.8%	36.5%	26.5%	261	36.8%	36.6%	26.5%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	20	2.8%	4.5%	4.7%	20	2.8%	4.5%	4.7%
Pacific Islander	4	0.6%	0.3%	0.2%	4	0.6%	0.3%	0.2%
Two or More Races	37	5.2%	4.5%	2.7%	37	5.2%	4.5%	2.7%
Sex:								
Female	355	50.0%	48.0%	48.9%	355	50.0%	48.0%	48.9%
Male	355	50.0%	52.0%	51.1%	355	50.0%	52.0%	51.1%
Economically Disadvantaged	284	40.0%	42.3%	60.3%	284	40.0%	42.3%	60.2%
Non-Educationally Disadvantaged	426	60.0%	57.7%	39.7%	426	60.0%	57.7%	39.8%
Section 504 Students	60	8.5%	7.8%	7.2%	60	8.5%	7.8%	7.2%
EB Students/EL	66	9.3%	12.5%	20.7%	66	9.3%	12.5%	20.6%
Students w/ Disciplinary Placements (2019-20)	2	0.3%	1.0%	1.2%				
Students w/ Dyslexia	26	3.7%	3.2%	4.5%	26	3.7%	3.2%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	6	0.8%	0.8%	1.1%	6	0.8%	0.8%	1.1%
Immigrant	2	0.3%	0.7%	2.0%	2	0.3%	0.7%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	30.7%	64.5%	0	0.0%	30.7%	64.5%
Military Connected	61	8.6%	6.3%	2.7%	61	8.6%	6.3%	2.7%
At-Risk	285	40.1%	44.7%	49.2%	285	40.1%	44.5%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	63	8.9%	12.0%	21.0%	63	8.9%	12.0%	20.9%
Gifted and Talented Education	71	10.0%	6.9%	8.3%	71	10.0%	6.9%	8.3%
Special Education	69	9.7%	11.3%	11.1%	69	9.7%	11.7%	11.3%
Students with Disabilities by Type of Primary Disability:								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	69							
By Type of Primary Disability Students with Intellectual Disabilities	33	47.8%	43.4%	42.5%				
Students with Physical Disabilities	5	7.2%	17.3%	21.3%				
Students with Autism	15	21.7%	17.3%	14.1%				
Students with Behavioral Disabilities	16	23.2%	21.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	92	11.9%	14.8%	13.8%				
By Ethnicity: African American	32	4.1%	3.2%	2.8%				
Hispanic	26	3.4%	5.2%	7.1%				
White	30	3.9%	5.2%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.4%	0.4%	0.4%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	1	0.1%	0.7%	0.4%				
Count and Percent of Special Ed Students who are Mobile	13	14.9%	17.6%	16.5%				
Count and Percent of EB Students/EL who are Mobile	6	10.7%	15.3%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	62	16.4%	19.5%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	76	15.6%	17.7%	16.6%				

Demographics Strengths

Diversity is our strength in that it mirrors the diversity of our nation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student STAAR results are not equal when compared by demographic especially at the masters level. **Root Cause:** Rate of enrollment in advanced classes does not mirror our population.

Student Learning

Student Learning Summary

2021-2022 TAPR

Student Learning Strengths

9% growth in 6th grade Reading,

4% growth in 7th grade Math,

3% growth in 8th grade Social Studies,

2% growth in 6th grade math

2% growth in 8th grade math

Only 3 students did not pass the Algebra STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Social studies Achievement is lagging far behind other subject performance.

Problem Statement 2 (Prioritized): 8th grade reading declined 5% and is last in our district. **Root Cause:** Changes in staff

Problem Statement 3: Student data on standardized tests continue to have large differences based on ethnicity, at-risk status, and special programs membership. **Root Cause:** Lack of training centered on instruction for traditionally struggling subpopulations or training on how to modify and accommodate content.

Problem Statement 4: Our student STAAR results are not equal when compared by demographic especially at the masters level. **Root Cause:** Rate of enrollment in advanced classes does not mirror our population.

Perceptions

Perceptions Summary

See 2022-2023 Parent Listening Survey results Addendum

Priority Problem Statements

Problem Statement 1: Social studies Achievement is lagging far behind other subject performance.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: 8th grade reading declined 5% and is last in our district.

Root Cause 2: Changes in staff

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: Overall likelihood of school recommendation across all three platforms is below expectation at a 59.6% approval rate.

Root Cause 3: Limited transparency and communication

Problem Statement 3 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Parent and Community Engagement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: In the 2022-2023 school year, average academic achievement of students in 7th grade Math approaches Standard scores will increase by at least 5% as is measured on Local Benchmarks and State Assessments from the 22-23 school year, by increasing use of instructional strategies described by district documents and adherence to the Teaching and Learning System.

High Priority

Evaluation Data Sources: Local, district, and state assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: See 22-23 Middle School Math Plan in the Addendum for full details of Targeted Improvement Plan.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Lead 4 Ward and best practice strategies identified in the Torch will be used to improve student and teacher data literacy and to track student progress. **Strategy's Expected Result/Impact:** Students will connect their learning to a progress based model over a Pass v Fail model. All learning will be driven by a desire to improve. **Staff Responsible for Monitoring:** Teacher leaders, administration, intervention teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Embed data digs and data based decision making into the PLC processes. **Strategy's Expected Result/Impact:** Sharing of strategies and pedagogy to improve instruction as well as a deeper understanding of the academic growth of EWMS students. **Staff Responsible for Monitoring:** Department Chairs, and administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4: Use formative assessment , Eduphoria!, Canvas, Skyward and PLC discussions to track student learning and make instructional adjustments. **Strategy's Expected Result/Impact:** A variety of formats will contribute to the overall success of the learning cycle. **Staff Responsible for Monitoring:** Teachers, Department Chairs, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: In the 2022-2023 school year, the average academic achievement of students in English Language Arts will increase approaches Standard scores by 5% as measured on Local Benchmarks and State Assessments from the 22-23 school year, by the increasing use of instructional strategies described by district documents and adherence to the Teaching and Learning System.

High Priority

Evaluation Data Sources: Local, district and state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Students will connect their learning to a progress based model over a Pass v Fail model. All learning will be driven by a desire to improve. **Strategy's Expected Result/Impact:** Students will connect their learning to a progress based model over a Pass v Fail model. All learning will be driven by a desire to improve. **Staff Responsible for Monitoring:** Teacher leaders, administration, intervention teachers, Advisory and AVID teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Enrich data digs and data based decision making into the PLC processes with provided protocols. **Strategy's Expected Result/Impact:** Sharing of strategies and pedagogy to improve instruction as well as a deeper understanding of the academic growth of EWMS students. **Staff Responsible for Monitoring:** Teacher leaders, department chairs, and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Use formative assessment , Eduphoria!, Canvas, Skyward and PLC discussions to track student learning and make instructional adjustments. **Strategy's Expected Result/Impact:** Sharing of strategies and pedagogy to improve instruction as well as a deeper understanding of the academic growth of EWMS students. **Staff Responsible for Monitoring:** Teacher leaders, department chairs, and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4: Professional development will be provided about best instructional strategies and meeting protocols **Strategy's Expected Result/Impact:** Teachers will utilize best instructional strategies and PLC time will be utilized more effectively. **Staff Responsible for Monitoring:** Department chairs, administrators, AVID site team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: In the 2022-2023 school year, academic achievement of students classified as special education will decrease the performance gap in approaches standard to students not labeled special education by 7% as is measured on Local Benchmarks and State Assessments from the 21-22 school year, by increasing use of instructional strategies described by district documents.

High Priority

Evaluation Data Sources: Local, district, and state assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Lead 4 Ward and best practice strategies identified in the Torch will be used to improve student and teacher data literacy and to track student progress. **Strategy's Expected Result/Impact:** Ensure that all students are receiving best practice instructional techniques. **Staff Responsible for Monitoring:** Special programs teachers, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Utilize surveys and feedback forms to provide support for teachers that struggle to implement accommodations. **Strategy's Expected Result/Impact:** Ensure that all students are receiving best practice instructional techniques. **Staff Responsible for Monitoring:** Special programs teachers, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3: Ongoing, modeling and support through professional development. **Strategy's Expected Result/Impact:** A steady increase in the use, effectiveness, and capacity of learning in the classrooms. **Staff Responsible for Monitoring:** Principal, Principal's Secretary **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: In the 2022-2023 school year, the students that did not approach standard in their previous grade level will receive interventions which will result in approaching standard.

High Priority

Evaluation Data Sources: MTSS records, Eduphoria!, and state assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Training and materials from Solution Tree and intervention models for interventionists and teacher leaders. **Strategy's Expected Result/Impact:** A quality system of research based intervention practices are put in place and mavens of support can be easily identified. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Increased and appropriate use of BOY, MOY, EOY assessment, and universal screeners to determine learner levels and develop plans for success. **Strategy's Expected Result/Impact:** Student and teacher awareness of specific learning levels and the ability to track individual student progress. **Staff Responsible for Monitoring:** Intervention teachers, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy**				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: In the 2022-2023 school year, the average academic achievement of students in Science will increase approaches Standard scores by 4% as measured on Local Benchmarks and State Assessments from the 22-23 school year, by the increasing use of instructional strategies described by district documents and adherence to the Teaching and Learning System.

High Priority

Evaluation Data Sources: State Assessments, local benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Lead 4 Ward and best practice strategies identified in the Torch will be used to improve student and teacher data literacy and to track student progress. **Strategy's Expected Result/Impact:** Ensure that all students are receiving best practice instructional techniques. **Staff Responsible for Monitoring:** Administrators, department chairs, classroom teachers, AVID site team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: During the second semester, teachers will provide STAAR specific tutorials. **Strategy's Expected Result/Impact:** Student scores will increase **Staff Responsible for Monitoring:** Administrators, department chairs, classroom teachers, AVID site team				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 6: In the 2022-2023 school year, the average academic achievement of students in Social Studies will increase approaches Standard scores by 10% as measured on Local Benchmarks and State Assessments from the 22-23 school year, by the increasing use of instructional strategies described by district documents and adherence to the Teaching and Learning System.

High Priority

Evaluation Data Sources: State Assessments, local benchmarks

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: In the 2022-2023 school year, we will have clearly communicated expectations for all stakeholders on what it means to work the "Willkie Way" via STOIC implementations to decrease the number of occurrences of code of conduct infractions by 25%.

High Priority

Evaluation Data Sources: Discipline data, formal and informal surveys, implementation protocols, STOIC committee agenda and minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: A Family and Community Engagement Committee will analyze beginning and end of the year survey and needs assessment data to evaluate progress and set goals for the next year. **Staff Responsible for Monitoring:** Administration and committee chair. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Quarterly face-to-face public meeting to inform parents and present opportunities to volunteer. **Strategy's Expected Result/Impact:** Increased awareness of school decision making, parent input and community support. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: In the 2022-2023 school year, Ed Willkie MS will provide ongoing professional development for staff with clear alignment to campus and district goals, to increase student performance.

High Priority

Evaluation Data Sources: Sign in sheets, teacher feedback, and T-TESS data, formal and informal surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Teacher lead AVID training time at every staff development opportunity. **Strategy's Expected Result/Impact:** Improved quality of instruction and shared leadership. . **Staff Responsible for Monitoring:** Campus Administration and teacher leaders **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2: Gather tangible resources to use as a reference for teachers. **Strategy's Expected Result/Impact:** Teachers have continuously available resources and expert supports, **Staff Responsible for Monitoring:** Administration Teacher Leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: Students that do not meet the success criteria on STAAR will be reviewed and provided the opportunity to participate in forms of accelerated instruction.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: In the 2022-2023 school year, Ed Willkie Middle School will practice emergency drills within the first week of school and will continue to practice on a regular schedule throughout the school year.

High Priority

Evaluation Data Sources: CrisisGo data, formal and informal surveys, calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Cross-campus alignment and communication between Advisory teachers. **Strategy's Expected Result/Impact:** A strengthened curriculum and increased impact in lesson delivery. **Staff Responsible for Monitoring:** Advisory lead teachers. Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: Quarterly CPAC meetings to formatively assess progress toward goals and recommend changes as necessary.

Evaluation Data Sources: CrisisGo data, surveys, protocols, agenda, minutes, state assessments data, local benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Mar	June
Strategy 1: Gather DCA data digs from each PLC to present at CPAC for evaluation. **Strategy's Expected Result/Impact:** Provide transparency and accountability to the PLC process and provide relevant real-time data to the CPAC. **Staff Responsible for Monitoring:** Department Chairs, Department Administrators. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Texas Education Agency
2021-22 Preliminary School Report Card
ED WILLKIE MIDDLE (220918045)

Accountability Rating

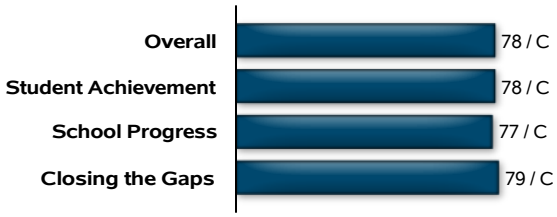
ED WILLKIE MIDDLE earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

School Information

District Name:	**EAGLE MT-SAGINAW ISD**
Campus Type:	**Middle School**
Total Students:	**703**
Grade Span:	**06 - 08**

For more information about this campus, see: https://TXSchools.gov

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for ED WILLKIE MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading
- X Mathematics
- X Science
- X Social Studies
- X Comparative Academic Growth
- X Comparative Closing the Gaps
- X Postsecondary Readiness

EMS Schools Listening Survey: Ed Willkie Middle School

Results

2021-2022

EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence

K12 Insight
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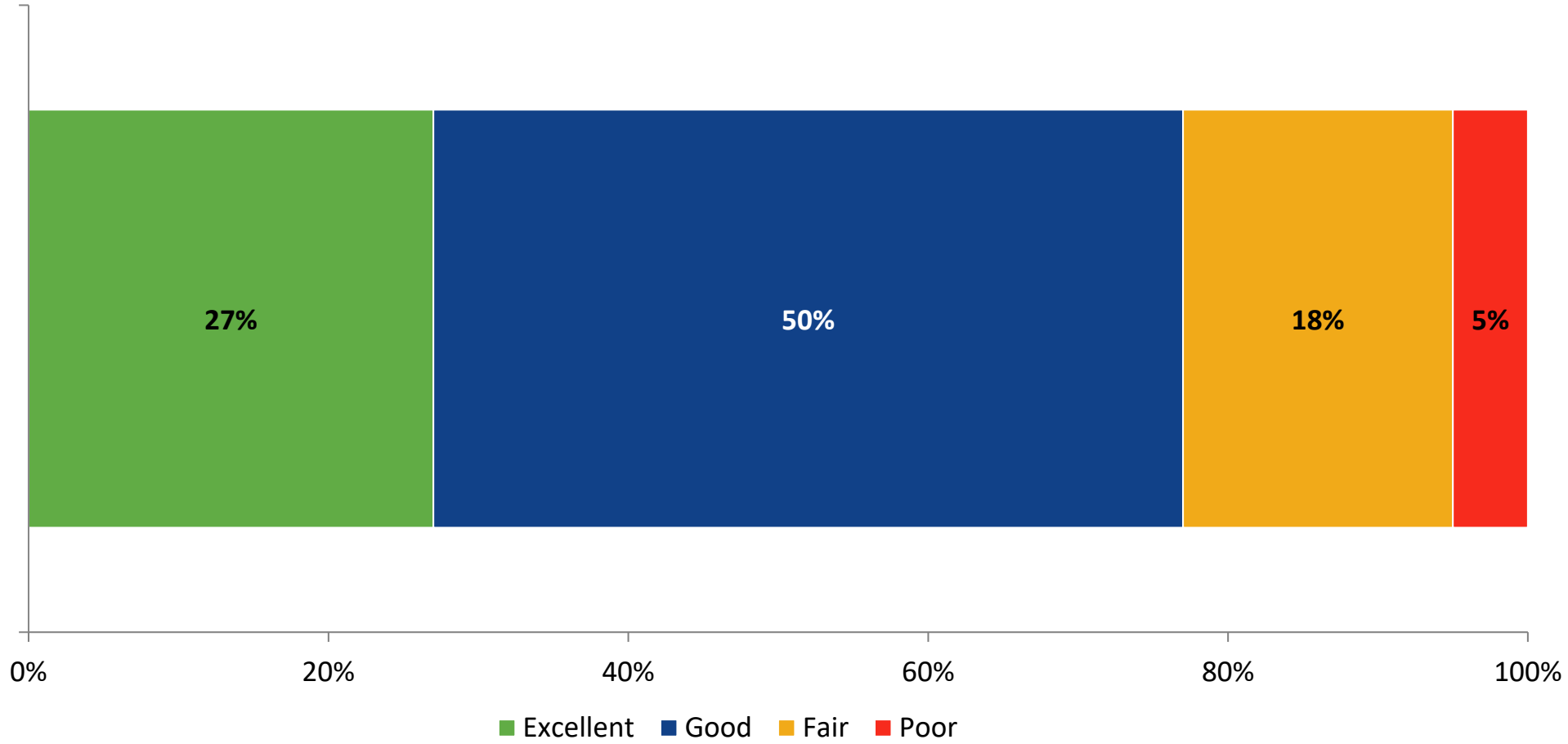
Overall School Quality

How would you rate the overall quality of your child's school? (N=56)



K12 Insight
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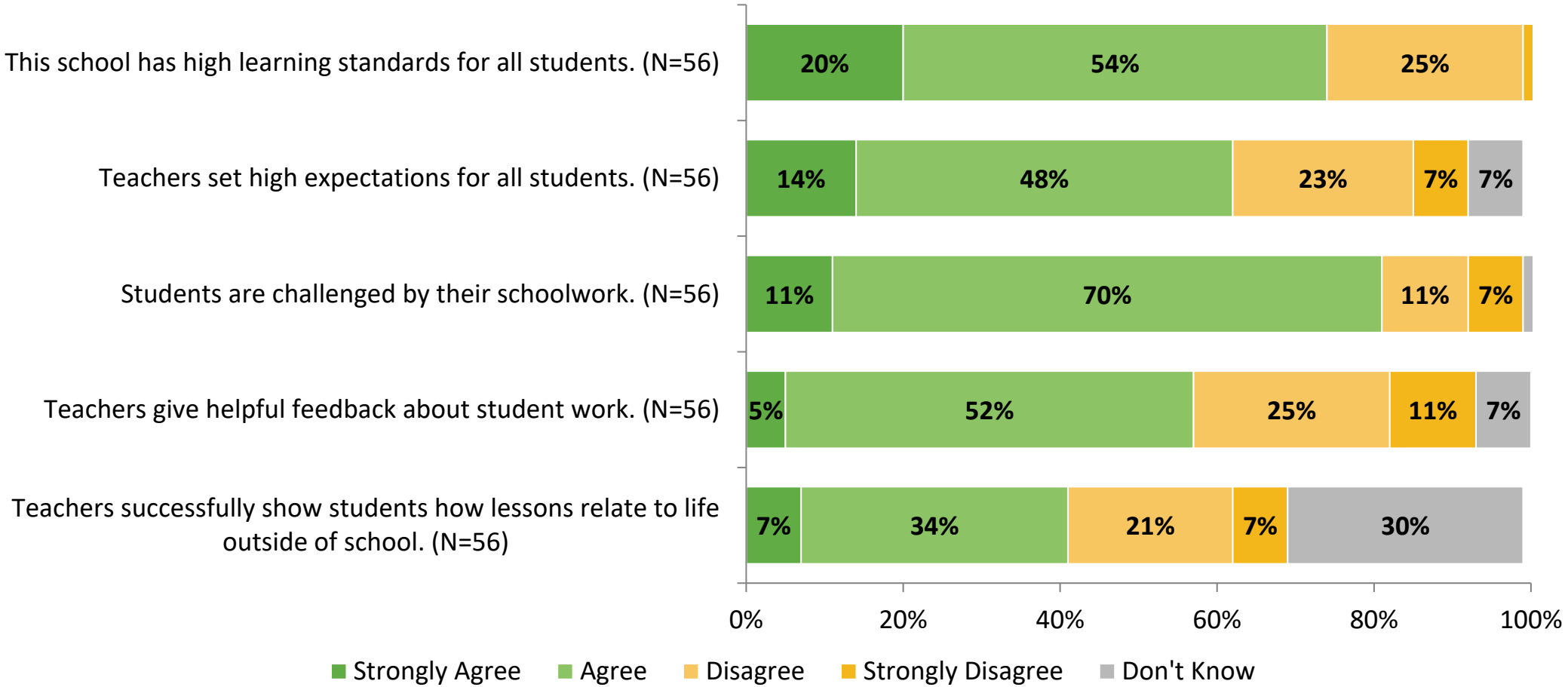
School Quality

How strongly do you agree or disagree with the following statements?



K12 Insight
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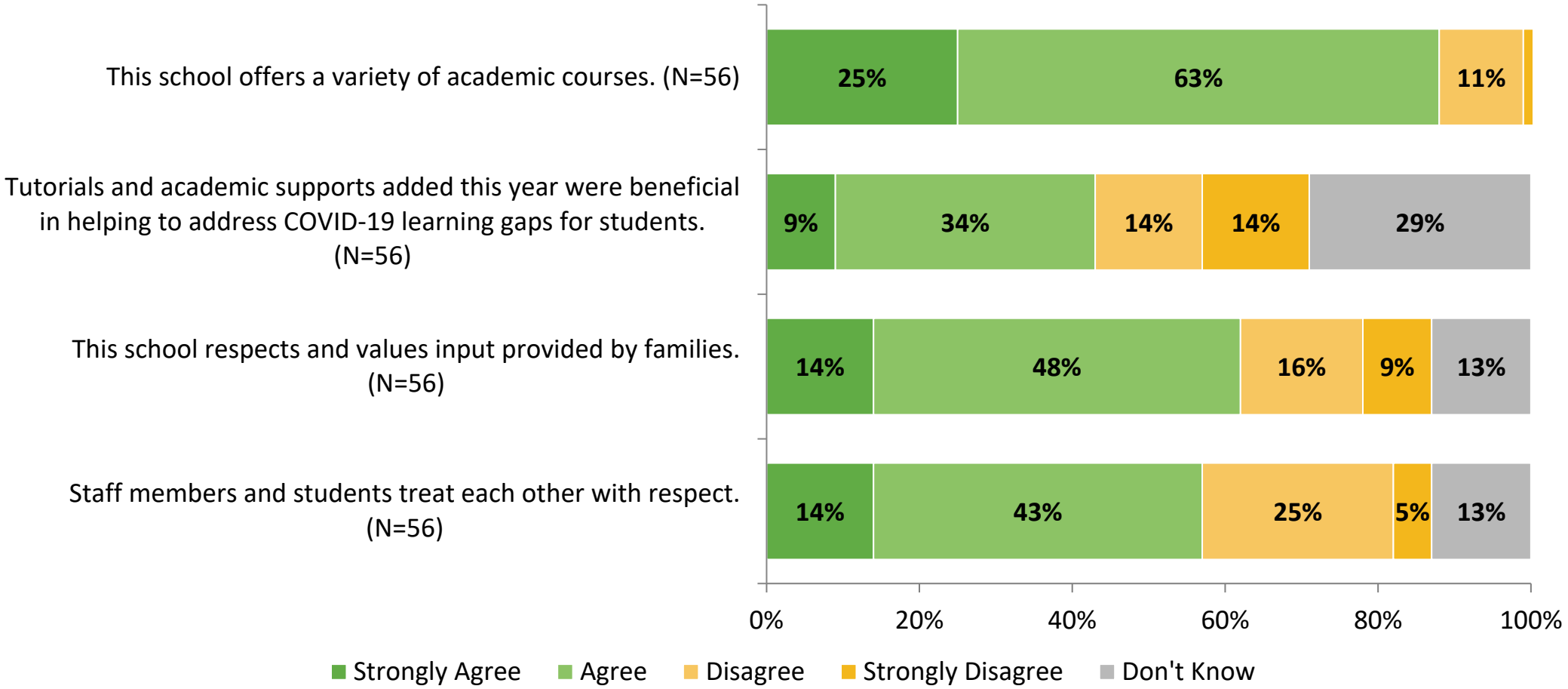
School Quality (Continued)

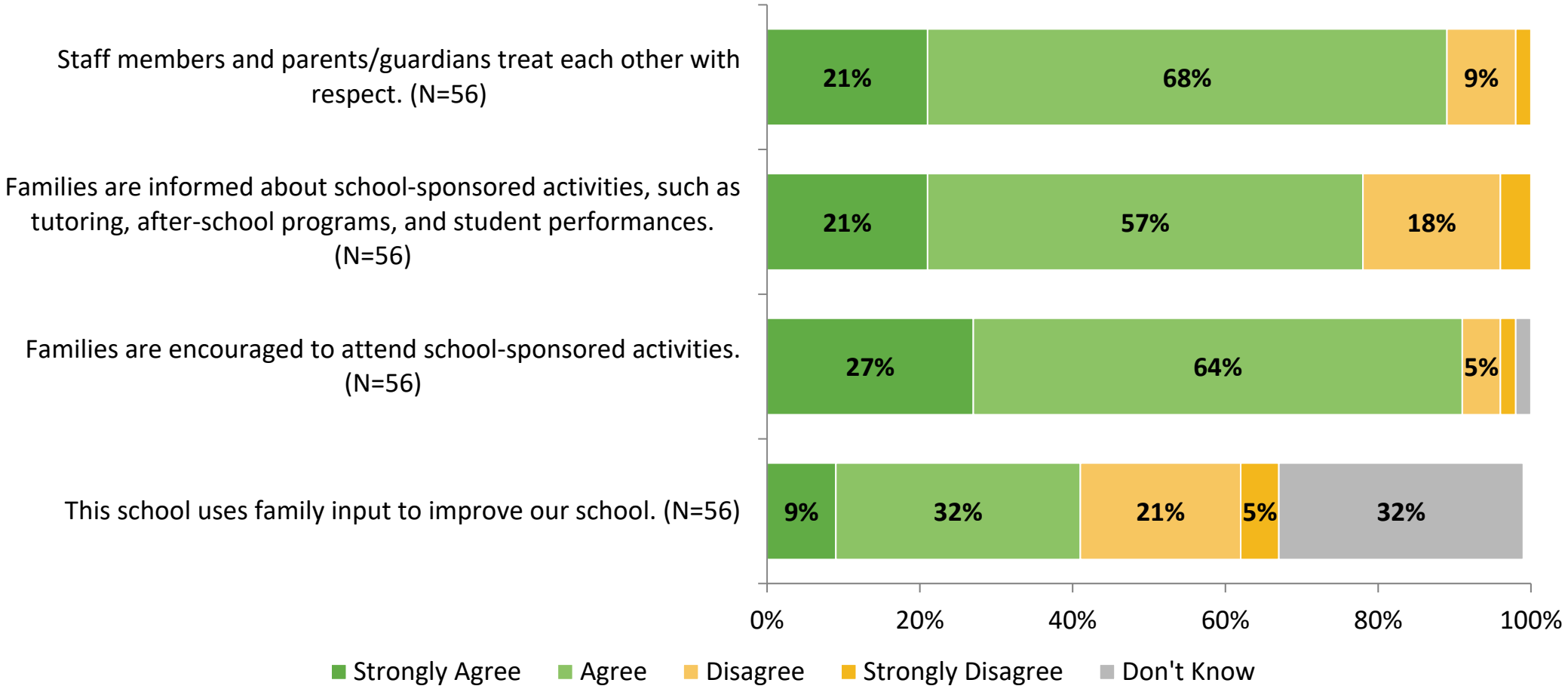
How strongly do you agree or disagree with the following statements?



K12 Insight © 2022

School Quality (Continued)

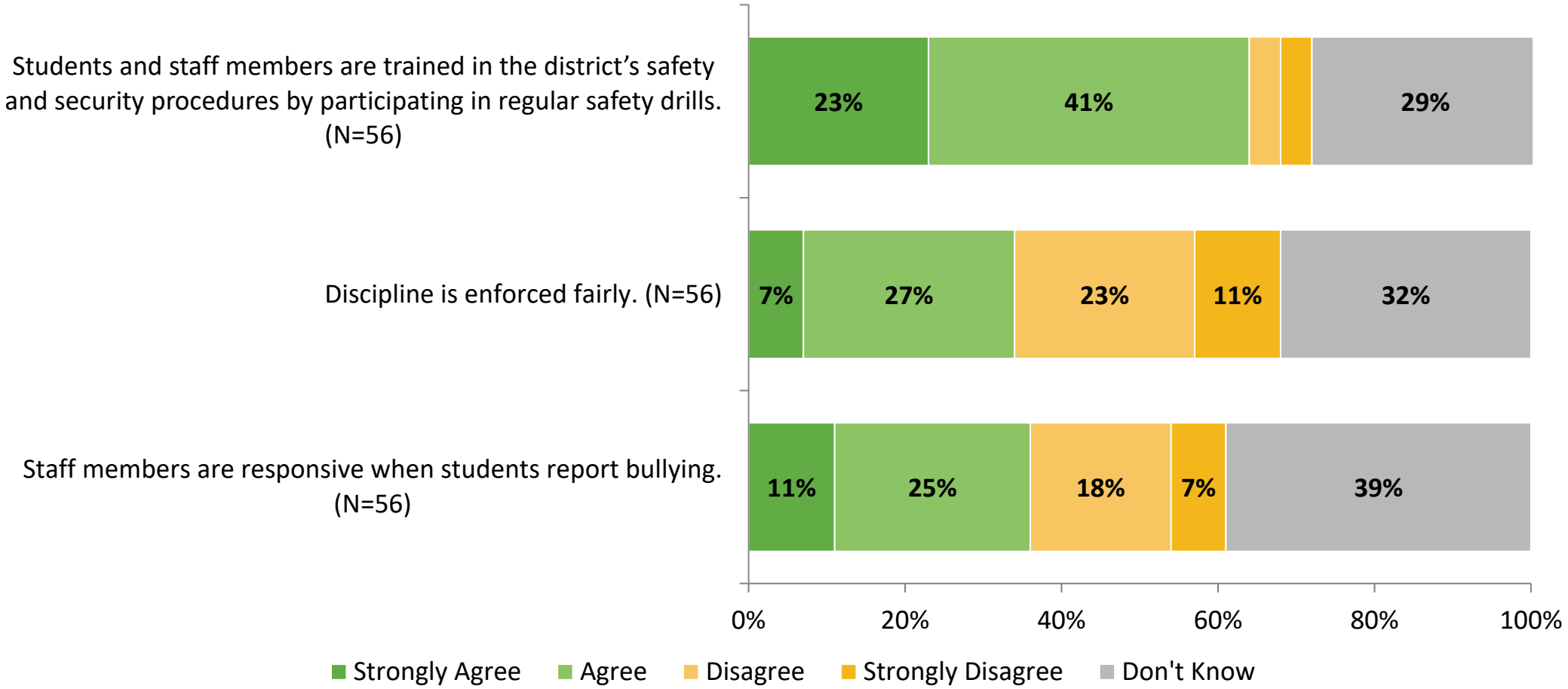
How strongly do you agree or disagree with the following statements?



K12 Insight © 2022

School Quality (Continued)

How strongly do you agree or disagree with the following statements?



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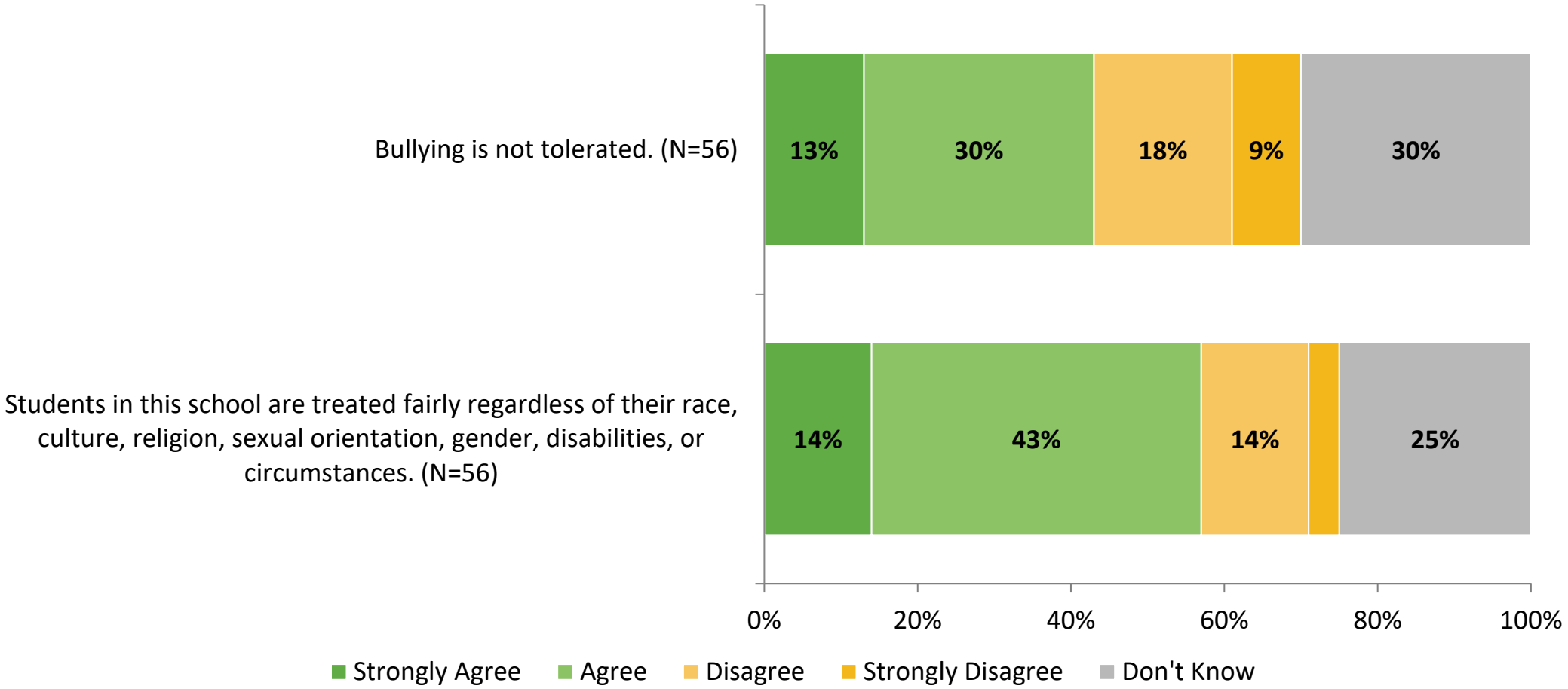
School Quality (Continued)

How strongly do you agree or disagree with the following statements?



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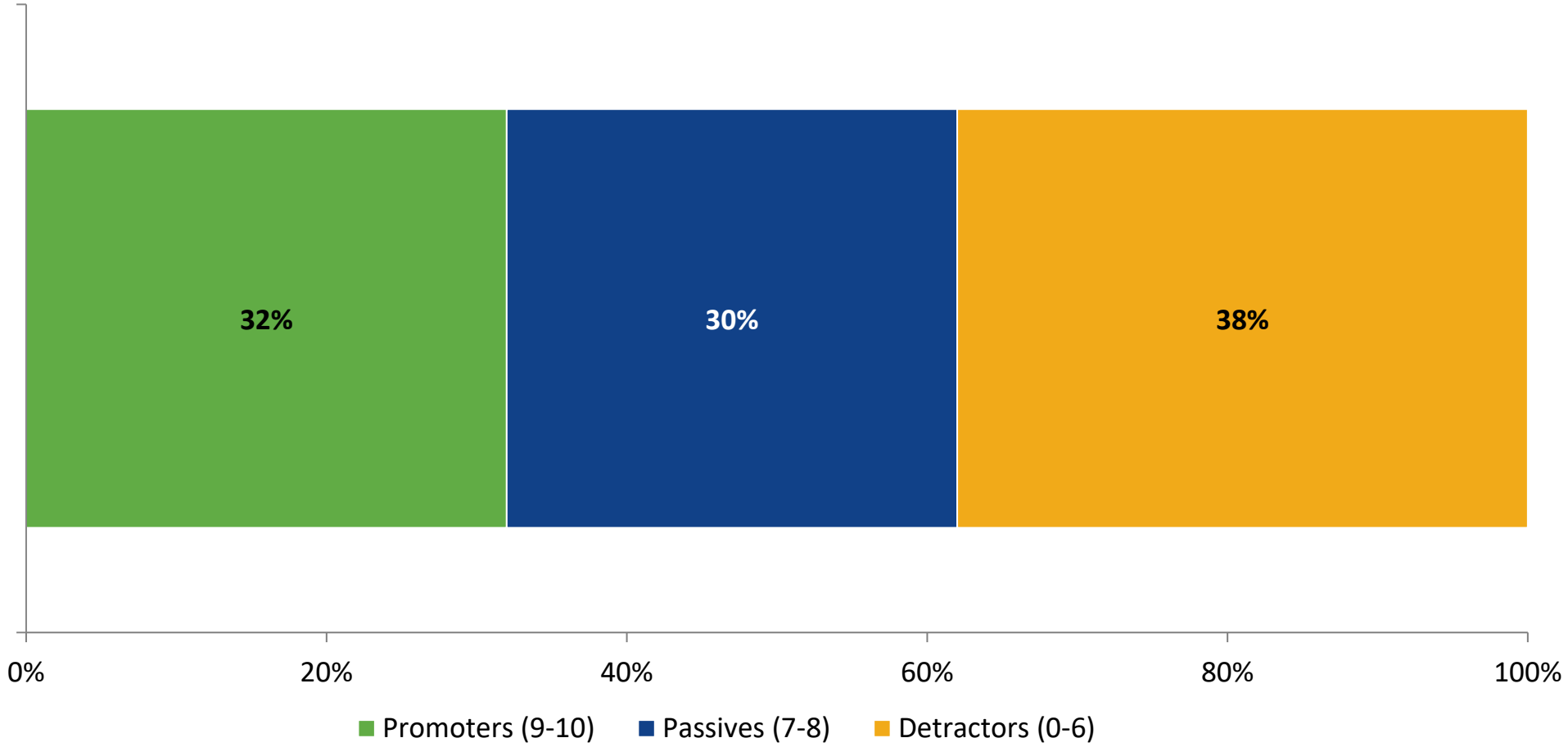
Net Promoter Score: School-level

How likely are you to recommend your child's school to a family member or friend? (N=56)



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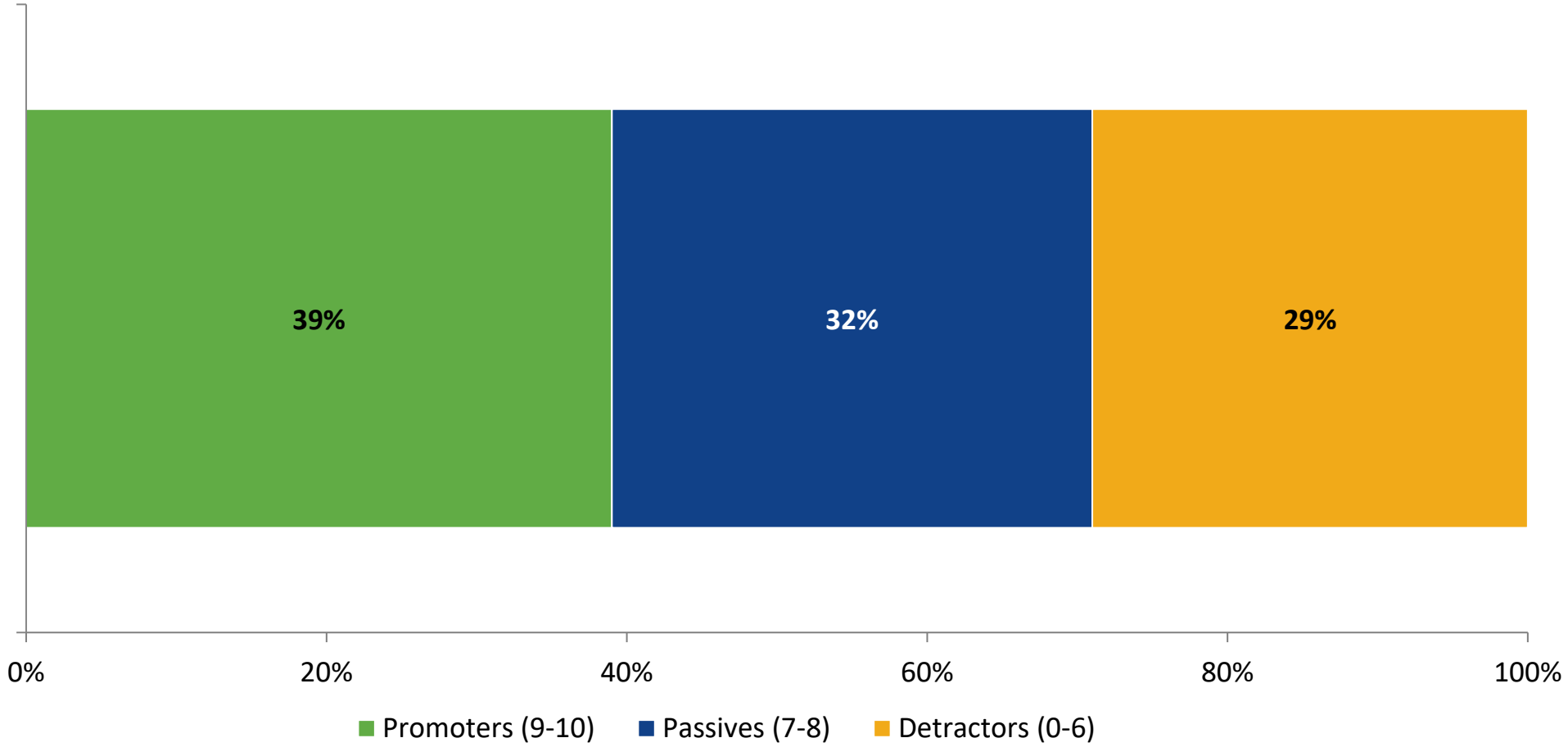
Net Promoter Score: District-level

How likely are you to recommend the Eagle Mountain-Saginaw school district to a family member or friend? (N=56)



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EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

The mission of Eagle Mountain-Saginaw Independent School District is to foster a **culture of excellence** that instills a **passion** for a **lifetime of continuous achievement** in **every student.**

Purpose: EMS ISD Middle School Math Focus Plan will provide campus administrators, teachers, and the Teaching and Learning team a strategic plan to ensure that every 7th grade middle school student shows a minimum of one year of growth on the STAAR 7th grade math exam. The collective commitments of our district and campus leaders will provide time to collaboratively develop a deeper understanding of the connection between the written, taught, and tested curriculum, structured professional learning communities, data analysis, classroom observations, and targeted professional learning.

Outcome: EMS ISD Middle School Math Focus Plan will empower leaders (teachers and campus administration) to guide campus PLC, provide the Teaching and Learning team with information to adjust curriculum, determine professional learning needs, and provide teachers the ability to focus on the delivery of instruction utilizing the EMS ISD content instructional frameworks in a high level of student engagement in rigorous and relevant learning. On level 7th grade math students will take the 7th grade math STAAR and the 7th grade Advanced Math students will take the 8th grade STAAR which match the current curriculum and instruction.

Campuses: Creekview, Ed Willkie, Highland, Marine Creek, Prairie Vista, Wayside Middle Schools

Focus Team:

- 7th Grade Math Teachers (On-Level includes teachers in specialized programs)
- Middle School Principals
- Content Specific Assistant Principals
- Secondary Math Coordinator
- Secondary Math Coach
- Secondary Special Education District Support
- Director of Continuous Improvement and Professional Learning
- Director of MTSS
- Executive Director of Secondary Services
- Chief Academic Officer

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

Dates: District PLC Days

- August 10- District Curriculum Day- Led by Jennette King (Secondary Math Coordinator/Director of PD&CI/MS Principals)
- August 31- Full Day PLC- Led by Beth Sanders (observe model classrooms, structured PLC)- Sub provided by C&I
- Sept 6- CLC in morning- Led by Jennette King
- Oct 11- CLC in morning- Led by Jennette King
- Oct 19- Full Day PLC- Led by Beth Sanders (observe model classrooms, structured PLC)- Sub provided by C&I
- Jan 2- CLC in morning- Led by Jennette King
- Feb 21- CLC in morning- Led by Jennette King
- Feb 28- Full Day PLC- Led by Beth Sanders (observe model classrooms, structured PLC)- Sub provided by C&I

Campus PLC

- Principals and Coach will lead campus-based support days based on the specific needs.

Process:

District PLC Structure

What: District PLC for 7th Grade on Level Math
Who: 7th grade on level math teachers from all Middle School campuses, MS Instructional Coach, Coordinator of Secondary Math
When: One full day per grading period dates TBD
Where: Location HDC/New Admin Building
Why: Provide alignment and support to 7th grade on level math teachers as they plan and implement curriculum-based instruction.
How: Structured Agenda Provided

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

District PLC Structure (Continued)

- Review of data from previous formative and summative assessments
- Determination of strengths and weaknesses
- Collaboration over effective instructional strategies
- Review and unpack upcoming standards
- Collaboration over effective Classroom Managements strategies
- Creation of formative assessments for upcoming instructional units
- Backward design for instructional units including spiral review and tiered intervention focuses.

PLC/PDSA Cycle

Effective PLC Rubric

Actions: Leaders will develop an action plan for all participants with accountability of the needed learning.

The leaders will:

- **Campus Principal:**
    - **Provide consistency with behavior so instruction can continue in the classroom**
    - **Provide a common PLC time**
    - **Listen, advocate, be visible, and provide clarity**
    - **Develop master schedule that supports TIER 1 instruction and intervention**
    - **Allow teachers to have a partner teacher who teaches same subject and grade**
    - **Utilize classroom teachers for tutoring/intervention**
    - **Enter action plan in Plan4Learning and monitor**
    - **Analyze data to ensure growth in outcome and share with Focus Team**
    - **Provide a substitute for teachers to meet with district PLC and campus PLC**
    - **De-implement any action that is not necessary or provide a time saving process to complete**
    - **Build a trusting environment**
    - **Submit for sub requests. Budget code is** 199 E 6112 55 906 0 11 000 000. **Nancy Salinas (Assistant to Chief Academic Officer) can assist with any questions**

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

- **Teachers:**
  - **Be collaborative, solution oriented, and open-minded to change**
  - **Follow the curriculum and structures within the Teaching and Learning System**
  - **Be honest and transparent with needs to Focus Team**
  - **Design lessons that are relevant, rigorous, and engaging**
  - **Share data with focus team**
  - **Develop lesson plans which follow the Understanding by Design (Backward Design) framework**
  - **Assist district 7th grade math teachers to create formative assessments**
  - **Coach-Out- Share information with a positive position**
  - **Build a trusting environment**

- **Coach:**
  - **Provide one-to-one support every two weeks**
  - **Model within the teacher's classroom**
  - **Provide video lessons**
  - **Assist with Data Analytics**
  - **Assist with facilitating the PLC**

- **Director of Continuous Improvement and Professional Learning:**
  - **Provide process for Backwards Design**
  - **Targeted PD for Structured PLC**
  - **All time and process for classroom observations**
  - **Provide Co-Teaching support training**
  - **Enter action plan into Plan4Learning and monitor**
  - **Lead the development of the EMS ISD Learning Cycle**
  - **Bring in learning and support from the counseling and ESL departments when needed**

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

- **Secondary Math Coordinator:**
  - **Provide specific help with the COVID loss of learning**
  - **Create common formative exams with team**
  - **Collaborate with instructional technologists on providing help with hard-to-understand concepts**
  - **Enhance curriculum with a focus on power standards**
  - **Analyze data to determine needed actions**
  - **Provide supports for basic math facts, fluency, vocabulary**
  - **Provide supports for revised STAAR exam**

- **Secondary Special Education District Support:**
  - **Provide Co-Teaching support training**
  - **Provide instructional strategies to assist our students with specialized needs**
  - **Participate in professional learning and some PLC meetings to provide additional support**
  - **Analyze special population data to determine needed actions**

- **Director of MTSS:**
  - **Collaborate with Focus Team to provide TIER II and III support (Interventionists, push in model, etc.)**
  - **Analyze special population data to determine needed actions**

- **Executive Director of Secondary Services:**
  - **Provide support for campus principals to ensure processes are followed, supports are provided, feedback to participants**
  - **Attend PLC training to assist with process**
  - **Accountability support and monitor**

- **Chief Academic Officer:**
  - **Provide financial support for action plan**
  - **Provide oversight of process**
  - **Provide updates and reports for Deputy Superintendent, Superintendent, and Board of Trustees**

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

Causal Factor(s) A causal factor is any major unplanned, unintended contributor to a negative event or undesirable condition, that if eliminated would have either prevented the unintended outcome or reduced its severity or frequency.

Classroom management taking away from instruction and learning

Goal: Each middle school campus will have a behavior management plan where proactive structures are in place in all areas of the building and is followed with consistency, so the culture is learning, respect, and engagement.

Strategy: Campus administration, in collaboration with teachers, will develop a plan to ensure behavior from all stakeholders focuses on the culture of the campus and is consistently supported.			
Hattie Effect Size on Student Achievement:.62			
Action Step	**Resources Needed**	**Evidence of Implementation**	**Evidence of Impact**
The principal will utilize a positive behavior advisory group to develop a structure (following the STOIC model) that all teachers, staff, students, and communication to parents will be completed, followed, continuously improved each six weeks, and consistently implemented.	Campus administration and teachers	Training and Communication completion dates and evidence Teacher Feedback Student Feedback (Advisory) Discipline Data PDSA	Students understand expectations of the culture of the campus, so their focus is on learning and supporting their co-students. Teachers are able to immediately begin instruction and students learn throughout the entire period. Teachers feel supported (feedback) that they are able to teach.

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

Causal Factor(s) A causal factor is any major unplanned, unintended contributor to a negative event or undesirable condition, that if eliminated would have either prevented the unintended outcome or reduced its severity or frequency.

Implementation of math instructional framework and strategies

Goal: Each 7th grade on-level math teacher will implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Strategy: Teachers will utilize the instructional strategies and math frameworks within their classroom while providing informal, formative and summative assessments to ensure learning is taking place and students are provided extensions when they have prior knowledge, and interventions and supports for students in need.

Hattie Effect Size on Student Achievement: .90

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Teachers will learn instructional strategies and how to design lessons that meet the needs of the students in a rigorous and relevant engaging environment. Teachers will have intensive support from the middle school math coach to receive coaching and modeling assistance in an authentic, "in the moment" setting.	Focus Team PLC Structured Agenda Coach Support Flexible scheduling Assessment training Hattie Effect size training Marzano instructional strategies training Understanding the math TEKS training Data Analysis and Implementation	Students are showing appropriate growth in their learning and are engaged, teacher reports of more students receiving assistance and learning gaps closing, math coach reports of teachers welcoming coaching and modeling opportunities during their visits and outside of the classroom as well.	Student data shows academic gains (benchmarks, common assessments, teacher progress monitoring logs, student data tracking), stronger Tier 1 instruction from the classroom teachers.

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

Causal Factor(s) A causal factor is any major unplanned, unintended contributor to a negative event or undesirable condition, that if eliminated would have either prevented the unintended outcome or reduced its severity or frequency.

Lack of collaboration to build collective and self-efficacy with instruction

Goal: Each 7th grade on-level math teacher will be provided uninterrupted time to PLC to learn how to implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and how to analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Strategy: Teachers will be afforded uninterrupted time with campus and district math supports with time dedicated to understanding the math curriculum, observe model classrooms, have transparent collaboration with Focus team, and analyze trends and outliers in math data so the collective efficacy is built across the district.

Hattie Effect Size on Student Achievement: 1.57

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
On August 10, 12, 31(Sub Provided), Sept 6, Oct 11, Oct 19 (Sub provided), Jan 2, Feb 21, Feb 28 (Sub provided), 7th grade on level math teachers will be provided time to meet for PLC and professional learning on backwards design, data analysis, understanding TEKS, and instructional strategies with members of the Focus Team. Subs will be funded by the Curriculum and Learning department.	Math Coach 7th grade on level math teachers Funding for subs Members of the Focus team when appropriate	A focused agenda is created for teachers for each of the training sessions and adhered to for the duration of the trainings. Impact of learning is observed in the classroom Learning goals achieved Student Feedback Data Tracking	Classroom observations indicate that the math teachers have carried forth the information and best teaching practices from the trainings. Progress monitoring (both formative and summative) show gaps are being closed and student achievement is increasing.

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

Causal Factor(s) A causal factor is any major unplanned, unintended contributor to a negative event or undesirable condition, that if eliminated would have either prevented the unintended outcome or reduced its severity or frequency.

Lack of intensive coaching support for immediate support and proactive supports

Goal: Each 7th grade on-level math teacher will be provided direct coaching and modeling from the district math coach to provide direct support in PLC, instructional strategies and implementation of the district curriculum, data analysis, strategies for students with special needs and classroom supports.

Strategy: Teachers will be provided direct support from a math coach which will include one on one support, instructional strategies, curriculum implementation, assessment understanding, and data analysis to meet the individual needs of every student

Hattie Effect Size on Student Achievement: .72

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Teachers will have access to the coach during district PLC dates. Teachers will have one on one support from a coach every two weeks. Teachers will utilize the action plan within their classrooms.	Middle School District Math Coach Coaching Plan (Results Coaching and Impact Cycle) Documentation of visits and assistance provided for continual improvement Understanding of diverse student populations	All 7th grade math teachers are using the same vocabulary and resources in a general, ESL, and special education classroom Structured agenda for PLC Building assessments and using the data to adjust instruction Teachers have campus scheduled time of collaboration to discuss curriculum and student achievement.	ALL student scores on common formative assessments improve, progress toward student goals (including IEP) and objectives are met at a higher rate of frequency, and resources, instructional strategies, and goal setting reflect the teaching practices in all classrooms.

EMS ISD Middle School Math
2022-2023 Targeted Improvement Plan

Causal Factor(s) A causal factor is any major unplanned, unintended contributor to a negative event or undesirable condition, that if eliminated would have either prevented the unintended outcome or reduced its severity or frequency.

Support with students with special needs (SPED, Dyslexia, ESL, Trauma, etc.)

Goal: Each 7th grade on-level math teacher will be provided direct coaching and modeling from the district math coach along with support from special programs, MTSS/Dyslexia, counseling, and ESL to provide support in PLC to determine best instructional strategies for students with special needs and classroom supports which will show student growth by the teacher's efficacy of student achievement.

Strategy: Teachers will receive specific training and processes to assist students who are emergent learners, who have experienced trauma, who are struggling academically/behaviorally, or who need differentiated support due to an IEP.

Hattie Effect Size on Student Achievement: 1.29

Action Step	Resources Needed	Evidence of Implementation	Evidence of Impact
Campus and district staff will work with the math coach to schedule specific professional learning based on needs of our students. The team will design a plan of support that includes follow up and accountability for teacher learning and implementation as well as student growth.	Math Coach MTSS/Dyslexia support Special Programs support Counseling support ESL/emergent language learner support	All teachers are attending and participating and showing growth in the instruction, training, and support. Teachers are implementing learned strategies in their lessons as seen by campus administration in walkthroughs and in coaching observations. Teacher efficacy in the belief that every student can learn is seen in the culture of the classroom and in student academic success.	Student data tracking are present and showing student growth. Teacher efficacy is shown through feedback and student feedback. Student self-efficacy is observed through their explanation of their goal setting and data tracking.

Texas Education Agency

2022 Accountability Ratings Overall Summary

ED WILLKIE MIDDLE (220918045) - EAGLE MT-SAGINAW ISD - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**78**	**C**
Student Achievement		**78**	**C**
STAAR Performance	47	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**77**	**C**
Academic Growth	70	77	C
Relative Performance (Eco Dis: 44.1%)	47	72	C
Closing the Gaps	**64**	**79**	**C**

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

- ✗ **ELA/Reading**
- ✗ **Mathematics**
- ✗ **Science**
- ✗ **Social Studies**
- ✗ **Comparative Academic Growth**
- ✗ **Postsecondary Readiness**
- ✗ **Comparative Closing the Gaps**