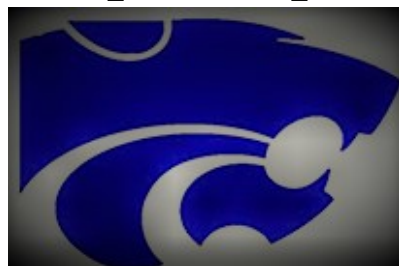


Eagle Mountain-Saginaw Independent School District

Wayside Middle School

2022-2023 Campus Improvement Plan



Mission Statement

Wayside Middle School exists to foster a lifelong love for learning that prepares our students for the future by partnering the skills and talents of faculty, staff, and the community to build relationships that guide students to realize their full potential for success.

Vision

The vision of Wayside Middle School is to cultivate a learning community in order to ensure all students are inspired, motivated and prepared for success in a ever-changing world.

Core Beliefs

We will impact lives by building relationships with students and one another.

We will honor the uniqueness of each student and treat them with dignity.

We will provide opportunities for growth and student success while honoring effort and mistakes.

We will maintain a supportive campus community.

We will have a positive growth mindset that promotes lifelong learning for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wayside Middle School has a diverse population with a growing economically disadvantaged population. Wayside Middle School will continue to provide training to the staff to increase awareness of working with students who come from poverty and meet the academic, emotional, and social needs of all students.

White - 45%

Hispanic - 38%

Black - 9.3%

Multi-Racial - 4.5%

Asian - 2.4%

Native American - 0.1%

Economically Disadvantaged - 33.3%

Limited English Proficient - 7.6%

Special Ed - 14.1%

At-Risk - 39%

Mobility - 9.6%

Our Current demographics for Teachers by Ethnicity is as follows:

White - 89.4%

Hispanic - 3.6%%

Black - 3.4%

Native American - 0.0%

Demographics Strengths

Wayside Middle School's demographics are continually changing each year to encompass higher numbers in minority populations. As a response hiring practices will focus on meeting the needs of our students by highering candidates that both reflect our student population and meet the needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students identified as LEP, SPED, or are African American as a whole are under performing compared to their peers. **Root Cause:** Educational gaps and proper training for teachers to address needs.

Student Learning

Student Learning Summary

In the 2022-2023 school year, Wayside Middle School received accountability ratings and was labeled a "B" Campus. Many assessment scores increased to pre-pandemic performance numbers, with other areas exceeding excellent targets by a larger number than in previous years.

Academic Performance Targets

	Performance Target	Status
STAAR Math	8th Math - 85%	74%
STAAR Math	Algebra I - 88%	100%
STAAR Math	6th Math - 85%	78%
STAAR Math	7th Math - 85%	47%
STAAR ELAR	8th Reading - 85%	84%
STAAR ELAR	6th Reading - 85%	72%
STAAR ELAR	7th Reading-85%	77%
STAAR Science	8th Science - 90%	77%
STAAR Social Studies	8th Social Studies - 80%	71%
STAAR Math Masters Level	8th Math - 18%	14%
STAAR Math Masters Level	Algebra I - 28%	85%
STAAR Math Masters Level	6th Math -20%	14%
STAAR Math Masters Level	7th Math -10%	2%
STAAR Reading Masters Level	6th Reading -25%	26%
STAAR Reading Masters Level	7th Reading-28%	40%
STAAR Reading Masters Level	8th Reading - 25%	45%
STAAR Science Masters Level	8th Science - 20%	29%
STAAR Social Studies Masters Level	8th Social Studies - 25%	26%

Student Learning Strengths

The following shows areas of meeting the district excellence targets:

1. STAAR Algebra I Approaches 100%

2. STAAR Algebra I Masters 85%
3. STAAR 8th Grade Reading Masters 45%
4. STAAR 7th Grade Reading Masters 40%
5. STAAR 6th Grade Reading Masters 26%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students during their 6th grade year drop in academic achievement compared to their 5th grade performance. **Root Cause:** Culture adjustment and transitional support to maintain high levels of learning in a different educational system.

School Processes & Programs

School Processes & Programs Summary

Wayside Middle School will focus on continuous improvement in the areas of instruction, curriculum, personnel, organization, and administration to help support student achievement. Instruction will be addressed through the following programs:

- PLC's
- Grade Level Data Talks
- AVID Instructional Strategies
- T-TESS
- Rigor/Relevance/Relationship Framework
- Formative Assessments
- Protocols
- 5E Science
- Workshop Model
- Instructional Rounds
- Social-Emotional Learning
- Fundamental 5
- Mentor Program
- Teaching and Learning Systems

Wayside Middle School teachers utilize the district curriculum and assist in the development of both district and campus common embedded assessments. In curriculum, continuous improvement is being addressed through:

- CLC's
- PLC's
- Common Lesson Planning
- Common District Benchmarks

In an effort to maintain retention, Wayside Middle School celebrates teachers regularly through newsletters, teacher luncheons, personal note cards, social media, and special events. Personnel recruitment, support, and retention are being addressed through:

- 100% of the staff is Highly Qualified
- The administrative team makes necessary instructional assignments
- On-going professional development:
 - Rigor/Relevance Rubric Training
 - Lunch and Learns
 - AVID Implementation
 - Differentiation Training
 - Formative Assessment Training
 - Instructional Strategies Training
 - Team Building
 - Protocols Training
 - SEL Training
- Mentor Teacher support for novice teachers

- Monthly novice teacher walks
- Continued building of teacher leadership capacity

School Processes & Programs Strengths

Wayside Middle School understands the importance of providing support and education to our teachers so that they may better support the student body. Wayside will focus on the Continuous Improvement Model to self-assess performance and directly align high yield instructional strategies to groups of students for maximum academic growth of all students. School-wide procedures have been put in place and will continue to be assessed and improved to increase efficiency of teacher performance, communication, and student academic growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: WMS will continue to implement systems of PBIS, MTSS, and Safety and Security with fidelity. **Root Cause:** Lack of follow through with committees to monitor and provide feedback limited the improvement of systems.

Perceptions

Perceptions Summary

Wayside Middle School has a long history of traditions. This year Wayside Middle School collectively has created a mission, vision, and collective beliefs as a staff. Through the utilization of the approved ASPIRE 2022 document, we have set our course to strive for excellence as a campus.

As a general practice Wayside Middle School will review our collective beliefs at the beginning of every school. We will display our mission, vision and collective beliefs in every classroom and will publicize to the community.

As a campus will continue to focus on providing our teachers with the time and resources to positively impact student learning and engagement through common planning as scheduled in our master schedule, along with the utilization of Professional Learning Community protocols. It is our intent to develop a collaborative culture that consistently answers the four critical questions of a PLC:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond to those that don't learn what we expected?
4. How will we respond to those that do learn what we expected?

Perceptions Strengths

Wayside Way is part of our School Culture and Climate that is reinforced every day:

BE Respectful

BE Safe

BE Punctual

BE Prepared

BE Responsible

Celebratory climate through:

- Pep Rallies to celebrate student and staff success
- Recognition of students through "Student of the Week"
- Recognition of staff birthdays through monthly department rotations
- Written encouragements in teacher boxes
- Acknowledgment on individual staff and student accomplishments through social media
- Teacher appreciation weeks

- STUCO/NJHS activities

We will continue to integrate PBIS/CHAMPS:

- Classroom Circles were implemented to build community, promote empathy, and repair relationships.
- The Restorative Reflections were utilized during the referral process.
- Advisory provides data tracking, AVID strategies, SEL Lions Quest, and Jostens Renaissance ideas.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feel that feedback on academic performance is not provided in a timely manner. **Root Cause:** Grade policy not being followed with fidelity.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Employee Data





- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 1: Wayside Middle School will increase STAAR Reading Meets percentages in all grade levels this school year to 8th - 60%, 7th - 60%, 6th - 50%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize PDSA in classrooms on a 6-weeks basis to plan and set goals for students to self-monitor performance and achievement. Strategy's Expected Result/Impact: Increased accountability and performance for students using an aligned approach to collaborate, understand, implement, and review curriculum and best practices. Staff Responsible for Monitoring: Administration, Department Head, ELAR Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate Reading STAAR prep several weeks before STAAR testing by reviewing tested content and test-taking strategies. Strategy's Expected Result/Impact: Improved Reading scores on the STAAR test. Staff Responsible for Monitoring: Administration, ELAR Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize and document Tier 2 - RTI strategies for at-risk and struggling learners. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our fragile populations. Staff Responsible for Monitoring: RTI Interventionist, Care Teams, ELAR Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will provide meaningful learning experiences through technology-rich learning environments.</p>	Formative		
	Dec	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 2: Wayside Middle School will increase STAAR Reading Masters percentages in all grade levels this school year to 8th - 48%, 7th - 40%, and 6th - 29%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize PDSA in classrooms on a 6-weeks basis to plan and set goals for students to self-monitor performance and achievement. Strategy's Expected Result/Impact: Increased accountability and performance for students using an aligned approach to collaborate, understand, implement, and review curriculum and best practices. Staff Responsible for Monitoring: Administration, Department Head, ELAR Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate Reading STAAR prep several weeks before STAAR testing by reviewing tested content and test-taking strategies. Strategy's Expected Result/Impact: Improved Reading scores on the STAAR test. Staff Responsible for Monitoring: Administration, ELAR Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize and document Tier 2 - RTI strategies for at-risk and struggling learners. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our fragile populations. Staff Responsible for Monitoring: RTI Interventionist, Care Teams, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will provide meaningful learning experiences through technology-rich learning environments.</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 3: Wayside Middle School will increase STAAR Mathematics Meets percentages in all grade levels this school year to 8th - 50%, 7th - 35%, and 6th - 50%.

High Priority





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Tier 2 - RTI strategies for at-risk and struggling learners. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our fragile populations. Staff Responsible for Monitoring: RTI Interventionist, Care Teams, Classroom Teacher</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct Math STAAR Boot Camps for grades 6th, 7th, 8th, and Algebra 1 students several weeks before the testing dates. Strategy's Expected Result/Impact: Improved math scores on the STAAR test for grades 6, 7, 8 and End of Course Exam for Algebra 1 students. Staff Responsible for Monitoring: Administration, Math Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will provide meaningful learning experiences through technology-rich learning environments.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 4: This school year, Wayside Middle School will increase STAAR Mathematics in Mastery percentages in all grade levels to 8th-20%, 7th - 20%, and 6th - 20%.





High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Tier 2 - RTI strategies for at-risk and struggling learners. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our fragile populations. Staff Responsible for Monitoring: RTI Interventionist, Care Teams, Classroom Teacher</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct Math STAAR Boot Camps for grades 6th, 7th, 8th, and Algebra 1 students several weeks before the testing dates. Strategy's Expected Result/Impact: Improved math scores on the STAAR test for grades 6, 7, 8 and End of Course Exam for Algebra 1 students. Staff Responsible for Monitoring: Administration, Math Teachers 6-8</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will keep data/goal sheets and track their progress. Strategy's Expected Result/Impact: Student become driven to see what the data states and become more aware of their own capabilities. Staff Responsible for Monitoring: Math Teachers 6-8</p>	Formative		
	Dec	Mar	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will provide meaningful learning experiences through technology-rich learning environments.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 5: Wayside Middle School will increase STAAR Science Levels in Meets percentages this school year to 55% from 51%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Tier 2 - RTI strategies for at-risk and struggling learners. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our fragile populations. Staff Responsible for Monitoring: Care Teams, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will analyze their data and create goals based on their summative assessments. Strategy's Expected Result/Impact: Purposeful reflection that helps drive improved test scores. Mandatory tutoring will be assigned to help close gaps on TEKS that each individual students is still showing deficiencies. Staff Responsible for Monitoring: Science Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will provide meaningful learning experiences through technology-rich learning environments.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 6: Wayside Middle School will increase STAAR Science Levels in Mastery percentages this school year to 35% from 29%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase critical thinking and reasoning skills utilizing the process of CER, ADI, and Think Law Strategies. Strategy's Expected Result/Impact: Increased engagement and closing of the educational gap for our fragile populations. Staff Responsible for Monitoring: Care Teams, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will analyze their data and create goals based on their summative assessments. Strategy's Expected Result/Impact: Purposeful reflection that helps drive improved test scores. Mandatory tutoring will be assigned to help close gaps on TEKS that each individual students is still showing deficiencies. Staff Responsible for Monitoring: Science Teachers 6-8</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will provide meaningful learning experiences through technology-rich learning environments.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 7: Wayside Middle School will increase STAAR Social Studies Levels in Meets percentages this school year to 50% from 41%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for students to analyze information through the use of TEKS based social studies skills and offer opportunities for practice using new questioning styles that will be used on the STAAR. Strategy's Expected Result/Impact: Students will have increased preparedness for the format of the new social studies STAAR test. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Social Studies PLC will vertically align common concepts and TEKS that are on the 8th grade STAAR. Strategy's Expected Result/Impact: Students will enter 8th grade with a firm foundation of the key TEKS. Staff Responsible for Monitoring: Social Studies Teacher 6-8</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Fine Arts will support 8th grade students with their social studies TEKS by incorporating them into their lessons. Strategy's Expected Result/Impact: Students will have greater exposure to the social studies TEKS and will be more confident with the content presented the STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Fine Arts and Social Studies Department Heads, Classroom Teachers</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 8: Wayside Middle School will increase STAAR Social Studies Levels in Masters percentages this school year to 33% from 26%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Site Team of AVID to infuse AVID strategies into daily lessons. Strategy's Expected Result/Impact: Students will be provided high yield instructional strategies systematically through their core content class. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for students to analyze information through TEKS-based social studies skills and offer opportunities for practice using new questioning styles used on STAAR. Strategy's Expected Result/Impact: Students will have increased preparedness for the format of the new social studies STAAR test. Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head, AVID Coordinator, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Social Studies PLC will vertically align common concepts and TEKS on the 8th-grade STAAR. Strategy's Expected Result/Impact: Students will enter 8th grade with a firm foundation of the key TEKS. Staff Responsible for Monitoring: Social Studies Teacher 6-8</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Fine Arts will support 8th-grade students social studies TEKS by incorporating them into their lessons. Strategy's Expected Result/Impact: Students will have greater exposure to the social studies TEKS and will be more confident with the content presented the STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Fine Arts and Social Studies Department Heads, Classroom Teachers</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 9: Wayside Middle School will earn two or more STAAR distinctions this school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase Master's level performance of 6th -8th grade reading by identifying students on the bubble and providing additional opportunities for academic growth. Strategy's Expected Result/Impact: Distinction earned in ELAR Staff Responsible for Monitoring: English Department Head, 6th grade ELAR	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase Masters level performance in 6 - 8 math by identifying students who are on the bubble and provide additional opportunities for academic growth. Strategy's Expected Result/Impact: Distinction earned in Math Staff Responsible for Monitoring: Math Department Head, Math Teachers 6-8	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase attendance rate by promoting quality instruction. Strategy's Expected Result/Impact: Q1 ranking in District Distinction Report Staff Responsible for Monitoring: All Staff	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase Meets and Masters level performance to a Q1 ranking Staff Responsible for Monitoring: All Staff	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase Accelerated student progress in ELA/Reading to Q1 Ranking. Staff Responsible for Monitoring: All Staff	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 10: Wayside Middle School EL Exit rate will increase by 5% this school year in the 2022-23 school year.

Evaluation Data Sources: TELPAS Scores
 STAAR Scores
 Teacher Input
 LPAC documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional development to teachers when providing accommodations and teacher input for LPAC documentation for EL students.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of individual student needs and allowable accommodation on STAAR online platform.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor performance of EL students in the classroom and provide intervention in areas of deficit by assigning tutorials and working in small groups during class time.</p> <p>Strategy's Expected Result/Impact: Increased performance and language acquisition of LEP students.</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will conduct focus groups with students regarding their concerns and struggles with the Speaking portion of the TELPAS Assessments.</p> <p>Strategy's Expected Result/Impact: Utilizing feedback from student focus groups, WMS will increase student comfort and confidence by addressing concerns through testing adjustments, training or preparation as dictated by student feedback.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 11: Wayside Middle School will increase SPED performance with approaches or above on the 7th-grade mathematics STAAR this school year by 7%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Case managers will help students track personal performance on DCAs and major TEKS or IEP goals as determined by classroom teachers.</p> <p>Strategy's Expected Result/Impact: Increased performance of students on state testing.</p> <p>Staff Responsible for Monitoring: SPED Department Head, Case Manager</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 12: All students will create/update their Personal Education Plan by the end of the school year.

Strategy 1 Details	Formative Reviews		
Strategy 1: 8th graders will complete their 4-year plan in Skyward. Strategy's Expected Result/Impact: Students will have a plan in place leading into High School. Staff Responsible for Monitoring: Administration, Counseling	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 6th and 7th grade students will be introduced to the Schoolink platform and goal setting. Student will begin to develop their 4-year plan through the software. Strategy's Expected Result/Impact: Students will begin to plan and follow their PEP. Staff Responsible for Monitoring: Administration, Counseling	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will provide guidance for use of School links during Advisory	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 13: Our campus will increase the enrollment of underrepresented populations in AVID to match the campus enrollment population by the end of the next school year and analyze the needs of fragile populations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reach out to students of all underrepresented demographics on campus to discuss AVID. Strategy's Expected Result/Impact: Student will be aware of AVID and the benefits of being enrolled in the class. Staff Responsible for Monitoring: AVID Coordinator, Teachers, Administrators, Counselors</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: AVID Site Team will train teachers and administrators on AVID strategies. Strategy's Expected Result/Impact: Teachers will become familiar with AVID's mission and will use focused note taking in their classrooms. Once teachers understand what AVID is about, they can help recruit students. Staff Responsible for Monitoring: AVID Coordinator, AVID Site Team</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development opportunities on AVID strategies. Strategy's Expected Result/Impact: Teachers will become familiar with more AVID strategies and will help students learn skills needed to be successful. This will help promote the AVID program to more students. Staff Responsible for Monitoring: AVID Coordinator, AVID Site Team</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Volunteer staff will be recruited to build AVID mentor program. Strategy's Expected Result/Impact: Teachers and staff will build relationships with struggling students in order to increase academic performance across the campus. Staff Responsible for Monitoring: Mentors AVID Coordinator</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 14: This school year, Wayside Middle School will provide drug prevention awareness and education on social media's social/emotional effects utilizing multiple formats per semester.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Intervention counselor/ counseling department will work with outside resources to coordinate programs for educating WMS students on drug prevention.</p> <p>Strategy's Expected Result/Impact: Student will have a better understanding of how drug abuse and social media can have long term effects.</p> <p>Staff Responsible for Monitoring: Andrea Lowe, Rachel New, Martha Villeneuve, Virginia Guilbeau, Advisory Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Safety and Security Committee will analyze data provided by APs and Counselors to track discipline incidents and counseling interactions related to the use of prohibited substances and inappropriate use of social media to evaluate the effectiveness of current lessons.</p> <p>Strategy's Expected Result/Impact: Decrease of drug related activity and inappropriate social media interactions</p> <p>Staff Responsible for Monitoring: Administration Team, Counselors, Intervention Counselor, Safety and Security Committee.</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate bi-weekly in campus smore under the counselor's corner to provide parent resources to help talk about drug prevention and the effects of social media on students.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 15: Wayside Middle School will promote academic excellence and college readiness this school year by setting the standard in advisory classes that students should maintain 85% and above in a minimum of four out of five classes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will routinely monitor progress through weekly grade graphs in Advisory classes. They will use the PDSA model when setting their goal of 85% and above in all classes to analyze behaviors and recognize connections between their goal-setting and academic performance.</p> <p>Strategy's Expected Result/Impact: Over the course of the year, students will recognize connections between effective/ineffective goal-setting and academic success/lack of success, and begin to take ownership of their learning as they navigate the PDSA model and determine what changes must be made from one grading period to the next in order to improve academic performance.</p> <p>Staff Responsible for Monitoring: Advisory Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Advisory teachers will guide students who are making below 85% in creating an action plan to improve for the next six weeks.</p> <p>Strategy's Expected Result/Impact: Student grades will improve in targeted classes</p> <p>Staff Responsible for Monitoring: Advisory Teachers</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.





Performance Objective 16: During the 2022-2023 school year, Wayside Middle School will provide Tier 3 intervention to students unsuccessful on the previous year's math and reading STAAR test, per test and classroom formative and summative assessments.

Evaluation Data Sources: Time logs of student intervention.

Strategy 1 Details	Formative Reviews		
Strategy 1: Wayside Middle School will utilize Let's Go Learn and district-approved resources to provide intervention to pulled individuals and small groups. Strategy's Expected Result/Impact: Tier three intervention provided. Staff Responsible for Monitoring: Interventionist	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Interventionists will provide support to Tier 3 students in their general education classrooms. Strategy's Expected Result/Impact: Increased student performance on STAAR Staff Responsible for Monitoring: Interventionist, Teachers	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Interventionists will collaborate with general education teachers in order to support Tier 3 students. Strategy's Expected Result/Impact: Increased performance STAAR Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 17: During the 2021-2022 school year, WMS counselors will provide campus-level SEL throughout the school year for staff during Professional -Development, and students through Advisory lessons.

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will provide campus-level SEL throughout the school year through staff training using, Casel 5.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: A self-care pre-survey and post-survey will be administered to staff to compare growth and frequency of self-care actions.	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: A self-care pre-survey and post-survey will be administered to students to compare growth and frequency of self-care actions.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Develop, design, and apply lessons during advisory to meet needs identified in student survey.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: This school year, Wayside Middle School will follow a set schedule to conduct PLC using data collected from formative assessments to guide instruction measured by comparative performance on DCAs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLCs have various forms of evidence created during PLC time, such as Data Folders, Team One Note shared with the team, and campus admin to house notes and actions steps discussed during data analysis.</p> <p>Strategy's Expected Result/Impact: Student engagement and instruction will increase as teachers are more intentional to adjust instructional practice based on data.</p> <p>Staff Responsible for Monitoring: Leadership team including Department Heads and Administration</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLCs will implement the continuous improvement model to meet the needs of underperforming students and increase academic performance through district-adopted frameworks such as SLO, PDSA model, CRT, and CHAMPS.</p> <p>Strategy's Expected Result/Impact: Increased performance on formative and summative assessments from our fragile populations.</p> <p>Staff Responsible for Monitoring: Department Chairs, Classroom Teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PLC will use data protocol(s) to guide the conversation and produce action steps that are evidenced by meeting minutes.</p> <p>Strategy's Expected Result/Impact: Action steps will identify areas for growth and reteach in order to improve performance on DCAs.</p> <p>Staff Responsible for Monitoring: Department Chairs, Classroom Teachers</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: This school year, Wayside Middle School will conduct Data Talks once per six weeks to evaluate student performance per grade level to identify OFIs and increase student performance in academics, discipline referrals, and attendance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with grade level to discuss six weeks of performance in academics, behavior, and attendance of all student populations.</p> <p>Strategy's Expected Result/Impact: Progress monitoring of student performance throughout year allows for adjustments in instruction prior to state testing.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: This school year, Wayside Middle School teachers will facilitate a collaborative environment with parents in support of students. This will be evidenced by an 80% or higher from 72% on the parent survey's Academic Preparation: Timely and Helpful Feedback category.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: WMS admin will check grade books at least once throughout weeks 1-3 and 4-6 of each grading period to ensure grades reflected in the electronic grade book are current, consistent, and updated by each Monday at 8 a.m.</p> <p>Strategy's Expected Result/Impact: Accountability of implementation of Grading Guidelines will increase teachers part in maintaining accurate gradebooks.</p> <p>Staff Responsible for Monitoring: WMS Admin team</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain a 98% or greater efficiency rate on grade book checks.</p> <p>Strategy's Expected Result/Impact: Proper communication and alignment with district standards.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Wayside Middle School will send out a newsletter titled "Wildcat Newsletter." Parents will receive this newsletter on a bi-weekly schedule.</p> <p>Strategy's Expected Result/Impact: Increased parent communication.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.





Performance Objective 4: Wayside Middle School will increase student attendance to 97% from 96.8% this school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Wayside Middle School will provide student recognition for perfect attendance each semester. Strategy's Expected Result/Impact: Build student and community moral surrounding attendance. Staff Responsible for Monitoring: Khayla Sewell-Bernard PBIS Committee</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Attendance rates will be communicated each progress period through various formats such as visual chart(s) per grade level in the physical building, via Principal Data Talks in Advisory classes, or through campus Smore. Strategy's Expected Result/Impact: Increase student attendance throughout the school year. Staff Responsible for Monitoring: John Fahey Khayla Sewell-Bernard</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Every six weeks, teachers will be encouraged through incentives to reduce the number of days missed in support of student attendance. Strategy's Expected Result/Impact: Increased teacher attendance will have two impacts: 1) Increased student academic performance and 2) Increased student attendance. Staff Responsible for Monitoring: Principal, John Fahey Assistant Principal, Khayla Sewell-Bernard</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 5: This year, Wayside Middle School will identify students struggling with maladaptive behaviors every six weeks and begin developing a mentorship program through an advisory to support these students' social-emotional needs.





Evaluation Data Sources: discipline referrals per six weeks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The advisory team meets with APs at the end of each six weeks to identify struggling students who have multiple discipline referrals in a six-week period.</p> <p>Strategy's Expected Result/Impact: Strategy's expected outcome: Advisory teachers will be made aware of students struggling with maladaptive behaviors</p> <p>Staff Responsible for Monitoring: Administration, Advisory Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Advisory team will gather information about the students from their teachers, parents, and the student themselves. This information will help to identify triggers for maladaptive behaviors and strategies that have helped in the past.</p> <p>Strategy's Expected Result/Impact: To gain a clearer picture of background factors that may be contributing to student behavior as well as motivators for improving.</p> <p>Staff Responsible for Monitoring: Advisory Teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilizing targeted resources and tier II intervention strategies for social-emotional support of these struggling students, both in advisory classes and through mentorships with administration, counselors, etc...</p> <p>Strategy's Expected Result/Impact: A reduction in discipline referrals for each individual student.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: Wayside will train all students and staff this school year on Standard Response Protocols (SRP) to help stakeholders feel safer at school.





Evaluation Data Sources: School Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will provide all teachers with an SRP CHAMPS Matrix and individual SRP Drill CHAMPS Posters for their classrooms. Teachers will use those posters to review and practice drills within each class period for all 5 SRP Drills during the first six weeks of school.</p> <p>Strategy's Expected Result/Impact: Students and staff will have a better understanding of the drill expectations thereby improving campus performance during drills and making students and staff feel safer.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Classroom Teacher</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collect feedback from Administration and Drill Leaders, Teachers, and Students. The Drill leaders, which consists of Administration and Office Staff, will debrief after all drills. Teachers will debrief in the classroom with students and provide feedback on behalf of teachers and students there VIA a form submitted to Campus Administration.</p> <p>Strategy's Expected Result/Impact: By listening to feedback of all stakeholders, Wayside will improve the quality and efficiency of its performance during drills and SRP preparedness.</p> <p>Staff Responsible for Monitoring: Campus Principal/Assistant Principal</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.





Performance Objective 2: Wayside Middle School will provide varied recognition opportunities for staff this school year, as evidenced by an 80% or higher from 73% on the School Climate and Safety: Staff members recognized for good performance at my work.

Evaluation Data Sources: School Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administration will create a recognition system to acknowledge teachers accomplishments. Strategy's Expected Result/Impact: Increase teacher morale. Staff Responsible for Monitoring: Kayla Livingston	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Sunshine committee and campus support staff will provide treats or notes of encouragement once per nine weeks for all staff. Strategy's Expected Result/Impact: Increase teacher moral. Staff Responsible for Monitoring: Administration and Counselors	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Wayside WHOOP every Friday. Wayside WHOOP is an email that goes out to where staff praises each other. Strategy's Expected Result/Impact: Increase teacher moral and recognize teachers compliments. Staff Responsible for Monitoring: Administrative Team.	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Partner with PTO to create more opportunities for appreciation incentives for faculty and staff. Strategy's Expected Result/Impact: Increased teacher morale and job satisfaction. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 3: Wayside Middle School will develop a system for teacher input when seeking assistance within the MTSS process for academics and behavior.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus support staff will develop written campus processes for student academic intervention referrals based on classroom performance.</p> <p>Strategy's Expected Result/Impact: Increased efficiency in academic support.</p> <p>Staff Responsible for Monitoring: Administration and Intervention Staff</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus intervention and support staff will develop a written process for tier 2 behavior intervention and data collection in the classroom and tier 3 behavior intervention referrals to administration.</p> <p>Strategy's Expected Result/Impact: Improved behavioral intervention response time and decreased discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will develop and implement a progress monitoring plan to address students who are showing deficits in engagement and proficiency in content TEKS.</p> <p>Strategy's Expected Result/Impact: Decrease in academic gaps for all students who are struggling.</p> <p>Staff Responsible for Monitoring: Administration, Counseling, Interventionist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	3	3	The campus will develop and implement a progress monitoring plan to address students who are showing deficits in engagement and proficiency in content TEKS.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Utilize the Site Team of AVID to infuse AVID strategies into daily lessons.
1	3	2	Utilize Tier 2 - RTI strategies for at-risk and struggling learners.
1	4	2	Utilize Tier 2 - RTI strategies for at-risk and struggling learners.
1	4	3	Conduct Math STAAR Boot Camps for grades 6th, 7th, 8th, and Algebra 1 students several weeks before the testing dates.

State Compensatory

Budget for Wayside Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Wayside Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jill Tourrainne	RTI	1
Melinda Malone	RTI	1

Addendums



EAGLE MOUNTAIN SAGINAW ISD

Fostering a Culture of Excellence

EMS ISD Tutoring Program for Student Success

The mission of Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student. Through our mission focus, we will develop, implement with fidelity, and progress monitor through goal setting and data folders a highly, impactful tutoring program. The dictionary definition describes *a tutor as a person who gives individual, or in some cases small group, instruction. The purpose of tutoring is to help students help themselves, or to assist or guide them to the point at which they become an independent learner, and thus no longer need a tutor.* Every student deserves success, and we will ensure our students receive individualized supports to meet their needs.

Acceleration Instruction Plan Process

Each student who did not show mastery –met Approaches level-- on the STAAR/EOC exams shall receive a **minimum of 30 hours** of acceleration instruction per subject (HB 4545) throughout the year. Campus administration will:

- Determine the specific students in need of AI,
- When they will hold weekly AI (before/after school, Advisory, WIN time, In-Class supports, Tutoring, Tier 3 Intervention (if qualify), Saturday, Family Nights, etc.), and
- How the structure of the AI plan will be implemented (1:3 ratio, unless receive parent waiver)
- Campuses with current 4th, 6th, and 9th grade students who did not show mastery on the 3rd, 5th, or 8th grade STAAR exams will complete the Acceleration Learning Committee utilizing the ALC process in the Administrator Toolkit.
- Attach plan to your CIP as an addendum/notes.

Campuses shall utilize the following for their Acceleration Instruction Plans:

Tutors

Campuses may hire tutors (college students, current teachers outside of school hours, retired teachers, community members, volunteers, etc.). Tutors who are not currently employed with EMS ISD will need to apply through our Employment Application Process, be interviewed by campus administrator, complete the required background checks, and be approved through EMS ISD Human Resource Department. Retired teachers will need to work with HR and TRS to verify that their employment will not negatively affect their retirement status. Any questions may be directed to the HR department.

Training

All tutors not currently employed will attend in-person training on September 3, 2021 at Hafley Development Center. The training will be recorded for currently employed eligible tutors and future tutors who are hired to complete. Each tutor will provide the campus administrator the signed completion certificate (Tutor CANVAS page) to keep. The purpose of the training is to define tutoring, expectations, documentation, use of resources, and best practices. Specific training will be provided on future dates concerning online platforms, tutoring content expectations, and content specific information. Our consultant and coordinators will hold specialized training for teachers.

Accelerated Instruction Assessment

Students who were scored **A** (absent) or **O** (Other) have the option to take a TEA Released STAAR test of the grade/subject level of the past year. The BOY exams are in AWARE, can be completed online, and scored by AWARE. Most students can complete the released test within two to three hours. If the student is not completed within this timeframe, the campus may determine if the student is showing mastery or if it is best to continue with accelerated instruction. If a student shows mastery, this will be documented and, if parent agrees, will not need to attend AI.

Parent Refusal

The administrator shall meet with the parents who do not wish for their students to receive accelerated instruction to determine the best course of action for the student, so the student still receives supports that are needed. Campus administration will keep documentation of their meeting, plan of action for the student academic success, and parent signature or verification of phone call (time and parent permission to sign). By no means, is a district allowed to coerce a parent or student into not participating in the accelerated instruction plan.

Parent Waiver for 1:3

A waiver letter will be sent to all parents from the campus principal requesting for Accelerated instruction to occur with small groups which may be larger than the 1:3 ratio. Campuses will need to ensure that students whose parents who deny the waiver receive their AI in groups no larger than 3.

Attendance Documentation

Each campus will document the day and minutes a student receives AI through Skyward. If a student attended Summer School (intervention, acceleration, but not Credit Recovery), some of the hours may count towards the total. It is best practice to continue acceleration through the year with the same tutor. Hours will be tracked in Skyward. Specific instructions are in the HB4545 Tutoring Resources CANVAS page.

Progress Monitoring

Students' progress will be monitored using the EMS ISD:

- Student Data Folders
- BOY, MOY, EOY screeners (iStation, Amplify, mCLASS, Let's Go Learn Diagnostic, etc.)
- Pretests in ELA/Math
- Short-term Assessments
- District Common Assessments
- State Interims
- Reports from online platforms

Data will be analyzed, and acceleration plans monitored and adjusted through PLCs and/or Care Teams.

Resources

The following EMS C&I approved resources shall be used. If there is an additional resource requested, the appropriate C&I Coordinator must approve.

Digital Learning Resources				
Facilitated by Tutors (Certified and Non-Certified)				
2021-2022 Grade Level	Content Area			
	Reading/Writing	Math	Science	Social Studies
3rd grade	iStation	iStation		
4th grade	iStation	iStation		
5th grade	iStation	iStation		
6th grade	Let's Go Learn	Let's Go Learn	Edgenuity Khan Academy	
7th grade	Let's Go Learn	Let's Go Learn		
8th grade	Let's Go Learn	Let's Go Learn Edgenuity		
9th Grade	Let's Go Learn	Let's Go Learn Edgenuity	Edgenuity Khan Academy	
High School	<i>All EOC acceleration will be provided through the campus content curriculum (bootcamps)</i>			

Small Group/Guided Learning Resources Facilitated by Tutors (Certified or Degreed)

<i>Grade Level</i>	<i>Content Area</i>			
	Reading/Writing	Math	Science	Social Studies
3rd grade	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Targeted use of conferring strategies within the instructional guides • Jennifer Serravallo Reading and Writing Strategies • Literacy Footprints • LLI Kits • Story Works Jr. • Comprehension Toolkit Intervention sm group lessons 	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Bridges Intervention Modules (in Canvas) • Developing Number Concept books (in math specialist's rooms) • Bridges Building Computational Fluency (in Canvas) • Supplemental-Motivation Math/ Think Up Math/Step up to the TEKS • Do the Math (interventionists only) 		
3rd -5th grade Bilingual	<ul style="list-style-type: none"> • iStation- Teacher Directed Lessons • Soluciones • Motivation Reading • Comprehension Toolkit Intervention Sm Group Lessons 	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons 		

Grade Level	Reading/Writing	Math	Science	Social Studies
4th grade	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Targeted use of conferring strategies within the instructional guides • Jennifer Serravallo Reading and Writing Strategies • Literacy Footprints • LLI Kits • Story Works • Comprehension Toolkit Intervention Sm Group Lessons 	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Bridges Intervention Modules (in Canvas) • Bridges Building Computational Fluency (in Canvas) • Supplemental-Motivation Math/ Think Up Math/Step up to the TEKS • Do the Math (math interventionists only) 		
5th grade	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Targeted use of conferring strategies within the instructional guides • Jennifer Serravallo Reading and Writing Strategies • Literacy Footprints • LLI Kits • Story Works • Comprehension Toolkit Intervention Sm Group Lessons 	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Bridges Intervention Modules (in Canvas) • Bridges Building Computational Fluency (in Canvas) • Supplemental-Motivation Math/ Think Up Math • Do the Math (math interventionists only) 		

	Reading/Writing	Math	Science	Social Studies
6th grade	<ul style="list-style-type: none"> • Scholastic Scope and Action • Serravallo Reading Strategies • Writing Strategies • LLI Kits 	<ul style="list-style-type: none"> • Let's Go Learn 	<ul style="list-style-type: none"> • StemScopes • Legends of Learning • Edgenuity • Khan Academy 	
7th grade	<ul style="list-style-type: none"> • Scholastic Scope and Action • Serravallo Reading Strategies • Writing Strategies • LLI Kits 	<ul style="list-style-type: none"> • Let's Go Learn 		
8th grade	<ul style="list-style-type: none"> • Scholastic Scope and Action • Serravallo Reading Strategies • Writing Strategies • LLI Kits 	<ul style="list-style-type: none"> • Let's Go Learn • Closing the Distance 		
9th Grade	<ul style="list-style-type: none"> • Leveled reading passages (from ReadWorks.org, and/or CommonLit) • Serravallo Reading and Writing Strategies 	<ul style="list-style-type: none"> • Let's Go Learn • Edgenuity-Closing The Distance 	<ul style="list-style-type: none"> • Edgenuity • Khan Academy 	<ul style="list-style-type: none"> • Jarrett-Mastering the TEKS
High School	<i>All EOC acceleration will be provided through the campus content curriculum (bootcamps)</i>			

K-2nd Grade Tutoring Resources

2021-2022 Grade Level	Content Area			
	Reading/Writing	Math	Science	Social Studies
K-1	<ul style="list-style-type: none"> • mCLASS intervention • Amplify Reading Online • Targeted Word Study-District Phonics Lessons • Literacy Footprints • Jennifer Serravallo Reading/Writing Strategies 	<ul style="list-style-type: none"> • iStation-Teacher Directed Lessons • Developing Number Concept books (in math specialist's rooms) 		
K-2 Bilingual	<ul style="list-style-type: none"> • iStation- Teacher Directed Lessons • Mclass Spanish lessons • Soluciones • HMM Intervention Lessons 			
2rd grade	<ul style="list-style-type: none"> • Amplify Reading Online • Targeted Word Study- District Phonics Lessons • Literacy Footprints • Jennifer Serravallo Reading/Writing Strategies • iStation (online and teacher directed lessons) 	<ul style="list-style-type: none"> • iStation Teacher Directed Lessons • Developing Number Concept books (in math specialist's rooms) 		