Wills Point Independent School District

Wills Point Middle School

2021-2022 Campus Improvement Plan

Wills Point Independent School District

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Wills Point Middle School

Mission Statement

The mission of Wills Point Middle School is to provide a safe and nurturing environment, to promote respect for self and others by instilling respect for core values, and to develop a solid academic foundation so students are empowered to achieve success.

Vision

At Wills Point Middle School, we ignite passion in our community of learners to set high academic expectations by fostering a respect for core values and providing diverse, equitable opportunities to every student in every classroom, every day.

Value Statement

Call to Action

Students of WPISD flourish as productive citizens by exemplifying qualities of character, service and leadership to empower themselves and impact the community.

We believe every student should be provided with a safe learning environment.
We believe every student should have individual learning opportunities.
We believe students should learn to become self-reliant.
We believe students should learn in a technology driven environment.
We believe students should know how to live in a global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wills Point Middle School is located off Highway 80 in Wills Point, Texas, a small northeast Texas community. Wills Point Middle School serving approximately 400 students in 5th and 6th grade (data obtained from 2019-2020 PEIMS) in both Van Zandt and Kaufman Counties. According to the 2018-2019 TAPR report, the demographic breakdown of the population was 6.2% African-American, 25.7% Hispanic, 62% White, 1% American Indian, 1% Asian, .2% Pacific Islander, and 3.7% Two or More Races. Economically disadvantaged students made up 69.6% of the population, 12.3% were English Language Learners, were in Special Education, 8.1% were 504 students, and of students labeled At-Risk. Wills Point Middle School saw a mobility rate of 13.7%. Class sizes were approximately 19 students per class. The attendance rate for the student body is higher than the state average.

The make up of the staff is: 80.2% teachers, professional staff 12%, and 5% professional leadership. Of the total staff, there are 90% White and 9.4% Two or More Races. The majority of the teachers have between 6-20 years of experience. Master's degrees are held by 11% of the teachers.

Demographics Strengths

-Varying Student Population

-Campus-wide acceptance of students with special needs

- Faculty is small which allows for more collaboration and unity in departments.

- Good mixture of female and male staff members

- Majority of teachers are experienced and several hold degrees past a bachelor's degree

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A growing number of EL and Economically disadvantaged students have specific needs that must be addressed. **Root Cause:** Teachers lack the knowledge of strategies needed to address the needs of EL and Economically Disadvantaged students in the classroom.

Problem Statement 2: A growing number of Emergent Bilingual and Economically disadvantaged students have specific needs that must be addressed. **Root Cause:** Teachers lack the knowledge of strategies needed to address the needs of EL and Economically Disadvantaged students in the classroom.

Student Learning

Student Learning Summary

5th Grade STAAR	**Reading: 61% at Approaches; 35% at Meets; 23% at Masters**
	Math: 77% at Approaches; 36% at Meets; 18% at Masters
	Science: 66% at Approaches; 30% at Meets; 5% at Masters
6th Grade STAAR	Reading: 63% at Approaches; 25% at Meets; 7% at Masters
	Math:66% at Approaches; 26% at Meets; 12% at Masters

Student Learning Strengths

Students have maintained more than 50% at Approaches

More than 30% of students fall in the Meets category for 5th grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall performance as a campus in All Grades and All Subjects on the STAAR academic achievement category has met 0% of the targets. **Root Cause:** Teachers lack PD and job-embedded training to effectively target the needs of students and facilitate student growth.

Problem Statement 2: Gaps in student learning are increasing year to year for the campus overall. **Root Cause:** There is a need to provide systemic interventions at the classroom level.

School Processes & Programs

School Processes & Programs Summary

Wills Point Middle School continues to place a high priority on employing and maintaining a high-quality, talented staff. The campus is comprised of 26 certified teachers. Of those teachers, 3 teach special education, 1 teacher for dyslexia, 1 shared band instructor, and 1 shared music teacher. We also have a school nurse and 8 instructional aides, 2 of which assist in special education. The administrative staff consists of a principal and assistant principal and is supported by 2 secretaries, an instructional coach, and a counselor.

Wills Point Middle School provides ongoing professional development to teachers based on district initiatives and an ongoing system of district and campus needs assessments. The areas teachers are provided training include using technology in the classroom, Special Education, best practices in the classroom, and Wills Point ISD now provides a mentor program for teachers in years 0-3 including learning supports with the help of mentors at each campus. The campus has aligned its instructional focus to the Learner-Centered District Initiative. Wills Point Middle School has focused on student success through best practices in the classroom.

Wills Point Middle School utilizes different types of data sources to determine the needs of students. Assessment data can be collected from sources such as informal and formal assessments. The formal assessment data used to determine different strategies and interventions include MAP data testing, STAAR testing, benchmark, and unit testing. All unit testing data is collected through Eduphoria. All data collected and reviewed by PLCs and develop a plan of action. With the plan, the teachers are able to use the data to drive instruction and help with student achievement. If the teachers are not able to make gains in the Tier 2 instruction, they will then refer the student to the Student Support Team (SST).

The daily schedule consists of a zero-hour period where students are able to work on targeted interventions built for them in a program that creates an individual learning path and chart growth. The zero-hour is followed by 9 class periods that are 43 minutes in length. All students in 5th grade attend a double-block math, reading, and science class. 6th graders attend a double block math and reading class and are able to select from art or band as an elective. In addition, students are able to choose remote instruction for a 9-week period in response to COVID.

School Processes & Programs Strengths

-PLCs meet each week and work as meaningful collaborative teaching teams

-Teachers have access to an instructional coach to help with strategies and engagement in the classroom

-Technology is used as a tool in the classroom to enhance the learning experience

-Teachers are provided support from both the district and campus level

-A variety of data is gathered and analyzed to promote greater student achievement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are in need of strategies to use that promote engagement and student performance including knowledge about the SST committee and its benefits. **Root Cause:** Teachers are in need of professional development in the area of analyzing data and determining a course of action for Tier 1 and 2 instruction.

Perceptions

Perceptions Summary

Parent's teachers and students at Wills Point Middle School take pride in their school and the traditions in Wills Point ISD. The perception of Wills Point Middle School among all is that it is a safe and positive environment with a focus on academic success for students. There is a high standard for best instructional practices as well as building social character. Wills Point Middle School's main goal is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. Instructional time is valued and classroom time is protected. The teacher's work as a team in the PLC to develop individual plans of success for student achievement.

Students are respected at Wills Point Middle School. We promote respect throughout the building through our words and our actions. Throughout our campus and student/teacher interactions, we model and promote respect. There is also a unified approach to the student's needs at the Middle School Campus. We strive to collaboratively develop each child with the help of the parents and stakeholders and make a positive difference in their lives. For this reason, the community, parent, student, and teachers created a Learner Experience defining the instructional focus for student learning.

Our PTO continues to be an asset to our campus, providing support through active parental and community volunteer involvement. The PTO supports the campus and the campus staff in various ways. In addition, the PTO sponsors events such as the Daddy/Daughter dance to promote campus support and parental involvement. The PTO also hosts fundraisers that benefit the campus.

Parents are kept up to date on school events through social media, Class Tag, Blackboard, and the school newsletter. Campus safety is also of the utmost importance for district and campus leaders. Teachers are vigilant in school safety efforts, before, during, and after school. Bullying complaints and any threats are taken seriously, properly investigated, and reported to the proper authorities.

Wills Point Middle School encourages all members of the educational community to work together to enhance student learning. Prior to COVID restrictions, the campus hosted events such as Meet the Teacher, Open House, Field Day, Grandparents Day, and Bookfair events. At this time, we are focusing on reaching our parents virtually and through open lines of communication between school and home. We are offering our awards ceremonies virtually as well as parent-teacher conferences. In addition, we are recognizing our students through our daily video announcements that highlight several different students each day for character, public speaking, and to promote a positive culture and student pride in their school.

Perceptions Strengths

-Focus on academic success

-Strong PTO membership and support

-Positive communication through Social Media

-Parents feel safe and welcome on our campus

-WPMS participates in many district and community events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent and student involvement. **Root Cause:** WPMS needs nurturing, productive partnerships centered on the learning process and continuous collaboration for the benefit of the student. This includes providing opportunities to establish relationships after school at various events.

Priority Problem Statements

Problem Statement 4: A growing number of EL and Economically disadvantaged students have specific needs that must be addressed.

Root Cause 4: Teachers lack the knowledge of strategies needed to address the needs of EL and Economically Disadvantaged students in the classroom.

Problem Statement 4 Areas: Demographics

Problem Statement 3: Overall performance as a campus in All Grades and All Subjects on the STAAR academic achievement category has met 0% of the targets.

Root Cause 3: Teachers lack PD and job-embedded training to effectively target the needs of students and facilitate student growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Teachers are in need of strategies to use that promote engagement and student performance including knowledge about the SST committee and its benefits.

Root Cause 1: Teachers are in need of professional development in the area of analyzing data and determining a course of action for Tier 1 and 2 instruction.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Lack of parent and student involvement.

Root Cause 2: WPMS needs nurturing, productive partnerships centered on the learning process and continuous collaboration for the benefit of the student. This includes providing opportunities to establish relationships after school at various events.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Wills Point Point Middle School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 1: Wills Point Middle School will increase adequate academic progress in overall performance by earning the following percentages for overall campus STAAR performance:
80% Approaches GL or above
45% Meets GL or above
20% Masters GL

Evaluation Data Sources: TEA STAAR Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas. All teachers will implement the district curriculum, including the year at a glance.	**Formative**			**Summative**
	Dec	Feb	Apr	July
Strategy's Expected Result/Impact: Consistency across the grade levels and content areas and increased rigor as evidenced by teacher walkthroughs and observations **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will collaborate with the campus instructional coach and principal in order to monitor the district curriculum to ensure effective implementation and provide increased instructional and curriculum implementation support.	**Formative**			**Summative**
	Dec	Feb	Apr	July
Strategy's Expected Result/Impact: Guaranteed and viable curriculum in all classrooms **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coaches, District Coordinators **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for teachers to collaborate in grade-level teams and campus PLCs to address specific objectives following analysis of student assessment data.	**Formative**			**Summative**
	Dec	Feb	Apr	July
Strategy's Expected Result/Impact: WPMS will increase student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details		Reviews		
Strategy 4: High-fidelity professional development which provides introductory and ongoing content-focused, job-embedded training linked to the high-quality curriculum for 5th and 6th-grade students in all core subjects is offered to staff.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased Student Achievement; Small Group Instruction; Increased Classroom Rigor and Engagement **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 5 Details		Reviews		
Strategy 5: The teachers and administrators will engage in an ongoing conversation centered around professional growth that ensures high levels of campus-wide instruction through campus walkthrough feedback.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Increased teacher capacity and knowledge of best practices and procedures. Increase in high-quality instruction and engagement in the classroom. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 6 Details		Reviews		
Strategy 6: Campus instructional leaders and teachers review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners as well as other student groups.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: WPMS will increase student achievement and growth while providing opportunities for intervention and enrichment. Disaggregate and monitor student performance data in all subjects utilizing STAAR results, formative and summative assessments, MAP, TEKS Mastery, TELPAS, Unit Assessments, and Student Progress in classes based on grades **Staff Responsible for Monitoring:** Administrative team, instructional coaches, and teachers **ESF Levers:** Lever 5: Effective Instruction				

Strategy 7 Details		Reviews		
Strategy 7: Increase academic enrichment opportunities provided during classroom instruction which incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for high performing students, gifted students, and other student groups.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Provide academic enrichment opportunities through a variety of learning opportunities such as UIL, Gifted and talented projects, use of classroom time for student choice in enrichment opportunities **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Analyze STAAR and MAP performance of every major group to target specific student groups in need of intervention in the following areas: grade-level performance, academic growth, and student achievement.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Develop a plan to address needs. STudent progress towards measurable goals (e.g. % of class and individual mastering of objectives, individual progress, etc) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Wills Point Point Middle School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 2: Wills Point Middle School will close the gaps in student performance on the STAAR by having more than 11% of student groups meet state goals.

    Evaluation Data Sources: STAAR Accountability Reports

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize the Wills Point Learning Experience.		**Formative**			**Summative**
Strategy's Expected Result/Impact: WPMS will increase student achievement and growth while providing opportunities for intervention and enrichment. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction		**Dec**	**Feb**	**Apr**	**July**

Strategy 2 Details		Reviews			
Strategy 2: Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: We will be able to identify areas of focus for the current school year. Identify all students not mastering TEKS objectives and provide appropriate individualized intervention plans for each student. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Team Leaders, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: Campus instructional leaders and staff will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups to determine the root cause as to why students may not have learned the concept and create plans to address and reteach.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Address the needs of students with specific learning needs including Special Education students, Dyslexic, 504, and English Language Learners **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teacher, Special Education teachers, ESL teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 4 Details		Reviews			
Strategy 4: Utilize Map scores and Edmentum in Grades 5 and 6 as an intensive intervention program to create personalized learning paths and address the needs of those at risk for not meeting grade-level academic standards.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Develop the skills needed to perform at or above grade level based on their current needs. RTI for students with learning gaps. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum					

Strategy 5 Details	Reviews			
Strategy 5: Integrate writing and effective writing strategies in all content areas to increase student growth in all content areas. **Strategy's Expected Result/Impact:** Teachers will incorporate writing by using SEEM writing strategy and document in their unit design. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative**			**Summative**
	Dec	Feb	Apr	July
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 1: Wills Point Point Middle School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 3: All teachers at Wills Point Middle School will improve the quality and relevance of their instruction and increase student learning by effectively implementing best practices into the curriculum and instruction. through the use of technology.

Evaluation Data Sources: Unit Design, Teacher Walkthroughs, Teacher Observations

Strategy 1 Details		Reviews			
Strategy 1: Teachers will design lessons using Chromebooks and interactive panels as appropriate to the grade level and content area.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Well-rounded education **Staff Responsible for Monitoring:** Instructional Coaches, Administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Dec**	**Feb**	**Apr**	**July**
Strategy 2 Details		Reviews			
Strategy 2: Utilize the Wills Point Learning Experience to determine the appropriateness of technology integration in the lesson.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Well-rounded, Differentiated curriculum **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Adminstrators		**Dec**	**Feb**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Wills Point Middle School will foster a safe and positive environment that recognizes, embraces, and celebrates the diverse academic and behavioral needs of students.

Performance Objective 1: Create a safe, civil, positive, and productive school environment in which all students behave responsibly and exhibit mutually respectful relationships between students and staff as well as high levels of motivation.

Strategy 1 Details				Reviews			
Strategy 1: Students and staff will be recognized for exhibiting kindness, leadership, safety, respect, and responsibility.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Daily announcements, social media, and tokens of appreciation will celebrate students and teachers who model expectations and demonstrate behaviors that reflect campus values. **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture				**Dec**	**Feb**	**Apr**	**July**

Strategy 2 Details				Reviews			
Strategy 2: All staff and students are taught, practice, and reinforce behavioral expectations (Capturing Kids Hearts) with a common language.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Discipline Reduction Positive Behavior Support for students and staff **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 3: Positive School Culture				**Dec**	**Feb**	**Apr**	**July**

Strategy 3 Details				Reviews			
Strategy 3: The Capturing Kids Hearts program and principles will be implemented by teachers to improve classroom behavior, establish clear classroom behavior expectations, reduce misbehavior, and increase academic engagement.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Establish a vision for the classroom. Implementation of the social contract in the classroom and the 4 question model. A decrease in office referrals. **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 3: Positive School Culture				**Dec**	**Feb**	**Apr**	**July**

Strategy 4 Details				Reviews			
Strategy 4: Weekly lessons provided in the Social Studies classroom on digital citizenship.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be aware of information they should or should not share on the internet. Students will be aware of the impact of social media. Students will be aware of Cyberbullying.				**Dec**	**Feb**	**Apr**	**July**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Wills Point Middle School will foster a safe and positive environment that recognizes, embraces, and celebrates the diverse academic and behavioral needs of students.

Performance Objective 2: Wills Point Middle School will build a partnership between home, school, and community in order to promote success for all students, encourage involvement, and promote high attendance rates for all students.

Strategy 1 Details	Reviews			

Strategy 1: Create an inclusive and welcoming environment to engage all families in critical aspects of student learning by providing multiple opportunities for family and community involvement.
    Strategy's Expected Result/Impact: Establish relationships and increase family involvement. Increased community involvement, partnerships, and relationships.
    Events: Daddy/daughter dance, Boo on the Bricks, Christmas parade, Art fair
    Staff Responsible for Monitoring: Parent Involvement Team, Teachers, Parents, Administrators
    ESF Levers: Lever 3: Positive School Culture
	Formative			**Summative**

	Dec	Feb	Apr	July

Strategy 2 Details	Reviews			

Strategy 2: Multiple communication strategies with families are integrated into teacher and leadership roles and responsibilities.
    Strategy's Expected Result/Impact: Establish a positive relationship and increase parent involvement. Frequent and ongoing 2-way communication through the use of Class Tag, a parent messaging system, Blackboard, Monthly Newsletter, Social Media, and flyers
    Staff Responsible for Monitoring: Parent Involvement Team, Teachers, Administrators, and Parents
	Formative			**Summative**

	Dec	Feb	Apr	July

Strategy 3 Details	Reviews			

Strategy 3: Continue and implement student recognition of achievement during school and through parent communication to promote involvement and achievement.
    Strategy's Expected Result/Impact: Student participation, awards assembly
    Staff Responsible for Monitoring: Administrative team, teachers, counselor, and parents
	Formative			**Summative**

	Dec	Feb	Apr	July

Strategy 4 Details	Reviews			

Strategy 4: Student leadership opportunities through the creation of a student leadership team in 6th grade.
    Strategy's Expected Result/Impact: student participation, positive student role models,
    Staff Responsible for Monitoring: Administrative team and Counselor
	Formative			**Summative**

	Dec	Feb	Apr	July

Strategy 5 Details	Reviews			
Strategy 5: Conduct parent communication and conferences to communicate academic progress and encourage parents to become partners in their student's education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parental involvement and knowledge. Increase student achievement and growth while providing opportunities for intervention and enrichment. Increase in parent contacts documented on parent contact log. **Staff Responsible for Monitoring:** Teachers, Administrative team, counselor, parents **ESF Levers:** Lever 3: Positive School Culture	Dec	Feb	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: Actively and intentionally provide support to students, parents and staff to recognize signs of bullying and child abuse and initiate intervention strategies immediately.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scheduled training, counselor's guidance lessons **Staff Responsible for Monitoring:** Administrative staff, counselors, teachers **ESF Levers:** Lever 3: Positive School Culture	Dec	Feb	Apr	July

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Wills Point Middle School will foster a safe and positive environment that recognizes, embraces, and celebrates the diverse academic and behavioral needs of students.

Performance Objective 3: Wills Point Middle School will monitor and increase its attendance rate from 95.9% to 96.4%.

    Evaluation Data Sources: TXEIS attendance data

Strategy 1 Details	Reviews			

Strategy 1: Teachers and administrators will meet to discuss students with chronic attendance and work habits through student/parent attendance meetings.
    Strategy's Expected Result/Impact: Reduction in chronic absenteeism.
    Staff Responsible for Monitoring: Administration, PEIMS, Parents
	Formative			**Summative**

	Dec	Feb	Apr	July
Strategy 2 Details	Reviews			

Strategy 2: Frequent communication between the staff, parents, and teachers concerning student absences.
    Strategy's Expected Result/Impact: Reduction of student absences.
    Staff Responsible for Monitoring: Teachers, Administration, and PEIMS
	Formative			**Summative**

	Dec	Feb	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				