

Walnut Grove Middle School

Campus Improvement Plan 2023-2024



Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:
educate students by empowering them to maximize their potential.

Vision:
The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family.**
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships.**
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose.**
- When our parents and community are behind us, **we are Midlothian Strong.**

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success

Priority 2: Capacity Building and Effective Leadership

Priority 3: Culture, Climate, and Safety

Priority 4: District Operations and Financial Stewardship

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Midlothian Balanced Scorecard Priorities

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Walnut Grove Middle School are the following:

Student Data:

Grade Level Breakdown:

- 6th Grade Students: 318
- 7th Grade Students: 310
- 8th Grade Students: 364

Ethnicity: (percents and number of students)

- .20% American Indian or Alaskan Native: (2 students)
- .4% Asian: (4 students)
- 9.78% Black or African American: (97 students)
- 61.39% White: (609 students)
- 22.18% Hispanic/Latino: (220 students)
- 5.54% 2 or More Races: (55 students)

Gender: (percents and number of students)

- 49% Female: (476 students)
- 52% Male: (516 students)

Special Populations: (percents and number of students)

- 8.77% Gifted and Talented: (87 students)
- 3.33% Emergent Bilingual: (33 students)
- 21.17% Economically Disadvantaged: (210 students)
- 14.01% Special Education: (139 students)
- 29.74% At Risk: (295 students)
- 14.21% 504 Services: (141 students)

2022-2023 Student Attendance Rate:

- 21-22: 95.5% Attendance Rate
- 22-23: 95.80% Attendance Rate

Teacher Demographics:

Teacher Ethnicity: (percents and number of students)

- *White: 83.3%*
- *Hispanic: 11.3%*
- *Black or African American: 3.8%*

Teacher by Gender: (percents and number of students)

- *Female: 65%*
- *Male: 35%*

Teachers by Years of Experience: (percents and number of students)

- *Beginning Teachers:*
- *1-5 Years: 12*
- *6-10 Years: 12*
- *11-20 Years: 19*
- *21-30 Years: 11*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

Discipline Action	Total Count
<i>In School Suspension (ISS)</i>	220
<i>Out of School Suspension (OSS)</i>	3
<i>DAEP</i>	5

Demographics Strengths

STAAR/End of Course Exam Data: (bar graph)

**Areas color-coded GREEN show an increase and growth.*

Algebra EOC Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	123	41	4459	69.95%	98.37%	85.37%	54.47%
Economic Disadvantage	20	37	4226	62.71%	90%	75%	40%
Asian	1	36	4147	61.02%	100%	100%	0%
Black/African American	11	35	4133	59.32%	90.91%	63.64%	27.27%
Hispanic	29	43	4560	72.59%	100%	89.66%	58.62%
Two or More Races	4	37	4460	62.71%	100%	50%	25%
White	78	42	4471	70.95%	98.72%	88.46%	58.97%
Currently Emergent Bilingual	1	38	4224	64.41%	100%	100%	0%
Fourth Year of Monitoring	1	46	4577	77.97%	100%	100%	100%
Second Year of Monitoring	1	44	4478	74.58%	100%	100%	100%

8th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	358	28	1899	58.92%	84.92%	62.01%	24.02%
Economic Disadvantage	94	24	1834	49.29%	73.40%	45.74%	12.77%
Black/African American	40	24	1845	50.89%	72.50%	45%	10%
Hispanic	78	27	1889	56.89%	80.77%	52.56%	26.92%
Two or More Races	17	28	1892	57.84%	88.24%	58.82%	11.76%
White	223	29	1913	61.15%	88.34%	68.61%	26.46%

Currently Emergent Bilingual	7	23	1825	47.62%	57.14%	28.57%	0%
Fourth Year of Monitoring	2	30	1911	61.46%	100%	50%	50%
Special Ed Indicator	39	17	1745	35.36%	46.15%	17.95%	2.56%

8th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	335	32	1724	56.99%	90.45%	60%	25.97%
Economic Disadvantage	92	28	1674	49.18%	78.26%	43.48%	10.87%
Asian	1	41	1816	73.21%	100%	100%	100%
Black/African American	47	29	1687	51.22%	80.85%	48.94%	12.77%
Hispanic	78	32	1719	56.25%	91.03%	57.69%	25.64%
Two or More Races	14	32	1725	56.25%	100%	50%	14.29%
White	195	33	1734	58.65%	91.79%	64.10%	29.74%
Currently Emergent Bilingual	6	28	1678	49.40%	100%	33.33%	0%
Fourth Year of Monitoring	2	30	1696	52.68%	100%	50%	0%
Second Year of Monitoring	1	45	1875	80.36%	100%	100%	100%
Special Ed Indicator	37	20	1590	35.18%	59.46%	8.11%	0%

8th Grade Social Studies Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	335	27	3904	55.95%	75.52%	44.48%	20%
Economic Disadvantage	92	23	3644	46.89%	59.78%	28.26%	5.43%
Asian	1	38	4492	77.55%	100%	100%	100%
Black/African American	47	25	3769	51.45%	65.96%	38.30%	14.89%

Hispanic	78	27	3899	55.49%	70.51%	43.59%	23.08%
Two or More Races	14	26	3863	53.50%	71.43%	28.57%	14.29%
White	195	28	3938	57.29%	80%	47.18%	20%
Currently Emergent Bilingual	6	23	3653	47.28%	66.67%	16.67%	0%
Fourth Year of Monitoring	2	31	4042	62.24%	100%	50%	0%
Second Year of Monitoring	1	34	4226	69.39%	100%	100%	0%
Special Ed Indicator	37	18	3399	37.62%	37.84%	13.51%	2.70%

8th Grade Science Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	335	27	4155	58.36%	85.97%	60.30%	22.09%
Economic Disadvantage	92	22	3862	48.61%	73.91%	36.96%	8.70%
Asian	1	27	4112	58.70%	100%	100%	0%
Black/African American	47	24	3984	52.59%	78.72%	46.81%	12.77%
Hispanic	78	26	4133	57.11%	79.49%	55.13%	23.08%
Two or More Races	14	25	4138	54.97%	85.71%	57.14%	14.29%
White	195	28	4206	60.50%	90.26%	65.64%	24.62%
Currently Emergent Bilingual	6	20	3673	42.75%	66.67%	50%	0%
Fourth Year of Monitoring	2	27	4106	57.61%	100%	50%	0%
Second Year of Monitoring	1	29	4227	63.04%	100%	100%	0%
Special Ed Indicator	37	19	3613	40.25%	59.46%	18.92%	0%

7th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	200	23	1760	50.75%	73.50%	39%	3%
Economic Disadvantage	64	22	1738	47.11%	62.50%	31.25%	1.56%
Asian	2	25	1774	53.26%	100%	50%	0%
Black/African American	25	18	1693	39.83%	44%	12%	4%
Hispanic	59	22	1743	47.83%	69.49%	28.81%	3.39%
Two or More Races	11	29	1839	63.44%	100%	72.73%	0%
White	103	25	1777	53.67%	79.61%	47.57%	2.91%
Currently Emergent Bilingual	13	23	1757	50.17%	61.54%	38.46%	0%
Fourth Year of Monitoring	1	18	1690	39.13%	0%	0%	0%
Special Ed Indicator	36	19	1687	40.28%	38.89%	22.22%	0%

7th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	348	34	1689	61.51%	86.49%	63.79%	24.43%
Economic Disadvantage	86	30	1638	53.80%	73.26%	45.35%	12.79%
Asian	2	38	1718	66.96%	100%	100%	0%
Black/African American	29	27	1598	48.21%	65.52%	34.48%	3.45%
Hispanic	88	33	1671	58.14%	79.55%	56.82%	21.59%
Two or More Races	18	39	1743	69.94%	100%	88.89%	38.89%
White	211	36	1703	63.98%	91%	68.25%	27.49%
Currently Emergent Bilingual	15	29	1627	51.90%	73.33%	33.33%	6.67%
Fourth Year of Monitoring	2	44	1822	77.68%	100%	100%	50%

Special Ed Indicator	38	22	1532	39.05%	44.74%	15.79%	0%
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6th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	280	27	1818	63.70%	91.43%	63.93%	33.57%
Economic Disadvantage	49	22	1715	50.02%	77.55%	34.69%	8.16%
American Indian/Alaskan Native	2	25	1763	58.14%	100%	50%	0%
Asian	2	20	1684	46.51%	50%	50%	0%
Black/African American	24	22	1719	50.39%	87.50%	25%	12.50%
Hispanic	45	25	1774	58.24%	84.44%	53.33%	20%
Native Hawaiian/Pacific Islander	1	21	1703	48.84%	100%	0%	0%
Two or More Races	14	29	1851	67.11%	92.86%	71.43%	35.71%
White	192	29	1841	66.72%	93.75%	71.35%	40.10%
Currently Emergent Bilingual	3	24	1762	56.59%	66.67%	66.67%	33.33%
Fourth Year of Monitoring	2	15	1609	33.72%	50%	0%	0%
Special Ed Indicator	36	18	1670	42.64%	61.11%	22.22%	5.56%

6th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
All Students	293	34	1677	60.34%	89.08%	68.26%	30.72%
Economic Disadvantage	53	30	1632	53.27%	88.68%	50.94%	9.43%
American Indian/Alaskan Native	2	34	1675	59.82%	100%	50%	50%
Asian	2	34	1718	60.71%	50%	50%	50%
Black/African American	26	31	1642	54.53%	88.46%	50%	15.38%

Hispanic	47	30	1638	54.14%	85.11%	59.57%	12.77%
Native Hawaiian/Pacific Islander	1	41	1749	73.21%	100%	100%	100%
Two or More Races	15	33	1675	58.93%	93.33%	53.33%	26.67%
White	200	35	1691	62.60%	90%	74%	36.50%
Currently Emergent Bilingual	3	32	1654	57.14%	66.67%	66.67%	33.33%
Fourth Year of Monitoring	2	22	1557	39.29%	100%	0%	0%
Special Ed Indicator	39	23	1554	40.34%	56.41%	20.51%	2.56%

8th graders showed improvement on the ELAR and Math STAAR test from 2022 to 2023, with an increase in the percentage of students scoring at the "approaches" level.

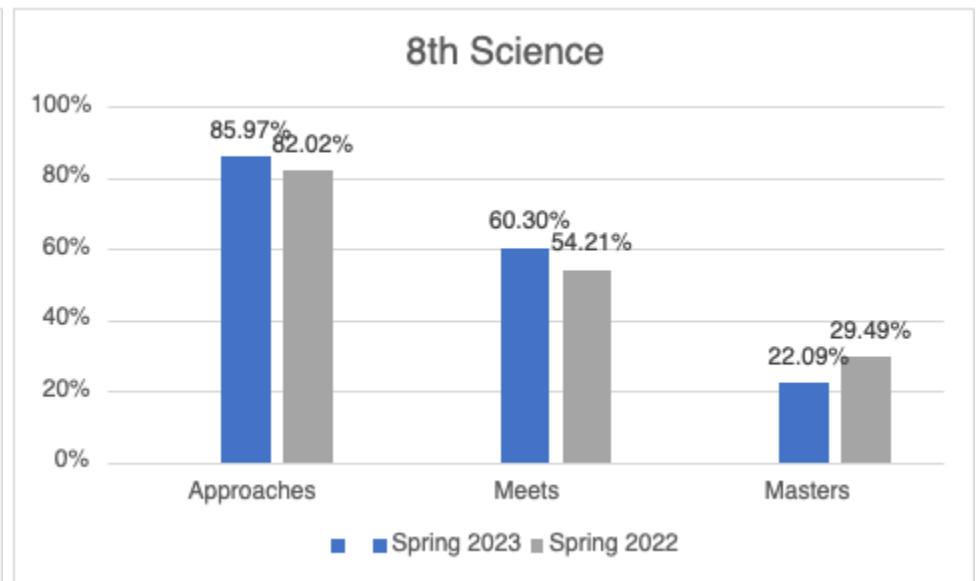
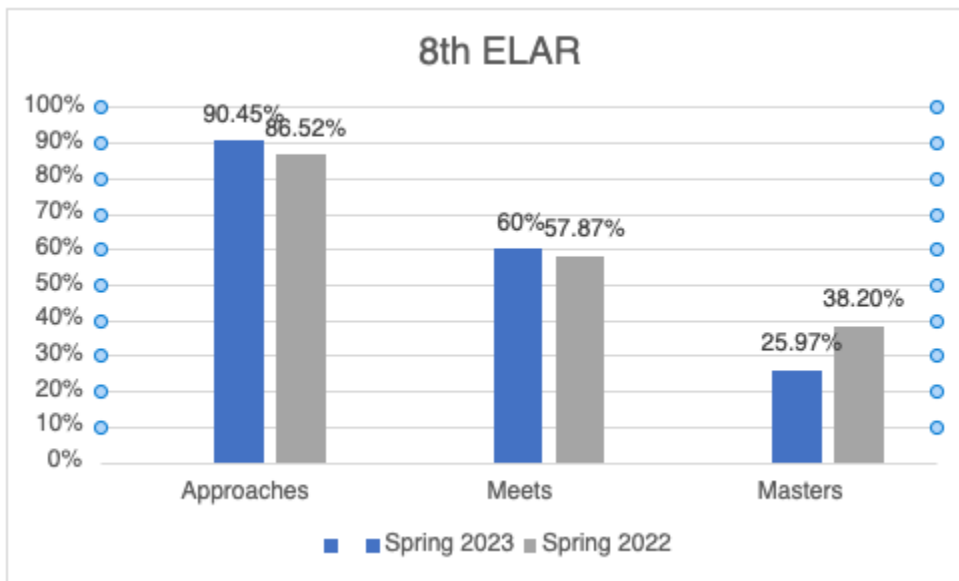
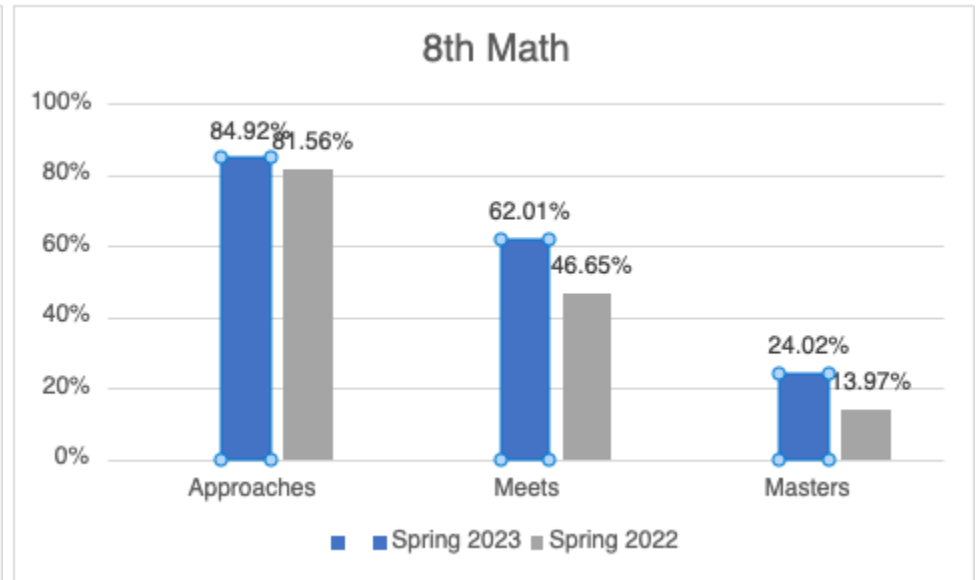
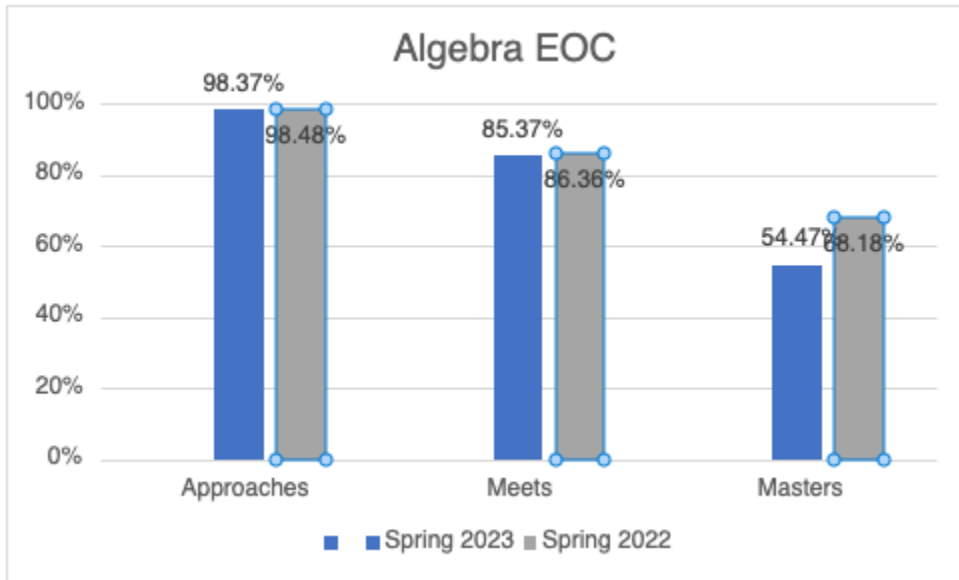
For Math STAAR, 8th graders went from 13.97% Masters in 2022 to 24.02% in 2023.

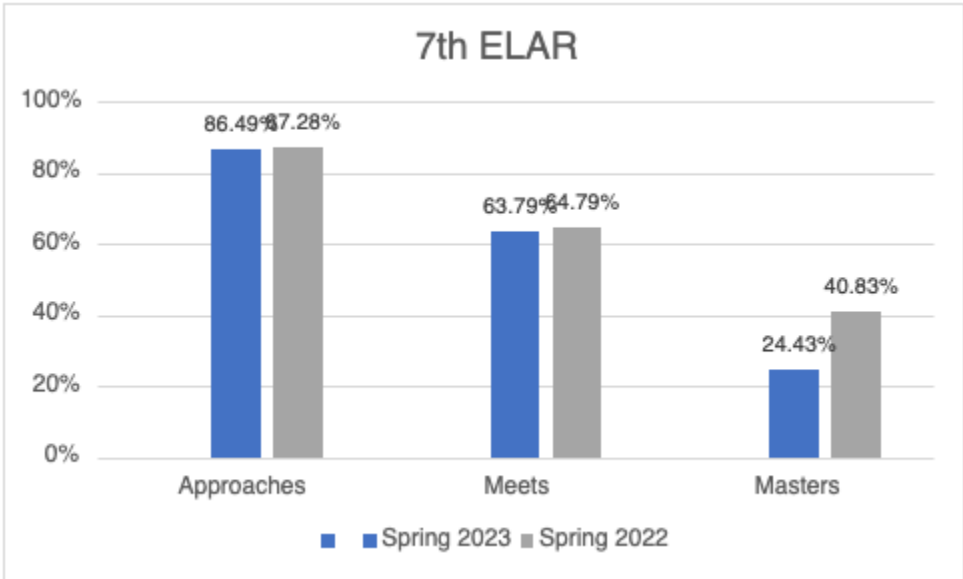
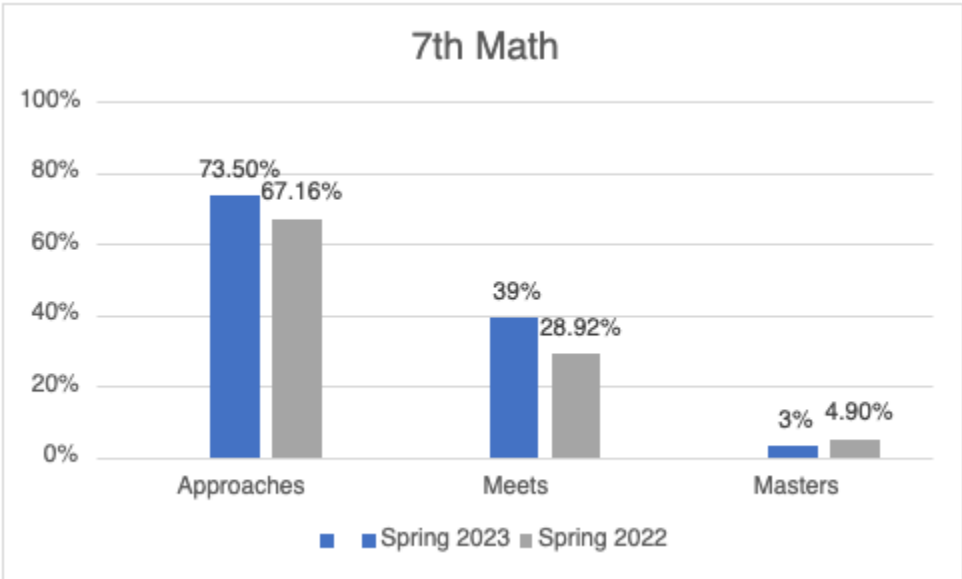
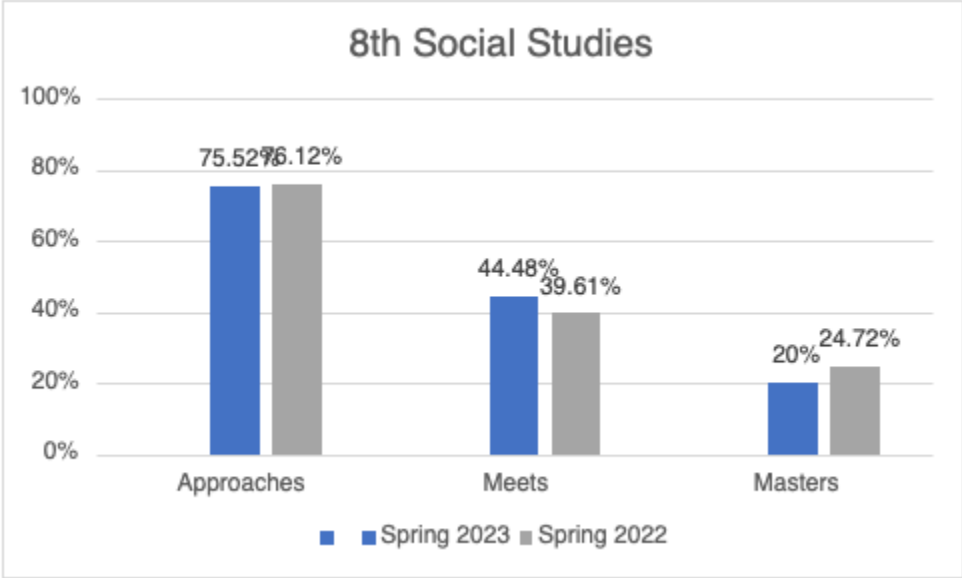
7th graders showed significant improvement in Math in Approaches (67.16% to 73.5%) and Meets (28.92% to 39%) from 2022 to 2023.

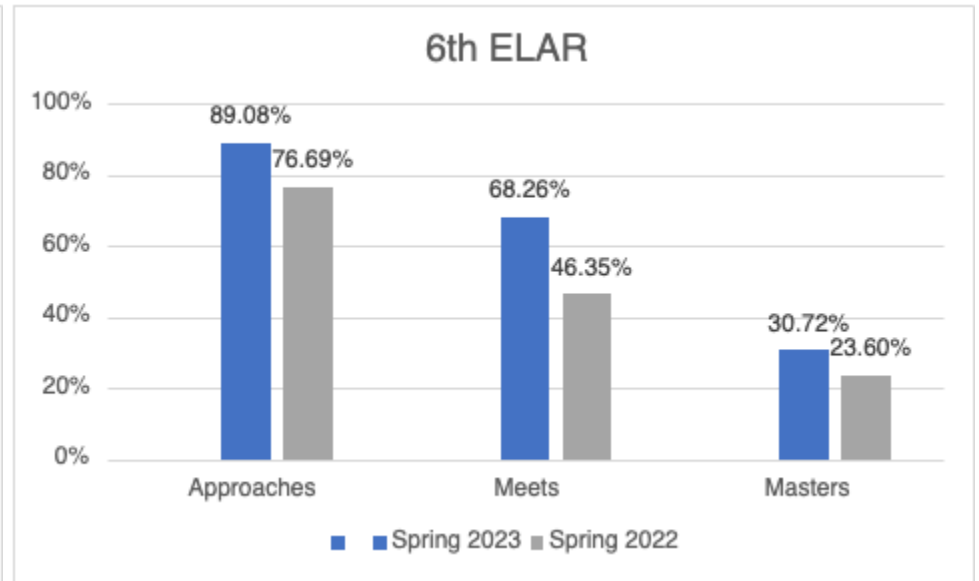
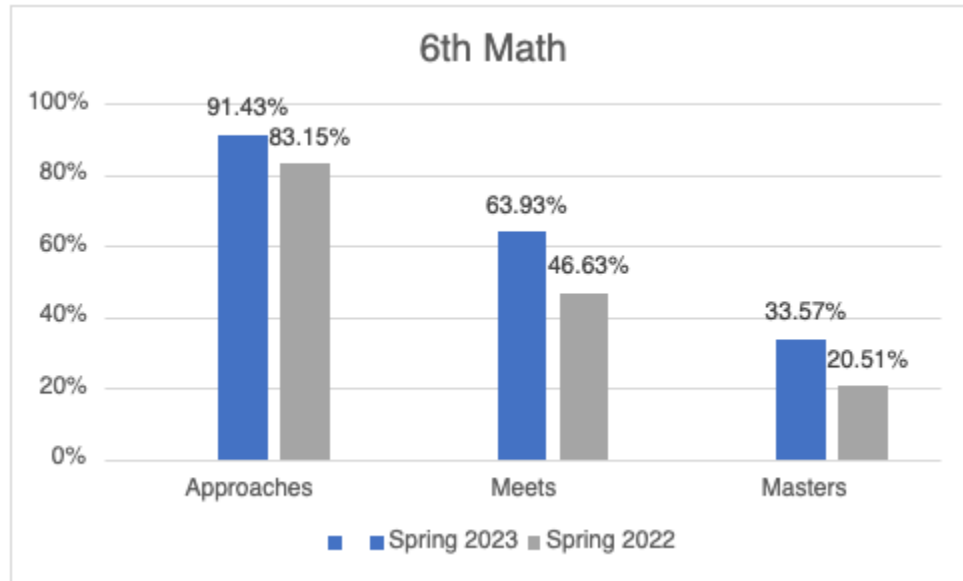
For 6th grade, students improved in both Math and ELAR from 2022 to 2023. 6th Grade ELAR STAAR Masters went from 23.6% to 30.72 and 6th Grade Math STAAR went from 20.51% to 33.57%.

Attendance from 2022 to 2023, remained relatively the same with a slight increase in 2023. Attendance rate for the 2023 was 95.8%

Student Achievement







Perceptions

Mission Statement: WGMS exists to meet the academic, social and emotional needs of all students in an environment that is respectful and engaging.

Vision Statement: To love and educate.

Motto: You belong here.

4 P's: Prompt, Prepared, Productive, Polite

Staff Retention Data:

Total Staff Retention: 87%

- Promotions within the District: 1=2%
- Retirement: 0=0%
- Moved (family): 2=3%
- Resigned: 5=8%

Capturing Kids' Hearts EOY 2022-2023 Survey

3 Glows:

- Average score for Culture and Climate (Teacher and Staff) Survey Statements/Questions is above the Capturing Kids' Hearts baseline. Score was 4.6 and Capturing Kids' Hearts baseline was 4.4.
- Our highest score was - I believe having good relationships with our students is important for their success (4.8).
- On the student survey, the Capturing Kids' Hearts baseline was almost met for "My teachers encourage me to be the best student I can be." at 3.5. Capturing Kids' Hearts Baseline was 3.6.

3 Grows:

- "We start each class period by sharing Good Things or celebrations." Students scored WGMS at 2.5 and the Capturing Kids' Hearts baseline is 4.
- "We refer to our classroom Social Contracts on a regular basis." Students scored WGMS at 2.5 and the Capturing Kids' Hearts baseline is 4.
- In the Family Survey, our WGMS families scored us at a 2.8 and the Capturing Kids' Hearts Baseline is 4.1 for "I have heard about the use of Social Contracts in my student's classrooms or on campus."

Process & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	Zearn, iReady, IXL, Newslea, Lead4Ward
Tests:	MAP, STAAR, PSAT for 8th graders
District Resources:	TRS, DIGS, Stemsscopes Math and Science, Newslea, Lead4Ward, PLC Documentation, Lesson Plans
Program Support Services (Extracurricular Activities, After School programs etc.)	Capturing Kids' Hearts After School Clubs Washington DC trip National Junior High Society YES Programs MISD Digital Citizenship Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer CTE: Cat News, Robotics, MixInc, Graphic Designs Student Council
School Processes & Programs Strengths	
List Program Strengths here. <ul style="list-style-type: none"> ● Implementing an explicit and systematic plan to enhance student growth and improve scores, with dedicated personnel for support. ● Establishing District PLC Fridays to provide additional purposeful planning time. ● Conducting monthly content PLC meetings for vertically aligned content teams to streamline processes. ● Appointing Multi Classroom Leaders in Math and ELAR who collaborate with classroom teachers to provide content feedback and support. ● Ensuring that WGMS remains dedicated to providing students with thoughtfully designed, diverse instructional lesson plans that nurture their academic growth. Teachers are empowered with opportunities and tools for creating rigorous lessons. Furthermore, the administration conducts collaborative learning walks to offer constructive feedback and authentic coaching guidance to teachers. 	

Priority 1: Student Success

District Performance Objective 1.2		All Students Exhibit Yearly Growth in Core Areas				
Key Strategic Action(s)		1.2c Continuous data analysis and progress monitoring through a variety of assessment tools to impact instruction				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 - DEIC (Nov) #1	Review 2 - DEIC (March) #2	Review 3 - DEIC (May-June) #3	
<p>Instructional Decision-Making: Utilize Eduphoria and MAP to streamline the assessment process and provide real-time data analysis. By the end of the academic year, the students involved in Accelerated Instruction will utilize IXL and accelerated tutoring.</p> <p>Customized Student Support: Real-time data analysis enables educators to identify individual student strengths and weaknesses quickly. This information will be used to provide targeted support to students.</p>	Principal, Assistant Principals, MCLs	<p>85% of the AI students will maintain or show growth on their MAP and/or STAAR scores.</p> <p>90% of students needing HB1416 Intervention hours will be placed in Accelerated Instruction at least one time per week.</p>	C	C	C	
<p>Improved Instructional Alignment: Lesson plans will reflect increased rigor as evidenced by the essential questions and the explicit instructions.</p> <p>Core Content Areas will meet bi-weekly in PLCs to review student data. PLCs will discuss assessment results, share</p>	Principal, Assistant Principals, MCLs, iCoach	90% of our teachers will have evidence of the essential questions and explicit instructions.	S	C	✓	

insights, collaboratively plan and find resources to assist teachers in planning engaging and rigorous lessons. .						
Special Education teachers will work closely with general education to ensure that all students demonstrate growth in achievement throughout the year. The teachers will collaborate to develop appropriate differentiations and modifications for special education students.	Teachers, iCoach, Administrative Staff, Curriculum Coordinators	By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 19% from 2023 to 24%. By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 24% from 2023 to 29%.	S	S	C - reading S-math	
District Performance Objective 1.3		Continuous Improvement of Curriculum, Professional Development, and the Art and Science of Teaching				
Key Strategic Action(s)		1.3c Enhance student learning through innovative instructional practices and tools				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 -DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Establish Multi Classroom Leaders (MCLs) in ELAR and Math. Teachers will receive personalized guidance and feedback from MCLs,	Principal, Assistant Principals, MCLs	Enhanced instructional quality as observed by teachers performing at the accomplished level or higher with a 5% increase in T-TESS.	N	S	C	
Teacher created lesson plans will be reviewed weekly by Campus Administrators. Teachers will receive personalized feedback from their assigned appraiser.	Principal, Assistant Principals	This feedback will result in a 5% increase of teachers performing at the accomplished level in Domain 1 of T-TESS.	N	S	C	

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.2a Define leadership roles through the development of exemplary profiles aligned to role responsibilities in order to identify high-potential leaders				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			<i>Review 1 -DEIC (Nov)</i> #1	<i>Review 2 - DEIC (March)</i> #2	<i>Review 3 - DEIC (May-June)</i> #3	
Establish Multi Classroom Leaders (MCLs) in ELAR and Math.	Principal, Assistant Principal	80% of ELAR and Math teachers will report that they feel supported most of the time or higher in the 2023-2024 EOY MCL Feedback Survey (A survey will be conducted by ELA and Math teachers to determine baseline data of perceived effectiveness of the MCL position at the end of the 2024 school year).	N	S	X	
Utilize Multi Classroom Leaders (MCLs) in ELAR and Math for Learning Walks. ELAR and Math teachers will receive support from the MCLs in order to do Learning Walks of their peers. With these Learning Walks, vertical alignment will improve as evidenced on Lesson Plans.	Principal, Assistant Principal, MCLs	75% ELAR and Math teachers will improve to Accomplished in 2 out of the 4 Dimensions in Domain 1.	N	S	C	

District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		2.2.c Establish systems of support and development opportunities for all staff aligned to their estimated potential				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
Provide opportunities for staff to present and provide professional development opportunities based on areas of strength identified by the Administrator.	Principal, Assistant Principal, Department Heads, Capturing Kids' Hearts Process Champions	50% of staff will participate in leadership roles at the campus and district level in 2023-2024 by presenting PD and/or facilitating Capturing Kids' Hearts's EXCEL model during the staff PLC and department PLC.	C	✓	✓	

✓ =Accomplished
 C =Considerable
 S =Some Progress
 N =No Progress
 X =Discontinue

Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1		Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-being				
Key Strategic Action(s)		3.1.c Foster a culture of belonging among students and staff				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			<i>Review 1 - DEIC (Nov)</i> #1	<i>Review 2 - DEIC (March)</i> #2	<i>Review 3 - DEIC (May-June)</i> #3	
Staff will implement Capturing Kids' Hearts within the classroom - Good Things, Student Ambassadors, Launch.	Principal, Assistant Principal, Capturing Kids' Hearts Process Champions	Reduction of classroom referrals from discipline issues that could be resolved at the classroom level by utilizing the WGMS Discipline Flowchart. For the 2023-24 school year, the Discipline Data will decrease by 5%.	S	C	C	
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades 6-8, depending on developmentally appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.	S	C	C	

<p>Affirmations of Staff:</p> <p>A staff member that is exhibiting Capturing Kids' Hearts will be recognized weekly/bi-weekly. The staff member will be chosen by peers, awarded the Porcelain Panther to sign, and be recognized on social media and Wildcat Tales.</p>	Principal, Assistant Principal	This affirmation will result in an increase of .1 point on the EOY Capturing Kids' Hearts Survey (2022-23 overall score was 4.6).	N	C	✓	
<p>Affirmations of Students:</p> <p>Students will be recognized on daily announcements and Wildcat Tales when they receive a Cat Gram from a WGMS Staff member. At least 5 Cat Grams per week will be awarded.</p>	Principal, Assistant Principal, WGMS Staff	This affirmation will result in an increase from 3.5 to a 3.8 on the following from the Capturing Kids' Hearts student survey: "My teachers encourage me to be the best student I can be." (Capturing Kids' Hearts Baseline was 3.6.)	N	C	C	
<p>By providing multiple places for students to belong through arts, sports, clubs and other programs, the campus will improve the student sense of belonging and attendance.</p>	Principals, WGMS Staff	The average daily student attendance will increase .2% to 96% for the 23-24 school year.	C	✓	✓	
District Performance Objective 3.2		Strive to Be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		Provide opportunities for student engagement				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Utilize the WGMS Student Council class to gather student input regarding campus priorities and needs during monthly meetings with the Principal.	Principal, Assistant Principals	Capturing Kids' Hearts survey indicator "We start each class period sharing Good Things or celebrations." will increase from 2.5 to the baseline of 4.	N	C	C	

Walkthroughs will be conducted on a weekly basis to gauge the frequency of the use of the Social Contract in the classroom.	Principal, Assistant Principals	Capturing Kids' Hearts survey indicator "We refer to our classroom Social Contracts on a regular basis." will increase from 2.5 to the baseline of 4.	N	C	C	
Key Strategic Action(s)		Provide opportunities for parent engagement				
Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.	S	C	√	

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		<i>Systematic Long-range Facility Management</i>					
Key Strategic Action(s) 4.1.a		<i>Establish a maintenance cycle for the current facilities</i>					
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds	
			<i>Review 1 - DEIC (Nov)</i>	<i>Review 2 - DEIC (March)</i>	<i>Review 3 - DEIC (May-June)</i>		
			#1	#2	#3		
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).					
Performance Objective 4.2		<i>Effective and Efficient Cross Departmental Work Processes</i>					
Key Strategic Action(s) 4.2.a		<i>Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan</i>					
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds	
			<i>Review 1 - DEIC (Nov)</i>	<i>Review 2 - DEIC (March)</i>	<i>Review 3 - DEIC (May-June)</i>		
			#1	#2	#3		
Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan					

Key Strategic Action(s) 4.2.b		<i>Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students</i>					
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds	
			#1	#2	#3		
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations					
Key Strategic Action(s) 4.2.c		<i>Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals</i>					
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds	
			#1	#2	#3		
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.					

Performance Objective 4.3		<i>Commitment to Financial Stewardship</i>				
Key Strategic Action(s) 4.3a		<i>Transparency of financial processes and decisions</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.				
Key Strategic Action(s) 4.3b		<i>Demonstrate financial stewardship to community</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.				

Key Strategic Action(s) 4.3C		<i>Build system capacity to ensure intentional financial solvency for maximization of district resources</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i>			Supported by State or Federal Funds
			#1	#2	#3	
Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.				

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

State Compensatory

Budget for Walnut Grove Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Fuller, Amanda	Instructional Aide	83%
Kennedy, M'kale	ESL-Lead/8th Grade ELAR	17%

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Carly Woolery	Principal
Administrator	Natalie Dennington	Assistant Principal
Administrator	David Fontenot	Assistant Principal
Classroom Teacher	Jared Martin	Teacher
Classroom Teacher	Sarah Cooper	Teacher
Classroom Teacher	M'kale Kennedy	Teacher
Classroom Teacher	Jennifer Droege	Teacher
Classroom Teacher	LeaAnn Stephen	Teacher
Classroom Teacher	Sarah Driessner	Teacher
Classroom Teacher	Jessica Lewis	Teacher
Classroom Teacher	Susan Pullin	Teacher
Classroom Teacher	Jacob Gordon	Teacher
Classroom Teacher	Susan O'Rear	Teacher
Classroom Teacher	Andrew Griffiths	Teacher
Classroom Teacher	Shannon Cain	Teacher
Classroom Teacher	Eric Craddock	Teacher
Classroom Teacher	Fern Sanchez	Teacher
Classroom Teacher	Katherine Wickersham	Teacher
Classroom Teacher	Susan Junell	Teacher
Paraprofessional	Amy Williams	Receptionist
Parent	Whitney Krupala	Parent

Parent	Alicia Orji	Parent
Community Representative	Richard Reno	Community Representative
Business Representative	Amanda McCarty	Business Owner
District Level Professional	Shelly Hubbard	District Administrator
Non-classroom Professional	Mandy Berry	Nurse