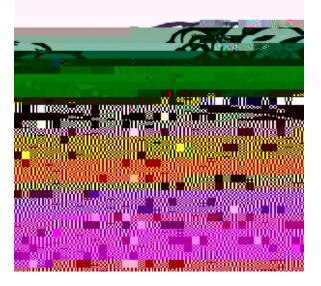
Birdville Independent School District

Watauga Middle School

2022-2023 Formative Review



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Goals	3
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	3
Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.	9
Goal 3: All students and staff will learn and work in a safe and responsive environment.	9

Goals

Strategy 3 Details

Strategy 6 Details	Reviews
Strategy 6: Align processes that encourage and facilitate personalized learning for students	
 Actions: a) Implement the district personalized learning framework aligned to district initiatives b) Conduct training for teachers to implement personalized learning with students c) Monitor and provide feedback to support campus implementation of personalized learning for students d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to personalize learning and close learning gaps 	
 Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Coach, Leaders of Learners Funding Sources: ESSER Tutoring - ESSER - \$21,336, Personnel - 211 - Title I - \$36,653, Instructional Resources - 211 - Title I - \$25,000, Instructional Coach - 255 - Title II, Title I Tutors - 211 - Title I - \$11,000, Professional Development - 211 - Title I - \$45,000, Campus Personnel 	

Close achievement gaps that exist for all under-performing groups and our designated super groups as measured by state and

district assessments.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews
Strategy 1:	

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Strategy 5:		

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

Increase the annual total average daily attendance (ADA) to 96% as compared to the 95.6% for 2018-2019 school year (Due to Covid-19 skewing of 19-20, 20-21 and 21-22 data), through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: ADA per 6 weeks

Strategy 1 Details		Reviews		
Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance		Formative Summati		Summative
Actions: a) Utilize the funds provided by the Board to purchase student attendance incentives	Nov	Jan	Mar	June
 b) Communicate incentives for improved student and staff attendance to all stakeholders c) Monitor student and staff attendance and review progress on a nine-weeks basis d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers ESF Levers: Lever 3: Positive School Culture 	30%	60%		
No Progress Accomplished -> Continue/Modify	X Discon	tinue	1	•

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

Strategy 1 Details	Reviews
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.	
 Actions: a) Use campus staff (i.e Safety and Security Admin, SRO, counselor, and crisis intervention counselor) to work with campus administrators and teachers to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve 	

Strategy 1 Details		Reviews		
Strategy 1: Continue daily mentoring program to build relationships in small groups using SEL, growth mindset, self-		Formative Su		
 management skills and personal accountability. Actions: a) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program b) Develop daily mentoring lessons in three strands: i. SEL (Character Strong and Mind Up) ii. Skyward Management iii. Organization and Communication Skills (AVID and Common Sense Education) c) Utilize survey data from mentoring groups to improve lessons d) Encourage student/staff participation in college/military/trade shirt day to build community and instill urgency for higher education e) Utilize BISD SEL Character Traits: Trustworthiness, Responsibility, Caring, and Citizenship to host Outstanding Warrior Treat Days 	Nov 30%	Jan 60%	Mar	June
Staff Responsible for Monitoring: Principal, APs, Academic Coach, Counselors, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Ose No Progress Accomplished Ose Continue/Modify	X Discont	tinue		