

Midlothian Independent School District
Walnut Grove Middle School
2021-2022 Campus Improvement Plan



Mission Statement

Walnut Grove Middle School exists to meet the educational, social, and emotional needs of all students in an environment that is safe, orderly, student-friendly, respectful and engaging.

Vision

It is the vision of Walnut Grove Middle School to make every student successful. We desire for our students to love our school and to be a positive part of what goes on at WGMS.

Value Statement

The Cultural Tenets of MISD are:

Family

Celebrate the Power of Diversity

Unlimited Potential

Honor Relationships

Excellence Through Purpose

Midlothian Strong

Table of Contents

- Comprehensive Needs Assessment 4
- Priority Problem Statements 4
- Comprehensive Needs Assessment Data Documentation 5
- Goals 7
 - Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning. 8
 - Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district. 15
 - Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community. 18
 - Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces. 22
 - Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities. 25
 - Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders. 28
- State Compensatory 32
 - Budget for Walnut Grove Middle School 33
 - Personnel for Walnut Grove Middle School 33
- Addendums 33

Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 2: EBL students performed below that of other students in Reading and Math and did not close the gap.

Root Cause 2: Instructional practices not closing the gaps of our Emerging Bilingual students.

Problem Statement 2 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Demographics - Student Learning - School Processes & Programs

Problem Statement 1: Economically disadvantaged continue to perform below that of their non-economically disadvantaged peers in Reading and Math. (2020 18.9% ED and STAAR Performance 56)

Root Cause 1: Growing sub pop with limited change in instruction practices.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

Evaluation Data Sources: TTESS M*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide student choice in demonstrating evidence of learning in all core content. 1.5 (digital activities, materials and assessments) and 2.6 student ownership</p> <p>Strategy's Expected Result/Impact: 25% of teachers will score in Accomplished or Higher in each domain, planning and instruction.</p> <p>Staff Responsible for Monitoring: Principals and teachers and iCoach</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

HB3 Goal

Evaluation Data Sources: Amplify K-1, Istation/Imagine Math 2-5, Elem students in T3 on MAP, secondary students on MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will plan collaboratively and use MAP and Interim Testing to design aligned lessons during weekly planning meetings. Teachers will use this data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring</p> <p>Strategy's Expected Result/Impact: 80% of students will show growth in Math and Reading.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, iCoach, AI Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

HB3 Goal

Evaluation Data Sources: Eduphoria
Cambrium

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize the results from the interim district assessments to design targeted strategies to close gaps.</p> <p>Strategy's Expected Result/Impact: Increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: BrightByte Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: iCoach will provide weekly support through collaboration with teachers on lesson design to include the 4Cs.</p> <p>Strategy's Expected Result/Impact: Increase Brightbyte data by at least 5 scaled points.</p> <p>Staff Responsible for Monitoring: Principals and iCoach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

HB3 Goal

Evaluation Data Sources: Frontline Tier data
AI progress monitoring/STAAR/MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers have access to resources to teach students in Accelerated Instruction and will incorporate Lead4Ward high yield strategies into lesson plans.</p> <p>Strategy's Expected Result/Impact: Decrease of students requiring tiered or AI services by 10%.</p> <p>Staff Responsible for Monitoring: Principals, iCoach and AI Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 6: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. 8th grade students will take the PSAT assessment during the school day.

HB3 Goal

Evaluation Data Sources: Increase of students in advanced academic courses
Increase in CCMR accountability

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 7: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

HB3 Goal

Evaluation Data Sources: STAAR 2022 data by content area , MAP 2022 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use assessment data to plan targeted intervention and enrichment activities for W.I.N. time and group students flexibly to ensure individual student needs and strengths are addressed. *Progress Monitoring</p> <p>Strategy's Expected Result/Impact: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, SpEd Teachers, AIS</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 8: Increase Emergent Bilingual Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.

HB3 Goal

Evaluation Data Sources: STAAR 2022 LEP data by content, MAP Growth 2021-22 data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide Accelerated Instruction for qualifying Emergent Bilingual students and will use assessment data to plan targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increase Emergent Bilingual students' performance by 10 percentage points in each content area on STAAR.</p> <p>Staff Responsible for Monitoring: ESL Teacher, Teachers, Principals, AIS</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.

Evaluation Data Sources: Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Evaluation Data Sources: District Staff Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New staff on campus will participate in the MISD mentorship program. All staff will be included campus wide celebrations, culture and climate building activities, and PTV lunches.</p> <p>Strategy's Expected Result/Impact: retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.</p> <p>Staff Responsible for Monitoring: Principals, Campus Mentors, Buddy Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Evaluation Data Sources: AP Academy Survey
 MALA Survey
 Any additional Leadership type academies or programs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff and Lead Teachers that receive outside Professional Development will lead campus Professional Development during PLC and on PD days</p> <p>Strategy's Expected Result/Impact: 2% increase in satisfaction of all participants in leadership opportunities.</p> <p>Staff Responsible for Monitoring: Principals and Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the personal skills survey.

Evaluation Data Sources: Survey Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will provide Mindful Mondays and Circle times weekly for staff to use during class time. Strategy's Expected Result/Impact: increase in 3 out of the 5 competencies from the personal skills survey Staff Responsible for Monitoring: Principals, Counselors, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Several resources will be provided to support SEL with students such as PALs, Next Step counseling, and the district LPC. Strategy's Expected Result/Impact: increase in 3 out of the 5 competencies from the personal skills survey Staff Responsible for Monitoring: Counselors, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Evaluation Data Sources: District Staff Feedback (Survey)
 District Parent Feedback (Survey)
 District Student Feedback (Survey)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus crisis plan outlines all policies and procedures in case of emergency. The Campus Safety Team will help facilitate campus drills and communicate with members of the district safety and security team. We use See It, Hear It, Stop It to allow students to report bullying incidents anonymously. Strategy's Expected Result/Impact: increase of 5% in positive responses to safety and security survey questions Staff Responsible for Monitoring: Principals, SRO, Campus Safety Team</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Raptor and Access Control will be utilized for all visitors to campus. Strategy's Expected Result/Impact: increase of 5% in positive responses to safety and security survey questions Staff Responsible for Monitoring: Principals, SRO, Campus Safety Team</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Provide professional development and prevention programming for best practices for prevention and management outlined in state guidelines.

Evaluation Data Sources: Prevention programs implemented on campuses reflected by the number of students in attendance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Aim for Success for prevention and management that are outlined in state guidelines.</p> <p>Strategy's Expected Result/Impact: Prevention and management</p> <p>Staff Responsible for Monitoring: Principals, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 4: Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

Evaluation Data Sources: Diversity Council feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recognize cultures and holidays each month through literature, library lessons, information posted on the website and announcements shared.</p> <p>Strategy's Expected Result/Impact: Greater awareness, recognition, and celebration of our students' diverse backgrounds</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet annually with site based committee to consider future campus and furniture needs. Strategy's Expected Result/Impact: Remain up to date and prepared for future needs Staff Responsible for Monitoring: Principals	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop budget and align financial expenditures to campus goals Strategy's Expected Result/Impact: zero cross function Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 3: Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Evaluation Data Sources: Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide structured, timely professional development through iPlan Days, Campus Professional Development, Reading Apprenticeship, PLC, GL Instructional Meetings, Lead4Ward Trainings</p> <p>Strategy's Expected Result/Impact: increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.</p> <p>Staff Responsible for Monitoring: Principals, Lead Teachers, iCoach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
Strategy 1: Media Team Cat News promotes where to go to find news, and highlight cultural tenants on announcements. Strategy's Expected Result/Impact: Highlight our cultural tenants and best practices. Staff Responsible for Monitoring: Media Specialist, Principals ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Cat Grams, Staff Grams, and Staff and Student Shout-Outs in Wildcat Tales. Strategy's Expected Result/Impact: Highlight our cultural tenants and best practices. Staff Responsible for Monitoring: Media Specialist, Principals ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.

Strategy 1 Details	Formative Reviews		
Strategy 1: District Level Performance Objective	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain up-to-date campus website.</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured on district survey will increase.</p> <p>Staff Responsible for Monitoring: LMS, Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At the end of each week, the campus newsletter Wildcat Tales will be emailed to our families and students. Our community will be able to view Wildcat Tales through Twitter and Facebook. Wildcat Tales will highlight WGMS and district happenings.</p> <p>Strategy's Expected Result/Impact: Remain in the 90th percentile for the Youth Truth Survey.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Walnut Grove Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 2.9

Brief Description of SCE Services and/or Programs

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Personnel for Walnut Grove Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Corbin, Christi	Teacher	0.17
Davis, Courtney	Counselor	0.4
Fuller, Amanda	Paraprofessional	1
Pettijohn, Christi	Teacher	0.83
Rawlinson, Kimberly	Teacher	0.25
Thompson, Carrie	Paraprofessional	0.25

Addendums