

Spring Independent School District
Wells Middle School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Through student-focused, data-driven decisions, rigorous instruction, and timely communication, students will receive the necessary tools needed to make them accomplished members of society.

Vision

The vision of Wells Middle School's Faculty and Staff is to build a safe learning community working diligently to meet high academic and behavioral expectations by fostering positive relationships, collaboration with all stakeholders, and the implementation of sound systems and proven instructional practices, so that our students become accomplished members of society.

Value Statement

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wells Middle School is a 6-8 grade Title I campus in Spring ISD located in Houston, TX. Houston is a growing suburb on the northern edge of the Houston, TX. Houston is a diverse community with a high crime rate. Although this improvement plan focuses on the 2017-2018 school year, the demographic information comes from information available in May 2017. Student enrollment at Wells Middle School continued to steadily grow during 2016-2017, a pattern we have seen for the last two years.

May enrollment data shows that 1351 students are enrolled and that the African American and Hispanic student groups are growing the fastest. The campus has three student groups that are almost equal in size: 46% are Hispanic, 46% are African American and 4% are Asian. White, American Indian, and two or more races students make up 1% of the population.

The 25% student mobility rate for Wells Middle School is above the state average of 18%. Attendance rates have steadily been an area of concern for Wells. Though various incentives were put in place, the year end attendance average was 94.21, which is under 95%, our campus goal. There are 29 bus routes serving the school. Wells Middle School's student groups include 25% English Language Learners (ELLs), 6% Gifted and Talented, and 8% Special Education. Additionally, 80% are economically disadvantaged, 63% are identified as at-risk.

Demographics Strengths

Wells Middle School has several strengths. Some of the most notable demographics strengths include:

1. We have a diverse campus, with high representations of Hispanic and African-American, with an increase in Asian students.
2. The attendance rate at Training Elementary continues to go up. Our attendance rate rose to 94.21, which was bordering 92, during the 2015-2016 school year.
3. Students at Wells are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data from the March 2017 teacher survey reveals a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.

Problem Statement 2: The teacher survey identifies that teachers feel inadequately prepared to address the special needs of LEP students. **Root Cause:** Enrollment data indicates that the percentage of students identified as LEP has increased each year; however, there are currently no requirements for teachers to become ESL certified.

Problem Statement 3: Wells has a high mobility rate. **Root Cause:** There has been great concern with boundaries and working to centralize students.

Problem Statement 4: The high ELL student population requires additional resources and extensive interventions through sound ELL strategies, such as SIOP to instruct our ELL students. **Root Cause:** Only ELA teachers are required to obtain ESL certification.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, **Wells Middle School met all four targets:**

Index 1 - Student Achievement. Wells Middle School Score: 62 (state target score = 60)

Index 2 - Student Progress. Wells Middle School Score: 39 (state target score = 30)

Index 3 - Closing Performance Gaps. Wells Middle School Score: 34 (state target score = 26)

Index 4 - Post-Secondary Readiness. Wells Middle School Score 30 (state target score = 13)

These scores result in Wells Middle School receiving a **2016 Texas Accountability Met Standard rating**. The campus also earned **one Distinction:**

Top 25 Percent Student Progress

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, **Wells Middle School met three out of four targets:**

Index 1 - Student Achievement. Wells Middle School Score: 57 (state target score = 60)

Index 2 - Student Progress. Wells Middle School Score: 32 (state target score = 30)

Index 3 - Closing Performance Gaps. Wells Middle School Score: 29 (state target score = 26)

Index 4 - Post-Secondary Readiness. Wells Middle School Score: 28 (state target score = 13)

Student Academic Achievement Strengths

In 2015-2016, Meeting Index 2, Index 3, and Index 4 Target Scores.

Wells Middle School showed exceptional performance in the STAAR scores for Algebra I and English I. In addition, the campus showed growth in 8th Grade Social Studies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The campuses overall performance in Index I did not meet standard. **Root Cause:** Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.

Problem Statement 2: 2017 STAAR Data reveals that Special Education students scored significantly below students in all tested areas. **Root Cause:** We must increase our training, walkthroughs, practices and oversight of special education inclusion classes.

Problem Statement 3: 2017 STAAR Data reveals that the LEP students scored significantly below students in all tested areas. **Root Cause:** We must increase and refine our services for our LEP/ESL students.

Problem Statement 4: 2017 STAAR Data directly reflects concerns the campus held with teacher attendance and retention. **Root Cause:** We must decrease teacher absence and increase teacher retention.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Wells Middle is guided by the TEKS and District scope and sequence and the results of campus based and district developed assessments. Each quarter, each grade level teams map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Wells. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Wells Middle can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The plaids are also color coordinated. Blue is above grade level, green is on level, yellow is below level and red is one year or more below level.

Weekly grade level PLCs are held with the assistant principal, coach and/or department chair. These departmental learning communities target lesson planning, data review, strategic planning, and professional learning. Inclusion teachers are included in all staff development days. Grade levels have a common-planning time. These strategic planning sessions are for .5 to a full day.

Student progress is monitored either as prescribed depending on individual students' needs. The RtI committee meetings are held consistently during professional learning time. The data from campus assessments are used to identify students who are performing in the orange, yellow or red categories. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held the coordinator for RtI and the principal. Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place.

Wells Middle School continues to place a high priority in employing a high-quality, talented staff. New Teacher Academy and provided by the district and are also being supported by our campus mentoring team. All teachers will attend at least 50 hours of professional development sessions each year. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Wells Middle to provide ongoing, very targeted, job-embedded professional learning. In addition to professional development, the weekly PLC meetings mentioned above reinforce what they are learning by discussing Wells, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

Parents, teachers, and students at Wells Middle take pride in their school and the school's reputation of success. There is a high standard for sound instructional and emotional practices as well as building social character. Wells Middle 's focus goes far beyond just STAAR Scores. Our commitment is to

keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have to prepare for their individual classroom instruction. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

School Processes & Programs Strengths

Wells Middle School has identified the following strengths:

RTI is being utilized successfully with students being referred to the appropriate special population.

The ability to interpret and use common assessment data to drive instructional decisions

The Wells Middle School staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.

100% of the certified staff have participated in multiple professional development opportunities during this past school year.

Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.

Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.

Teachers accommodate special populations with more time and individualized instructional plans

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Early teacher resignations have occurred within the school year in core tested areas. **Root Cause:** Teachers have difficulty working with students or meeting all requirements.

Problem Statement 2: Teacher attendance is a great concern and negatively impacts student success. **Root Cause:** Teachers are absent often and subs are not abundant or readily available.

Problem Statement 3: Processes and supports for Special Populations (ESL/LEP/SPED) were not followed with fidelity. **Root Cause:** In-depth processes and procedures regarding aforementioned populations were not consistent.

Perceptions

Perceptions Summary

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. The past three school years, Wells Middle School seen varied problems with discipline. Utilization of CHAMPS and sound incentives coupled with Professional development has helped and the new resolution programs and interventions are typically successful. Therefore, while current practices and procedures will continue, Restorative Discipline practices, will be added to drive our work. Moreover, more cultural proficiency training and understanding will be provided.

Bullying is considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus. The faculty feels that it is important to regularly remind students about strategies to use with any type of verbal aggression or harassment. As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to and implements recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Wells Middle School works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our campus and high mobility, Wells Middle School has a Parent Engagement Coordinator to help strengthen connections between home and school. We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. Weekly, parents will receive the Weekly Reminders to keep them on track to campus happenings. The campus provides translations on the website and also with printed materials in all languages spoken in school. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We take pride in the fact that parents report our office staff as very parent friendly.

Perceptions Strengths

Wells Middle School celebrates these strengths:

A Parent Coordinator that coordinates the volunteer program, maintains the family center, strengthens communication between home and school, makes home visits, etc.

A process to involve parents in planning, implementing and evaluating family involvement activities

An orientation program to prepare volunteers

Monthly Community-Coffee with the principal

Family focus groups

Family center

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to decrease discipline infractions. **Root Cause:** Student bring issues in the neighborhood and social media to the campus.

Problem Statement 2: Increased Parental involvement is needed. **Root Cause:** Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Comprehensive Needs Assessment Data Documentation

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

Goals


Goal 1: Reach every student.

Performance Objective 1: All student populations will meet the District standard of 80% in all tested performance areas and Index 1.

Evaluation Data Source(s) 1: 2018 STAAR Index 1, Student Achievement

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hire and utilization of Literacy Coach, Math Coach, ESL Specialist, and Student Support Specialist to provide coaching, support and training in working with students, instruction, and intervention	1, 3, 4, 9	Administration Math Coach Literacy Coach Student Support Specialist ESL Specialist Instructional Staff	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
2) Development of New Comer Center to provide support to students new to the country and to provide support within classrooms to ESL students who are not new comers, but need additional support.	1, 3, 4, 9	Campus Administration ELL Specialist NAC Teachers ESL Teams	Increase Index I performance of LEP population to 80% and Index 2 to 45%.				
3) Purchase necessary instructional materials for core content areas, Math, Reading, Science, and Social Studies, including but not limited to hands-on manipulatives, dictionaries, thesauruses, bi-lingual dictionaries and thesauruses,	4, 9	Campus Administration Teachers Department Heads Instructional Coaches	Increase Index I performance in all sub populations to 80% and Index 2 to 45%				

4) Provide professional development to teachers and paraprofessionals in the area of literacy, writing, and math, instruction provided by the Literacy Group, Lead4ward and A+	4, 9	Campus Administration Teachers Department Heads Instructional Coaches	Increase Index I performance in all sub populations to 80% and Index 2 to 45%				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I 1003 Priority/Focus School Improvement - 15000.00						
							

Performance Objective 1 Problem Statements:


Demographics	
Problem Statement 1: Data from the March 2017 teacher survey reveals a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.	
Problem Statement 2: The teacher survey identifies that teachers feel inadequately prepared to address the special needs of LEP students. Root Cause 2: Enrollment data indicates that the percentage of students identified as LEP has increased each year; however, there are currently no requirements for teachers to become ESL certified.	
Student Academic Achievement	
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.	
Problem Statement 2: 2017 STAAR Data reveals that Special Education students scored significantly below students in all tested areas. Root Cause 2: We must increase our training, walkthroughs, practices and oversight of special education inclusion classes.	
Problem Statement 3: 2017 STAAR Data reveals that the LEP students scored significantly below students in all tested areas. Root Cause 3: We must increase and refine our services for our LEP/ESL students.	

Goal 1: Reach every student.

Performance Objective 2: Provide targeted intervention before, during, and after-school for all students who did not meet satisfactory performance on the STAAR during the 2016-2017 School Year or who did not make progress.

Evaluation Data Source(s) 2: Master Schedule, Student Rosters, Lesson plans

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Include Intervention time a an academic intervention period during the school instructional day.	1, 8	Associate Principal Campus Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 199 State SCE - State Compensatory Education (PIC - 5000.00, 211 Title I, Part A - 6000.00)						
2) Provide tutorial opportunities for students before and/or after school		Associate Principal Campus Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 199 State SCE - State Compensatory Education (PIC - 38080.00)						
3) Provide tutorial opportunities on Saturday's.	1, 3, 8	Associate Principal Campus Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 31080.00)						
4) Provided targeted math and reading intervention classes during the instructional day. Including by not limited to Scholastic, Study Island, Hineman, Adaptive Curriculum and TRICE.		Associate Principal Campus Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - 6000.00, 199 State SCE - State Compensatory Education (PIC - 7000.00, 211 Title I 1003 Priority/Focus School Improvement - 10000.00)						
5) ESL Tutor to support ELL students in academic areas before, after and during the school day.	1, 2, 9, 10	Associate Principal ELL Specialist Tutor	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 263 Title III, LEP - 40000.00						
6) Provide sound ELL intervention materials for NAC and SIOP Push-in Support	1, 2, 9, 10	Associate Principal ELL Specialist	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
	Problem Statements: Demographics 4 - Student Academic Achievement 1, 3 Funding Sources: 263 Title III, LEP - 15000.00						
							

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 4: The high ELL student population requires additional resources and extensive interventions through sound ELL strategies, such as SIOP to instruct our ELL students. Root Cause 4: Only ELA teachers are required to obtain ESL certification.
Student Academic Achievement
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.
Problem Statement 2: 2017 STAAR Data reveals that Special Education students scored significantly below students in all tested areas. Root Cause 2: We must increase our training, walkthroughs, practices and oversight of special education inclusion classes.
Problem Statement 3: 2017 STAAR Data reveals that the LEP students scored significantly below students in all tested areas. Root Cause 3: We must increase and refine our services for our LEP/ESL students.

Goal 1: Reach every student.

Performance Objective 3: Ensure alignment of district curriculum and instructional implementation.

Evaluation Data Source(s) 3: Lesson plans, PLC's, Walkthroughs and Observations, Student Assessment Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize research based instructional strategies when delivering instruction, including Teach Like a Champion, 5E Model, Rigor and Relevance, ASCD, TEKS Resource, AVID, SIOP, Higher Order Questioning, Data Review, SMART Goal development and Instructional Technology, Differentiation and others as needed. Supplies such as toner, printing, and programs may be needed to push forward.	1, 3, 4	Administration Instructional Coaches and Specialists Department Chairs Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - 545000.00, 199 State SCE - State Compensatory Education (PIC - 7000.00)							
2) Utilize the PLC structure during content planning-DDAP Planning, Practice, and Learning with emphasis on TLAC Strategies.	1, 2, 4, 8, 9	Administrators Instructional Coaches Department Chairs Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - 3000.00							
							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 2: 2017 STAAR Data reveals that Special Education students scored significantly below students in all tested areas. Root Cause 2: We must increase our training, walkthroughs, practices and oversight of special education inclusion classes.
Problem Statement 3: 2017 STAAR Data reveals that the LEP students scored significantly below students in all tested areas. Root Cause 3: We must increase and refine our services for our LEP/ESL students.

Goal 1: Reach every student.

Performance Objective 4: Ensure equitable learning opportunities for special populations

Evaluation Data Source(s) 4: Lesson plans, classroom walkthroughs, student work samples, STEP binders, ELL Documentation binders, and student performance.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implementation for IEPs and LPAC plans.	1, 2, 4, 9, 10	Administration Specialist and Coordinators Department Chairs Teachers	Students receiving services will meet or exceed plan goals. Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
				Problem Statements: Demographics 4 - Student Academic Achievement 1, 2, 3			
2) Implementation of RTI and necessary interventions.	1, 2, 4, 9, 10	Administrative Team Specialists and Coordinators Coaches Teachers	Increase Index I performance in all sub populations to 80% and Index 2 to 45%.				
				Problem Statements: Demographics 4 - Student Academic Achievement 1 - School Processes & Programs 3			
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: The high ELL student population requires additional resources and extensive interventions through sound ELL strategies, such as SIOP to instruct our ELL students. Root Cause 4: Only ELA teachers are required to obtain ESL certification.
Student Academic Achievement
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.
Problem Statement 2: 2017 STAAR Data reveals that Special Education students scored significantly below students in all tested areas. Root Cause 2: We must increase our training, walkthroughs, practices and oversight of special education inclusion classes.

Problem Statement 3: 2017 STAAR Data reveals that the LEP students scored significantly below students in all tested areas. **Root Cause 3:** We must increase and refine our services for our LEP/ESL students.

School Processes & Programs


Problem Statement 3: Processes and supports for Special Populations (ESL/LEP/SPED) were not followed with fidelity. **Root Cause 3:** In-depth processes and procedures regarding aforementioned populations were not consistent.

Goal 2: Opportunities and choice for every family.

Performance Objective 1: Increased opportunities for Gifted and Talented students to perform at higher levels.

Evaluation Data Source(s) 1: Lesson Plans, Master Calendar, Work Samples

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) GT Students will complete GT Projects, participate in competitions and the GT Expo.		Associate Principal GT Coordinator	Increase in number of students receiving Masters Level on STAAR Test.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.

Goal 2: Opportunities and choice for every family.

Performance Objective 2: Increased offerings in electives to provide more support to students and enhance their school day.

Evaluation Data Source(s) 2: Lesson Plans, Master Calendar, Performances, Surveys

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offering of Dance and advanced courses in Fine Arts.	1, 3	Principal Associate Principal Teachers Counselors	Increase in students attempting these classes Increased Parental Involvement				
Problem Statements: Student Academic Achievement 1 - Perceptions 2							
							

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.
Perceptions
Problem Statement 2: Increased Parental involvement is needed. Root Cause 2: Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Goal 2: Opportunities and choice for every family.

Performance Objective 3: Increased offerings of Pre-AP courses for each grade-level and in all contents, including Fine Arts.

Evaluation Data Source(s) 3: Lesson Plans, Master Calendar, Student Performance, Surveys, Student Performance

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create additional sections of Pre-AP classes at each grade-level.	1	Associate Principal Counselors	Increased number of students receiving Master's Level on the STAAR Test.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.

Goal 2: Opportunities and choice for every family.

Performance Objective 4: Increase student exposure to college and career readiness opportunities.

Evaluation Data Source(s) 4: Master Calendar, Projects, Rosters, and Surveys

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will attend field trips and/or college campus tours at least 2 times each semester.	1	Counselors CTE Teachers 21st Century Coordinator	Increased college readiness and student performance.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 199 General Fund - 6000.00, 211 Title I, Part A - 6000.00			
2) The campus will hold a College and Career Fair for students and parents.	1	Counselor CTE Teachers 21st Century Coordinator Parent Liaison	Increased college readiness and student performance.				
				Problem Statements: Student Academic Achievement 1 - Perceptions 2			
3) Faculty Staff and Students will be encouraged to wear college shirts on the last Friday of each month.		All Faculty, Staff and Students	Increased college readiness and student performance.				
				Problem Statements: Student Academic Achievement 1			
							

Performance Objective 4 Problem Statements:


Student Academic Achievement
Problem Statement 1: The campuses overall performance in Index I did not meet standard. Root Cause 1: Inconsistent implementation of instructional lessons at levels of rigor due in part to the availability of district curriculum and teacher experience in developing sound lessons.
Perceptions
Problem Statement 2: Increased Parental involvement is needed. Root Cause 2: Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Goal 3: Engaged stakeholders in every community

Performance Objective 1: Establish a calendar of events that will engage all stakeholders in the school learning community.

Evaluation Data Source(s) 1: Master Calendar, Agendas, Surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a Weekly Reminders and communication.	6	Principal Parent Liaison	Increase parent engagement				
				Problem Statements: Perceptions 1, 2			
2) Provide parent events and activities to the 21st Century program, once a month.	5, 6	Principal Parent Liaison 21st Century Coordinator	Increase in parent engagement				
				Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 2500.00			
3) Schedule training through Family and Community Engagement and outside entities.	2, 6	Parent Engagement Liaison Counseling	Increase in parent engagement.				
				Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: 211 Title I, Part A - 1960.00			
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Data from the March 2017 teacher survey reveals a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.
Perceptions
Problem Statement 1: There is a need to decrease discipline infractions. Root Cause 1: Student bring issues in the neighborhood and social media to the campus.
Problem Statement 2: Increased Parental involvement is needed. Root Cause 2: Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Goal 3: Engaged stakeholders in every community

Performance Objective 2: Campus will host transition programs with feeder schools.

Evaluation Data Source(s) 2: Master Calendar, Agenda, Website, and additional communication

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule two transition nights with feeder elementary campuses and high schools.	1, 6	Administration Counselors Parent Liaison 21st Century Coordinator	Increased parent involvement. More information provided to negate negative perspectives.				
Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 500.00							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 2: Increased Parental involvement is needed. Root Cause 2: Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Goal 3: Engaged stakeholders in every community

Performance Objective 3: Update and maintain sound communication with all stakeholders through and updated website and phone updates

Evaluation Data Source(s) 3: Campus website, Agendas, Events, Increase in parent involvement.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and maintain an updated website.		Principal Webmaster Campus Instructional Technologist	Increased parental and community involvement.				
Problem Statements: Perceptions 2							
							

Performance Objective 3 Problem Statements:


Perceptions
Problem Statement 2: Increased Parental involvement is needed. Root Cause 2: Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Goal 4: High Performance from every employee

Performance Objective 1: Wells will provide support and professional development, consistent monitoring, and timely feedback to build teacher capacity contributing to at least 90% retention of teachers.

Evaluation Data Source(s) 1: Agendas, Walkthroughs, Student Performance, Surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Wells will provide/offer training both on campus, within the district, and through other venues to answer to our campus needs, including but not limited to restorative practices, Teach Like a Champion, Differentiation, Curriculum and Instruction, technology integration, counseling, and Management.	1, 2, 3, 4	All faculty and staff	Increase teacher retention Increase student performance				
	Funding Sources: 211 Title I, Part A - 10000.00						
2) Wells will have an active mentor and buddy system for teachers modeled after the District-wide program.	1, 3, 4, 5	Mentor Teacher Liaison Administrative Team Coaches and Specialists	Increase teacher retention and performance				
	Problem Statements: Demographics 1, 2 - School Processes & Programs 1						
3) Wells will have a reward system for teachers who are meeting expectations, attending and using professional development.	5	All faculty and staff	Increase teacher retention and student performance				
	Problem Statements: School Processes & Programs 1, 2 Funding Sources: 199 General Fund - 1000.00						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Data from the March 2017 teacher survey reveals a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.
Problem Statement 2: The teacher survey identifies that teachers feel inadequately prepared to address the special needs of LEP students. Root Cause 2: Enrollment data indicates that the percentage of students identified as LEP has increased each year; however, there are currently no requirements for teachers to become ESL certified.
School Processes & Programs

Problem Statement 1: Early teacher resignations have occurred within the school year in core tested areas. **Root Cause 1:** Teachers have difficulty working with students or meeting all requirements.

Problem Statement 2: Teacher attendance is a great concern and negatively impacts student success. **Root Cause 2:** Teachers are absent often and subs are not abundant or readily available.

Goal 5: Excellence in every school

Performance Objective 1: Implement Restorative Practices.

Evaluation Data Source(s) 1: Classroom walkthroughs, campus discipline data, attendance data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize community circles as a faculty and staff and by the second semester, utilize the circles twice a week within classrooms.	1, 2	Faculty and Staff	Decrease student discipline infractions by 30%.				
			Increase attendance to 96%.				
Problem Statements: Demographics 1 - Student Academic Achievement 4 - Perceptions 1 Funding Sources: 211 Title I, Part A - 1000.00							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Data from the March 2017 teacher survey reveals a need for professional development on culture, customs and traditions of the increasingly diverse ethnic backgrounds of our students. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students.
Student Academic Achievement
Problem Statement 4: 2017 STAAR Data directly reflects concerns the campus held with teacher attendance and retention. Root Cause 4: We must decrease teacher absence and increase teacher retention.
Perceptions
Problem Statement 1: There is a need to decrease discipline infractions. Root Cause 1: Student bring issues in the neighborhood and social media to the campus.

Goal 5: Excellence in every school

Performance Objective 2: Utilize CHAMPS and PBIS to support effective classroom and campus structures and management.

Evaluation Data Source(s) 2: Classroom Walkthroughs, CHAMPs and PBIS, Campus Discipline Data, and Attendance Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Require teachers to submit discipline management plans	2, 6	Administration Teachers	Decrease in student discipline infractions by 30% Increase in student attendance to 96%.				
2) Provide incentives for students are meet behavior and attendance expectations.	2, 6	Administrators Counselors Attendance Committee Discipline Committee	Decrease in student discipline infractions by 30% Increase in student attendance to 96%.				
Problem Statements: Perceptions 1 Funding Sources: 199 General Fund - 1000.00							
3) Provide professional development for centering upon behavior management and strategies.	1, 2	Faculty and Staff Campus Administration	Decrease student discipline infractions. Increase student attendance to 96%				
Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 5000.00, 211 Title I 1003 Priority/Focus School Improvement - 5000.00							
							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: There is a need to decrease discipline infractions. Root Cause 1: Student bring issues in the neighborhood and social media to the campus.

Goal 5: Excellence in every school

Performance Objective 3: Increase student attendance to 96%

Evaluation Data Source(s) 3: Student attendance reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement the Attendance Committee to review attendance data daily and make necessary phone calls and follow the outlined process.	1, 2, 6, 10	Attendance Committee Administration Counselors	Increase student attendance to 96%				
				Problem Statements: Demographics 3 - School Processes & Programs 2			
2) Create incentives for good student attendance and discipline.	1, 2	All Faculty and Staff	Increased student attendance and decreased discipline infractions.				
				Problem Statements: Demographics 3 - Student Academic Achievement 4 - Perceptions 1, 2 Funding Sources: 199 General Fund - 1500.00, 211 Title I, Part A - 500.00			
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Wells has a high mobility rate. Root Cause 3: There has been great concern with boundaries and working to centralize students.
Student Academic Achievement
Problem Statement 4: 2017 STAAR Data directly reflects concerns the campus held with teacher attendance and retention. Root Cause 4: We must decrease teacher absence and increase teacher retention.
School Processes & Programs
Problem Statement 2: Teacher attendance is a great concern and negatively impacts student success. Root Cause 2: Teachers are absent often and subs are not abundant or readily available.
Perceptions
Problem Statement 1: There is a need to decrease discipline infractions. Root Cause 1: Student bring issues in the neighborhood and social media to the campus.
Problem Statement 2: Increased Parental involvement is needed. Root Cause 2: Since our attendance boundaries are changing, which will centralize our student population, we are expecting parental involvement and participation to improve.

Campus Improvement Team

Committee Role	Name	Position
Community Representative	Elaine Sam	Community Member
District-level Professional	Neelam Singh	Secondary Science Director
Community Representative	Beth Kaufman	Community Member
Parent	Ruby Perez	Parent
Business Representative	Diane Darwin	Community Member
Classroom Teacher	Jeanette Love	Teacher
Classroom Teacher	Gregory Martin	Teacher
Non-classroom Professional	Stephanie Mouton	Counselor
Classroom Teacher	Kendra Wren	Teacher
Paraprofessional	Yavonda Stewart	Paraprofessional

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Field Trips		\$6,000.00
4	1	3			\$1,000.00
5	2	2	Incentives		\$1,000.00
5	3	2			\$1,500.00
Sub-Total					\$9,500.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary of Student Support Specialist and Math Coach		\$104,000.00
1	1	3	Professional Development Dr. C.		\$5,000.00
1	2	1	Software for Intervention		\$5,000.00
1	2	2	Tutoring Pay and Materials		\$16,000.00
1	2	2	Transportation		\$15,080.00
1	2	2	Instructional Materials (Curriculum, Programs, Materials such as notebooks and charts)		\$7,000.00
1	2	3	Tutorials Salaries and Materials		\$16,000.00
1	2	3	Transportation		\$15,080.00
1	2	4	Intervention Materials		\$7,000.00
1	3	1	Supplies and Materials		\$7,000.00
Sub-Total					\$197,160.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries of Literacy Coach, Math Coach, ESL Specialist,		\$170,000.00
1	1	3	Instructional Materials and Manipulatives		\$10,000.00
1	2	1	Software for Intervention		\$6,000.00

1	2	4	Intervention Materials		\$6,000.00
1	3	1	Salaries		\$525,000.00
1	3	1	Professional Development		\$15,000.00
1	3	1	Supplies, Materials, Toner, Copies, and Consumables		\$5,000.00
1	3	2	Books and Resources		\$3,000.00
2	4	1			\$6,000.00
3	1	2			\$2,500.00
3	1	3	Parental Involvement		\$1,960.00
3	2	1	Materials		\$500.00
4	1	1			\$10,000.00
5	1	1			\$1,000.00
5	2	3	Professional Development and Training		\$5,000.00
5	3	2			\$500.00
Sub-Total					\$767,460.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Hiring of NAC Teachers		\$260,000.00
1	1	2	Materials and Tools for NAC and LEP Program		\$40,000.00
1	2	5	Salary for Tutor		\$25,000.00
1	2	5	LEP Instructional Materials		\$15,000.00
1	2	6	Instructional Materials		\$15,000.00
Sub-Total					\$355,000.00

211 Title I 1003 Priority/Focus School Improvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials and Manipulatives		\$3,000.00
1	1	4	Professional Development and Consulting		\$15,000.00
1	2	4	Intervention Materials		\$10,000.00
5	2	3	Professional Development and Training		\$5,000.00

	Sub-Total	\$33,000.00
	Grand Total	\$1,362,120.00