Birdville Independent School District

Watauga Middle School

2026-2027 Initial 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

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

- Watauga is a suburb of Fort Worth located in Tarrant County.
- Watauga Middle School (WMS) serves approximately 558 students.
- Student ethnicity is comprised of:
    - 56.27% Hispanic
    - 25.99% White
    - 7.53% African American
    - 5.91% Asian
    - .72% Native Hawaiian - Pacific Islander
- Approximately 69.89% of students are Economically Disadvantaged (ED).
- Approximately 26.34% of students are English Language Learners (ELLs)
- Approximately 23.30% of students are served in Special Education (SpEd).
- Approximately 61.29% of students are At-Risk.
- Approximately 10.9% of students have a 504 plan.
- Approximately 13.98% of students have Dyslexia.
- Approximately 9.14% of students are served through the Gifted and Talented program (GT). (Which is an Honors+ program in which extension activities are written into the Honors Curriculum in addition to a separate curriculum.)
- Sixteen students were served in District Alternative Education Program (DAEP) placements in 2025-2026.
- 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.
- District Common Assessments (DCAs) 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 2.0 (T-TESS 2). Administrators are evaluated with the Texas Principal Evaluation and Support System (T-PESS).

Demographics Strengths

- Approximately 8.08% of students are served through the Gifted and Talented program.
- All staff is highly qualified.
- WMS staff is diverse. 36% of teachers are male. 64% 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 8th grade Math 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): The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives.
Root Cause: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Student Learning

Student Learning Summary

- Math: WMS saw positive growth in 6th- and 7th-grade Math, particularly at the Meets level. Sixth grade achieved 79% Approaches, 40% Meets, and 7% Masters, while 7th grade achieved 61% Approaches, 43% Meets, and 8% Masters. Eighth-grade Math remains the greatest area of concern, with 38% Approaches, 13% Meets, and 0% Masters, representing a significant decline from the previous year. Algebra I remained a strength with 100% Approaches, 84% Meets, and 54% Masters.
- RLA: Performance remained consistent across grade levels. Sixth grade achieved 69% Approaches, 49% Meets, and 24% Masters; 7th grade 80%, 56%, and 30%; and 8th grade 82%, 54%, and 27%, respectively.
- Social Studies: Eighth grade achieved 60% Approaches, 29% Meets, and 13% Masters, indicating continued opportunities to strengthen analysis and critical thinking.
- Science: Eighth grade achieved 79% Approaches, 48% Meets, and 18% Masters, demonstrating a solid foundation with opportunities to increase Meets and Masters performance.
- Overall: WMS demonstrated growth in 6th- and 7th-grade Math and consistent RLA performance, while 8th-grade Math represents the most significant area for improvement heading into 2026–27.

Student Learning Strengths

- Watauga Middle received an 81 campus rating in Spring 2026.
- WMS demonstrated growth in 6th- and 7th-grade Math
- Four of our tested grade-level content areas ranked in the top 25% of their 40-school comparison group.

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

- Our daily schedule consists of eight 47 minute class periods.
- A Dyslexia Program is used to aid students who are dyslexic.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.
- Gifted and Talented (GT) services are through participation in Honors+ courses.
- Our campus strictly adheres to the state standards and the district curriculum.
- During Professional Learning Communities (PLC), our teachers align their classroom teaching to the rigor of the District Common Assessments (DCAs) 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.
- DCAs 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 DCA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Response to Intervention (RtI) is implemented through pull-out intervention programs based upon STAAR scores, DCA scores, Universal Screener results, and classroom teacher observations.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Staff is recruited through Enterprise through Region XI and staff recommendations.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. This allows for frequent follow-up and discussions about new processes or methods.
- Walk-throughs aid in verifying the implementation of new initiatives and protocols, including departmental coherency documents.
- DCAs and STAAR help to evaluate the impact our professional development has on student achievement.
- Teachers have been trained on the T-TESS 2.0 evaluation system and have begun collecting data related to Student Learning Objectives.
- Our campus has a vast number of resources available. Each classroom operates with a minimum of one teacher computer, a projector, and a Newline Interactive Panel. Classrooms also have a document camera to use.
- Birdville Independent School District (BISD) and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with the district and campus mission and goals.
- BISD has implemented a 1:1 system.
- Watauga Middle School is a blended learning campus. This is to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as Plan-Do-Study-Act (PDSA) and student data folders.

School Processes & Programs Strengths

- Strong PLC and Data-Driven Instruction
  PLCs use DCA, STAAR, and student performance data to align instruction, identify learning gaps, and plan targeted remediation.
- Clear Tier 1 Instructional Coherency
  Campus-wide coherency documents establish consistent expectations for Tier 1 instruction across core content areas and are monitored through walkthroughs and coaching.
- Comprehensive Student Support Systems
  Students have access to dyslexia services, RtI interventions, GT/Honors+ opportunities, and multiple tutorial options before and after school.
- Continuous Professional Learning and Coaching
  Ongoing professional development through PLCs, campus training, district opportunities, walkthroughs, and coaching supports continuous teacher growth and implementation

of instructional initiatives.

- Strong Technology and Blended Learning Environment
  WMS provides 1:1 technology and well-equipped classrooms while utilizing blended learning strategies such as station rotation and playlists to promote student ownership and engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The need for professional development aligned to district and campus initiatives is significant.
Root Cause: A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.

Perceptions

Perceptions Summary

- Survey data reveals that teachers and students feel that they are safe while in school at WMS.
- 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.
- 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.

Perceptions Strengths

- Parents attend Choir and Band Concerts.
- Fall and Spring Open House are well-attended.
- School Theater plays draw faculty, staff, parents, and other community members.
- Math and Science Nights are extremely interactive, with both students and parents providing positive feedback.
- Choir does "carolling" tours to the elementaries and to nursing homes.
- Teachers and students feel that they are safe while in school at WMS.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus Communication–Help–Activity–Material–Participation (C.H.A.M.P.’s) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increasing community involvement through consistent, two-way communication will strengthen partnerships that support student learning and success.
Root Cause: Limited opportunities for meaningful, two-way communication have hindered strong community involvement and partnership in supporting student achievement.

Priority Problem Statements

Problem Statement 1: Based on student achievement data, our 8th grade Math 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

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing.

Root Cause 2: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag.

Root Cause 3: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The need for professional development aligned to district and campus initiatives is significant.

Root Cause 4: A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Increasing community involvement through consistent, two-way communication will strengthen partnerships that support student learning and success.

Root Cause 5: Limited opportunities for meaningful, two-way communication have hindered strong community involvement and partnership in supporting student achievement.

Problem Statement 5 Areas: Perceptions

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

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

Problem Statement 6 Areas: Demographics

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

High Priority

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

Strategy 1 Details
Strategy 1: Build capacity to implement tier 1 priorities. **Actions:** a) Deploy campus leadership teams to lead the implementation of Tier 1 instructional priorities b) Provide support for campus-level implementation plans focused on high-quality Tier 1 instruction c) Provide training for all staff to build capacity in delivering strong Tier 1 instruction that meets the needs of all learners **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Implement AVID strategies across content areas to strengthen student engagement, academic ownership, and college and career readiness.

Actions: AVID Action Steps
a) Embed AVID instructional strategies into PLCs, faculty meetings, and professional development sessions to build consistency across content areas.
b) Conduct classroom walkthroughs to gather evidence of AVID strategy implementation and provide feedback for continued growth.
c) Continue implementing and supporting department-specific AVID strategies through ongoing professional learning and collaborative planning.
d) Maintain and refine previously introduced AVID strategies across content areas to support student engagement, academic ownership, and collaboration.
e) Promote student-centered instruction, inquiry, and questioning techniques that align with AVID practices across all departments.

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials

Strategy 3 Details

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

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

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 4 Details

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

Actions: a) Train teachers of advanced academics classes through district approved/provided GT hours
b) Expand genre options and rigorous text selections in advanced academics classes
c) Provide campus professional learning for extension strategies
d) Implement honors+ curriculum for gifted learners

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

ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 5 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 7 Details

Strategy 7: Improve internalization of math instruction to align with Tier I priorities, curricular standards, and state and local assessments.

Actions: a) Provide targeted professional development on Tier 1 math instructional strategies that promote deep understanding and student engagement.
b) Implement regular lesson planning and collaborative PLC sessions focused on aligning math instruction with curricular standards and assessment expectations.
c) Conduct classroom walkthroughs and observations to monitor the use of best practices that support internalization of math concepts.
d) Use student assessment data to inform instruction and identify areas where deeper conceptual understanding is needed.
e) Facilitate peer coaching and modeling of effective math instructional practices to build teacher capacity.
f) Integrate formative assessments and reflective practices to help students internalize and apply math skills consistently.

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

ESF Levers:
Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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 the achievement gaps for all underperforming and designated subgroups, 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
Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities c) Utilize 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 **Staff Responsible for Monitoring:** Principal, Assistant Principals,Instructional Facilitator, Leaders of Learners, District Special Ed Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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). **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, **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**

Strategy 3 Details

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

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

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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
Strategy 1: Implement the behavioral RtI plan with fidelity **Actions:** a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus 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 **ESF Levers:** Lever 3: Integrated Student Support Systems
Strategy 2 Details
Strategy 2: Monitor campus-wide behavioral RtI program. **Actions:** A) Train new staff to implement the campus discipline management program (CHAMPS) B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **ESF Levers:** Lever 3: Integrated Student Support Systems

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 **ESF Levers:** Lever 3: Integrated Student Support Systems

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

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

Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use campus staff (i.e Safety and Security Admin, 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)
Strategy 2 Details
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%. **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) **ESF Levers:** Lever 3: Integrated Student Support Systems