

Birdville Independent School District
Watauga Middle School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

- - Suburb of Fort Worth located in Tarrant County
 - Serves approximately 677 students
 - Student ethnicity
 - 32.25% white
 - 49.59% Hispanic
 - 7.45% African American
 - 4.74% Asian
 - About 67.62% of students economically disadvantaged
 - Approximately 26.83% of students English language learners
 - Approximately 13.55% of students served in special education
 - Over 64.45% of students are At Risk
 - Approximately 6.8% of students are served through the Gifted and Talented program
 - Over 37% of students take one or more Career and Technology courses
 - 4 students were served in DAEP placements in 2020-2021.
 - All staff is highly qualified.
 - Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
 - PLC form changes have encouraged greater collaboration and reflection around common assessment data.
 - Additional protocols are regularly implemented during PLC periods for all contents (Lesson Refinement Protocol, Test Refining Protocol)
 - Walk-throughs aid in verifying the implementation of district and campus priorities.
 - CBA and STAAR data help to evaluate the impact that professional development has on student achievement.
 - Teachers are evaluated with the T-TESS evaluation system.

Demographics Strengths

- - Approximately 6.8% of students are served through the Gifted and Talented program.
 - Over 37% of students take one or more Career and Technology courses.
 - All staff is highly qualified.
 - Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
 - Walk-throughs aid in verifying the implementation of district and campus priorities.
 - Blended training and technology competent teachers allow for effective collaboration in the Canvas LMS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of white and Asian are under performing. **Root Cause:** Teachers are significantly tuned in to traditional minority and struggling populations.

Problem Statement 2 (Prioritized): Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers. **Root Cause:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

Problem Statement 3: Based on student achievement data our economically disadvantaged students are scoring significantly lower than their peers. **Root Cause:** With over 68% of our students included in this group, there are many variables that contribute to this challenge.

Problem Statement 4: PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

Problem Statement 5: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning does not incorporate enough intentional focus on high rigor, open-ended questioning by teachers and students. For the 2020-21 SY, this is compounded by time constraints of and due to pandemic stressors.

Problem Statement 6: Students are not invested in the school or their academics. **Root Cause:** Relationships are not always created, particularly with difficult students.

Problem Statement 7: The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning.

Student Learning

Student Learning Summary

At the Approaches Grade Level measure, Watauga Middle School outperformed the district average in Reading (4%), Math (1%) and Writing (6%) for all grade level composite. Student performance in Science and Social Studies was below the district average by 5% and 17% respectively. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

At the Meets Grade Level measure, Watauga Middle School outperformed the district average in Writing (3%). For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

Watauga Middle School students achieved 22% at Masters Grade Level performance, compared to the district average of 27%. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

100% of Watauga Middle School Algebra I students achieved at Approaches Grade Level in the 2018-2019 school year. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

- Met the 2017 TEA Accountability Standard; the 2018 TEA Accountability Standard; the 2019 TEA Accountability Standard; Continue with the 2019 TEA Standard as STAAR Testing did not occur due to Covid-19 Pandemic.
- While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag based on 2019 data.
- The scores of English Language Learners and students in Special Education continue to perform below their peers based on 2019 data.
- All students passed the Algebra EOC in 2019. Algebra EOC Testing did not occur due to Covid-19 Pandemic in Spring 2020.
- We had 17 test in Spanish Lang & Cult AP Exam in Spring of 2020 (all online with modified format). Three scored a 5. Six scored a 4. Five scored a 3. Zero scored a 2. Three scored a 1.
 - We had 14 test in Spanish Lang & Cult AP Exam in Spring of 2021. One scored a 5. One scored a 4. Nine scored a 3. Two scored a 2. One scored a 1.
- 2 of 7 Distinctions Earned in 2019. No distinctions given for 2021.

Student Learning Strengths

At the Approaches Grade Level measure, Watauga Middle School outperformed the district average in Reading (4%), Math (1%) and Writing (6%) for all grade level composite in 2018-2019. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

At the Meets Grade Level measure, Watauga Middle School outperformed the district average in Writing (3%) in 2018-2019. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

Two of 7 distinctions earned in 2019; no data for 2020. No distinctions given for 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning does not incorporate enough intentional focus on high rigor, open-ended questioning by teachers and students. For the 2020-21 SY, this is compounded by time constraints of and due to

pandemic stressors.

Problem Statement 2 (Prioritized): Based on student achievement data, our sub-populations of white and Asian are under performing. **Root Cause:** Teachers are significantly tuned in to traditional minority and struggling populations.

Problem Statement 3: Based on student achievement data our economically disadvantaged students are scoring significantly lower than their peers. **Root Cause:** With over 68% of our students included in this group, there are many variables that contribute to this challenge.

Problem Statement 4: PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

Problem Statement 5 (Prioritized): Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers. **Root Cause:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

Problem Statement 6: The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning.

School Processes & Programs

School Processes & Programs Summary

- Our daily schedule consists of eight 44 minute class periods.
- State law helps to determine the amount of time assigned to each content area.
- A pull-out intervention program has been designed to aid those students needing more instructional time in Math and/or Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and virtual Zoom options to accommodate the needs of our students and parents.
- For the 2018-2019 school year, we implemented a 26 minute Mentoring period every Wednesday. This period was used to help students track their progress in their classes as well as set individual goals. It was also used to develop social and emotional skills. This program has expanded to 5 days per week for 22 minutes in 3 strands: SEL, Organization & Communication, Skyward.
- GT services are primarily through participation in PAP and honors courses with enrichment opportunities through a specialized approach in mentoring.
- Our campus strictly adheres to the state standards and the district curriculum.
- During PLC, our teachers align their classroom teaching to the rigor of the CBAs and STAAR, with a focus on district Tier 1 instruction priorities. This is evidenced by the lessons and common assessments used to determine student retention of material.
- CBAs are used to measure the effectiveness of the district curriculum and the pacing of the teaching. These scores may be used to figure into the students' averages as daily grades. Data discussions, guided by the district CBA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Team SMART goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- RtI is implemented through pull-out intervention programs based upon STAAR scores, CBA scores, Universal Screener results, and classroom teacher observations.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Staff is recruited through job fairs, advertising, and staff recommendations.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
- Walk-throughs aid in verifying the implementation of new initiatives and protocols, including departmental coherency documents and CIR rubrics.
- CBAs and STAAR help to evaluate the impact our professional development has on student achievement.
- Teachers have been trained on the T-TESS evaluation system and have begun collecting data related to Student Learning Objectives.
- Our campus has a vast number of resources available. Each classroom operates with a minimum of one (1) desktop computer and a projector. Classrooms also have a document camera to use. ELA has one set of 30 iPads, and 27 Chromebooks. The Science Department has 10 iPads and 12 Galaxy Tablets available to check out. Math Intervention has 5 windows tablets. Choir, Band and Theater have 3 laptops, 4 desktops, and 5 laptops respectively. Spanish has 6 iPads and 4 laptops. CTE has 33 laptops and 20 desktops. Reading Improvement has 3 desktops. SPED has 9 laptops, 3 desktops and 10 iPads. Our library has nine (9) student computers, and two (2) teacher computers available. We also have one computer lab of twenty-nine (29) desktop computers to be used as an intervention lab and one reading improvement classroom of thirty-five (35) laptops and one portable computer lab of ten (10) desktops being used for math intervention. Our library also has a Movi cart.
- BISD and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with district's and campus mission and goals.
- BISD has implemented a 1:1 system.
- Teachers who have attended Project Innovate training have a mini-iPad to use in class.
- In the 2018-19 school year, Watauga Middle School implemented a blended learning initiative in the 6th grade classes. This was to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as PDSA and student data folders. This continued and included 7th grade classes for the 2019-20 school year. It is currently implemented in all grade levels.

School Processes & Programs Strengths

- A pull-out intervention program has been designed to aid those students needing more instructional time in Math and/or Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and virtual Zoom options to accommodate the needs of our students and parents.
- For the 2018-2019 school year, we implemented a 26 minute Mentoring period every Wednesday. This period was used to help students track their progress in their classes as well as set individual goals. It was also used to develop social and emotional skills. This program has expanded to 5 days per week for 22 minutes in 3 strands: SEL, Organization & Communication, Skyward.
- Our campus strictly adheres to the state standards and the district curriculum.
- Our campus principal is ultimately responsible for new programs or changes to current programs. However, she is inclusive of key members of staff in the decision making process, including Leaders of Learners and other teacher leaders.
- During PLC, our teachers align their classroom teaching to the rigor of the CBAs and STAAR, with a focus on district Tier 1 instruction priorities. This is evidenced by the lessons and common assessments used to determine student retention of material.
- CBAs are used to measure the effectiveness of the district curriculum and the pacing of the teaching. These scores may be used to figure into the students' averages as daily grades. Data discussions, guided by the district CBA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Team SMART goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
- We had a 94.8% staff attendance rate during the 2019-20 SY.
- Most returning staff have been KAGAN trained to develop collaborative grouping strategies and facilitate student learning.
- All first year teachers attend new teacher program initiatives and are provided a mentor on campus.
- Our campus has a vast number of resources available.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus C.H.A.M.P.s (Communication, Help, Activity, Material, Participation) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.
- BISD and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with district's and campus mission and goals.
- In the 2018-19 school year, Watauga Middle School has implemented a blended learning initiative in the 6th grade classes. This was to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as PDSA and student data folders. The blended format has expanded to all grade levels.
- In order to best serve our SPED population, WMS has the AABLE programs:

The **Academic and Adaptive Behavior Learning Environment (AABLE)** program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

- **ACCESS**
- WMS offers Resource Math and Reading classes; as well as Inclusion classes in all core subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not invested in the school or their academics. **Root Cause:** Relationships are not always created, particularly with difficult students.

Problem Statement 2: The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning.

Problem Statement 3 (Prioritized): Based on student achievement data, our sub-populations of white and Asian are under performing. **Root Cause:** Teachers are significantly tuned in to traditional minority and struggling populations.

Problem Statement 4: Based on student achievement data our economically disadvantaged students are scoring significantly lower than their peers. **Root Cause:** With over 68% of our students included in this group, there are many variables that contribute to this challenge.

Problem Statement 5: PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

Problem Statement 6 (Prioritized): Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers. **Root Cause:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

Perceptions

Perceptions Summary

- Ethnically diverse parent representatives do participate in our site-based meetings on a voluntary basis and have a voice in campus decisions.
- There is a parent liaison on the LPAC committee.
- Survey data reveals that teachers and students feel that they are safe while in school at WMS.
- This year, 2021-22, mentoring period is five times per week. The focus is on building strong peer to peer and student to teacher relationships. We utilize the BISD Curriculum as well as curriculum we were able to purchase through the BISD FEE Grant for the SEL strand. We utilize AVID, Common Sense Media, and other resources for the Organization & Communication strand. We use feedback from teachers and students to guide structure and activities for the Skyward strand.
- Students have a wide variety of academic and extra-curricular activities available at Watauga Middle School. This provides a variety of activities that peak the students' interests and build on their academic and social growth.
- We offer campus communications in several languages to accommodate our families that do not speak English as their first language.
- Students have a wide variety of academic and extra-curricular activities available at Watauga Middle School. This provides a variety of activities that peak the student's interest and build on their academic and social growth.
- Bullying is an issue we take very seriously at Watauga Middle School, as we document each and every case where a student feels threatened or bullied. The administration team continually works to educate students and parents alike on the parameters of bullying and follows HB 1942 set forth by the state of Texas addressing cyber-bullying, bullying, and harassment in schools.
- Campus administrators meet with victims of bullying and their perpetrators to resolve student issues and foster a culture of C.O.R.E. (Community of Respect Everywhere) values. Students and staff have access to anonymous report forms, as well as other tools for prevention and reporting.
- Discipline data reveals a small percentage of students making up most of the office referrals. These offenses typically are classroom disruptions that negatively affect the learning environment and these students are issued the appropriate consequence for their misbehavior.
- In the 2019-20 school year, three students were assigned to DAEP for mandatory placements. This is down drastically from 27 in 2018-19.
- ASPIRE will be occurring at WMS from 2018-2023.

Perceptions Strengths

- Parents attend Choir and Band Concerts, as well as the Annual Student and Teacher Talent Shows.
- Fall and Spring Open House are well-attended.
- AVID Family Nights and student events are well-attended.
- School Theater Plays draw faculty, staff, parents, and other community members.
- Art Show at the Library is successful.
- Math and Science Nights are extremely interactive, with both students and parents providing positive feedback.
- Choir does "carolling" tours to the elementaries and to nursing homes.
- Teachers and students feel that they are safe while in school at WMS.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus C.H.A.M.P.'s (Communication – Help – Activity - Material – Participation) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.
- WMS supports the district C.O.R.E. initiative through a bi-monthly quote that is posted throughout the building and discussed by teachers in class.
- Watauga Middle School utilizes Hope Squad to provide social-emotional support for students. We have implemented a mentoring period to address social emotional learning two days a week.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students are not invested in the school or their academics. **Root Cause:** Relationships are not always created, particularly with difficult students.

Problem Statement 2: Parents are not joining PTA in high numbers. **Root Cause:** Families find it difficult to participate financially and due to time constraints.

Problem Statement 3: PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

Problem Statement 4: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning does not incorporate enough intentional focus on high rigor, open-ended questioning by teachers and students. For the 2020-21 SY, this is compounded by time constraints of and due to pandemic stressors.

Priority Problem Statements

Problem Statement 1: Based on student achievement data, our sub-populations of white and Asian are under performing.

Root Cause 1: Teachers are significantly tuned in to traditional minority and struggling populations.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers.

Root Cause 2: ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data



Goals



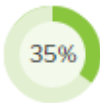




Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year Lexile levels.

Targeted or ESF High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8 and Algebra)

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus level</p> <p>Actions: a) Deploy campus leadership teams to lead the implementation of the District literacy plan b) Provide support for campus implementation plans c) Provide literacy training for all staff to build their capacity to implement campus literacy plans to enhance learning for all students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$500, Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices.</p> <p>Actions: a) Infuse literacy-focused discussions into PLCs, monthly faculty meetings and Professional Development b) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation c) Assist with campus implementation of the district literacy plan to ensure that needed support systems are present d) Collect artifacts to support literacy implementation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Align processes that encourage and facilitate personalized learning for students</p> <p>Actions: a) Implement the district personalized learning framework aligned to district initiatives b) Conduct training for teachers to implement personalized learning with students c) Monitor and provide feedback to support campus implementation of personalized learning for students d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: ESSER Tutoring - ESSER - \$34,668, Instructional Coach - 255 - Title II, Personnel - 211 - Title I - \$113,503, Instructional Resources - 211 - Title I - \$1,223</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a comprehensive plan for advanced students, including GT, that provides opportunities for rigorous learning beyond advanced coursework</p> <p>Actions: a) Train teachers of advanced academics classes through district approved/provided GT hours b) Expand genre options and rigorous text selections in advanced academics classes c) Provide campus professional learning for extension strategies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to develop and implement system-wide instructional practices to support English learners.</p> <p>Actions: a) Analyze data to determine progress in reading and English language development b) Daily utilization of Learning Agenda (Read, Write, Think, Discuss)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, ESL Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



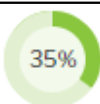




Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by state and district assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments







Strategy 1 Details	Reviews			
<p>Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments.</p> <p>Actions: a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities c) Utilize Edgenuity as appropriate d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners, District Special Ed Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement system-wide practices appropriate for ELs. The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Watauga Middle School met the target with a TELPAS progress rate of 41%. In 2020-2021 Watauga Middle School again met the target with a TELPAS progress rate of 47%. In comparing the progress rate from 2019 and 2021, Watauga Middle School demonstrated a 6% point increase in students' English Language Proficiency Status.</p> <p>Actions: a) Provide quality training for all instructional staff to engage English language learners b) Monitor performance data to identify where additional support is needed c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs d) Complete learning agenda (Read, Write, Think, Discuss)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, District ESL Coach, SIOP Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and digital data folders</p> <p>Actions: (A) Expand continuous improvement implementation to include additional elements and tools (B) Continue to support and monitor implementation of continuous improvement in the classroom (C) Assist department chairs in professional learning and mentoring of continuous improvement strategies (E) Implement T-TESS student learning objectives for the purpose of demonstrating student growth as a part of the district-wide implementation of continuous improvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Enlist community and business partners to assist in providing support to students and families</p> <p>Actions: a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners c) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ASPIRE Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement the campus ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p>Actions: a) Develop an ESSER plan that is approved by BISD b) Implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations) c) Monitor and ensure compliance to the ESSER plan and other campus plans that address closing achievement gaps d) Collect, analyze and progress monitor student data e) Implement accelerated instruction according to HB4545</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, AI Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 3: Reduce the number of students assigned to behavior RtI tiers 2 and 3






Evaluation Data Sources: Skyward Data, PEIMs, Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district behavioral RtI plan with fidelity</p> <p>Actions: a) Provide training on the district behavior RtI plan b) Identify needed support systems c) Deploy PBIS system</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor campus-wide behavioral RtI program</p> <p>Actions: A) Train new staff to implement the campus discipline management program (CHAMPS) B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	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 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.

Performance Objective 1: Increase the annual total average daily attendance (ADA) to 96% as compared to the 95.6% for 2018-2019 school year (Due to Covid-19 skewing of 19-20 and 20-21 data), through improved student retention, recruitment, and days in attendance.


Evaluation Data Sources: ADA per 6 weeks






Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance</p> <p>Actions: a) Communicate incentives for improved student and staff attendance to all stakeholders b) Monitor student and staff attendance and review progress on a six-weeks basis</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SBDM</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey 2016-17: 90.6% students; 95.7% teachers
 Safety survey 2017-18: 91.4% students; 96.3% teachers
 Safety survey 2018-19: 92.1% students; 96.5% teachers
 Safety survey 2019-20: 83% students; 97% teachers
 Safety survey 2020-21: 87% students; 93% teachers






Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Use campus staff (i.e Safety and Security Admin, SRO, counselor, and crisis intervention counselor) to work with campus administrators and teachers to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campus. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Schedule and monitor a minimum of two safety drills per month (1 fire and 1 other).</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, SRO</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Reduce the cost of accidents resulting in workers' compensation claims by 5% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 5%. In 2018-2019: 3 Workers' Comp claims filed; In 2019-2020: 0 Workers' Comp claims filed; In 2020-2021: 0 Workers' Comp claims filed.</p> <p>Actions: a) Develop and implement a campus-wide program that promotes an accident-free work environment. b) Require staff to review district plan and campus plan through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, SRO</p>	Formative			Summative
	Nov	Jan	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 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Student investment in school and academics will display dispositions indicative of high levels of social-emotional development by building meaningful relationships with peers and mentor teachers

Evaluation Data Sources: As measured by voluntary survey conducted in lunches over mentoring topics; as measured by decrease in bullying instances; as measured by decrease in disciplinary referrals and overall semester grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Mentoring program builds relationships in small groups using SEL, growth mindset, self-management skills and personal accountability.</p> <p>Actions: a) Mentoring committee formed b) Daily mentoring lessons in three strands: i. SEL (Character Strong and Mind Up) ii. Skyward Management iii. Organization and Communication Skills (AVID and Common Sense Education) c) Utilize survey data from mentoring groups d) College shirt day to build community</p> <p>Staff Responsible for Monitoring: Principal, APs, Academic Coach, Counselors, Individual teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Watauga Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 2.8

Brief Description of SCE Services and/or Programs

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Personnel for Watauga Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adra Stephenson	Reading Interventionist	1
Ann Newhouse	Student Assistance Counselor	1
Elizabeth Leggett	Math Interventionist	0.5
John Munoz	ELAR Teacher	0.3

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the LOL Team and Admin Team. It was approved by the Site-Based Committee.

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the district website in English and other languages as practicable. A printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

All students at WMS are afforded opportunities to ensure they have the optimal capabilities to achieve their individual best on State standards.

2.5: Increased learning time and well-rounded education

With school wide Mentoring occurring five days a week in 2021-2022, we are focusing on student SEL: Character Strong, Organization & Communication: AVID, etc. and Skyward: managing assignments and grades in order to ensure they experience a well-rounded education.

2.6: Address needs of all students, particularly at-risk

With school wide Mentoring occurring five days a week in 2021-2022, we are focusing on student SEL: Character Strong, Organization & Communication: AVID, etc. and Skyward: managing assignments and grades in order to ensure they experience a well-rounded education.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following: Shannon Houston, Principal and Admin Team; Site-Based Committee; Parent Input; Community Input.

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided by request in the campus front office.

3.2: Offer flexible number of parent involvement meetings

Open House is scheduled for September 16, 2021. The annual Title 1 Meeting will occur September 16, 2021, as well. Other parent involvement meetings (ASPIRE activities, AVID nights, Math and Science Nights, Milk and Cookies Literacy Nights) will be evaluated in accordance with pandemic status and guidelines for the 2021-2022 school year; however, we currently plan to conduct all meetings as we did, in person, pre-pandemic status.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Leggett	Math Interventionist	Title 1	.5
Elizabeth Speaks	ELAR Teacher	Title 1	.5
Erin Britain	Instructional Coach	Title II	
John Munoz	ELAR Teacher	Title 1	.67

AVID Site Team

Committee Role	Name	Position
Administrator	Mike Drysdale	Assistant Principal
Non-classroom Professional	Erin Britain	Academic Coach
Non-classroom Professional	Arlene Bonilla	Guidance Counselor
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Joseph Lax	Chair
Classroom Teacher	John Munoz	ELAR
Classroom Teacher	Julie Pollard	Science
Classroom Teacher	Jim Adams	Math

Behavioral RtI Committee (PBIS)

Committee Role	Name	Position
Administrator	Shannon Houston	Principal
Administrator	Mike Drysdale	Chair (Assistant Principal)
Administrator	Tara Thomas-Worthen	Assistant Principal
Non-classroom Professional	Arlene Bonilla	Guidance Counselor
Non-classroom Professional	Ann Newhouse	Crisis Intervention Counselor
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Jared Gibson	Science
Classroom Teacher	Geoffrey Toothe	SPED

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Erin Britain	Academic Coach
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Andrea Spencer	ELAR
Classroom Teacher	Melanie Bell	Fine Arts
Classroom Teacher	Angelique Saujon	Social Studies
Classroom Teacher	Colleen Zitzman	ELAR
Community Representative	Kip Woodruff	Woodruff Insurance
Business Representative	Derek Nelson	CrossFit Watauga
Administrator	Shannon Houston	Principal
Parent	Christina Luna	T. Hendrix mother
District-level Professional	Christine Thompson	Social Studies Coordinator
Classroom Teacher	Wes Eidson	Resource ELAR
Community Representative	Dennis Serratt	SERTOMA
Parent	Theodore Gray	T. Gray father
Business Representative	James Taylor	Aspire Chiropractic

Leaders of Learners

Committee Role	Name	Position
Non-classroom Professional	Erin Britain	Academic Dean
Administrator	Shannon Houston	Principal
Classroom Teacher	Travis Kidd	SpEd
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Seini Mila	Fine Arts
Classroom Teacher	Joey Lax	Social Studies
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Josh Huff	Science

SEL Committee

Committee Role	Name	Position
Non-classroom Professional	Ann Newhouse	Crisis Intervention Counselor
Non-classroom Professional	Arlene Bonilla	Professional Middle School Counselor
Non-classroom Professional	Erin Britain	Academic Coach
Classroom Teacher	Julie Pollard	Science
Classroom Teacher	Casey Barnes	Math
Classroom Teacher	Adra Stephenson	Reading Interventionist
Non-classroom Professional	Robert Garcia	ASPIRE Campus Coordinator
Classroom Teacher	Colleen Zitzman	ELAR Teacher

SIOP Site Team

Committee Role	Name	Position
Non-classroom Professional	Erin Britain	Academic Coach
District-level Professional	Betsy Strawn	Coordinator
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Jared Gibson	Science
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	John Munoz	ELAR

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$500.00
1	1	3	Personnel		\$113,503.00
1	1	3	Instructional Resources		\$1,223.00
1	2	4	Title I Family Engagement		\$500.00
Sub-Total					\$115,726.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$0.00
1	1	2	Instructional Coach		\$0.00
1	1	3	Instructional Coach		\$0.00
1	1	4	Instructional Coach		\$0.00
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutoring		\$34,668.00
Sub-Total					\$34,668.00
Grand Total					\$150,394.00

Addendums

**Watauga Middle School
Family/School Compact
2021-2022**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the administrators at Watauga Middle School. The Compact outlines how students, parents, teachers and the administrators will share responsibility in helping the students meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Attend school and arrive on time each day.
- Follow all school CHAMPs.
- Come to school with a positive attitude and maintain it throughout the day.
- Bring my BISD issued ChromeBook daily and ensure it is charged and/or bring the charger.
- Respect students, school staff, property, and myself.
- Complete all assigned work and understand it is **required** and not optional.
- Attend tutorials as needed/recommended by my teachers.

As a parent/guardian, I will:

- Have my student attend school daily and arrive on time.
- Ensure my student brings their BISD issued ChromeBook daily as well as ensure it is charged and/or they bring their charger.
- Expect my student to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and collaborate in my student's education: which includes committing them to tutorials as/if needed.
- Attend parent/teacher conferences and openly communicate the needs of my student.
- Check my student's grades via Skyward on-line weekly. <http://schools.birdvilleschools.net/bisd>. (Use of public library or school library computers is available.)

As teachers, we will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Ensure student progress is monitored timely through progress reports and reports cards:
 - First Six Weeks: Aug. 18 – Sept. 24
 - Second Six Weeks: Sept. 27 – Oct. 29
 - Third Six Weeks: Nov. 1 – Dec. 17
 - Fourth Six Weeks: Jan 5 – Feb. 11
 - Fifth Six Weeks: Feb. 14 – Apr. 1
 - Sixth Six Weeks: Apr. 4 – May 26
- Create a learning environment that will help develop responsible, caring and independent students.
- Ensure students have BISD issued technology for 1-1 capabilities.

As administrators, we will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners learn, all teachers teach and all parents feel proud.
- Respect students, parents, and community members as equal partners in the education process.
- Provide an environment that allows for positive communication between the students, parents and school staff.
- Support this form of students, parents and school staff involvement.

Acuerdo entre Familias y Escuela 2021-2022

Un acuerdo entre familias y escuela es entre estudiantes, padres, maestros y los administradores de la escuela secundaria Watauga. El acuerdo se describe como los estudiantes, padres, maestros y los administradores compartirán la responsabilidad en ayudar a los estudiantes a cumplir con los estándares académicos del estado y distrito.

Como estudiante yo:

- Participare en mi propio aprendizaje.
- Vendré a la escuela y llegar a tiempo.
- Seguiré las reglas de CHAMPs.
- Vendré con una actitud positiva durante el día.
- Traeré mi BISD Chromebook todos los días y asegurare de que esté cargada y / o traer el cargador.
- Respetare mi persona, otros estudiantes, personal de la escuela y propiedades de la escuela.
- Completare todo mi trabajo de la escuela y entender que es requerido y no una opción.
- Asistiré a tutoriales según sea necesario o recomendado por los maestros.

Como padre/ tutor yo:

- Hare que mi hijo(a) asista a la escuela todos los días y llegar a tiempo.
- Asegurare que mi hijo a traiga su BISD Chromebook todos los días y que esté cargada y / o traerá el cargador.
- Asistiré a las conferencias de padres / maestros y comunicar abiertamente las necesidades de mi hijo(a).
- Checure las calificaciones de mi hijo a través de Skyward semanalmente por línea <http://schools.birdvilleschools.net/bisd>. (En una biblioteca pública o las computadoras de la biblioteca de la escuela estarán disponibles).
- Esperare de mi hijo(a) en la práctica de la autodisciplina y el respeto.
- Estableceré un tiempo para la tarea, examinarla con regularidad y ser participé en la educación de mi hijo(a).

Como maestro yo:

- Mantendré alto rendimiento a nivel educativo y una actitud positiva.
- Aceptare el desafío de ayudar a todos los estudiantes a tener éxitos.
- Respetare a los estudiante, padres y miembros de la comunidad como socios iguales en el proceso educativo.
- Mantendré una línea abierta de comunicación entre escuela y casa.
- Asegurare que el progreso de los estudiantes sea monitoreado a tiempo mediante informes de progreso y boletas de calificaciones:
 - o Primeras seis semanas: 18 de agosto - 24 de septiembre
 - o Segundas seis semanas: 27 de septiembre - 29 de octubre
 - o Terceras seis semanas: 1 de noviembre - 17 de diciembre
 - o Cuarta seis semanas: 5 de enero - 11 de febrero
 - o Quinta seis semanas: 14 de febrero - 1 de abril
 - o Sexta seis Semanas: 4 de abril - 26 de mayo
- Creare un ambiente de aprendizaje que ayudara a desarrollar la responsabilidad, cuidado y dependencia del estudiante
- Aseguraré de que los estudiantes tengan tecnología emitida por BISD para capacidades 1-1

Como administrador yo:

- Mantendré un alto rendimiento a nivel educativo y una actitud positiva.
- Aceptare el desafío de ayudar a todos los estudiantes a aprender, los maestros a enseñar, y los padres que se sientan orgullosos.
- Respetare a los estudiantes, padres y miembros de la comunidad como socios iguales en el proceso educativo.
- Proveeré un ambiente que permita la comunicación positiva entre los estudiantes, padres y el personal de la escuela.
- Apoyare esta forma de los estudiantes, los padres y personal escolar involucrado.
-



WATAUGA MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Watauga Middle School Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Watauga Middle has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their students. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- WMS will promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their students
- WMS will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- WMS staff will develop and deliver timely information and training to parents
- WMS will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their students
- Parents and families support their student's learning at home and in school and serve as their student's advocate
- WMS will disseminate information to parents on all required Title 1 notifications

Annual meeting

Watauga Middle School will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their student's academic achievement.

Parents' Right to Know

Watauga Middle School will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their student, as well as any paraprofessionals who provide services to the student.

Building Capacity for Parent-School Partnerships

Watauga Middle School will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Watauga Middle School will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Watauga Middle will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Watauga Middle School has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Provide One-to-One Technology
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their student's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their student's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their student's learning include:

- Ensuring regular student attendance and the school provided One-to-One Technology is with them
- Participating in decisions related to their student's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Watauga Middle School will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.



ESCUELA INTERMEDIA WATAUGA

TÍTULO I, PARTE A, POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS

Declaración de propósito

El propósito de la Política de Participación de Padres y Familias de la Escuela Watauga Middle es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Watauga Middle ha adoptado la política para garantizar que brindemos a los padres y las familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de estudiantes. El campus desarrollará las capacidades del personal, los padres, las familias y los miembros de la comunidad para trabajar juntos como socios iguales para mejorar el rendimiento de todos los estudiantes de la escuela.

Metas

- WMS promoverá la comunicación bidireccional (ambas partes) regular entre el hogar y la escuela.
- Los padres, las familias, los educadores y los miembros de la comunidad ayudarán a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de estudiantes.
- WMS proporcionará un ambiente seguro y abierto para que los padres y las familias visiten la escuela y promover activamente el apoyo y la asistencia de los padres y las familias para los diferentes programas escolares.
- El personal de WMS desarrollará y entregará información y capacitación oportuna a los padres de familia.
- WMS responderá a diferentes barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres de familia y las familias que pueden limitar las oportunidades de participar plenamente en la educación de estudiantes.
- Los padres y las familias apoyarán el aprendizaje de sus hijos tanto en el hogar como en la escuela y servirán como guía de estudiantes.
- WMS difundirá información a los padres sobre todas las notificaciones requeridas del Título 1

Reunión anual

La escuela de Watauga llevará a cabo una reunión anual de padres para educar a los padres sobre el financiamiento del Título I y como se utilizará para apoyar la participación de los padres y la familia. El campus también organizará una cantidad flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres de familia como socios iguales en el rendimiento académico de estudiantes.

Derecho de los Padres de Familia a saber.

La escuela de Watauga proporcionará a los padres de familia una notificación anual que describe el derecho de los padres a saber sobre las calificaciones profesionales de los maestros que instruyen a estudiantes, así como a cualquier paraprofesional que brinde servicios de estudiantes.

Crear la capacidad para la asociación entre padres y escuela.

La escuela de Watauga facilitará el uso de los recursos del distrito por parte de los padres y las familias, incluidos los proporcionados a través de los enlaces y el personal de Birdville ISD:

- Capacitación a padres de familia para comprender la evaluación estatal y local de los estudiantes y los resultados de las evaluaciones.
- Otros entrenamientos para padres basados en las necesidades y solicitudes.
- Enlaces a recursos de agencias externas, según se solicite.
- Clases de guía parental.
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de intérpretes para ARD, LPAC, asesoramiento, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas del Título I, Parte A, reuniones de distrito, PTA y otros.

Pactos escuela-padres 2021

La escuela de Watauga desarrollará y compartirá conjuntamente con los padres un pacto escuela-padres. El pacto entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela y sus familias a través de una comunicación regular bidireccional y significativa. Watauga Middle realizará una revisión anual de colaboración de su pacto entre padres y escuela y realizará las revisiones que sean necesarias.

La escuela de Watauga tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Proporcionar tecnología uno a uno
- Utilizar secciones relevantes del pacto escuela-padres para guiar las conferencias de padres y maestros.
- Proporcionar informes frecuentes a los padres sobre el progreso de sus estudiantes.
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades del aula.
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus estudiantes incluyen:

- Asegurar la asistencia regular de los estudiantes y la tecnología uno a uno proporcionada por la escuela esta con ellos
- Participando en decisiones relacionadas con la educación de sus estudiantes
- Monitorear el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de inscripción de voluntario en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciar y responder a las comunicaciones escolares.

Evaluación de participación de los padres

Cada primavera, la Escuela Secundaria Watauga reunirá un equipo, que incluye a los padres, maestros y miembros del personal del Título I, para revisar el contenido y la efectividad de las políticas y programas de participación familiar. La información de evaluación se recopilará a través de encuestas de padres que miden los niveles de participación familiar al tiempo que identifican las barreras para la participación de los padres. Con base en esta información y a través de un proceso de consulta colaborativa, el campus revisará la política de participación familiar existente y hará las revisiones que sean necesarias.

Continuum of Services at Watauga Middle School

Mainstream is an instructional arrangement for providing special education services according to individual education plans to eligible students with disabilities whose instruction is provided in the regular classroom setting with necessary special education support. This support shall be designed to enrich education in order to enable success of all students.

Inclusion is an instructional arrangement in which qualified special education personnel implement a student's IEP through indirect and/or support services to the student in the regular classroom setting. Inclusion may include a co-teach arrangement in which two or more certified teachers share responsibility for planning, instruction, and evaluation of all students, including those with IEPs.

Resource is an instructional arrangement for providing special education instruction and related services in a setting other than regular education for less than 50% of the regular school day. Resource classes are designed to provide direct instruction for students who have been identified as being multiple grade levels behind, and who need extensive modifications and accommodations that could not be provided in the regular classroom.

The Academic and Adaptive Behavior Learning Environment (AABLE) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

The Alternative Curriculum Centered for Exceptional Student Success (ACCESS) program generally serves students with severe physical and/or mental impairments. Often times these students are not independently mobile, require assistance to care for their daily needs and may be considered medically fragile. Focus of instruction includes visual and auditory stimulation, motor skill development, assistive technology, developmentally appropriate academic instruction, interaction with others and communication skills. The ACCESS program assists students in developing communication, self-help and functional living skills in order to attain maximum independence.

Strategies/Actions

- Follow all IEP's with fidelity
- Collaborate/communicate with general education staff and parents to ensure student success
- Each program on the continuum of services will set realistic goals to improve student performance for the 2019-2020 school year.
- Case managers will complete failure reports each six weeks and submit them to assigned admin
 - https://docs.google.com/document/d/1HV4d4TlzQLtN9UISdHsq4U1-T2tB_iM1vK8liSpVs/edit
- The AABLE class has ability grouped their students and included rotations by content so that teachers can focus more in-depth on content and meeting the needs of individual students
- Continuation of AABLE program selling snacks to:
 - Provide real world skills in money handling, inventory, customer service, selling products, etc.
 - Supports necessary social skills and academic goals
 - Prepare them for high school
 - Support a field trip for our kids in the spring

Testing Information

Grade/Subject	Total Tested	Did Not Meet	Approaches
6 th Grade STAAR (Reading)	25	76%	24%
6 th Grade STAAR (Math)	25	64%	36%
7 th Grade STAAR (Reading)	18	61%	39%
7 th Grade STAAR (Math)	18	44%	56%
7 th Grade STAAR (Writing)	19	63%	37%
8 th Grade STAAR (Reading)	18	67%	33%
8 th Grade STAAR (Math)	17	59%	41%
8 th Grade STAAR (Science)	18	67%	33%
8 th Grade STAAR (Social Studies)	18	78%	22%

Grade/Subject	Total Tested	Developing I (Not Met)	Satisfactory II
6 th STAAR Alt 2 (Reading)	7	14%	86%
6 th STAAR Alt 2 (Math)	7	14%	86%
7 th STAAR Alt 2 (Reading)	8	0%	100%
7 th STAAR Alt 2 (Math)	8	0%	100%
7 th STAAR Alt 2 (Writing)	8	25%	75%
8 th STAAR Alt 2 (Reading)	10	20%	80%
8 th STAAR Alt 2 (Math)	10	0%	100%
8 th STAAR Alt 2 (Science)	10	0%	100%
8 th STAAR Alt 2 (Social Studies)	10	0%	100%

Performed better than BISD %

Equivalent to BISD %

Performed lower than BISD %

Meets	Masters
4%	0%
8%	0%
17%	11%
11%	0%
5%	0%
17%	6%
0%	0%
6%	0%
11%	0%

Accomplished III
0%
29%
0%
13%
0%
20%
40%
10%
20%

Grade Level/ALT 2	Total Tested	Male	Female
6th Grade	7	5	2
7th Grade	8	7	1
8th Grade	10	7	3

Demographic Info

Hispanic/Latino	Asian	Black/AA	White	Econ Dis.	LEP	ESL	At Risk
6	0	1	0	7	1	1	4
1	3	1	3	5	0	0	2
5	1	1	3	6	0	0	4