

Mission Statement

Comprehensive Needs Assessment

- Walk-throughs aid in verifying the implementation of district and campus priorities.
- Blended training and technology competent teachers allow for effective collaboration in the Canvas Learning Management System (LMS).

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

- Watauga Middle School students achieved 20% at Masters Grade Level performance overall; 48% at the Meets Grade Level; and 70% at Approaches Grade Level on 2024 STAAR
- Of the 51 Watauga Middle School Algebra I students who tested in the 2023-2024 school year, 100% achieved Approaches Grade Level, 92% Met Standard, and 69% Mastered Standard.
- While Approaches Grade Level achievement remains relatively steady, Meets and Masters Grade Level achievement continues to lag based on 2023 and 2024 data.
- The scores of students in Special Education continue to perform below their peers based on 2024 data.
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam. 71% of the students scored a three or higher.

School Processes & Programs

School Processes & Programs Summary

- Our daily schedule consists of eight 47 minute class periods.
- State law helps to determine the amount of time assigned to each content area.
- A Dyslexia Program is used to aid students who are dyslexic.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.

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

Perceptions

Perceptions Summary

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

Priority Problem Statements

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

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

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

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,

Goals

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

Performance Objective 1: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments.

Strategy 2 Details

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

- Actions:** a) Infuse literacy-focused discussions into Professional Learning Communities (PLCs), monthly faculty meetings and Professional Development
b) Conduct campus walks for the purpose of collecting artifacts that support literacy implementation

Strategy 6 Details

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

- Actions:** a) Implement the district personalized learning framework aligned to district initiatives
b) Conduct training for teachers to implement personalized learning with students
c) Monitor and provide feedback to support campus implementation of personalized learning for students
d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.
e) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to personalize learning and close learning gaps

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

Title I:

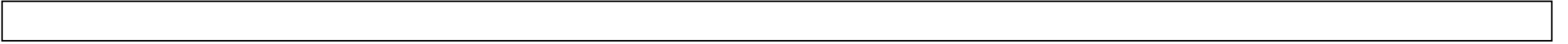
2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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



Perceptions

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

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

Performance Objective 2: Close achievement gaps that exist for all underperforming groups and our designated super groups as measured by state and district assessments.

High Priority

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

Strategy 1 Details
<p>Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments.</p> <p>Actions: a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities c) Utilize Learning Lab to provide students with targeted instruction to support Tier 1 learning d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Track assessment data for students in super groups and provided targeted tutorials as needed</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners, District Special Ed Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>

Strategy 2 Details

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

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

- Actions:**
- a) Provide quality training for all instructional staff to engage English language learners
 - b) Monitor performance data to identify where additional support is needed
 - c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs
 - d) Use Talk Read Talk Write, QSSSA, and additional targeted literacy strategies in all classes
 - e) Track assessment data for students in super groups and provided targeted tutorials as needed
 - f) Year 1 and Year 2 EBs are placed in ESL support class
 - g) Years 3, 4, 5 and 6+ students who are not meeting growth targets are placed in Reading Lab

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

Strategy 4 Details

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

- Actions:** a) Collaborate with Parent Teacher Association (PTA) and Interventionists to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.
b) Identify and communicate the needs of the student population and their families with community partners
c) Design and implement a Family and Parent Engagement Policy
d) Host a Title 1 Meeting
e) Continue Camp Connect group to promote student self-discovery, empathy, and community service.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists

Title I:

4.1, 4.2

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 4 - Perceptions 3

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

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Performance Objective 2 Problem Statements:

Demographics

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

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

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Student Learning

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

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. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

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

Student Learning

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

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

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

Performance Objective 1: Increase the annual total average daily attendance (ADA) to 96% through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: ADA per 9 weeks

Strategy 1 Details

Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance

- 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

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, 3, 4 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 4 - Perceptions 1, 2, 3

Performance Objective 1 Problem Statements:

Demographics

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

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

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

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

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:

Student Learning

Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

School Processes & Programs

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.

State Compensatory

Budget for Watauga Middle School

Total SCE Funds: \$202,305.00

Total FTEs Funded by SCE: 2.08

Brief Description of SCE Services and/or Programs

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Title I

Parents:

Parents:
A. Lopez
B. Dickey
A. Little

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

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

4.2: Offer flexible number of parent involvement meetings

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

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

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

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

Title I Personnel

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

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