

Eagle Mountain-Saginaw Independent School District

Ed Willkie Middle School

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Ed Willkie is to cultivate relationships that inspire the discovery and development of each individual student's infinite potential.

Vision

Ed Willkie Vision Statement

The actions, words, and conduct, of everyone at Ed Willkie Middle School reflects a high level of respect for each other, for our school, and for personal growth.

Value Statement

Ed Willkie Values Statement

At Ed Willkie Middle School, we "Work the Willkie Way" by living our core values. Those that work the Willkie Way are :

Exceptional

Wise

Mindful

Safe

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	730	100.0%	23,119	5,504,150	730	100.0%	23,196	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	2.8%	4.4%	0	0.0%	2.7%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.2%	0.7%	0	0.0%	0.2%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	2.6%	3.7%	0	0.0%	2.6%	3.7%
Kindergarten	0	0.0%	6.3%	6.7%	0	0.0%	6.3%	6.7%
Grade 1	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 2	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 3	0	0.0%	7.3%	7.2%	0	0.0%	7.2%	7.1%
Grade 4	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	239	32.7%	7.4%	7.3%	239	32.7%	7.4%	7.2%
Grade 7	249	34.1%	7.6%	7.4%	249	34.1%	7.6%	7.4%
Grade 8	242	33.2%	7.9%	7.7%	242	33.2%	7.9%	7.7%
Grade 9	0	0.0%	9.4%	8.7%	0	0.0%	9.3%	8.7%
Grade 10	0	0.0%	8.5%	7.9%	0	0.0%	8.4%	7.9%
Grade 11	0	0.0%	7.3%	7.0%	0	0.0%	7.3%	7.0%
Grade 12	0	0.0%	6.7%	6.6%	0	0.0%	6.8%	6.6%
Ethnic Distribution:								

African American	126	17.3%	17.7%	12.8%	126	17.3%	17.7%	12.8%
Hispanic	276	37.8%	39.3%	53.0%	276	37.8%	39.3%	52.9%
White	263	36.0%	32.5%	25.6%	263	36.0%	32.5%	25.7%
American Indian	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%
Asian	17	2.3%	5.3%	5.1%	17	2.3%	5.3%	5.1%
Pacific Islander	3	0.4%	0.3%	0.2%	3	0.4%	0.3%	0.2%
Two or More Races	44	6.0%	4.6%	3.0%	44	6.0%	4.6%	3.0%

Sex:

Female	351	48.1%	48.3%	48.8%	351	48.1%	48.3%	48.8%
Male	379	51.9%	51.7%	51.2%	379	51.9%	51.7%	51.2%

Economically Disadvantaged	352	48.2%	50.9%	62.1%	352	48.2%	50.8%	62.0%
Non-Educationally Disadvantaged	378	51.8%	49.1%	37.9%	378	51.8%	49.2%	38.0%
Section 504 Students	67	9.2%	8.0%	7.4%	67	9.2%	8.0%	7.4%
EB Students/EL	76	10.4%	14.9%	23.1%	76	10.4%	14.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	12	1.5%	1.4%	1.5%				

Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	52	7.1%	6.2%	5.5%	52	7.1%	6.2%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	4	0.5%	0.4%	1.3%	4	0.5%	0.4%	1.3%
Immigrant	1	0.1%	0.5%	2.2%	1	0.1%	0.5%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	30.3%	64.6%	0	0.0%	30.4%	64.6%
Military Connected	76	10.4%	7.7%	3.6%	76	10.4%	7.7%	3.6%
At-Risk	352	48.2%	50.9%	53.3%	352	48.2%	50.8%	53.3%

Students by Instructional Program:

Bilingual/ESL Education	74	10.1%	14.3%	23.2%	74	10.1%	14.3%	23.2%
Career and Technical Education	143	19.6%	24.4%	26.5%	143	19.6%	24.3%	26.5%

Career and Technical Education (9-12 grades only)	0	0.0%	65.6%	72.3%	0	-	65.4%	72.2%
Gifted and Talented Education	79	10.8%	7.1%	8.2%	79	10.8%	7.1%	8.2%
Special Education	91	12.5%	13.4%	12.6%	91	12.5%	13.7%	12.7%

Students with Disabilities by Type of Primary Disability:

Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	44	48.4%	45.5%	44.1%				
Students with Physical Disabilities	6	6.6%	17.2%	20.0%				
Students with Autism	20	22.0%	19.7%	15.5%				
Students with Behavioral Disabilities	21	23.1%	16.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.6%				

Mobility (2021-22):

Total Mobile Students	119	15.4%	17.6%	16.8%				
By Ethnicity:								
African American	28	3.6%	4.4%	3.3%				
Hispanic	39	5.0%	6.1%	8.7%				
White	40	5.2%	5.3%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.3%	0.7%	0.7%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	10	1.3%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	12	12.5%	20.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	9	12.2%	14.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	68	19.2%	22.0%	18.7%				

Staff Information	Count/Average	Percent	District	State
Total Staff	62.3	100.0%	100.0%	100.0%

Professional Staff:	56.7	91.1%	69.5%	64.1%
Teachers	46.6	74.8%	53.4%	48.7%
Professional Support	7.5	12.0%	12.2%	10.9%
Campus Administration (School Leadership)	2.7	4.3%	3.1%	3.3%
Educational Aides:	5.6	8.9%	9.9%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	26.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	65.0	13,815.0
Part-time Counselors	1.0	n/a	1.0	1,240.0
Total Minority Staff:	26.5	42.5%	30.7%	53.2%
Teachers by Ethnicity:				
African American	8.0	17.2%	4.5%	11.8%
Hispanic	10.0	21.5%	15.3%	29.6%
White	25.6	54.9%	76.3%	54.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	1.0	2.1%	1.4%	2.0%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	2.0	4.3%	2.0%	1.2%
Teachers by Sex:				

Males	13.3	28.6%	23.1%	24.4%
Females	33.3	71.4%	76.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.4%	2.0%
Bachelors	32.1	68.9%	72.6%	72.2%
Masters	14.5	31.1%	25.4%	25.0%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	10.3	22.2%	21.1%	9.7%
1-5 Years Experience	10.1	21.6%	17.9%	26.3%
6-10 Years Experience	6.0	12.9%	18.2%	20.5%
11-20 Years Experience	14.6	31.3%	26.3%	27.2%
21-30 Years Experience	5.6	12.0%	14.3%	13.3%
Over 30 Years Experience	0.0	0.0%	2.3%	2.9%

Demographics Strengths

Diversity is our strength in that it mirrors the diversity of our community and nation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruitment of diverse staff in all positions. **Root Cause:** Applicant pool, lack of acknowledgement/celebration of staff.

Problem Statement 2: Our student STAAR results are not equal when compared by demographic especially at the masters level. **Root Cause:** Rate of enrollment in advanced classes does not mirror our population.

Student Learning

Student Learning Summary

Campus	6th Reading						6th Math				
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024
Ed Willkie	76%	59%	74%	83%	73%	-10%	83%	69%	78%	80%	60%
District	74%	60%	74%	77%	76%	-1%	81%	66%	73%	74%	66%
Region 11	69%	64%	72%	77%	76%	-1%	81%	69%	75%	75%	70%
State	66%	61%	70%	75%	75%		79%	66%	73%	74%	70%
Campus	7th Reading						7th Math				
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024
Ed Willkie	77%	66%	79%	76%	74%	-2%	55%	49%	58%	62%	45%
District	81%	68%	79%	79%	74%	-5%	61%	41%	48%	54%	37%
Region 11	76%	71%	81%	77%	73%	-4%	72%	55%	61%	62%	53%
State	74%	68%	80%	77%	72%	-5%	73%	54%	61%	61%	53%
Campus	8th Science						8th Social Studies				
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024
Ed Willkie	78%	70%	74%	67%	68%	1%	67%	61%	51%	54%	58%
District	82%	72%	76%	72%	68%	-4%	73%	63%	62%	60%	60%
Region 11	80%	68%	75%	72%	68%	-4%	69%	59%	64%	61%	58%
State	79%	67%	74%	72%	68%	-4%	67%	56%	61%	60%	57%
Campus	8th Reading						8th Math				
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024
Ed Willkie	79%	79%	84%	79%	75%	-4%	86%	65%	74%	76%	
District	83%	75%	86%	84%	82%	-2%	88%	65%	74%	78%	
Region 11	79%	74%	84%	82%	78%	-4%	82%	61%	72%	74%	

State	77%	72%	83%	82%	79%	-3%	81%	60%	71%	74%
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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our student STAAR results are not equal when compared by demographic especially at the masters level. **Root Cause:** Rate of enrollment in advanced classes does not mirror our population.

Priority Problem Statements

Goals

Revised/Approved: September 20, 2024

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: Provide, advertise, and recruit students for opportunities outside of the classroom to ensure students are involved and connected.

Evaluation Data Sources: 100 % of Students participate in opportunities including UIL Academics, AVID, NJHS, student counsel, Clubs, athletics, fine arts, etc.

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media, morning announcements, posters, and newsletters to spread the word and increase knowledge of opportunities, interest, and participation. Strategy's Expected Result/Impact: Increased student involvement leading to an increase in attendance and higher passing rate. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 1: Evaluate, monitor and respond to individual student needs, utilizing data to inform instruction and engagement.





Evaluation Data Sources: Teacher input, 24-25 formative assessment data, common district and campus assessments, MAP Testing, district benchmark data, interim testing data, 2025 STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Meet by grade level once per six weeks and meet by content area weekly to evaluate data and best practices. Spiral Content to increase retention and focus on TEKs tested on STAAR. Strategy's Expected Result/Impact: Consistent approach to student needs across contents and curriculums. Increased collaboration on impactful individualized engagement strategies. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.

Performance Objective 1: Retain 100% of Staff for 25-26 school year.

Evaluation Data Sources: Attendance, Teacher involvement outside of the classroom, Discipline data, mentorship opportunities,

Strategy 1 Details	Reviews			
Strategy 1: Recognize staff accomplishments monthly, allow opportunities for staff to celebrate students, Build opportunities for students to celebrate staff, Staff theme days and celebrations monthly. Strategy's Expected Result/Impact: 100% retention Staff Responsible for Monitoring: Administration, Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Consistent two communication and opportunities for feedback to empower leadership and buy-in. Strategy's Expected Result/Impact: 100% Retention Staff Responsible for Monitoring: Administration, Counselors, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 1: Students, staff, families, and community members will be informed and involved.

Evaluation Data Sources: Parent participation in 8th grade interviews, weekly emails and remind messages from staff, open house participation, parent volunteers for dances, Badger Camp PTO membership.

Strategy 1 Details	Reviews			
Strategy 1: Through consistent CPAC involvement, PTO involvement, weekly emails and remind communication. Strategy's Expected Result/Impact: Students, staff, families, and community members will be informed and participation will increase. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: STAAR Reading and Math Scores will increase by >5% in our SPED and 504 populations.

Evaluation Data Sources: Grades, Attendance, Teacher input, 24-25 formative assessment data, common district and campus assessments, MAP Testing, district benchmark data, interim testing data, 2025 STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Interventionists and Special Education personnel will be trained to utilize accommodations effectively. Strategy's Expected Result/Impact: Decrease in classroom behaviors and increase in student engagement. Staff Responsible for Monitoring: Administration, SPED Department Chair TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 1: 100% of students will be involved in a school activity.

Evaluation Data Sources: Advanced classes, GT, School Clubs, Battle of the Books, UIL, Academic Teams, Athletics, Youth & Government

Strategy 1 Details	Reviews			
Strategy 1: Creating a myriad of opportunities for students both inside and outside of academics to individualize experiences. Strategy's Expected Result/Impact: Stronger connectedness to our campus amongst staff and students. Growth in ownership of our opportunities amongst staff and students. Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 1: 100% of classes will utilize product choice at least once per six weeks.

Evaluation Data Sources: Walk throughs, PLC's, Teacher discussions

Strategy 1 Details	Reviews			
Strategy 1: Every teacher will be trained on the use of product choice as an engagement tool. Strategy's Expected Result/Impact: Increased understanding of student individual interests, strengths, and aptitude. Staff Responsible for Monitoring: Administration and teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: Foster a quality culture of inclusion and Teacher voice being heard while supporting teacher needs.

High Priority

Evaluation Data Sources: Semester culture check in, Open door policy with digital opportunity for input, ILT input, PLC, Staff Surveys, open door policy,

Strategy 1 Details	Reviews			
Strategy 1: Utilize forms, PLC Meetings, Individual conversations, ILT Meetings to gain input and collaboration on decision making. Strategy's Expected Result/Impact: Teacher and staff retainment. Increased buy-in for collaborate campus norms. Staff Responsible for Monitoring: Administration, ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 1: Maintain consistent 2 way communication between staff and families.

Evaluation Data Sources: Weekly emails, CPAC, volunteer opportunities

Strategy 1 Details	Reviews			
Strategy 1: Weekly emails will be sent by all teachers to students and parents informing them of their grades and agenda for the week. Strategy's Expected Result/Impact: increased participation and student achievement Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 10: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 1: All staff will complete compliance bundle, SRP Drills will be completed throughout the year and door checks will be completed daily.

Evaluation Data Sources: Eduphoria, Crisis Go, Door check Spreadsheet.

Strategy 1 Details	Reviews			
Strategy 1: Training, PD, and activities will be completed with fidelity. Strategy's Expected Result/Impact: Students and staff will be safe and prepared. Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				