



School Improvement Turnaround Plan

This document is being shared to illustrate our strategies for the continued academic improvement of Wagner Middle School. We invite you to review the draft components of the plan below and share your feedback through the Google Form (<https://forms.gle/uvciWdUZUViyLqYK9>) or by emailing our principal, Danielle Holloway (hollowayd@georgetownisd.org). Please share your feedback by Thursday, June 4, 2025.

Your input is essential and will help shape a plan that reflects our shared goals. The final plan will be presented at the GISD Board Workshop on June 9, 2025, and considered for approval on June 19, 2025. Thank you for your continued support.

The School Improvement Turnaround Plan is outlined by the seven guiding questions below.

1. What is our school improvement strategy?

Our campus will prioritize the following instructional strategies:

- lessons designed using the gradual release model,
- common formative and summative assessments,
- intentional campus-wide implementation of structured writing opportunities,
- increased student discourse within learning activities,
- intentional questioning and checks for understanding to gauge student mastery of each learning objective, and
- use of small groups to provide intervention and/or enrichment based on student needs

Clarity behind these instructional strategies are outlined in our Wagner Instructional Culture Playbook. This playbook outlines the systems, expectations, and resources needed to implement these strategies with fidelity.

Professional learning communities will occur daily for all core and special education resource teachers to allow for collaboration around these instructional priorities. Grade-level, content professional learning communities will meet to:

- identify and un-pack essential standards,
- develop an aligned assessment plan,
- design lessons that follow a gradual release model,
- analyze assessment data to determine appropriate reteach and/or enrichment.

Support will be routinely provided to each professional learning communities by our campus academic dean, campus instructional coaches, district special education instructional coach, and district content coordinators. On-going professional learning will be provided to ensure that each grade-level, content professional learning community ensures high student achievement.

2. How does this strategy align with the cause of our campus' federal identification and/or state rating?

In reviewing the 22-23 STAAR assessment data, a decrease was shown in the following:

- reading achievement, reading growth, and student success (all STAAR tests combined) for students receiving Special Education services
- reading growth for students in the categories for ALL students, Hispanic, and Two or More Races

These results signal a need to provide additional supports in the areas of reading and Special Education. Upon a root cause analysis, the underlying needs identified through the campus diagnostic were:

- Tighter adherence to systems and expectations around instructional priorities, including those for students in Special Education.
- Increased fidelity with implementing dedicated, structured collaborative planning time, including strict adherence to professional learning community norms, agendas, and expectations.
- Inclusion of Special Education teachers with their general education peers during professional learning community time.
- Clarity and training around an assessment plan outlining the purpose and frequency of formative and summative assessments

3. What are the milestones and monitoring efforts that will be taken over the next two years to implement the school improvement strategy?

Our following milestones will be used in the planning and implementation of our campus' improvement strategies outlined above.

- The Wagner TAP plan will be created using collected stakeholder feedback before being reviewed by district leadership and our GISD school board. This plan will be submitted for TEA approval by June 20th.
- The Wagner master schedule will be built to allow for dedicated professional learning communities time for core content and special education teachers. This schedule will be reviewed by the principal coach prior to the start of the school year.
- Strategic hiring of high quality, turnaround-minded teachers and leaders will be prioritized prior to the start of the school year. Hiring decisions will be discussed with the principal coach monthly during the summer.
- Intentional staffing, resources, and supports are in place to meet student needs. Evidence of progress will be provided by the Campus Support Team and reviewed twice yearly by our district's Chief Academic Officer.
- The Wagner Instructional Culture Playbook will be completed and presented to Wagner staff by the campus principal prior to the start of the school year. This will be reviewed by the principal coach.
- The Measures of Academic Progress Assessment and STAAR interim assessment data will be collected to monitor student growth and achievement throughout the school year. Our campus Academic Multi-tiered System of Supports Leadership team will meet in October, February, and May to review progress with support from our district's Chief Academic Officer and the principal coach.
- Progress towards our implementation of effective professional learning communities will be collected quarterly by the campus principal and academic dean to be reviewed by our campus' Academic Multi-tiered System of Supports Leadership team and the district's chief academic officer.
- Progress towards instructional strategies used by classroom teachers during their lessons will be collected weekly by campus administration, campus academic dean, and instructional coaches using the district's Collective Efficacy Walkthrough and reviewed with Campus Support Team at least twice yearly.

4. What reallocation of resources are needed to implement the school improvement strategy based on our campus' ESF diagnostic finding?

Our campus is considered a top priority middle school campus. Funding is allocated to ensure that campus received what was needed above and beyond what is granted to campuses that were already on-track.

5. How will the budget be reallocated to meet the needs of the chosen strategy?

Our campus will be provided with online programs that provide targeted intervention for students in the following areas:

- Reading - Amira (grade 6 only) and Writeable
- Math - IXL (grades 6-algebra)

6. How will the staffing be reallocated to meet the needs of the chosen strategy?

Our campus is provided with two instructional coaches with one supporting our Language Arts and Social Studies departments and the other supporting our Math and Science departments. Additionally, our campus was provided a campus academic dean to support focus on professional learning communities and appropriate, routine use of assessment data to inform instructional decisions. Additional support will be provided to our campus during professional learning communities by the district content coordinators and our district's special education instructional coach.

7. What are the curriculum programs that will be utilized during the 25-26 school year?

In addition to the curriculum outlined by our district, reading teachers will be provided access to SAVVAS and math teachers will be provided access to StemScopes. Teachers will receive support with these curriculum resources from our district's content coordinators and our campus' instructional coaches.