

Birdville Independent School District
Watauga Middle School
2022-2023 Formative Review



Table of Contents

Goals 3

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. 3

Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment. 9

Goal 3: All students and staff will learn and work in a safe and responsive environment. 9

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.









High Priority

HB3 Goal

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			
Strategy 1: Build capacity to implement the district literacy plan at the campus level 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 Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: Instructional Resources - 211 - Title I - \$500, Instructional Coach - 255 - Title II - \$82,073	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices. 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 e) Implement training offered by the district to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign f) Increase teacher capacity in mathematics through participation in a district designed and implemented academy g) Participate in Middle School Math Grant with the Dana Center and ESC 11 Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: Instructional Coach - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist teachers in implementing data informed and responsive teaching. Actions: a) Continue to conduct training on the personalized learning framework for all instructional staff b) Deepen the understanding and implementation of data driven responsive instruction 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 (Istation, Star Renaissance and Interims) 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) Introduce and train teachers on 2.0 tier one priorities through district training and PLCs g) Continue to build capacity of the campus PLC process through support during district guided PLC days h) Continue to build capacity of instructional coach and principal/assistant principals through participation in district training on student-centered coaching i) Collect, analyze and use data for progress monitoring j) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to close learning gaps Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement a comprehensive plan for advanced students, including 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: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: Instructional Coach - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals. Actions: a) Analyze data to determine progress in reading and English language development b) Daily utilization of Learning Agenda (Read, Write, Think, Discuss) c) Align research-based practices to support EBs with district tier one priorities Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, ESL Coach	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
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, Academic Coach, Leaders of Learners Funding Sources: ESSER Tutoring - ESSER - \$21,336, Personnel - 211 - Title I - \$36,653, Instructional Resources - 211 - Title I - \$25,000, Instructional Coach - 255 - Title II, Title I Tutors - 211 - Title I - \$11,000, Professional Development - 211 - Title I - \$45,000, Campus Personnel - 199 - General Funds: SCE - \$239,329		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
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, Academic Coach, Social Studies Teachers ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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 and our designated super groups as measured by state and district assessments.







High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments. 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. e) Track assessment data for students in super groups and provided targeted tutorials as needed Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners, District Special Ed Coordinator Funding Sources: Instructional Resources - 211 - Title I - \$26,098	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. In 2021-2022, WMS met the target of 36%. For 2022-2023, our goal is to increase the target measure by a minimum of 3% and achieve at least 39%.</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) e) Track assessment data for students in super groups and provided targeted tutorials as needed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, District ESL Coach, SIOP Team</p> <p>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>	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>Funding Sources: Title I Family Engagement - 211 - Title I - \$2,538</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Implement the campus ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. Actions: a) Continue the ESSER plan that was approved by BISD in 2021-2022 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) Track assessment data for students in super groups and provided targeted tutorials as needed f) Implement accelerated instruction according to HB4545 Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, AI Tutors ESF Levers: Lever 5: Effective Instruction	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 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			
Strategy 1: Implement the behavioral RtI plan with fidelity Actions: a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus PBIS system of CHAMPS with fidelity c) Utilize SuccessEd to input behavioral RtI student plans Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor campus-wide behavioral RtI program 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 Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, 20-21 and 21-22 data), through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: ADA per 6 weeks

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance Actions: a) Utilize the funds provided by the Board 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 Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 60%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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







Safety survey 2021-22: 92% students; 97% teachers

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. 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). Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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; In 2021-2022: 4 Workers' Comp claims filed 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 Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Nurse, Head Custodian, Security Guard, SRO	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: Continue daily mentoring program to build relationships in small groups using SEL, growth mindset, self-management skills and personal accountability. Actions: a) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program b) Develop 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 to improve lessons d) Encourage student/staff participation in college/military/trade shirt day to build community and instill urgency for higher education e) Utilize BISD SEL Character Traits: Trustworthiness, Responsibility, Caring, and Citizenship to host Outstanding Warrior Treat Days Staff Responsible for Monitoring: Principal, APs, Academic Coach, Counselors, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				