

**Georgetown Independent School District**  
**Wagner Middle School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

District Mission: Inspiring and empowering every learner to lead, grow and serve.

Williams Elementary is dedicated to creating, sustaining and enriching a safe, nurturing, positive, collaborative and challenging learning environment that promotes social and academic excellence. Each staff member, parent and student is committed to PRIDE, personal responsibility in determining excellence where:

All staff will demonstrate an extraordinary commitment to the success of all students

Students engaged in thoughtful and purposeful participation in learning.

Learning prepares students for success in a more global 21st century society.

# Vision

District Vision: Home of the most inspired students, served by the most empowered leaders.

Williams' vision is to create an environment in which diverse populations achieve and excel academically and they enrich their surrounding community.

# Core Beliefs

GISD Learner Profile:

- 1) Communicates, collaborates, and applies critical thinking.
- 2) Creates and innovates
- 3) Obtains knowledge through inquiry and exploration
- 4) Adapts and perseveres

- 5) Develops self knowledge and personal responsibility
- 6) Builds and models respectful relationships.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wagner Middle School is home to 440 students -- 230 6th graders and 210 7th graders. 51% of our campus utilizes Free or Reduced Lunch, and is therefore identified as "economically disadvantaged." Our campus demographic report indicates that 56% of our student population is Hispanic, while 36% is White. 85 of our students are English Language Learners, which is just under 20% of the student population. 23 students are identified as Gifted/Talented (5%) and 26 students receive services through Special Education (6%). 3 students qualify for supports through the Homeless Program and 207 students (47%) are identified as At-Risk.

Wagner Middle School is home to 63 staff members -- 37 of which are teachers. 24 of our campus teachers are new to Georgetown ISD this year. 18 teachers are either new to their content area or new to their grade level. 4 teachers are first year teachers.

All of our campus students and staff are new to Wagner Middle School, as our campus is a brand new campus!

### Demographics Strengths

First year campus

Some aspects of diversity

## Student Academic Achievement

### Student Academic Achievement Summary

Reading STAAR Scores at Approaches: This year's 7th graders -- 6th grade All (63%), 6th grade EcoDis (47%), 6th grade Hispanic (56%), 6th grade White (72%), 6th grade LEP (17%); This year's 6th graders -- 5th grade All (61%), 5th grade EcoDis (47%), 5th grade Hispanic (57%), 5th grade White (75%), 5th grade LEP (17%)

Reading STAAR Scores at Meets: This year's 7th graders (30%), This year's 6th graders (33%)

Reading STAAR Scores at Masters: This year's 7th graders (13%), This year's 6th graders (18%)

Math STAAR Scores at Approaches: This year's 7th graders -- 6th grade All (74%), 6th grade EcoDis (60%), 6th grade Hispanic (69%), 6th grade White (84%), 6th grade LEP (54%); This year's 6th graders -- 5th grade All (72%), 5th grade EcoDis (59%), 5th grade Hispanic (66%), 5th grade White (79%), 5th grade LEP (44%)

Math STAAR Scores at Meets: This year's 7th graders (38%), This year's 6th graders (32%)

Math STAAR Scores at Masters: This year's 7th graders (16%), This year's 6th graders (14%)

TELPAS Data: This year's 7th graders Advanced High (); Advanced (); This year's 6th graders Advanced High (), Advanced ()

## **School Processes & Programs**

### **School Processes & Programs Summary**

Our campus is in it's inaugural year, so no processes and programs existed in the previous year.

Many 7th graders participated in Blended Learning Grant in Math the previous year. Curriculum is in beginning phase of implementation.

## **Perceptions**

### **Perceptions Summary**

Campus is in its inaugural year.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data



- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Student - Centered: Develop a future-ready learning experience that reflects customization, student voice, choice, and ownership.







**Performance Objective 1:** Wagner Middle School teachers will design, plan, and implement lessons that compel increasing numbers of engaged students and, therefore, profound learning for all students. Student engagement will increase each quarter from the previous quarter.

**Evaluation Data Source(s) 1:** Student Feedback Surveys (following lessons, units & semesters); Classroom observation data; CBAs; State Accountability Data, Attendance Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Staff will participate in professional learning on Schlechty's Engagement and Design principles and processes. Teachers will implement learning into their unit design and planning processes.</p>	2.4, 2.6	Lindsay Harris; Danielle Holloway; David Hunt; Campus Design Team; Campus Design Coaches	Increasing Student Engagement - shown through Student Feedback Surveys & Classroom Observation Data; Increased "Profound Learning" for Students				
<p>2) Staff will participate in professional learning on Personalized Learning and will implement Personalized Learning practices in their classrooms.</p>		Lindsay Harris; Danielle Holloway; David Hunt; Jordan Coetzee	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics & State Assessments				
<p>3) The campus will routinely offer opportunities for students to select their workspaces, their resources, and how they will demonstrate their mastery of the content. Flexible learning spaces, easy access to technology, and PRIV Cards will be implemented.</p>		Lindsay Harris; Danielle Holloway; David Hunt	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics & State Assessments				
<p>4) Wagner Way Lessons will be created and implemented to communicate campus expectations and procedures to students, including the use of flexible learning spaces, PRIV cards, technology use, and Capstone Projects.</p>		Campus Administration, Counselors, Team Leaders, Department Heads	Increased Attainment of Learner Profile Attributes;				

5) All Wagner Middle School teachers will participate in Capturing Kids' Hearts professional learning and will implement its methodologies.		Lindsay Harris	Students & Teacher Feedback Indicate Connections to Each Other & Campus; Decreased Student Discipline Referrals; Increased Student Engagement Shown in Observation Data and Student Feedback				
<p style="text-align: center;"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> 6) WMS teachers will monitor student progress on the TEKS through the use of Edudence, which will allow for personalized supports for students that need acceleration or support on any standard.		Lindsay Harris; Danielle Holloway; David Hunt; Department Heads	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics & State Assessments				
7) Wagner Middle School will implement a master schedule that allows for flexible use of time between the STEM and Humanities classes.		Lindsay Harris; Casey Harris; JoEllen Goldsberry	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics & State Assessments				
<p style="text-align: center;"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> 8) FLEX time will be redesigned to allow for students to have personalized instruction on targeted TEKS. Struggling students will receive small-group or individual Tier 2 support, while students at mastery will receive opportunities for deeper learning or acceleration on the standard.	2.4, 2.6	Lindsay Harris, Danielle Holloway, David Hunt	Increased mastery of state standards; Growth of all students on targeted standards; Rtl referrals				
<p style="text-align: center;"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> 9) Wagner teachers will use the Critical Friends protocol to present and receive feedback on each unit plan prior to delivering instruction to students.	2.4	Lindsay Harris, David Hunt, Danielle Holloway	Increased engagement for students; Increased mastery of state standards				
<p style="text-align: center;"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> 10) Wagner teachers will use a Student Work Study protocol with identified student artifacts to study trends in engagement and progress toward mastery of the learning goals.	2.4	Lindsay Harris, David Hunt, Danielle Holloway	Increased student engagement; Increased mastery of HPLS and state standards				

<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>11) The MAP Assessment will be given three times a year to all students in Math and Reading. Students will participate in a goal-setting and data review process. MAP data will be entered into Edugence and used to customize learning for all students.</p>	<p align="center">2.4, 2.6</p>	<p>Lindsay Harris</p>	<p>Data shows an increased number of students mastering targeted TEKS; Classroom observations demonstrate an increase in personalized learning; Growth for all students on state assessments;</p>				
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 4</p> <p>12) Student attendance will be monitored and celebrated at the campus level. Grade level and individual incentives and contests will occur. Students with poor attendance will receive supports and interventions through the grade level offices.</p>		<p>Danielle Holloway &amp; David Hunt</p>	<p>Attendance will increase by 1% point.</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							







**Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.**

**Performance Objective 1:** Wagner Middle School will provide multiple opportunities for parents and the Georgetown community to learn about, experience, and celebrate campus activities, the GISD Learner Profile, the Georgetown community, and the campus' instructional methodologies.

**Evaluation Data Source(s) 1:** Calendars; SignIns; Parent Feedback Surveys; PTA participation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Student recognition opportunities will include quarterly awards ceremonies for demonstration of Learner Profile attributes, Honor Roll, Students of the Month, and classroom affirmations.		Lindsay Harris, Casey Harris; JoEllen Goldsberry	Student & Parent Feedback will show increased awareness of Learner Profile attributes; Increased PTA participation				
<b>Critical Success Factors</b> CSF 5 2) Teachers and students will use SeeSaw digital portfolios to display and reflect on student work.		Lindsay Harris; Jordan Coetzee	Student & Parent Feedback will show increased awareness of Learner Profile attributes & WMS instructional practices				
<b>Critical Success Factors</b> CSF 5 3) WMS will create and implement a selection of parent education and feedback opportunities on the following topics: Use of Space, Capstone Projects, the WMS Master Schedule, and Teaming.		Lindsay Harris	Parent Feedback will show increased awareness of Learner Profile attributes & WMS instructional practices				
<b>Critical Success Factors</b> CSF 5 4) Wagner Middle School will implement a weekly Student Interest Hour that allows students to participate in learning around an area of interest, with community members supporting/leading the learning.		Casey Harris & JoEllen Goldsberry	Community Perception Data; Student/Parent Feedback				
<b>Critical Success Factors</b> CSF 5 5) WMS will hold parent-teacher conferences in which the student's progress on the Learner Profile is a focus.	2.5, 3.2	Lindsay Harris; Team Leaders	Increased parent understanding of the GISD Learner Profile; Increased collaboration between parents and faculty				

<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Wagner parents will receive "The Wagner Word", a communication about Wagner events, processes, and decisions every other Monday.</p>		Lindsay Harris	Increased communication from the school to families				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							







**Goal 2:** Communication: Engage the community to become champions and advocate for student success and the future of the district.

**Performance Objective 2:** All members of the Wagner Middle School Team will be able to speak to our district's vision, mission, beliefs and Learner Profile and how the vision, mission, beliefs and Learner Profile influence the work and practices of our campus.

**Evaluation Data Source(s) 2:** Staff Survey Data; Parent & District Survey Data; Alignment Study

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) All new members of the Wagner Middle School Staff will participate in a professional learning opportunity (Wagner Academy) to deepen their understanding of &amp; alignment to the GISD Vision, Mission, Beliefs and Learner Profile.</p>		Lindsay Harris	Staff Feedback Data indicates understanding of the GISD Vision, Mission, Beliefs & Learner Profile;				
<p><b>Critical Success Factors</b> CSF 3 CSF 5</p> <p>2) Wagner staff will develop and communicate definitions/icons of the Learner Profile attributes as part of a process to create Learner Profile rubrics and give feedback to students and parents on student progress in the Learner Profile attributes.</p>	3.2	Lindsay Harris; Campus Design Team	Survey results indicate common understandings of the learner profile; Feedback processes show student growth in learner profile attainment				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.**


**Performance Objective 1:** Wagner Middle School will elicit 100% staff engagement in professional learning, opportunities to lead their peers/campus/district, creating and refining campus procedures and processes, and participation in district-level activities.

**Evaluation Data Source(s) 1:** Sign-Ins; Minutes from Meetings; Professional Learning Logs;

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) A tiered approach to student management will be created by teachers and will allow for teacher teams to determine and provide interventions for students struggling with behavior.		Lindsay Harris; Danielle Holloway; David Hunt	Positive Staff Feedback Reflecting Team Approach to Behavior Interventions; Decreased Student Referrals Compared to Students' Prior Year; SignIn Sheets; Staff Feedback on Process' Effectiveness				
2) The master schedule will be built in a manner that allows for students to be formed into teams that share interdisciplinary teachers. Each interdisciplinary team will have a team leader and will meet at least twice a week to provide behavioral and academic supports for students.		Lindsay Harris; Danielle Holloway; David Hunt; Casey Harris; JoEllen Goldsberry	Increased Behavioral & Academic Supports for Students; Increased Interdisciplinary Lessons for Students; Decreased Student Discipline Referrals; Increased Student Progress on Learner Profile Attributes & CBAs				
3) A team of WMS teachers (Process Champions) will receive training in leadership of Capturing Kids' Hearts. The team will meet monthly to plan professional learning experiences, coordinate teacher coaching, and impact the campus about Capturing Kids' Hearts methodologies.		Lindsay Harris	Improved Implementation of CKH Shown During Observation; Teacher & Student Feedback; Decreased Student Discipline Referrals				
4) A team of WMS staff members will compose a Campus Design Team. This group will receive additional training from the Schlechty Center and will meet monthly to further the campus' implementation of design principles.		Lindsay Harris	Increased Student Engagement; Teacher Feedback Shows Connection to Campus & District Work				
5) All staff members will participate in learning through a book study on one of the selected topics: 5 Dysfunctions of a Team, Innovation in Education, Serving Students of Poverty, Growth Mindset, and 21st Century Learning.		Lindsay Harris	Staff Feedback Will Demonstrate Increased Alignment to District Beliefs				



6) Each staff member at Wagner Middle School will participate in a campus committee that makes decisions and guides implementation in specified areas or initiatives on our campus -- Capstone, Student Interest Hour, Health & Safety, and Campus Culture.		Lindsay Harris	Staff Feedback Shows Perceptions of High Engagement/Connection to Campus Work				
7) Campus Leadership Team meetings will be open to all staff members and will focus on creating and refining campus procedures and initiatives.		Lindsay Harris	Staff Feedback Shows Perceptions of High Engagement/Connection to Campus Work				
							

**Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.**

**Performance Objective 1:** Wagner Middle School students and staff will demonstrate increased attainment of the GISD Learner Profile attributes, as measured by related rubrics.

**Evaluation Data Source(s) 1:** Learner Profile rubrics; Student Feedback Surveys; Parent Feedback Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) WMS Counselors will form and implement small group counseling around needs identified by student surveys, teacher input, and campus needs.</p>	2.5, 2.6	Lindsay Harris; Casey Harris; JoEllen Goldsberry	Student Feedback/Survey Data will demonstrate increased connections to campus;				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) All WMS teachers will participate in professional learning on the topic of Project-Based Learning. Strategies will be implemented that allow students to engage in project and problem-based learning.</p>		Lindsay Harris; Danielle Holloway; David Hunt	Increased Student Engagement; Increased Student Proficiency Demonstrated on CBAs, Learner Profile Rubrics & State Assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) All WMS students will participate in a Capstone Project that allows for independent study of a topic/problem of the student's choosing and demonstration of learning in a manner of the student's choosing.</p>	2.5	Danielle Holloway; Campus Capstone Committee	Increased Attainment of Learner Profile Attributes;				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Wagner Middle School will utilize a hiring process that is aligned to district beliefs and the campus leader profile and asks prospective employees to model risk-taking and creativity in alignment with the GISD Learner Profile.</p>		Lindsay Harris	Staff Feedback Surveys indicate connections to district mission, vision, beliefs & learner profile.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Staff will participate in professional learning on Schlechty's Engagement and Design principles and processes. Teachers will implement learning into their unit design and planning processes.
1	1	6	WMS teachers will monitor student progress on the TEKS through the use of Edudence, which will allow for personalized supports for students that need acceleration or support on any standard.
1	1	8	FLEX time will be redesigned to allow for students to have personalized instruction on targeted TEKS. Struggling students will receive small-group or individual Tier 2 support, while students at mastery will receive opportunities for deeper learning or acceleration on the standard.
1	1	9	Wagner teachers will use the Critical Friends protocol to present and receive feedback on each unit plan prior to delivering instruction to students.
1	1	10	Wagner teachers will use a Student Work Study protocol with identified student artifacts to study trends in engagement and progress toward mastery of the learning goals.
1	1	11	The MAP Assessment will be given three times a year to all students in Math and Reading. Students will participate in a goal-setting and data review process. MAP data will be entered into Edugence and used to customize learning for all students.
4	1	2	All WMS teachers will participate in professional learning on the topic of Project-Based Learning. Strategies will be implemented that allow students to engage in project and problem-based learning.