

Eagle Mountain-Saginaw Independent School District
Watson High School/Alternative Discipline Center
2020-2021 Campus Improvement Plan



Mission Statement

Watson High School strives to be a community in which all students are inspired to embrace life-long learning and become productive citizens.

Vision

Every student has unique potential regardless of his or her life experiences.

Core Beliefs

1. Every student has unique potential regardless of his or her life experiences.
2. Teamwork is essential to create a culture that empowers students to attain the highest level of their potential.
3. Expectations must be clearly communicated to facilitate success.
4. Accountability is essential to success.
5. Relationship building is critical for student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- White – 43/106 (41%)
- African American - 15/106 (14%)
- Hispanic - 43/106 (41%)
- Multi-race -5/106 (4%)
- Low SES -67/106 (63%)
- Special Education - 12/106(11%)

Demographics Strengths

The campus demographics mirror the District demographics.

Student Achievement

Student Achievement Summary

The campus met the alternative accountability standard from Texas Education Agency. We graduated 148 students for the 2019-2020 school year.

A. STAAR EOC Data – Fall 2019

	English I	English II	Algebra I	Biology	U.S. History
Number of Students	3/5	14/23	2/4	3/3	21/25
Percent	60%	61%	50%	100%	84%

Based on the data above, we will continue EOC prep courses for Algebra, English I and II, and Biology.

B. Attendance

2016	2017	2018	2019	2020
80%	83%	85%	88%	87%

C. Completion Rate

2017		2018		2019		2020	
Drop Out	Graduate	Drop Out	Graduate	Drop Out	Graduate	Drop Out	Graduate
13%	80%	11%	82%	7%	89%	3%	95%

School Culture and Climate

School Culture and Climate Summary

Established in 1998, Watson High School is a non-traditional high school and an alternative disciplinary campus. The campus serves a variety of students with varying backgrounds. Some students attend because they are behind on their credits, while others attend because of life circumstances such as pregnancy, parenting, financial hardships, or the need for acceleration for graduation. In most cases, students who are behind due to failing courses have also not been successful on state assessments. The Watson staff closely monitors student progress and provides support not only for the courses they teach but for the state assessments as well. The students who attend the ADC part of the campus are assigned for a variety of reasons. Our campus is designed to have a low student to teacher ratio and individualizes students' schedules based on the credits they need to complete to graduate. The Watson staff will provide students with opportunities to develop positive decision-making skills by using a myriad of resources including PBIS, CHAMPS, Why Try, Lion's Quest and other resources as needed. The staff will utilize proactive measures to ensure that students feel safe and accepted at school in an effort to keep students in school for graduation and to help the ADC students transition back to their home campus as quickly as possible. We are implementing Lion's Quest and Social Emotional training throughout the campus during the Lion's Quest course and through advisory. Through our data analysis, we need to find more way to celebrate and recognize staff.

School Culture and Climate Strengths

Based on the Climate Survey conducted in the spring semester of the 2018-2019 school year, the students feel like the teachers and other students accept students of different races. (95%) In addition, 92% of the students reported positive relationships with the staff. Students are assigned an academic advisor who guides them on their coursework and graduation plan. They also work with their advisory group on Social Emotional learning that incorporate life lessons to help guide their decisions and choices. Students set weekly goals with each teacher to monitor their own progress. Each week, students and staff participate in a credit celebration assembly in which those who earn credits for the week are celebrated by the entire student body.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Watson High School will employ and retain high-performing, dynamic educators with character and conviction to improve themselves and their students through effective strategies by innovative, targeted continuing education, freedom and flexibility to teach beyond established assessments, all with District support. All Watson's staff meets Highly Qualified status according to NCLB.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals





Revised/Approved: October 5, 2020

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 1: There will be a 2% or more gain in STAAR/EOC growth in English, Algebra, U.S. History, and Biology by providing targeted interventions for all students.

Evaluation Data Sources: STAAR, MTSS implementation, SLO progress monitoring

Summative Evaluation: None





<p>Strategy 1: EOC intervention classes will be implemented for English, Biology, and Algebra and additional intervention time is built into the schedule on Tuesdays, Wednesdays, and Thursdays.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students passing the EOC exams and being able to graduate.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: We will embed test taking strategies into English, Biology, Algebra, and U.S. History.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students passing the EOC exams and being able to graduate.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 2: We will increase the number of graduates and promote awareness of credits needed to all students through personal education plans.

Evaluation Data Sources: Individual Education plans, Commit to Graduate Forms, and graduation rates

Summative Evaluation: None





<p>Strategy 1: 100% of students will set weekly goals and have a PEP based on the credits they have earned and credits they need to complete the requirements for graduation.</p> <p>Strategy's Expected Result/Impact: The number of students completing the graduation requirements.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: 100% of students will complete a Commit to Graduate Form and set short term and long term goals.</p> <p>Strategy's Expected Result/Impact: The number of student completing the graduation requirement.</p> <p>Staff Responsible for Monitoring: Teacher, Counselors, Administrators</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 3: We will increase the number of students who feel that what they are learning in school is relevant to the outside world from 36% to 50% as measured by the 2020 student survey.

Evaluation Data Sources: Student survey

Summative Evaluation: None





<p>Strategy 1: Teachers will embed more relevant, real-world, examples into their lessons so students can see the connection between what they are learning and life outside of school.</p> <p>Strategy's Expected Result/Impact: Students are better prepared for transition after high school.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will utilize more relevant technology into their lessons.</p> <p>Strategy's Expected Result/Impact: Students are better equipped to use updated technological resources</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Lion's Quest (Social/Emotional Learning) will be implemented during advisory to teach students how to manage various circumstances that effect their life.</p> <p>Strategy's Expected Result/Impact: Students are equipped to handle stress that effect their life.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 4: Our CCMR Readiness goal is 23% as measured by the State and Federal accountability system.

Evaluation Data Sources: TEA Report Card and Targeted Report

Summative Evaluation: None





<p>Strategy 1: We will have representatives from TCC, UTI, Lincoln Tech, Armed Forces, and other outside agencies come speak to our students about their future as well as provide them scholarship and financial aid information.</p> <p>Strategy's Expected Result/Impact: More students will continue their education after graduation.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Administer TSI on campus to student multiple times a year</p> <p>Strategy's Expected Result/Impact: Increase number of students taking and passing the TSI</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Offer college prep course in English and Math to those students who plan to further their education at TCC.</p> <p>Strategy's Expected Result/Impact: Students gaining the necessary credit to start on level at community college.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 1: 100% of staff will participate in PLC's and RTI meetings to monitor student progress, behavior, and attendance and develop plans using MTSS if needed.

Evaluation Data Sources: Progress reports, graduation rates, attendance reports

Summative Evaluation: None





Strategy 1: Progress reports will be used to monitor student progress and plans for interventions will be developed. Strategy's Expected Result/Impact: More student's completing credits Staff Responsible for Monitoring: Teachers, Counselors, Principal Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: RTI meetings will be held weekly discuss student behaviors and plans for interventions will be developed if needed. Strategy's Expected Result/Impact: Decrease in office referrals Staff Responsible for Monitoring: Teachers, Counselor, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Parent contact and conferences will be used to discuss academic and/or behavior concerns to meet the needs of each student. Strategy's Expected Result/Impact: An increase in the number of parent contacts and conferences Staff Responsible for Monitoring: Teachers, Counselors, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)

Performance Objective 2: We will maintain an attendance rate of 85% or higher.

Evaluation Data Sources: Attendance reports

Summative Evaluation: None

Strategy 1: Weekly attendance incentives and PBIS tickets will be used to motivate students to attend school. Strategy's Expected Result/Impact: Higher attendance rate will increase the number of credits earned and the number of graduates Staff Responsible for Monitoring: Teachers, Counselors, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Personal phone calls will be made daily for any student that is absent. Strategy's Expected Result/Impact: Higher attendance rates Staff Responsible for Monitoring: Secretaries, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Positive office referrals and phone calls will be used to improve the school to home communication. Strategy's Expected Result/Impact: Building a stronger community relationship with families Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: We will provide pregnancy related support for students who are parenting or expecting. Strategy's Expected Result/Impact: Students will complete the needed graduation requirements. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 2: COLLABORATIVE COMMUNITY: We will provide resources and opportunities enabling staff, students, parents, and community to work together to achieve desired results (ASPIRE 3, 4, 6)


Performance Objective 3: All staff will participate in relative professional learning to enhance their daily instruction to meet the needs of every student.


Evaluation Data Sources: Eduphoria portfolios, Walk-throughs


Summative Evaluation: None

Strategy 1: Professional learning will be determined based on the staff's appraisals and areas of refinement identified. Strategy's Expected Result/Impact: Improvement in Tier I instruction and professional growth of each employee Staff Responsible for Monitoring: Staff, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June


0% No Progress


100% Accomplished


Continue/Modify






Discontinue

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 1: We will implement the Standard Response Protocols 100% of the time when completing drills to ensure student and staff safety.

Evaluation Data Sources: Drill logs

Summative Evaluation: None





Strategy 1: All staff will be trained in the Standard Response Protocols and utilize these techniques for all safety drills. Strategy's Expected Result/Impact: Staff and students will be prepared for emergency situations. Staff Responsible for Monitoring: Teachers, Counselors, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: All students will be trained in the Standard Response Protocols and utilize these techniques for all safety drills. Strategy's Expected Result/Impact: Staff and students will be prepared for emergency situations. Staff Responsible for Monitoring: Teachers, Counselors, Administrators Funding Sources: - 199 - General Fund	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 2: We will implement Lion's Quest training and social/emotional skills into our student leadership course as well as our advisory and Why Try periods 100% of the time.

Evaluation Data Sources: Lessons

Summative Evaluation: None

<p>Strategy 1: All staff will be trained in Lion's Quest and social/emotional skills to implement in advisory and why try. Strategy's Expected Result/Impact: A decrease in emotional outbursts and students having better coping and problem solving skills. Staff Responsible for Monitoring: Lion's Quest trainers, Teachers, Administrators, Counselors</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).


Performance Objective 3: We will celebrate staff and student successes through PBIS, CHAMPS, and credit celebrations 100% of the time.


Evaluation Data Sources: Surveys, drops, PBIS (choice tickets), point sheets, number of credit beads


Summative Evaluation: None

<p>Strategy 1: 1) Weekly attendance incentives and PBIS tickets will be used to motivate students to attend school.</p> <p>Strategy's Expected Result/Impact: Higher attendance rate will increase the number of credits earned and the number of graduates</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 4: Each student will be assigned an advisor that will assist students in tracking their credits, address personal concerns, and build positive relationships to decrease the number of students that drop out.

Evaluation Data Sources: Drop out rate

Summative Evaluation: None





<p>Strategy 1: Advisors will build positive relationships with students and monitor their progress to provide the needed support to prevent them from dropping out.</p> <p>Strategy's Expected Result/Impact: Decrease in drop-outs</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Administrators</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 5: We will provide bullying information to students, train staff in suicide warning signs, provide workshops to students to prevent dating violence, safe use of electronics, and provide support in making better choices through Recovery Resource.

Evaluation Data Sources: Student surveys, bullying reports, feedback from staff

Summative Evaluation: None





<p>Strategy 1: Staff will provide the training and workshops to address bullying, suicide prevention, dating violence, safe use of electronics throughout the school year.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying and safe behaviors from students</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE AND NURTURING ENVIRONMENT: We will promote safe, nurturing relationships and environment which positively impact the emotional and physical health of the learning community (ASPIRE 2, 3, 5).

Performance Objective 6: All staff will be highly qualified.

Evaluation Data Sources: Certifications

Summative Evaluation: None

Strategy 1: We will hire, recruit and retain high qualified staff. Strategy's Expected Result/Impact: 100% of staff will be highly qualified. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Watson High School/Alternative Discipline Center

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.E.11.6118.50.002.0.26.000.000	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,587.64
6100 Subtotal:		\$3,587.64

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	4	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums