

# 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 :

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Y kug

Okpfhwn"

Uchg

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Comprehensive Needs Assessment  
Demographics  
Student Learning

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5  
9





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"	<b>E c o r w u</b>	"	<b>E c o r w u</b>	"
<b>U v w f g p v " k p h q t o c v k q p</b>	<b>E q w p v</b>	<b>R g t e g p v</b>		

**Rtqdn g o "Uvcvg o gpvu"Kfgpvkh{kpi" Fg o q i t c r jkeu" Pggfu**

**Rtqdn g o "Uvcvg o gpv"3<** Our student STAAR results are not equal when compared by demographic especially at the masters level. **Tqqv" Ecwug<** Rate of enrollment in advanced classes does not mirror our population.





**Rgtegrvkqpu"Uw o o ct{**

See 2022-2023 Parent Listening Survey results Addendum

# Priority Problem Statements

**Rtqdnq o "Uvcvg o gpv"3:** Social studies Achievement is lagging far behind other subject performance.

**Tqqv"Ecwug"3:**

**Rtqdnq o "Uvcvg o gpv"3" Ctgc:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Rtqdnq o "Uvcvg o gpv"4:** 8th grade reading declined 5% and is last in our district.

**Tqqv"Ecwug"4:** Changes in staff

**Rtqdnq o "Uvcvg o gpv"4" Ctgc:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Rtqdnq o "Uvcvg o gpv"5:** Overall likelihood of school recommendation across all three platforms is below expectation at a 59.6% approval rate.

**Tqqv"Ecwug"5:** Limited transparency and communication

**Rtqdnq o "Uvcvg o gpv"5" Ctgc:** 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:

## Key Data Sources

- 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

## Additional Data Sources

- 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

## Other Data Sources

- 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

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

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

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

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- 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:** Gzegngpeg"kp"Cecfg o keu<" Y g" y knn" rtqxkfg" swcnkv{ "vkgtgf"kpuvtwevkqp"cpf"u{ uvgo cvke"kpvgtxgpvkqp"kp"c"rqukvkxg."gpicikpi"ngctpkpi"gpaktqpogpv"vq"gpwtg jki j"ngxgnu"qh"cejkgxgo gpv"hqt"gxgt{ "uvwfgpv0"\*CURKTG"Qdlgevkg"3=4=5+

**Performance Objective 1:** Kp"vjg"4244/4245"uejqn"{gct."cxgtci g"cecfg o ke"cejkgxgo gpv"qh"uvwfgpvu"kp"9vj"itcfg"Ocvj"cr rtqcejgu"Uvcpfctf"ueqtgu" y knn kpetgcug"d{ "cv"ngcuv"7 " "cu"ku"ogcuwtgf"qp"Nqecn"Dgpej o ctmu"cpf"Uvcvg"Cuuguuogpvu"htqo"vjg"44/45"uejqn"{gct."d{ "kpetgcukpi" wug"qh"kpuvtwevkqp"uvtcvgi kgu fguetkdgf"d{ "fkvtkev"fqewogpvu"cpf"cfjgtgpeg"vq"vjg"Vgcejkpi"cpf"Ngctpkpi"U{uvgo0

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**Gxcnwevkqp"Fcvc"Uqwtegu<** Local, district, and state assessments

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Uvtevgi{"5" Fgvcknu	Tgxkg y u			
<p><b>Uvtevgi{"5"</b> Embed data digs and data based decision making into the PLC processes.</p> <p><b>Uvtevgi{"5"}</b> "Gzrgevfg" TguwnvK o rcev&lt; Sharing of strategies and pedagogy to improve instruction as well as a deeper understanding of the academic growth of EWMS students.</p> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</b>&lt; Department Chairs, and administration</p> <p><b>Vkvnng"K</b> 2.4, 2.5, 2.6 - <b>VGC"Rtkqtkvkgu</b>&lt; Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Cffkvkqpcn"Vctigvgf"Uwrrqtv"Uvtevgi{"</b></p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	O ct	Lwpg
Uvtevgi{"6" Fgvcknu	Tgxkg y u			
<p><b>Uvtevgi{"6"</b> Use formative assessment , Eduphoria!, Canvas, Skyward and PLC discussions to track student learning and make instructional adjustments.</p> <p><b>Uvtevgi{"6"}</b> "Gzrgevfg" TguwnvK o rcev&lt; A variety of formats will contribute to the overall success of the learning cycle.</p> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</b>&lt; Teachers, Department Chairs, Administration</p> <p><b>Vkvnng"K</b> 2.4, 2.5, 2.6 - <b>VGC"Rtkqtkvkgu</b>&lt; Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Cffkvkqpcn"Vctigvgf"Uwrrqtv"Uvtevgi{"</b></p>	Hqt o cvkxg			Uw o o cvkxg
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



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Gxcnvcvkqp"Fvc"Uqwtegu< Local, district, and state assessments.

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<p>Uvtcvgi {"3&lt; 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.</p> <p>Uvtcvgi {u"Gzrgevfgf" TguwnvK o rcev&lt; Ensure that all students are receiving best practice instructional techniques.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi&lt; Special programs teachers, administration</p> <p>Vkvnng"K&lt; 2.4, 2.5, 2.6 - VGC"Rtkqtkvkgu&lt; Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Cf flvkqpcn" Vct igvgf" Uwrrqtv" Uvtcvgi {</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Oct	Lwpg
Uvtcvgi {"4" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi {"4&lt; Utilize surveys and feedback forms to provide support for teachers that struggle to implement accommodations.</p> <p>Uvtcvgi {u"Gzrgevfgf" TguwnvK o rcev&lt; Ensure that all students are receiving best practice instructional techniques.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi&lt; Special programs teachers, administration</p> <p>Vkvnng"K&lt; 2.4, 2.5, 2.6 - VGC"Rtkqtkvkgu&lt; Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Cf flvkqpcn" Vct igvgf" Uwrrqtv" Uvtcvgi {</p>	Hqt o cvkxg			Uw o o cvkxg
	Fge	Hgd	Oct	Lwpg

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<p>Uvtevgi{"5&lt; Ongoing, modeling and support through professional development.</p> <p>Uvtevgi{"u"Gzrgevfg" TguwnvK o rcev&lt; A steady increase in the use, effectiveness, and capacity of learning in the classrooms.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi&lt; Principal, Principal's Secretary</p> <p>Vkvng"K&lt; 2.4, 2.5, 2.6</p> <p>- VGC" Rtkqtkvkgu&lt; Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Cffkvkqpcn" Vct igvgf" Uwrrqtv" Uvtevgi {"</p>	Hqt o cvkxg			Uw o o cvkxg
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**Performance Objective 5:** Kp"vjg"4244/4245"uejqqn"{gct."vjg"cxgtcig"cecfgoke"cejkgxgo gpv"qh"uvwfgpvu"kp"Uekgpeg"yknn"kpetgcug"cr rtqcejgu"Uvcpfctf"ueqtgu d{"6 "cu"ogcuwtgf"qp"Nqecn"Dgpej o ctmu"cpf"Uvcvg"Cuuguu o gpvu"htqo "vjg"44/45"uejqqn"{gct."d{"vjg"kpetgcukpi "wug"qh"kpvtwevkqpcn"uvtcvgiku"fguetkdgf"d{fkvtkev"fqewogpvu"cpf"cfjgtgpeg"vq"vjg"Vgcejkpi"cpf"Ngctpkpi"U{uvgo0

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**Goal 3:** GZEGNNGPEG"KP"QT I CPK\ CVKQPCN"KORTQXGZGPNWY g"y kmn" r tqxkfg"uchg"cpf"uvtwewtgf"gp xktq p o gpvuQqt"uvwfgpvu."uvhh"cpf"eq o o wpkv{

**Goal 3:**

# Addendums

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

Accountability Rating



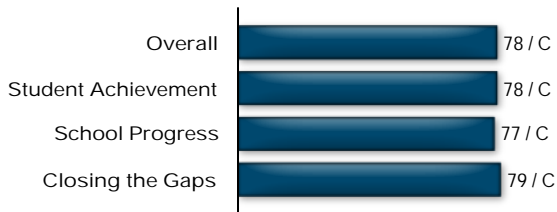
ED WILLKIE MIDDLE earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

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

# EMS Schools Listening Survey: Ed Willkie Middle School

## Results

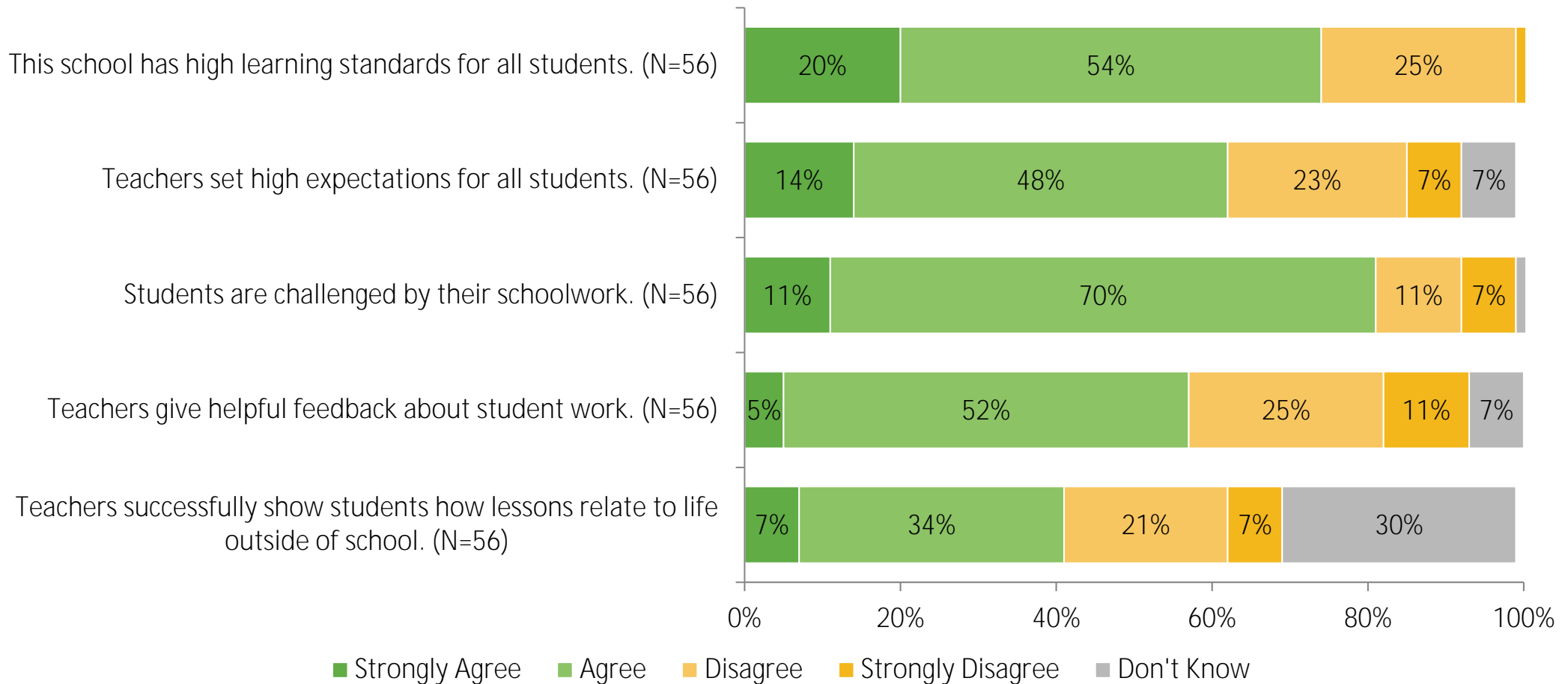
2021-2022





# School Quality

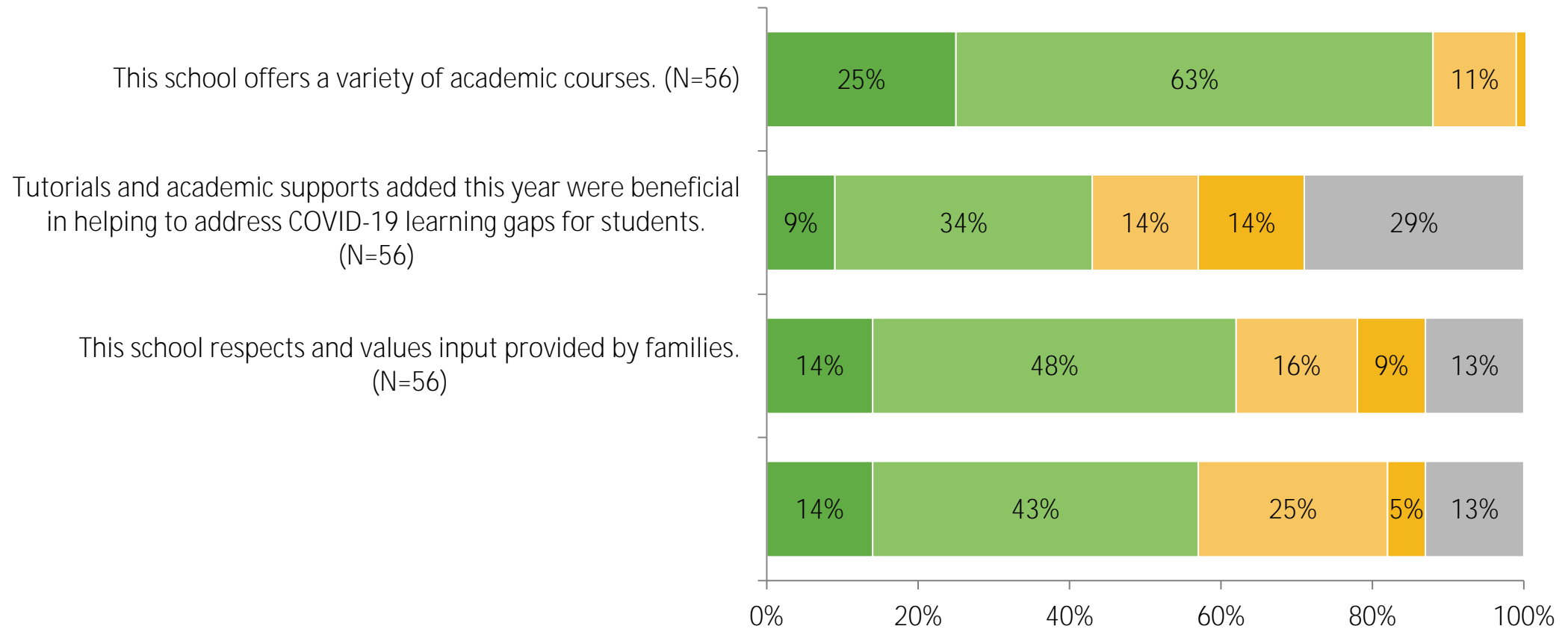
How strongly do you agree or disagree with the following statements?





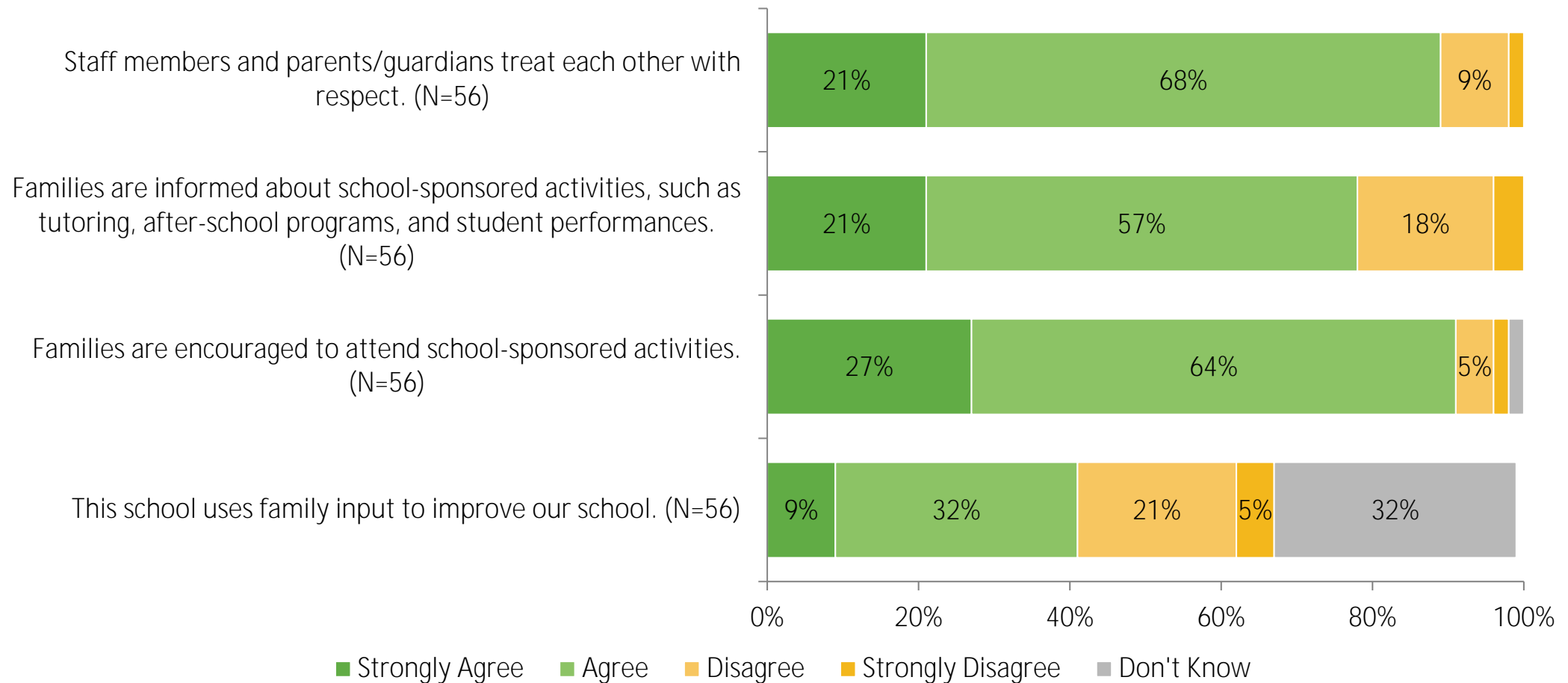
# School Quality (Continued)

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



# School Quality (Continued)

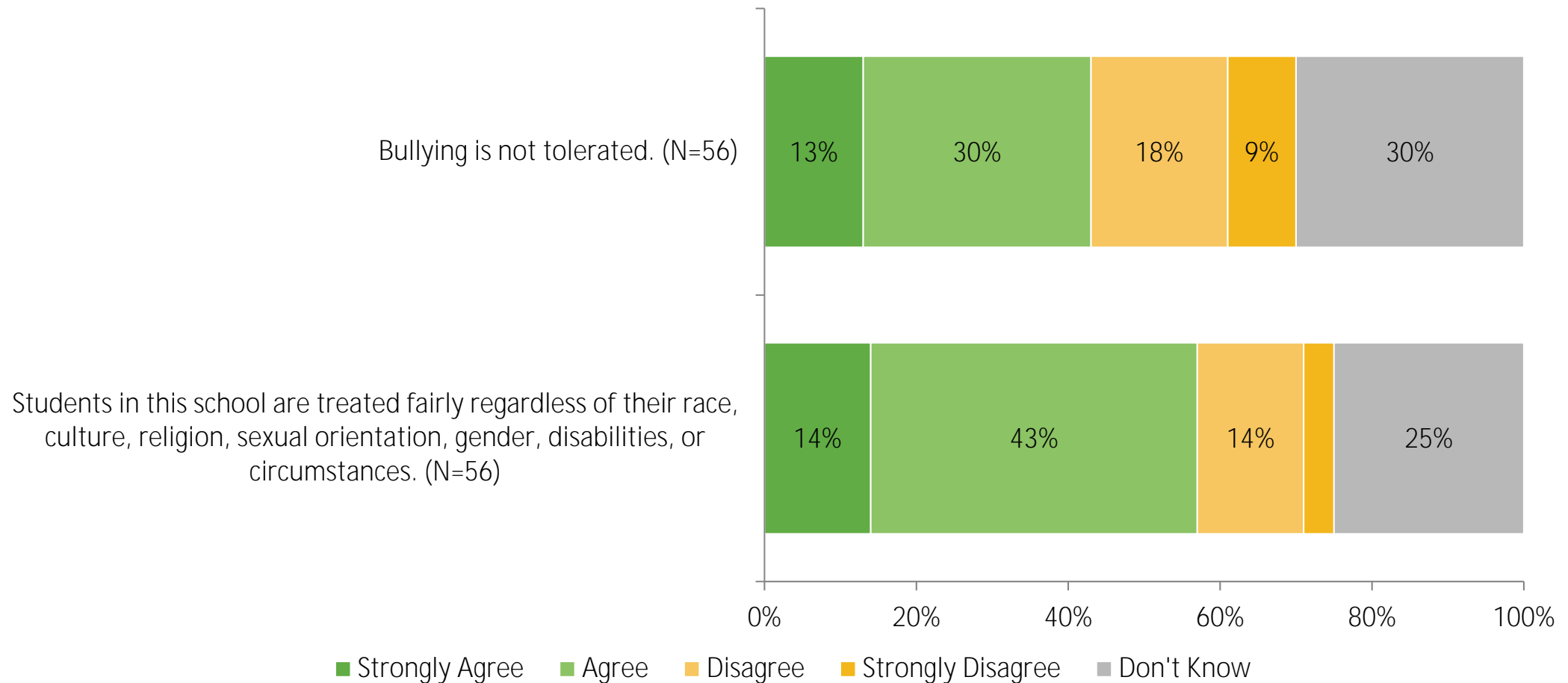
How strongly do you agree or disagree with the following statements?





# School Quality (Continued)

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



# Net Promoter Score: School-level

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[www.k12insight.com](http://www.k12insight.com)

<sup>th</sup> 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



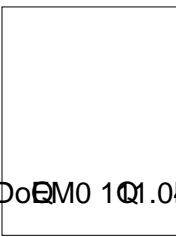




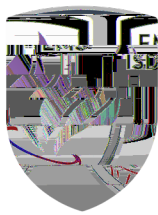
## District PLC Structure

(Continued)

- Review of data from



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- **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





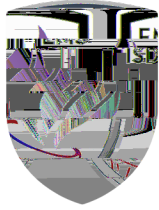




██████████ A causal factor is any major unplanned, unintended contributor to a negative event or undesirable condition, that if eliminated would have either prevented the unintended outcome or reduced its severity or frequency.

Lack of intensive coaching support for immediate support and proactive supports





██████████ 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.)

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

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