

**Garland Independent School District
Walnut Glen Academy For Excellence
2018-2019 Campus Improvement Plan**

Mission Statement

The mission of Walnut Glen Academy for Excellence is to provide an exceptional education for our diverse academically gifted, artistically and musically talented, and regular education students by teaming with parents, teachers, and community members to present innovative learning opportunities for all.

We strive to help students become strong academic and creative thinkers so they can better face future challenges and become successful, responsible members of a world society. We aim to establish an atmosphere in which students possessing a wide range of abilities understand that everyone has the potential to become a leader.

Vision

The vision of Walnut Glen Academy is to maintain high academic standards, thus equipping students with the necessary tools to become life-long learners, responsible citizens, and productive community members.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- 2017-2018 Texas Honor Roll School
- Robotics team qualified for state and world competitions
- GISD projections show an all A report card
- All student category in STAAR Reading, Math, and Science are at or above 90% approaching (L1)
- African American subgroup in all STAAR assessments increased within a range of 11-33 points.
- In STAAR Math and Writing, our Masters level showed a score increase.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 31% of non-GT students met standard for 2018 STAAR Reading in all grades. **Root Cause:** Classroom teachers do not utilize opportunities for intervention, engagement, and small group differentiation.

Problem Statement 2: 51% of all GT students met Level 3/Masters on the 2018 STAAR Writing. **Root Cause:** Classroom teachers do not utilize opportunities for enrichment, engagement, and small group differentiation.

Problem Statement 3: Less than 45% of all African American students met Level 2 standard for 2018 STAAR Reading, Math and Science. **Root Cause:** Classroom teachers do not utilize skills and strategies to address cultural differences and social/emotional needs.

Problem Statement 4: Fewer than 75% of GT students met Level 3 mastery on all 2018 STAAR assessments.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Goals

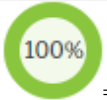
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.


Performance Objective 1: Percent of students in grade 3-5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 70.3% grade 3, 72.0% grade 4, 80.5% grade 5 to 90% by 2025. (18-19 interim goal = 72% grade 3, 77.1 % grade 4, 85.6 % grade 5)

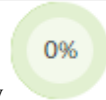
Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will utilize Balanced Literacy and small group teacher-led instruction to specifically target and support individual student needs.	2.4, 2.6	Administration and Professional Staff	Increase student STAAR Reading scores Lesson Plans Walk-throughs				
2) Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities.	2.4, 2.6	Administration Professional staff	Increased MAP and UA scores Lesson Plans Ongoing PLC meetings				
3) In order to aide in College and Career Readiness, teachers will utilize opportunities for enrichment, engagement, and small group differentiation using WICOR strategies.	2.4, 2.5, 2.6	Administration Professional Staff	Masters Level on STAAR Higher student engagement				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing will increase from 75.6% to 85.0% by 2025. (18-19 interim goal = 78%.)

Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will provide students with writing assignments in all subject areas, and utilize a variety of instructional strategies (to include rubrics) to help students learn essential writing skills. Teachers will provide students with critical writing opportunities that include higher order thinking.	2.4, 2.6	Administration	Lesson Plans to include writing in all subjects Writing rubrics Walkthroughs				
2) Teachers of all grade levels will develop, implement and collaboratively score grade-level formative writing prompts to: - frequently monitor each student's learning of essential writing outcomes - provide students with multiple opportunities to demonstrate progress - learn with and from each other better ways to help students become proficient writers	2.4, 2.5, 2.6	Administration Team Leaders	Common writing prompts Common writing rubrics Increased results for students on writing assessments				
3) Teachers will teach academic vocabulary in context using visuals and application that includes discussion, writing, and illustrating with specific attention to special education students. Teachers will avoid teaching vocabulary in isolation.	2.4, 2.5, 2.6	Administration Special Education Teachers Classroom Teachers	Increased SpEd subgroup in STAAR Writing Increased vocabulary of Special Education students				
4) Teachers will utilize rubrics to provide students with feedback on their writing.	2.4	Administration	Improved STAAR writing scores.				
							

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 73.4% to 78% by 2025. (18-19 interim goal = 74.0%)

Evaluation Data Source(s) 3: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 3:



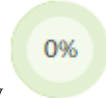

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will provide students targeted language acquisition instruction to ensure ELL students demonstrate one year's growth in their language development.	2.4, 2.6	Administration ESL Teacher Intervention Classroom teachers	ESL strategies evident in lesson plans Minimum one year student growth				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 79.3% to 80% by 2025. (18-19 interim goal = 84%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will implement and monitor small group instruction.	2.4, 2.6	Administration	Increased STAAR Science scores Frequent small group instruction				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3-5 STAAR Math, will increase from 81.1% grade 3, 84.1% grade 4, 85.1% grade 5 to 90% by 2025. (18-19 interim goal = 84.7%, grade 3 87.7% grade 4, 88.7% grade 5)

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will utilize small group teacher-led instruction to specifically target and support individual student needs.	2.4, 2.6	Administration Professional Staff	Increase student STAAR Math scores Lesson Plans Walk-throughs				
2) Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral info future lessons and activities.	2.4, 2.5, 2.6	Administration Teachers Intervention	Increased MAP and UA scores Lesson Plans Ongoing PLC meetings				
3) Teachers will utilize opportunities for intervention, engagement, and small group differentiation to improve at-risk student performance.	2.4, 2.5, 2.6	Administration Professional Staff Intervention Team	Improvement of at-risk student scores Student engagement Differentiated Instruction				
Funding Sources: 199 - State Comp Ed Funds - 3330.00							


Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 15% to 35% by 2025. (18-19 interim goal = 15%)


Evaluation Data Source(s) 6: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementation of Restorative Discipline practices will be in place campus wide.	2.5, 2.6	Administration Professional Staff	Fewer ISS and OSS placements.				
2) Teachers will implement the Leader in Me Program. Through this program they will learn the Seven Habits for Effective Leadership. These habits will create responsible, life long learners who develop personal learning goals and engage in their own learning and responsibilities for success.	2.5, 2.6	All Staff members	Responsible and academically engaged learners				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: During the 18-19 school year, 100% of our WGA families will be invited to Parent Education opportunities beyond the school day. 80% of parents will rate the event as successful as measured by parent surveys.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will invite parents to Kindergarten Round Up at the beginning of the school year.	3.2	Administration Professional Staff	Kindergarten Success Parent Involvement				
2) Administration and staff will invite parents to attend trainings this school year on Title I, Classroom Expectations and Procedures, Literacy Night, Math/Science night and STAAR strategies.	3.1, 3.2	Administration Professional Staff	Student academic success Increased parent involvement				
3) Teachers will provide parents with resources to help their student succeed in school such as School Net, GISD ready hub sites and student communication planners.	3.2	Administration Professional Staff	Student academic success				
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 2015.00						

Goal 2: Magnet Funding Justification

Performance Objective 1: By June 2019, 100% of our Magnet students will have the opportunity for an enriched academic curriculum.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) An after school program called Explorer will be implemented by professional staff where opportunities for magnet enrichment will be provided.	2.4, 2.5, 2.6	Administration	Evidence of GT strategies as well as advanced academic student performance.				
	Funding Sources: 199- Magnet Funds - 5250.00						
2) Technology programs will be utilized with our students such as Myon, ALEKS, BrainPop, etc.	2.4, 2.5, 2.6	Administration	Registration of students and participation reports.				
	Funding Sources: 199- Magnet Funds - 6600.00						
3) Teachers will attend training to receive strategies for instructing magnet/GT students.		Administraton	Masters level performance on STAAR will increase				
	Funding Sources: 199- Magnet Funds - 8000.00						
4) Teachers will offer enrichment programs and curriculum for magnet/GT students such as field trips, campus guest performances, Robotics competitions, Leader in Me, etc.		Administration	Increased Masters level performance on STAAR				
	Funding Sources: 199- Magnet Funds - 50150.00						

State Compensatory

Personnel for Walnut Glen Academy For Excellence:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristen Martinez	IST	At-Risk	16.6%
Rachel Lester-Macha	IST	At-Risk	16.6%

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deanna Guinaugh	Teacher Intervention Specialist	Title I	100%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Cheryl Beard	G/T Coordinator
Administrator	Meredith Neatherlin	Assistant Principal
Principal	Lisa Alexander	Principal
Classroom Teacher	Shyla Dickinson	Kindergarten teacher
Classroom Teacher	Rachel Boord	2nd grade
Classroom Teacher	Sue Cole	1st grade
Classroom Teacher	Mark Bixler	3rd grade
Classroom Teacher	Lisa Kirk	4th grade
Non-classroom Professional	Nicole Tsao	Speech
Classroom Teacher	Monica Orite	PE
Parent	Joel Armstrong	PTA President
Business Representative	Debbie Rollick	Leader in Me
Community Representative	Wes Averitt	Community
Parent	Honey Laine	Parent
Classroom Teacher	Andrea Hardgrave	5th grade