

Willow Springs Middle School Campus Improvement Plan
2016 - 2017



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 students 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 build a comprehensive plan for communication to build capacity in the community's understanding of critical district practices aligned to student experiences and student outcomes, which are fundamental to continuous improvement.
- Priority #3: Lovejoy ISD will 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.
- Priority #4: Lovejoy ISD will become 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.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY SCHOOL YEAR: 2016-2017

Data Sources Reviewed: <ul style="list-style-type: none"> • AEIS Data • 2016 STAAR Data • 2016 Unit Assessments & Benchmarks • 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 are 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 2016. -Our 8 th grade Algebra I level III scores were the highest in the state.	-Our percentage of students who meet or exceed the level III performance standards in 8 th grade science and social studies both strongly increased but still needs to improve to level III performance of our comparison schools.	-Closely monitor progress for all students & intervene when necessary using small and individual groups, and tutoring -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 -Target students who missed Level III performance on unit tests and benchmarks
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 -Utilize announcements to connect	-Continue our work and communication around cyber etiquette and character building in a high school prep environment -Focus on supporting the Graduate Profile and Educator Profile	-Continue our work on communication around cyber etiquette, character building, and Graduate Profile leadership -Establish a culture where all staff hold students accountable to high standards around student dress, character, study habits, and organization
School Culture and Climate --			

cont'd	<p>students to school information and culture</p> <ul style="list-style-type: none"> -Extra teacher planning once a month and extended planning make instruction better and relieve teacher stress -PST meetings becoming more efficient 		
Staff Quality/ Professional Development	<p>-Willow Springs has a hard working, talented staff, dedicated to student success and to their own growth as professionals.</p>	<ul style="list-style-type: none"> -Need for vertical teaming, need time to follow-up with L@L sessions, especially in the area of technology integration -Need to increase cognitive level of demands through instructional coaching/video, collaborative planning, and professional development 	<ul style="list-style-type: none"> -Use our think tank times for professional development and planning -Grow our committees to give each staff member a prominent voice -Continue focus on Reflective Teacher, Instructional Coaching, and Learning Goals to increase cognitive demand
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> -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 more maps, graphs, charts, and excerpts into lessons and assessments that require students to evaluate and synthesize information -Create formative assessments that are aligned to the learning targets to evaluate student learning with high frequency 	<ul style="list-style-type: none"> -Create professional development around an understanding of effective free response essay prompts that align to the AP standards -Create a video library of highly effective teacher instructional practices to grow and develop teachers 	<ul style="list-style-type: none"> -Allow time for vertical teams and committees to work on goals for curriculum, assessment, and instruction -Continue focus on reflective teaching, cognitive demand, and formative assessment
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 Sites and online resources to provide learning opportunities that extend school to home environments</p>
Technology	<p>-Staff and students utilize technology effectively to enhance teaching and learning</p>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Provide professional development through "Tech Tanks" and have campus media specialist work with teams on the differentiation of technology implementation -Utilize Technology Committee to develop a five-year technology plan for the campus -Communicate our technical problems our campus technology specialist

Title I, Part A

Schoolwide 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. Schoolwide 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 schoolwide 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:

Willow 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 86% to 88%
- Increase our Level III Performance in 8th Grade Social Studies from 39% to 41%
- Increase our Level III Performance in 8th Grade Science from 43% to 47%
- Increase our Level III Performance in 8th Grade Reading from 54% to 58%
- Increase our Level III Performance in 8th Grade Math from 55% to 58%
- Increase our Level III Performance in 7th Grade Math from 62% to 65%
- Increase our Level III Performance in 7th Grade Reading from 55% to 58%
- Increase our Level III Performance in 7th Grade Writing from 52% to 55%

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Utilize video to record instruction to be used as a teaching tool for instructional coaching	Kent Messer Rachael Merrick Lacey Moser	Local Funds	August 2016-May 2017	Video Lessons Teacher Self Reflection	Student Performance	Teacher Self Reflection, Assessment Data, Parent Feedback
Increase levels of student thinking through writing on unit tests and increase rigor in instruction	Teachers Counselors Assistant Principals	Local Funds	August 2016-May 2017	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 Lacey Moser	Local Funds	August 2016-May 2017	Create a list of rising 7 th & 8 th grade students to begin the school year	Student Performance	Student Self Reflection, Assessment Data, Parent Feedback
Implement graphs, charts, maps, excerpts, etc., into daily lessons and ask students to synthesize information to increase levels of Pre AP thinking	Kent Messer Rachael Merrick Lacey Moser	Local Funds	August 2016-May 2017	Review of lesson plans, teacher assessments. Visit classrooms and provide feedback	Student Performance	Student Self Reflection, Assessment Data, Teacher Self Reflection
Utilize formative assessment strategies that align to learning targets to regularly monitor and adjust instruction to ensure student learning	Kent Messer Rachael Merrick Lacey Moser	Local Funds	August 2016-May 2017	Review of lesson plans, teacher assessments. Visit classrooms and provide feedback	Student Performance	Student Self Reflection, Assessment Data, Teacher Self Reflection

Board Priority #2- Campus Goal

Willow Springs Middle School will support the Lovejoy ISD Board Goal of continuing to build a comprehensive plan for communication to build capacity in the community's understanding of critical district practices aligned to student experiences and student outcomes, which are fundamental to continuous improvement.

- Objective(s):**
- 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 All teaching staff	Local funds	August 2016-May 2017	Copy of newsletters, website, twitter	Parents attend events, express satisfaction with communication	Parent comments, parent participation
Continue Principals Coffee's to connect with parents and the community about school philosophies and educational programs	Kent Messer	Local Funds	August 2016-May 2017	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 Kathy Stone Kay Bordelon	Local Funds	January 2016-May 2016	Sign in sheets, logs	Participation analysis, FAQs, parent surveys	Parent comments, response from community
Standardize course websites so information and materials are easily accessible	Kent Messer Kay Bordelon Kathy Stone	Local Funds	Augsut 2016-May 2017	Visit websites	Student participation and comments/feedback	Student comments and response

Board Priority #3 - Campus Goal

Willow 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 through a collegial coaching model	Kent Messer Rachael Merrick Lacey Moser	Local Funds	August 2016-May 2017	Teachers will observe one teacher in the subject matter and one teacher outside their subject matter once a grading period.	Teachers 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
Utilize Learning at Lovejoy by encouraging teachers to attend specific PD that aligns with campus instructional needs based on the Lovejoy Appraisal Tool for Professional Development	Kent Messer Rachael Merrick Lacey Moser	Local Funds	August 2016-May 2017	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 Lacey Moser	Campus Funds	August 2016-May 2017	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 Lacey Moser	District Funds	August 2016—May 2017	Feedback from staff	Staff surveys and feedback	Staff surveys and feedback

Board Priority #4 - 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):

- **Create a three-five year plan for technology integration**
- **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	STEM Teachers Kent Messer	Local Funds	August 2016- May 2017	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
Systematically improve the process to recruit and retain students who participate and/or are interested in STEM in grades 5-12	Kent Messer Rachael Merrick Lacey Moser Beth Lowry Teachers	Local Funds	August 2016- May 2017	Vertically meet with STEEM teachers in grades 5-12 to help promote and grow the program	Have WSMS STEM teachers visit SCIS to promote and encourage student participation through course presentations and demonstrations	STEEM 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 field trip day for WSMS STEM classes to view the new high school facility in December or January	STEM Teachers Kent Messer High School Admin	Local Funds	August 2016- May 2017	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
Vertical strengthen alignment in 5-12 STEM programming and curriculum	Kent Messer	Campus	August 2016- May 2017	Vertical planning meetings	Walkthroughs, participation in planning	Enrollment and retention of students from course to course
Career Day to showcase STEM careers with a goal of increasing career presentations from 30 to	Kent Messer Kay Bordelon	Campus	August 2016- May 2017	Leadership meetings to plan and implement schedule	Participation in meetings, contacted presenters	Feedback surveys from presenters, teachers, students, and parents

