



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.

Watauga Middle School will provide innovative instruction in every class to empower exceptional students ready for an ever-changing society.

Student-centered, Diverse, Rigorous: Watauga Middle School

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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.	

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

4 Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Key Findings:** 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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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.

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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.

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Rtqdn g o "Uvcvg o gpv"3* Rtqtkvk | gf+< Based on student achievement data, our sub-populations of White and Asian are under performing. **Tqqv"Ecwug<** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

Rtqdn g o "Uvcvg o gpv"4* Rtqtkvk | gf+< Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Tqqv"Ecwug<** 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.

Rtqdn g o "Uvcvg o gpv"5< While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Tqqv"Ecwug<** 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.

Findings 6 Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Recommendation** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

Findings 7 The need for professional development aligned to district and campus initiatives is significant. **Recommendation** Turnover in recent years has reduced the

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- 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 through 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.
- 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

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

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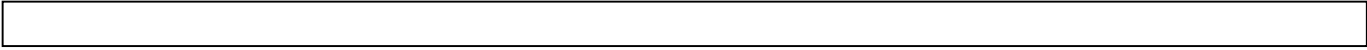
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

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Uvtcvgi {"4 Implement the literacy plan through established priorities for system-wide literacy practices.

- Cevkqpu** 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



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Uvtevgi {"9 Improve Social Studies instruction to align with Tier I priorities, curricular standards, and state and local assessments.

- Cevkqpu** 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.

Rating 4: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Impact:** 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.

Rating 3: Based on student achievement data, our sub-populations of White and Asian are under performing. **Impact:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

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

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

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Gxcnwckqp"Fcvc"Uqwtegu Historical performance by student subgroup on state and district assessments

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<p>Uvtcvgi {"3 Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments.</p> <p>Cevkqpu 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</p> <p>Uvehh" Tgurqpukdng" hqt" Oqpkvqtkpi Principal, Assistant Principals, Academic Coach, Leaders of Learners, District Special Ed Coordinator</p> <p>Vkvnng"K 2.4, 2.5, 2.6</p> <p>Rtqdnng o "Uvcvg o gpvu Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Hwpfkpi "Uqwtegu Instructional Resources - 211 - Title I - \$12,500</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Uvtevgi{"6" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"6" Enlist community and business partners to assist in providing support to students and families</p> <p>Cevkqpu 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</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi Principal, Assistant Principal, Interventionists</p> <p>Vkvng" K 4.1, 4.2</p> <p>Rtqdn g o "Uvcvg o gpyu Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Hwpf kpi "Uqwtegu Title I Family Engagement - 211 - Title I - \$917</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Uvtevgi{"7" Fgvcknu	Tgxkgyu			
<p>Uvtevgi{"7"</p>				

Rating of "Ucvg o gp"4: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Tqq"Ecwug:** SpEd students are expected

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

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Rtqdnng o "Uvcvg o gpn"3: Based on student achievement data, our sub-populations of White and Asian are under performing. **Tqqv"Ecwug:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).

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

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<p>Uvtcvgi {"3 Develop and implement a campus-wide program that incentivizes student and staff attendance</p> <p>Cevkqpu< 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</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi< Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers</p> <p>Vkvnng" K< 2.4, 2.5, 2.6 - GUH" Ngxgtu< Lever 3: Positive School Culture</p> <p>Rtqdn g o "Uvcvg o gpvu< Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Hwpf kpi "Uqwtegu< Attendance/Truancy Officers - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

<p>Rtqdn g o "Uvcvg o gpv"3: Based on student achievement data, our sub-populations of White and Asian are under performing. Tqqv" Ecwug: Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic).</p> <p>Rtqdn g o "Uvcvg o gpv"4: Student achievement data shows that Special Education students are scoring significantly lower than their peers. Tqqv" Ecwug: 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.</p>
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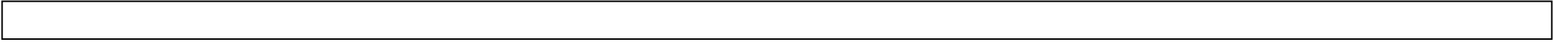
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Uvtevgi{"4< Reduce the cost of accidents resulting in workers' compensation claims by 5% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 5%.

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


- a) Develop and implement a campus-wr o -notes an accident-free work environment
- b) Require staff to review district m an and campus m an through the SafeSchools m atform
- c) Work wrth District Supervisors to m M M M M M
- d) Facilitate Safety Committe_ eetings m r district m an
- e) Review and report claim information to decision makers
- f) M rform campus/building safety walk-throughs as required by district m an

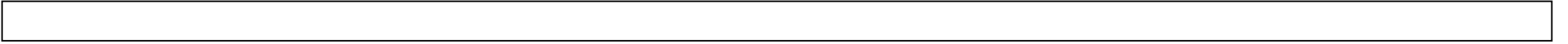


All students and staff will learn and work in a safe and responsive environment.

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.

Gxcwvkwpp"Fcvc"Uqwtegu 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

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<p>Uvtevgi{"3 Continue daily mentoring program to build relationships in small groups using Social Emotional Learning (SEL), growth mindset, self-management skills and personal accountability.</p> <p>Cevkqpu a) Gather feedback from students and staff regarding the five day a week SAME teacher EVERY day Mentoring program</p> <p>b) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program</p> <p>c) Utilize survey data from mentoring groups to improve lessons</p> <p>d) Encourage student/staff participation in college/military/trade shirt day to build community and instill urgency for higher education</p> <p>e) Utilize BISD SEL Character Traits: Trustworthiness, Responsibility, Caring, and Citizenship to host Outstanding Warrior Treat Days</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Principal, APs, Academic Coach, Counselors, Teachers</p> <p>Vkvng"K 2.4, 2.5, 2.6 - VGC"Rtkqtkvkgu Improve low-performing schools - GUH"Ngxgtu Lever 3: Positive School Culture</p> <p>Rtqdnig o "Uvevg o gpvu Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Hwpfki "Uqwtegu Crisis Intervention Counselor - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
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 No Progress				



Targeted Support Strategies

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1	2	2	Implement system-wide practices appropriate for Emergent Bilinguals (EBs). The English Language Proficiency Status target

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\$0.00

3.625

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<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

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[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.

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The Campus Improvement Plan was developed through the input and involvement of the following:

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Community Members: D. Nelson (Business Rep) J. Taylor (Business Rep) D. Serratt (Community Rep) K. Woodruff (Community Rep)
Teachers: A. Saujon

The CNA addresses:

1. Demographics
2. Perceptions

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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

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

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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

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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

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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

Eq o o kvvgg" Tqng	Pc og	Rqukvkqp
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

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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
Uwd/Vqvcn					\$239,329.00
Dwfigvgf"Hwpf"Uqwtg"C o qwpv					\$239,329.00
-1/"Fkhgtgpeg					\$0.00
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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
Uwd/Vqvcn					\$91,688.00
Dwfigvgf"Hwpf"Uqwtg"C o qwpv					\$91,688.00
-1/"Fkhgtgpeg					\$0.00
477/"Vkvng"KK					
I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
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

477/"Vkvng"KK					
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				Uwd/Vqvcn	\$82,073.00
				Dwfigvgf"Hwpf"Uqwteg"C o qwpv	\$82,073.00
				-1/"Fkhgtgpeg	\$0.00
GUUGT					
I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	6	ESSER Tutoring		\$21,336.00
				Uwd/Vqvcn	\$21,336.00
				Dwfigvgf"Hwpf"Uqwteg"C o qwpv	\$21,336.00
				-1/"Fkhgtgpeg	\$0.00
				I t epf"Vqvcn"Dwfigvgf	\$434,426.00
				I t epf"Vqvcn"Urgpv	\$434,426.00
				-1/"Fkhgtgpeg	\$0.00



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 administradores compartirán la responsabilidad en ayudar a los estudiantes a cumplir con los estándares académicos del estado y distrito.

- Participare en mi propio aprendizaje.
- Vendré a la escuela y llegar a tiempo.
- Seguir





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 in decisions and community members to work together as equal partners to improve achievement for all students.

- WMS will promote regular, two way communication between home and school
- Parents, families, educators, and community mem_
- 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

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.

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.

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 é

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.



TÍTULO I, PARTE A, POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS

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.

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

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.

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.

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.

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 o, M-La escuela es co a tres

Iniciar y responder a las comunicaciones escolares.

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

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 familiarTéfam

Continuum of Services at Watauga Middle School

Mainstream

Inclusion

Resource

Strategies/Actions

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