Birdville Independent School District

Watauga Middle School

2023-2024 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

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

[CNA 2022-2023](#)

Demographics

Demographics Summary

- Watauga is a suburb of Fort Worth located in Tarrant County.
- Watauga Middle School (WMS) serves approximately 608 students.
- Student ethnicity:
  - 35.03% White
  - 47.53% Hispanic
  - 5.92% African American
  - 6.91% Asian
- About 70.72% of students are Economically Disadvantaged (ED).
- Approximately 29.44% of students are English Language Learners (ELLs)
- Approximately 15.1% of students are served in Special Education (SpEd).
- Approximately 68.91% of students are At-Risk.
- Approximately 7.24% of students are served through the Gifted and Talented program (GT).
- Approximately 53.5% of students take one or more Career and Technology Education (CTE) courses
- 16 students were served in District Alternative Education Program (DAEP) placements in 2022-2023. (Three students served two 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.
- Common 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 7.24% 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. 46% of teachers are male. 54% 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 White and Asian are under performing. **Root Cause:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

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. Higher level questioning should be more purposefully planned. Learning gaps are still present from the online learning during Covid. Tier 2 kids are not getting their needs met as they should.

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.

Problem Statement 6: Parents are not joining Parent-Teacher Associations (PTA) in high numbers. **Root Cause:** Families find it difficult to participate financially and due to time constraints.

Student Learning

Student Learning Summary

Watauga Middle School students achieved twenty percent at Masters Grade Level performance overall; forty-one percent at the Meets Grade Level; and seventy-one percent at Approaches Grade Level.

One hundred percent of Watauga Middle School Algebra I students achieved at Approaches Grade Level in the 2022-2023 school year. Of the forty-seven students who tested, one hundred percent Met Standard, and 89.36 percent Mastered Standard.

- Continue with the 2019 TEA Standard for 2020 as STAAR Testing did not occur due to Covid-19 Pandemic; the 2021 TEA Accountability Standard; the 2022 TEA Accountability Standard, making a B overall. Still awaiting the 2023 TEA Accountability Standard.
- While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag based on 2019 data.
- The scores of students in Special Education continue to perform below their peers based on 2022 data.
- We had thirteen students take the Advanced Placement (AP) Spanish Language and Culture Exam, with two students scoring a 4, five students scoring a 3, six students scoring a 2, and no student scoring a 1.
- Two of seven Distinctions Earned in 2019. No distinctions given for 2021. Five of seven Distinctions Earned in 2022. Still awaiting the 2023 TEA Distinctions.

The English Language Proficiency Status target measure set by the state for the Texas English Language Proficiency Assessment System (TELPAS) progress measure is thirty-six percent. In 2020-2021 Watauga Middle School met the target with a TELPAS progress rate of forty-seven percent. In 2021-2022 Watauga Middle School again met the target with a TELPAS progress rate of thirty-seven percent. In comparing the progress rate from 2021 and 2022, Watauga Middle School demonstrated a ten percent point decrease in students' English language development. We are still waiting for the target results for 2022-2023.

Student Learning Strengths

Watauga Middle School students achieved twenty percent at Masters Grade Level performance overall; forty-one percent at the Meets Grade Level; and seventy-one percent at Approaches Grade Level.

One hundred percent of Watauga Middle School Algebra I students achieved at Approaches Grade Level in the 2022-2023 school year. Of the forty-seven students who tested, one hundred percent Met Standard, and 89.36 percent Mastered Standard.

Five of seven Distinctions Earned in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of White and Asian are under performing.   **Root Cause:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

Problem Statement 3: 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. Higher level questioning should be more purposefully planned. Learning gaps are still present from the online learning during Covid. Tier 2 kids are not getting their needs met as they should.

Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

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.

School Processes & Programs

School Processes & Programs Summary

- Our daily schedule consists of eight 43 minute class periods and one 22 minute Warrior Time period.
- 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.
- We have a Mentoring Program that every student participates in. This program occurs 5 days per week for 22 minutes.
- Gifted and Talented (GT) services are primarily though participation in Honors courses with enrichment opportunities through a specialized approach in mentoring.
- 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 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. 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 and a projector. Classrooms also have a document camera to use. 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 and thirty-five (35) laptops. SPED has 9 laptops, 3 desktops and 10 iPads. Our library has nine (9) student computers, and two (2) teacher computers available. Our library also has a Movi cart.
- Birdville Independent School District (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.
- 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 Math and/or Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.
- We have a Mentoring Program that every student participates in. This program occurs 5 days per week for 22 minutes.

- 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.
- 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 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 In-Class 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 White and Asian are under performing.   **Root Cause:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

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.

Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing.   **Root Cause:** Teachers must

raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

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.
- Again this year, 2023-24, mentoring period is five times per week. The focus is on building strong peer-to-peer and student to teacher relationships. This year students are staying with one teacher in order to develop a stronger, more consistent bond.
- 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 2022-2023 school year, 16 students were assigned to District Alternative Education Placement (DAEP) for mandatory placements. Three of the sixteen students served DAEP two 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.
- The WMS Art Show at the Watauga Public 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 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.
- We have a mentoring period to address Social Emotional Learning five days a week.

Problem Statements Identifying Perceptions 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. Higher level questioning should be more purposefully planned. Learning gaps are still present from the online learning during Covid. Tier 2 kids are not getting their needs met as they should.

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

Problem Statement 3: Parents are not joining Parent-Teacher Associations (PTA) in high numbers. **Root Cause:** Families find it difficult to participate financially and due to time constraints.

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 not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

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

High Priority

HB3 Goal

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-12, reading and mathematics), TEA Interims reading/ELA and mathematics (grades 6-8 and Algebra), common assessments

Strategy 1 Details	Reviews			
Strategy 1: Build capacity to implement the district literacy plan at the campus level	**Formative**			**Summative**
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $18,206, Instructional Coach - 255 - Title II - $82,073	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices.	**Formative**			**Summative**
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 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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Instructional Coach - 255 - Title II	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist teachers in implementing data informed and responsive teaching.	**Formative**			**Summative**
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 (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) 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 underperforming student groups to ensure teachers target super groups in order to close learning gaps k) Utilize SCE funded employees to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** SCE funded staff - instructional coaches, MTSS, interventionists - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**
Strategy 4 Details	Reviews			
Strategy 4: Implement a comprehensive plan for advanced students, including Gifted and Talented (GT), that provides opportunities for rigorous learning beyond advanced coursework	**Formative**			**Summative**
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Instructional Coach - 255 - Title II	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals.	**Formative**			**Summative**
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** ESL Teacher - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Align processes that encourage and facilitate personalized learning for students	**Formative**			**Summative**
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** ESSER Tutoring - ESSER - $21,336, Personnel - 211 - Title I - $39,465, Instructional Coach - 255 - Title II, Title I Tutors - 211 - Title I - $10,000, Professional Development - 211 - Title I - $10,600, Campus Personnel - 199 - General Funds: SCE - $239,329	**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.	Formative			Summative
	Nov	Jan	Mar	June
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, 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 - Student Learning 1, 2 - School Processes & Programs 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of White and Asian are under performing.   **Root Cause**: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).
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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

Student Learning
Problem Statement 1: Based on student achievement data, our sub-populations of White and Asian are under performing.   **Root Cause**: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

Student Learning
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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

School Processes & Programs
Problem Statement 1: Based on student achievement data, our sub-populations of White and Asian are under performing.   **Root Cause**: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).
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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**

>   **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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Instructional Resources - 211 - Title I - $12,500				

Strategy 2 Details	Reviews			
Strategy 2: Implement system-wide practices appropriate for Emergent Bilinguals (EBs). 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%. In 2022-2023, In 2023-2024, our goal is to increase the target measure by a minimum of __% and achieve at least __%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, District ESL Coach, SIOP Team **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 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** ESL Teacher - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academic Coach, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Enlist community and business partners to assist in providing support to students and families	**Formative**			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionists **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $917				

Strategy 5 Details	Reviews			
Strategy 5: Implement the campus Elementary and Secondary School Emergency Relief (ESSER) plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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, EBs, 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, Accelerated Instruction (AI) Tutors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of White and Asian are under performing. **Root Cause**: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

Demographics
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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

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School Processes & Programs
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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		Reviews			
Strategy 1: Implement the behavioral RtI plan with fidelity		**Formative**			**Summative**
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 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Crisis Intervention Counselor - 199 - General Funds: SCE		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Monitor campus-wide behavioral RtI program		**Formative**			**Summative**
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2		**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

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School Processes & Programs
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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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

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 , 21-22 and 22-23 data), through improved student retention, recruitment, and days in attendance.

    Evaluation Data Sources: ADA per 9 weeks

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Attendance/Truancy Officers - 199 - General Funds: SCE				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

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School Processes & Programs
Problem Statement 1: Based on student achievement data, our sub-populations of White and Asian are under performing.   **Root Cause**: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).
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. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

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 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
Safety survey 2022-23: 90.24% students; 96% 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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). **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, School Resource Officer (SRO) **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

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; 2022-2023: 2 Workers' Comp claims filed	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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, School Resource Officer (SRO) **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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School Processes & Programs

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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 Social Emotional Learning (SEL), growth mindset, self-management skills and personal accountability.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Gather feedback from students and staff regarding the five day a week SAME teacher EVERY day Mentoring program				
b) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program				
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				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				
Funding Sources: Crisis Intervention Counselor - 199 - General Funds: SCE				

0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✖ **Discontinue**

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of White and Asian are under performing.   **Root Cause**: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).
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Student Learning

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School Processes & Programs

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Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Implement system-wide practices appropriate for Emergent Bilinguals (EBs). 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%. In 2022-2023, In 2023-2024, our goal is to increase the target measure by a minimum of __% and achieve at least __%.

State Compensatory

Budget for Watauga Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3.625
Brief Description of SCE Services and/or Programs

Personnel for Watauga Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ann Newhouse	Student Assistance Counselor	1
John Munoz	Math Interventionist	0.5
Katrina Jordan	Teacher MS	0.625
Kristi Wright	Reading Interventionist	0.65
Peyton Hining	Teacher MS	0.5
Sally Redmon	AVID Teacher	0.33
Staci Dunn	Deaf Ed Parent Advisor	0.02

Title I

1.1: Comprehensive Needs Assessment

[CNA 2022-2023](#)

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2023.

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
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
Administrators: S. Houston Shedd   G. Chipman   Dr. M. Choate

Parents:
Amber Lopez
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** **S. Coronado**
Teachers: C. Zitzman W. Eidson A. Saujon T. Smith D. Garr S. Roe J. Munoz
Administrators: S. Houston Shedd
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 2023-24:

- 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 Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School

- April Family Engagement Policy and Compact Revision (Wednesday) on campus

- May Art Show (Tuesday through Friday 8:00-6:00) at Watauga Public Library

Title I Personnel

Name	Position	Program	FTE
April May	Instructional Coach	Title II	1.0
John Munoz	Math Interventionist	Title 1	.5

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Tony Smith	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
District-level Professional	Christine Thompson	Social Studies Coordinator
Community Representative	Dennis Serratt	SERTOMA
Business Representative	James Taylor	Aspire Chiropractic
Classroom Teacher	John Munoz	Math

AVID Site Team

Committee Role	Name	Position
Non-classroom Professional	April May	Academic Coach
Non-classroom Professional	Heather Brown	Guidance Counselor
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	John Munoz	Math
Classroom Teacher	Jason Fielder	AVID Teacher, Committee Chair

Behavioral RtI Committee (PBIS)

Committee Role	Name	Position
Administrator	Shannon Houston	Principal
Administrator	Gary Chipman	Chair (Assistant Principal)
Administrator	Marnie Choate	Chair (Assistant Principal)
Non-classroom Professional	Heather Brown	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

Leaders of Learners

Committee Role	Name	Position
Non-classroom Professional	April May	Academic Coach
Administrator	Shannon Houston	Principal
Classroom Teacher	Geoffrey Toothe	SpEd
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Seini Mila	Fine Arts
Classroom Teacher	Ryan Garr	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	Heather Brown	Professional Middle School Counselor
Non-classroom Professional	April May	Academic Coach
Classroom Teacher	Jessica Flagler	Math Teacher

SIOP Site Team

Committee Role	Name	Position
Non-classroom Professional	April May	Academic Coach
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Jared Gibson	Science
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	John Munoz	ELAR

Campus Funding Summary

199 - General Funds: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SCE funded staff - instructional coaches, MTSS, interventionists		$0.00
1	1	5	ESL Teacher		$0.00
1	1	6	Campus Personnel		$239,329.00
1	2	2	ESL Teacher		$0.00
1	3	1	Crisis Intervention Counselor		$0.00
2	1	1	Attendance/Truancy Officers		$0.00
3	2	1	Crisis Intervention Counselor		$0.00
				Sub-Total	$239,329.00
				Budgeted Fund Source Amount	$239,329.00
				+/- Difference	$0.00

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		$18,206.00
1	1	6	Personnel		$39,465.00
1	1	6	Title I Tutors		$10,000.00
1	1	6	Professional Development		$10,600.00
1	2	1	Instructional Resources		$12,500.00
1	2	4	Title I Family Engagement		$917.00
				Sub-Total	$91,688.00
				Budgeted Fund Source Amount	$91,688.00
				+/- Difference	$0.00

255 - Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		$82,073.00
1	1	2	Instructional Coach		$0.00
1	1	4	Instructional Coach		$0.00
1	1	6	Instructional Coach		$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$82,073.00
				Budgeted Fund Source Amount	$82,073.00
				+/- Difference	$0.00
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	ESSER Tutoring		$21,336.00
				Sub-Total	$21,336.00
				Budgeted Fund Source Amount	$21,336.00
				+/- Difference	$0.00
				Grand Total Budgeted	$434,426.00
				Grand Total Spent	$434,426.00
				+/- Difference	$0.00

Addendums

Watauga Middle School
Family/School Compact
2022-2023

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.
- Check my grades via Skyward on-line weekly. http://schools.birdvilleschools.net/bisd.

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. If my student loses or breaks their ChromeBook and/or charger, I understand I am responsible for paying for them in order to replace them.
- 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 Nine Weeks: Aug.17th – Oct. 14th
  - ❖ Second Nine Weeks: Oct 17th – Dec. 16th
  - ❖ Third Nine Weeks: Jan. 2nd – Mar. 10th
  - ❖ Fourth Nine Weeks: Mar. 21st – May 25th
- 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.

Watauga Middle School
Acuerdo entre Familias y Escuela
2022-2023

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 y 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.
- Revisa mis calificaciones a través de Skyward en línea semanalmente. http://schools.birdvilleschools.net/bisd.

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. Si mi estudiante pierde o rompe su ChromeBook y / o cargador, entiendo que soy responsable de pagarlos para reemplazarlos.
- Asistiré a las conferencias de padres / maestros y comunicar abiertamente las necesidades de mi hijo(a).
- Checare 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).
    - ❖ Primeras nueve semanas: del 17 de agosto al 14 de octubre
    - ❖ Segundas nueve semanas: del 17 de octubre al 16 de diciembre
    - ❖ Tercera nueve semanas: del 2 de enero al 10 de marzo
    - ❖ Cuarta nueve semanas: del 21 de marzo al 25 de mayo
- 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:

- 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 ensenar, 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.

2022-2023

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
- Monitoring academic progress via Skyward and Canvas (as applicable)

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 ayudaran 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.

2022-2023

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
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.
- Monitoreo del progreso académico a través de Skyward y Canvas (según corresponda)

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/1HV4d4TlzQLtN9UlSdHsq4U1-T2tB_i-iM1vK8IiSpVs/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