

Birdville Independent School District
Watauga Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Watauga Middle School is to ensure student success at their highest potential to prepare them for global citizenship through a cooperative effort among school leaders, parents and students, as distinguished by outstanding academic, athletic and fine arts achievement.

Vision

Watauga Middle School will provide innovative instruction in every class to empower exceptional students ready for an ever-changing society.

Value Statement

Student-centered, Diverse, Rigorous: Watauga Middle School

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	15
Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.	27
Goal 3: All students and staff will learn and work in a safe and responsive environment.	29
State Compensatory	31
Budget for Watauga Middle School	31
Personnel for Watauga Middle School	31
Title I	32
1.1: Comprehensive Needs Assessment	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	33
2.3: Available to parents and community in an understandable format and language	33
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	34
2.6: Address needs of all students, particularly at-risk	34
3.1: Annually evaluate the schoolwide plan	35
4.1: Develop and distribute Parent and Family Engagement Policy	35
4.2: Offer flexible number of parent involvement meetings	36
5.1: Determine which students will be served by following local policy	36
Title I Personnel	37
Campus Funding Summary	38

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

[CNA 2024](#)

Demographics

Demographics Summary

- Watauga is a suburb of Fort Worth located in Tarrant County.
- Watauga Middle School (WMS) serves approximately 582 students.
- Student ethnicity is comprised of:
 - 51.37% Hispanic
 - 30.76% White
 - 7.90% African American
 - 7.39% Asian
 - 1.55% American Indian - Native Alaskan
 - .86% Native Hawaiian - Pacific Islander
- Approximately 72.51% of students are Economically Disadvantaged (ED).
- Approximately 33.68% of students are English Language Learners (ELLs)
- Approximately 19.07% of students are served in Special Education (SpEd).
- Approximately 66.49% of students are At-Risk.
- Approximately 12.89% of students have a 504 plan.
- Approximately 14.09% of students have Dyslexia.
- Approximately 8.08% of students are served through the Gifted and Talented program (GT). (Which is an Honors+ program in which extension activities are written into the Honors Curriculum in addition to a separate curriculum.)
- Approximately 53.5% of students take one or more Career and Technology Education (CTE) courses
- Twelve students were served in District Alternative Education Program (DAEP) placements in 2023-2024. (Students were sent to DAEP due to the implementation of HB 114. All students who were sent to DAEP have been in possession of a vape with the exception of three students. Two students served two times. One student served three times.)
- All staff is highly qualified.
- Professional Development (PD) is often offered through the Professional Learning Communities (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.
- Curriculum Based Assessments (CBAs) and State of Texas Assessments of Academic Readiness (STAAR) data help to evaluate the impact that professional development has on student achievement.
- Teachers are evaluated with the Texas Teacher Evaluation and Support System (T-TESS). Administrators are evaluated with the Texas Principal Evaluation and Support System (T-PESS).

Demographics Strengths

- Approximately 8.08% of students are served through the Gifted and Talented program.
- Approximately 53.5% of students take one or more Career and Technology courses.
- All staff is highly qualified.
- WMS staff is diverse. 35% of teachers are male. 65% of teachers are female. Various ethnicities are represented and several languages are spoken by staff members.
- 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 Learning Management System (LMS).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2 (Prioritized): Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 4 (Prioritized): The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause:** Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Student Learning

Student Learning Summary

- Watauga Middle School students achieved 20% at Masters Grade Level performance overall; 48% at the Meets Grade Level; and 70% at Approaches Grade Level on 2024 STAAR
- Of the 51 Watauga Middle School Algebra I students who tested in the 2023-2024 school year, 100% achieved Approaches Grade Level, 92% Met Standard, and 69% Mastered Standard.
- While Approaches Grade Level achievement remains relatively steady, Meets and Masters Grade Level achievement continues to lag based on 2023 and 2024 data.
- The scores of students in Special Education continue to perform below their peers based on 2024 data.
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam. 71% of the students scored a three or higher.
- Two of seven Distinctions Earned in 2019. No distinctions given for 2021. Five of seven Distinctions Earned in 2022.
- The English Language Proficiency Status target is measured by the performance of Emergent Bilinguals each year on the Texas English Language Proficiency Assessment System (TELPAS). In 2023-2024, only 19.8% of EBs progressed 1 or more level; only 1.8% progressed 2 or more levels.

Student Learning Strengths

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- Of the 51 Watauga Middle School Algebra I students who tested in the 2023-2024 school year, 100% achieved Approaches Grade Level, 92% Met Standard, and 69% Mastered Standard.
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam. 71% of the students scored a three or higher.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2 (Prioritized): Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3 (Prioritized): While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 4 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 5 (Prioritized): 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

School Processes & Programs

School Processes & Programs Summary

- Our daily schedule consists of eight 47 minute class periods.
- State law helps to determine the amount of time assigned to each content area.
- A Dyslexia Program is used to aid students who are dyslexic.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.
- Gifted and Talented (GT) services are through participation in Honors+ courses.
- Our campus strictly adheres to the state standards and the district curriculum.
- During Professional Learning Communities (PLC), our teachers align their classroom teaching to the rigor of the Common Based Assessments (CBAs) and State of Texas Assessments of Academic Readiness (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 specific, measurable, attainable, relevant and time-bound (SMART) goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- Response to Intervention (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 Enterprise through Region XI and staff recommendations.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. This 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.
- 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 teacher computer, a projector, and a Newline Interactive Panel. Classrooms also have a document camera to use. CTE has 33 laptops and 20 desktops. Reading Improvement has 3 desktops and thirty-five (35) laptops. Our library has nine (9) student computers, and two (2) teacher computers available.
- Birdville Independent School District (BISD) and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with the district and campus mission and goals.
- BISD has implemented a 1:1 system.
- Watauga Middle School is a blended learning campus. This is 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 Plan-Do-Study-Act (PDSA) and student data folders.

School Processes & Programs Strengths

- A pull-out intervention program has been designed to aid those students needing more instructional time in Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.
- 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 (specific, measurable, attainable, relevant and time-bound) 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.
- 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.
- Watauga Middle School is a blended learning campus. This is 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.
- In order to best serve our SPED population, WMS has the AABLE program and SEEC program:

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 Secondary Structured Environment to Enhance Communication (SEEC) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas who are non-verbal. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

- WMS offers Resource Math and Reading classes; as well as Learning Lab support in all core subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2 (Prioritized): Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3 (Prioritized): 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Problem Statement 4 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

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 Language (LPAC) committee.
- Survey data reveals that teachers and students feel that they are safe while in school at WMS.
- Students have a wide variety of academic and extracurricular activities available at Watauga Middle School. This provides a variety of activities that pique 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.
- 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 House Bill (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 Social Emotional Learning (SEL) Character Traits. Students, parents and staff have access to Anonymous Alerts, 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 2023-2024 school year, twelve students were served in District Alternative Education Program (DAEP) placements in 2023-2024. (Students were sent to DAEP due to the implementation of HB 114. All students who were sent to DAEP have been in possession of a vape with the exception of three students. Two students served two times. One student served three times.)

Perceptions Strengths

- Parents attend Choir and Band Concerts.
- Fall and Spring Open House are well-attended.
- Advancement Via Individual Determination (AVID) Family Nights and student events are well-attended.
- School Theater plays draw faculty, staff, parents, and other community members.
- 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 Communication–Help–Activity–Material–Participation (C.H.A.M.P.'s) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 2 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 3 (Prioritized): The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause:** Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Priority Problem Statements

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

Root Cause 1: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

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

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

Root Cause 2: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

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

Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing.

Root Cause 3: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag.

Root Cause 4: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 4 Areas: Student Learning - Perceptions

Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant.

Root Cause 5: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives.

Root Cause 6: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Problem Statement 6 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures 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: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8, Reading and Mathematics), STAAR Interims for Reading Language Arts and Mathematics (grades 6-8 and Algebra), common assessments, and STAAR Tests

Strategy 1 Details
<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, Instructional Facilitator, Leaders of Learners</p> <p>Title I: 2.4, 2.5, 2.6 - 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2</p> <p>Funding Sources: Instructional Facilitator - 255 - Title II - \$86,948</p>

Strategy 2 Details

Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices.

- Actions:** a) Infuse literacy-focused discussions into Professional Learning Communities (PLCs), monthly faculty meetings and Professional Development
b) Conduct campus walks for the purpose of collecting artifacts that support literacy implementation
c) Reading Language Arts (RLA) department will use Talk Read Talk Write (TRTW) strategies in all lessons and will receive ongoing PD through PLC
d) Social Studies department will continue to use Tina Beene strategies from previous year (including QSSSA) in all lessons and will receive ongoing PD through PLC
e) Math department will continue with math discourse strategies from Dana Center grant from previous years (including purposeful questioning and rich tasks) in all lessons and will receive ongoing PD through PLC
f) Science department will use the idea of phenomena to increase student discourse in all lessons and will receive ongoing PD through PLC

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Strategy 3 Details

Strategy 3: Communicate and assist teachers in implementing data informed and responsive teaching.

- Actions:** a) Collaborate with grade level teams during PLC on continuous improvement using the Plan, Do, Study, Act (PDSA) cycle
b) Discuss "Meets Expectations" targets set by the state and use them as campus goals for continuous improvement across all subject areas
c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement
d) Conduct training on using data from multiple assessments (Star Renaissance, Interims & Common Assessments) to inform instruction
e) Implement training/professional learning developed by the district on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth
f) Continue to build capacity of instructional facilitator and principal/assistant principals through participation in district training on student-centered coaching
g) Collect, analyze and use data for progress monitoring
h) Communicate areas of concern in regards to underperforming student groups to ensure teachers target super groups in order to close learning gaps

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Funding Sources: SCE Campus Staff - 199 - General Funds: SCE - \$202,305

Strategy 4 Details

Strategy 4: Implement a comprehensive plan for advanced students, including Gifted and Talented (GT), that provides opportunities for rigorous learning beyond advanced coursework

- 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
d) Implement honors+ curriculum for gifted learners

Staff Responsible for Monitoring: District AP Director and Coordinator, Principal, Assistant Principals, Guidance Counselor, Instructional Facilitator, Leaders of Learners

Title I:

2.4, 2.5, 2.6

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Funding Sources: Instructional Facilitator - 255 - Title II

Strategy 5 Details

Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals.

- Actions:** a) Analyze data (TELPAS, STAR Renaissance, STAAR) to determine progress in reading and English language development
b) Ongoing PD for all PLCs on learning strategies for increasing English language development for all EBs
c) Align research-based practices to support EBs with district tier one priorities
d) Schedule Year 1 and Year 2 EBs in ESL Support class
e) Schedule Year 3-6 EBs who have not passed STAAR into Reading lab sections

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, ESL Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Strategy 6 Details

Strategy 6: Align processes that encourage and facilitate personalized learning for students

- 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.
e) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to personalize learning and close learning gaps

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Funding Sources: Title I Tutors - 211 - Title I - \$43,979, Professional Development - 211 - Title I - \$20,000

Strategy 7 Details

Strategy 7: Improve Social Studies instruction to align with Tier I priorities, curricular standards, and state and local assessments.

- Actions:** a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.
b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.
c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.
d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.
e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Social Studies Department Chair, District Coordinator

Title I:

2.4, 2.5, 2.6

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. Root Cause: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.</p> <p>Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. Root Cause: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.</p> <p>Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. Root Cause: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.</p>
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School Processes & Programs
<p>Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. Root Cause: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.</p> <p>Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. Root Cause: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.</p> <p>Problem Statement 3: 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.</p> <p>Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. Root Cause: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.</p>
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Perceptions

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. Root Cause: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.
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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 underperforming groups and our designated super groups as measured by state and district assessments.

High Priority

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

Strategy 1 Details
<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 Learning Lab to provide students with targeted instruction to support Tier 1 learning d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Track assessment data for students in super groups and provided targeted tutorials as needed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners, District Special Ed Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>

Strategy 2 Details

Strategy 2: Implement system-wide practices appropriate for Emergent Bilinguals (EBs). The English Language Proficiency Status target is measured by the performance of Emergent Bilinguals each year on the Texas English Language Proficiency Assessment System (TELPAS). in 2023-2024, only 19.8% of EBs progressed 1 or more level; only 1.8% progressed 2 or more levels.

For 2024-2025, our goal is 100% of all EBs will progress at least 1 level.

- 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) Use Talk Read Talk Write, QSSSA, and additional targeted literacy strategies in all classes
e) Track assessment data for students in super groups and provided targeted tutorials as needed
f) Year 1 and Year 2 EBs are placed in ESL support class
g) Years 3, 4, 5 and 6+ students who are not meeting growth targets are placed in Reading Lab

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, District ESL Coach,

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Strategy 3 Details

Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, Plan-Do-Study-Act (PDSA) process and digital data folders.

- Actions:** a) Expand continuous improvement implementation to include bi-weekly discussions by PLC grade level team as a way to plan and assess instruction through the use of PDSA.
b) Continue to support and monitor implementation of continuous improvement in the classroom using PDSA with the students.
c) Guide PLCs in professional learning and mentoring of continuous improvement strategies.
d) Implement T-TESS student learning objectives for the purpose of demonstrating student growth as a part of the district-wide implementation of continuous improvement.
e) Introduce and use campus-wide digital data folders for students to track their learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2

Strategy 4 Details

Strategy 4: Enlist community and business partners to assist in providing support to students and families.

Actions: a) Collaborate with Parent Teacher Association (PTA) and Interventionists 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 I Meeting

e) Continue Camp Connect group to promote student self-discovery, empathy, and community service.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists

Title I:

4.1, 4.2

- 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

Problem Statements: Demographics 4 - Perceptions 3

Funding Sources: Title I Family Engagement - 211 - Title I - \$646

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 4: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause:** Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Student Learning

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

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Student Learning

Problem Statement 3: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

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School Processes & Programs

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Perceptions

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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 Response to Intervention (RtI) tiers 2 and 3.

Evaluation Data Sources: Focus Data, Public Education Information Management System (PEIMS), Data

Strategy 1 Details
<p>Strategy 1: Implement the behavioral RtI plan with fidelity</p> <p>Actions: a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus Positive Behavior Intervention System (PBIS) system of CHAMPs with fidelity c) Utilize Focus to input behavioral RtI student plans d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2</p>
Strategy 2 Details
<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: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2</p>

Performance Objective 3 Problem Statements:

Demographics
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Demographics
<p>Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. Root Cause: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.</p> <p>Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. Root Cause: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.</p>
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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% through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: ADA per 9 weeks

Strategy 1 Details
<p>Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance</p> <p>Actions: a) Utilize the funds to purchase student attendance incentives b) Communicate incentives for improved student and staff attendance to all stakeholders c) Monitor student and staff attendance and review progress on a nine-weeks basis d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 4 - Perceptions 1, 2, 3</p>

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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: District safety survey of students, parents and staff

Strategy 1 Details
<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, School Resource Officer (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) 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, School Resource Officer (SRO)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p>
Strategy 2 Details
<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%.</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, Nurse, Head Custodian, Security Guard, School Resource Officer (SRO)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p>

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.
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State Compensatory

Budget for Watauga Middle School

Total SCE Funds: \$202,305.00

Total FTEs Funded by SCE: 2.08

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Watauga Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ann Newhouse	Student Assistance Counselor	1
Kristi Wright	Reading Intervention	0.65
Olivia Davalos Alanis	Teacher	0.29
Sally Redmon	Teacher	0.14

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents: Amber Lopez Brittany Dickey
Community Members: D. Nelson (Business Rep) J. Taylor (Business Rep) D. Serratt (Community Rep) K. Woodruff (Community Rep)
Teachers: A. Saujon T. Smith D. Garr J. Munoz

Parents:
Amber Lopez
Brittany Dickey
Administrators:
S. Houston Shedd
G. Chipman
Dr. M. Choate
Other Campus and District Staff:
Dr. A. May
C. Thompson (District professional)

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 campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 68.91% of students were identified as at-risk based on one or more of the following criteria:

- 1. low performance on a readiness test or assessment instrument
- 2. semester failure of two or more academic subjects
- 3. grade retention
- 4. lack of satisfactory performance on state-mandated testing
- 5. pregnancy or parenthood
- 6. placement in an alternative education program

7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

We are also working to meet the needs of our Asian and White population Reading and Math Targets of +3%/+7% and +15/+11 respectively in the area of Academic Achievement.

We are also working to meet the needs of our Asian and White population Math Targets of +12/+6 respectively in the area of Academic Growth.

We are also working to meet the needs of our Asian and White population in the area of Student Success (Student Achievement Domain Score (STAAR Component Only)) with needing to grow +11% in the White category, +3% in the Asian category and +7% in the two or more race category.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- CHAMPS
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

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

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as

schoolwide incentive programs, individual and class recognition's, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

- 1. Demographics
- 2. Perceptions
- 3. Student Learning
- 4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents: A. Lopez B. Dickey A. Little
Teachers: A. Jordan A. Saujon F. Truss T. Smith R. Garr G. Bergman J. Munoz K. Jordan
Administrators: S. Houston Shedd

Parents: A. Lopez B. Dickey A. Little
Other Campus and District Staff: C. Thompson Dr. A. May Community & Business Members: D. Nelson (Business Rep) J. Taylor (Business Rep) D. Serratt (Community Rep) K. Woodruff (Community Rep)

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 during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents’ work schedules (exceptions noted below). The following family engagement activities are planned for 2024-25:

- August Refresh Back to School Event (Saturday 9:00-1:00) at WG Thomas Coliseum
- September Meet the Teacher Night & Title I Meeting (Thursday) on campus
- October Title 1 Meeting through TEAMS
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January Open House (Thursday) on campus
- March Experience Birdville Event (Saturday 9:00-1:00)
- April Family Engagement Policy and Compact Revision (Wednesday) on campus
- CORE and Specials Parent Involvement Nights (one in the fall and one in the spring)

5.1: Determine which students will be served by following local policy

The Asian population will receive targeted intervention during the 2024-2025 School Year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SCE Campus Staff		\$202,305.00
Sub-Total					\$202,305.00
Budgeted Fund Source Amount					\$202,305.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Title I Tutors		\$43,979.00
1	1	6	Professional Development		\$20,000.00
1	2	4	Title I Family Engagement		\$646.00
Sub-Total					\$64,625.00
Budgeted Fund Source Amount					\$64,625.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$86,948.00
1	1	4	Instructional Facilitator		\$0.00
Sub-Total					\$86,948.00
Budgeted Fund Source Amount					\$86,948.00
+/- Difference					\$0.00
Grand Total Budgeted					\$353,878.00
Grand Total Spent					\$353,878.00
+/- Difference					\$0.00