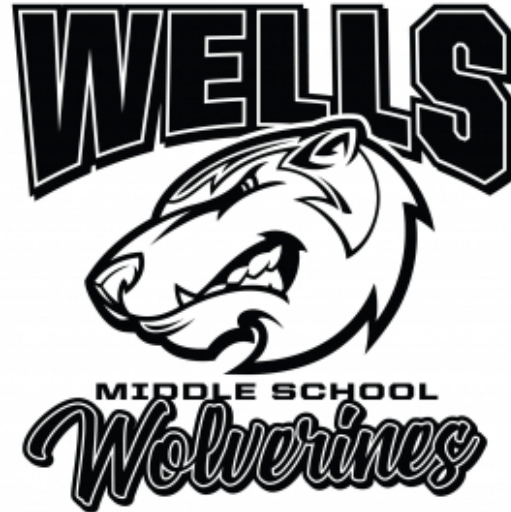


Spring Independent School District
Wells Middle School
2023-2024 Improvement Plan



Mission Statement

Mission Statement:

To deliver High Quality Instruction that teaches Scholars to Problem Solve, Think Critically, and become Life-Long Learners as they prepare for High School, College, and Careers.

Vision

Vision Statement:

To become an Institution of learning where all students are educated to the highest level of Academic Achievement allowing them to reach their full potential to be able to compete in a Globally Diverse Economy.

Core Beliefs

The Springway: Our Core Values:

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 was named to honor Edwin M. Wells for serving as a trustee for six years and as board president for four years. Wells Middle School opened in 1977 and is located on the western edge of Spring Independent School District. The school is composed of 858 students that represent various cultural backgrounds. The demographics are as follows: 45% Hispanic, 47% African American, and 2% other including American Indian, White, Asian, and Multi Races. In addition, we serve the following Special populations: Economically Disadvantaged- 80%, Limited English Proficiency- 20%, and Special Education- 14%. Wells has a mobility rate of 26% which is above the district average. Since the attendance boundary shift in 2016-2017, Wells Middle School has become more diverse with an increase of student of Hispanic and Latino descent. This has helped to balance out the student body in population and representation. Additionally, students zoned to Wells Middle School are leaving Spring ISD to attend surrounding district schools, as well as charter schools close to Wells Middle School. The latest TAPR report indicates that most teachers at Wells Middle School have between 1- 5 years of experience in the classroom. The next largest group are teachers with 6-10 years of experience. The demographics for our teachers are 55% African American, 14% Hispanic, and 30% White. As our student body becomes more diverse, we will need to start recruiting those teachers that are ESL certified and have experience with teaching students whose predominate language is not English. The school has been recognized for academic and extracurricular achievements for many years. Recently, the Art, Choir, and Band departments have earned top honors in regional contests and festivals. In addition to school-wide honors, students have achieved numerous individual honors, including writing contests, Math Counts and memberships in the Duke University Talent Search. The staff of Wells Middle School works diligently to help all students and is focused on ensuring that all students succeed. Wells Middle School has transitioned through four Principals in the last five years (including 2021-2022) as well as three Associate Principals. Recruitment efforts will center around professional educators that are ESL certified, and that are SIOP trained with a working knowledge of TLAC (Teach Like a Champion Strategies), and a background in the Rigor, Relevance, and Relationships Framework. As it relates to retention, a great emphasis on our School Values will be implemented. These values are as follows: Quality, Integrity, Commitment to Excellence, and Respect. This will allow the focus to shift to working to create a climate and culture around authentic noticing's and wonderings around the instructional work and delivery to all students. We will be intentional around goal-setting and implement the full coaching cycle and connect it to the T-TESS system to enhance teacher instructional practice. We have worked to change the narrative of our campus by implementing the following: Creation and continued monitoring of systems procedures, and policies, and increased system refinement that have led to instructional and academic gains. We will continue to focus on a collective mission, student achievement, high expectations, and collective academic standard/vocabulary to ensure all staff and students understand the expectations not only for behavior but especially for individual and campus student growth.

Demographics Strengths

Among our greatest strength is the growing diversity of the student body. Since the attendance boundary shift in 2016-2017, Wells Middle School has become more diverse with an increase of students of Hispanic and Latino descent. This has helped to balance out the student body in population and representation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. **Root Cause:** Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.

Problem Statement 2 (Prioritized): There is a lack of consistent Parental Involvement. **Root Cause:** A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Problem Statement 3 (Prioritized): Students continued to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 4 (Prioritized): Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 5 (Prioritized): Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Problem Statement 6: Students continue to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 7: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Student Learning

Student Learning Summary

The data reveals that our students showed gains in the area of Reading and Math. Although there is significant growth that must take place, we now have data that will assist us with Master Scheduling and the addition of newly created courses to meet the diverse needs of our students.

2021 STATE ACCOUNTABILITY AND ASSESSMENT:

Reading/ELA State Assessment Testing for Face to Face In Person Learners:

6th Grade Scholars performed at 39% Approaches with 10% of all scholars at the Meets standard, and 3% at Masters. 7th Grade Scholars performed at 29% Approaches, with 12% of all scholars scoring at the Meets standard, and 4% at the Masters. 8th Grade Scholars performed at 47% Approaches, with 14% of all scholars at the Meets standard, and 4% at Masters.

Reading/ELA State Assessment Testing for At Home Learners:

6th Grade Scholars performed at 45% Approaches with 14% of all scholars at the Meets standard, and 1% at Masters. 7th Grade Scholars performed at 51% Approaches, with 28% of all scholars scoring at the Meets standard, and 15% at the Masters. 8th Grade Scholars performed at 43% Approaches, with 17% of all scholars at the Meets standard, and 1% at Masters.

Math State Assessment Testing for Face to Face In Person Learners:

Our 6th grade Scholars performed at 29% Approaches, with 5% of all scholars at the Meets standard, and 1% Masters. 7th Grade Scholars performed at 21% Approaches with 3% of all scholars scoring at the Meets standard in Math, and 1% Masters. 8th Grade Scholars performed at 21% Approaches with 5% of all scholars scoring at the Meets standard and 1% Masters.

Math State Assessment Testing for At Home Learners:

Our 6th grade Scholars performed at 44% Approaches, with 3% of all scholars at the Meets standard, and 0% Masters. 7th Grade Scholars performed at 24% Approaches with 13% of all scholars scoring at the Meets standard in Math, and 5% Masters. 8th Grade Scholars performed at 19% Approaches with 2% of all scholars scoring at the Meets standard and 0% Masters.

2021 STATE ACCOUNTABILITY AND ASSESSMENT OVERALL CAMPUS DATA:

Our 6th-8th grade Scholars performed at 44% Approaches, with 16% of all scholars at the Meets standard, and 5% Masters in Reading. 6th-8th Grade Scholars performed at 26% Approaches with 5% of all scholars scoring at the Meets standard in Math, and 1% Masters in Math.

2022 STATE ACCOUNTABILITY AND ASSESSMENT:

Reading/ELA State Assessment Testing:

6th Grade Scholars performed at 51% Approaches with 22% of all scholars at the Meets standard, and 9% at Masters. 7th Grade Scholars performed at 62% Approaches, with 30% of

all scholars scoring at the Meets standard, and 17% at the Masters. 8th Grade Scholars performed at 73% Approaches, with 41% of all scholars at the Meets standard, and 23% at Masters.

Math State Assessment Testing:

Our 6th grade Scholars performed at 43% Approaches, with 13% of all scholars at the Meets standard, and 5% Masters. 7th Grade Scholars performed at 45% Approaches with 12% of all scholars scoring at the Meets standard in Math, and 2% Masters. 8th Grade Scholars performed at 45% Approaches with 12% of all scholars scoring at the Meets standard and 2% Masters.

2022 EOC STATE DATA:

8th Grade Algebra: Our 8th grade Scholars performed as follows:

94% Approaches, 78% Meets, and 53% Masters

2022 STATE ACCOUNTABILITY AND ASSESSMENT OVERALL CAMPUS DATA:

Our 6th-8th grade Scholars performed at 63% Approaches, with 32% of all scholars at the Meets standard, and 17% Masters in Reading. 6th-8th Grade Scholars performed at 43% Approaches with 13% of all scholars scoring at the Meets standard in Math, and 4% Masters in Math.

2021-22 TELPAS Data:

6th Grade- 4.8%-Beginning, 45%- Intermediate, 39%-Advanced, and 9.7% Advanced High.

7th Grade- 8% Beginning, 34%- Intermediate, 48%- Advanced, and 9% Advanced High.

8th Grade- 7.3% Beginning, 28%- Intermediate, 43.9% Advanced, and 20% Advanced High.

2021-22 Reading and Math BOY MAP Data:

6th Grade Reading- 53% On/Above Grade Level. 47% Below Grade Level

7th Grade Reading- 49% On/Above Grade Level. 51% Below Grade Level

8th Grade Reading- 50% On/Above Grade Level. 50% Below Grade Level

6th Grade Math-43% On/Above Grade Level. 57% Below Grade Level.

7th Grade Math- 42% On/Above Grade Level. 58% Below Grade Level

8th Grade Math- 45% On/Above Grade Level. 55% Below Grade Level

2021-22 Reading and Math MOY MAP Data:

6th Grade Reading MOY- 49% On/Above Grade Level. 51% Below Grade Level

7th Grade Reading MOY- 44% On/Above Grade Level. 56% Below Grade Level

8th Grade Reading MOY- 56% On/Above Grade Level. 44% Below Grade Level

6th Grade Math MOY- 36% On/Above Grade Level. 64% Below Grade Level

7th Grade Math MOY- 39% On/Above Grade Level. 61% Below Grade Level

8th Grade Math MOY- 47% On/Above Grade Level. 53% Below Grade Level

2021-22 Reading and Math EOY MAP Data:

6th Grade Reading EOY- 56% On/Above Grade Level. 44% Below Grade Level

7th Grade Reading EOY-43% On/Above Grade Level. 57% Below Grade Level

8th Grade Reading EOY- 49% On/Above Grade Level. 51% Below Grade Level

6th Grade Math EOY-40% On/Above Grade Level. 60% Below Grade Level

7th Grade Math EOY- 44% On/Above Grade Level. 56% Below Grade Level

8th Grade Math EOY- 54% On/Above Grade Level. 46% Below Grade Level

2023 STATE ACCOUNTABILITY AND ASSESSMENT:**Reading/ELA State Assessment Testing:**

6th Grade Scholars performed at 59% Approaches with 30% of all scholars at the Meets standard, and 9% at Masters. 7th Grade Scholars performed at 60% Approaches, with 31% of all scholars scoring at the Meets standard, and 10% at the Masters. 8th Grade Scholars performed at 83% Approaches, with 50% of all scholars at the Meets standard, and 19% at Masters.

Math State Assessment Testing:

Our 6th grade Scholars performed at 42% Approaches, with 7% of all scholars at the Meets standard, and 2% Masters. 7th Grade Scholars performed at 39% Approaches with 17% of all scholars scoring at the Meets standard in Math, and 5% Masters. 8th Grade Scholars performed at 67% Approaches with 28% of all scholars scoring at the Meets standard and 5% Masters.

2023 EOC STATE DATA:

8th Grade Algebra: Our 8th grade Scholars performed as follows:

100% Approaches, 89% Meets, and 71% Masters

2023 STATE ACCOUNTABILITY AND ASSESSMENT OVERALL CAMPUS DATA:

Our 6th-8th grade Scholars performed at 67% Approaches, with 37% of all scholars at the Meets standard, and 13% Masters in Reading. 6th-8th Grade Math Scholars performed at 49% Approaches with 17% of all scholars scoring at the Meets standard in Math, and 6% Masters in Math.

2022-23 Reading and Math BOY MAP Data:

6th Grade Reading- 50% On/Above Grade Level. 50% Below Grade Level

7th Grade Reading- 57% On/Above Grade Level. 43% Below Grade Level

8th Grade Reading- 57% On/Above Grade Level. 43% Below Grade Level

6th Grade Math-38% On/Above Grade Level. 62% Below Grade Level.

7th Grade Math- 42% On/Above Grade Level. 58% Below Grade Level

8th Grade Math- 53% On/Above Grade Level. 47% Below Grade Level

2022-23 Reading and Math MOY MAP Data:

6th Grade Reading MOY- 51% On/Above Grade Level. 49% Below Grade Level

7th Grade Reading MOY- 52% On/Above Grade Level. 48% Below Grade Level

8th Grade Reading MOY- 60% On/Above Grade Level. 40% Below Grade Level

6th Grade Math MOY- 38% On/Above Grade Level. 62% Below Grade Level

7th Grade Math MOY- 45% On/Above Grade Level. 55% Below Grade Level

8th Grade Math MOY- 56% On/Above Grade Level. 44% Below Grade Level

2022-23 Reading and Math EOY MAP Data:

6th Grade Reading EOY- 54% On/Above Grade Level. 46% Below Grade Level

7th Grade Reading EOY-43% On/Above Grade Level. 57% Below Grade Level

8th Grade Reading EOY- 69% On/Above Grade Level. 31% Below Grade Level

6th Grade Math EOY-41% On/Above Grade Level. 59% Below Grade Level

7th Grade Math EOY- 60% On/Above Grade Level. 40% Below Grade Level

8th Grade Math EOY- 60% On/Above Grade Level. 40% Below Grade Level

2022-23 TELPAS Data:

6th Grade- 23%-Beginning, 41%- Intermediate, 25%-Advanced, and 10% Advanced High.

7th Grade- 16% Beginning, 41%- Intermediate, 34%- Advanced, and 7% Advanced High.

8th Grade- 9% Beginning, 42%- Intermediate, 39% Advanced, and 9% Advanced High.

Student Learning Strengths

Historical Data Shows the following:

7th Grade STAAR Math scores increased from 2022 to 2023 in all categories. Approaches increased from 42% to 67%, Meets increased from 13% to 28%, and Masters from 4% to 5%.

7th Grade STAAR Reading scores increased from 2022 to 2023 in all categories. Approaches increased from 62% to 83%, Meets increased from 30% to 50%, and Masters from 17% to 19%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students continued to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 2 (Prioritized): Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Problem Statement 3 (Prioritized): Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 4 (Prioritized): Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Problem Statement 5 (Prioritized): There is a lack of consistent Parental Involvement. **Root Cause:** A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Problem Statement 6 (Prioritized): Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. **Root Cause:** Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.

Problem Statement 7: Students continue to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 8: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Problem Statement 9: Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 10: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

School Processes & Programs

School Processes & Programs Summary

Wells Middle School provides all teachers with PD that is relevant to their content area. We encourage our staff to become better educators by self reflections through feedback offered that is aligned to the TTESS Rubric. We also encourage our teachers to enhance their Instructional Practice through the incorporation and implementation of researched based best practices.

Wells has set processes in place for all students to receive interventions on a daily basis from certified teachers. The Master Schedule is created so that all students receive instruction from their Math and Reading teachers daily for 65 minutes to address the growing deficits in both content areas. Starting this 2023-24 school year, all Science classes, will have an Intervention during the school day. Wells will also have an additional Reading course titled ELLA (English Learners Language Arts) where all of our Newcomers will receive Reading instruction through a highly engaging differentiated curriculum.

Wells has incorporated a time designated in all Core Content classes and Electives that is devoted to Literacy. During this time, all teachers focus on 4 Key Points of Reading. These components are as follows: Small Group Instruction, Independent Leveled Readers, Read-Alouds, and the Reading/Writing Connection. Highly functioning daily PLC's are scheduled with a specific focus on Intellectual Preparation, Data, Daily Demonstrations of Learning, Do Now's, Exit Tickets, and Small Group Instruction.

To retain teachers Wells advertised postings on Various Social Media platforms that specifically targeted individual groups of people. We were present at Job Fairs to highlight the new plans and initiatives that are taking place on the campus. The campus principal arranged times to meet with teachers individually to address campus needs and to communicate the 2023 Campus, Mission, Vision, and Mantra.

Changes continued to be implemented and reinforced in the 2022-23 school year that caused drastic changes in behaviors were specific systems that were put in place to bring about a desired positive behavior. Some of these systems were students walking on the right side of the hallway at all times to reduce congestion during passing time. Leaders were also visible on every hallway to monitor before the students exited their classroom. Once hallways were clear, the leaders would announce that their specified areas were clear and that all students were in class. This system reduced the number of students that would attempt to skip their classes. Teachers also had to escort and retrieve their students from lunch. All students had to walk in a line to their destination. To assist with behavior, we also implemented the PBIS program, where student leaders had the opportunity to select items that their peers would find enjoyable. A detailed system was put in place for every activity that would take place here on campus to promote Safety. Some of these systems included having the Campus Secretary to alert all leaders when there was 3 minutes before students would transition to their classes by announcing this information over the radio. For dismissal students would have a certain color hall pass that would inform the teachers as to when the students should be released so that there were not large crowds of students roaming in or outside of the building. Parents were made aware of all of this information through weekly newsletters where they would be provided with highlights from the campus, important information, changes, and upcoming events and activities. Staff would also stay informed through the creation of the campus calendar that everyone has access too. They would also receive a weekly Sunday newsletter.

School Processes & Programs Strengths

Wells implements Spring Independent School District required curriculum and programs with fidelity and reflection on student performance through our PLC process and Professional Developments.

Each leader on campus was given a flow chart with their assigned roles and responsibilities. Each leader was made aware that although these duties are aligned to their specific roles, that these duties in no way will limit us because as a team we will work together to accomplish our goal of Increasing Student Achievement.

Each team member will be held accountable as they will each have to submit a weekly calendar to me with assigned deliverables. These deliverables will include evidence of coaching and being in the classroom to offer feedback to the teachers using the Wells Coaching and Observation Template. Each coaching session must include a video as another form of evidence and accountability on both the teacher as well as the leaders.

Bi-weekly team meetings will also be held with my entire team to offer and receive feedback, check on the pulse of my leaders and the campus, hear their input, view data, and to provide them with important information that will contribute to the wellness of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students continue to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 2: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Problem Statement 3: Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 4: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Problem Statement 5 (Prioritized): There is a lack of consistent Parental Involvement. **Root Cause:** A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Problem Statement 6 (Prioritized): Students continued to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 7 (Prioritized): Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. **Root Cause:** Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.

Problem Statement 8 (Prioritized): Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Problem Statement 9 (Prioritized): Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 10 (Prioritized): Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Perceptions

Perceptions Summary

Wells Middle School has transitioned through several Principals in the last five years (including 2021-2022) as well as three Associate Principals. The perception is that there is no invested commitment from Principals and Administrators. This constant transition prevents administrative teams from being able to build capacity across the campus. There are a lack of systems, routines, procedures, and high expectations due to the continued transition of Principals and Administrators contributing to one of the factors in the decline of Student Academic Achievement. Due to this challenge, students zoned to Wells Middle School are leaving Spring ISD to attend surrounding district schools, as well as charter schools close to Wells Middle School.

However, this perception is slowly starting to change with the New Principal and administrative team and the increased focus that they have on Wells campus being one where high expectations exist. Where there are highly evident routines, procedures, and systems in place to promote safety and to increase Student Academic Achievement.

Perceptions Strengths

Wells has a slogan. "The Wells Way" Meaning that if you want it done right with quality, then you do it the Wells Middle School Way. We are working to calibrate and level set around all stakeholders to ensure what the NEW level of commitment will look like and how we will define and measure our success. Our Administrators and Teachers communicate with parents and help them realize that they are partners in their child's success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of consistent Parental Involvement. **Root Cause:** A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Problem Statement 2: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Priority Problem Statements

Problem Statement 1: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations.

Root Cause 1: Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Students continued to perform below average in Math and Reading.

Root Cause 2: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency.

Root Cause 3: Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Achievement gaps are large between identified sub populations(SPED and ELL).

Root Cause 4: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments.

Root Cause 5: Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: There is a lack of consistent Parental Involvement.

Root Cause 6: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students







Performance Objective 1: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Reading assessment will increase performance by 1% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	68%	to	69%
Meets	37%	to	38%
Masters	13%	to	14%

Evaluation Data Sources: STAAR Assessment, MAP Test Scores, District Benchmark Assessments, Campus Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of daily Highly Functioning PLCs will increase Test Scores by 20%. This time of intentional learning will allow educators opportunities to directly improve teaching and learning. PLC's will build stronger relationships between team members and increase collaboration. Highly functioning PLCs will help teachers reflect on ideas, data, and next steps.</p> <p>Strategy's Expected Result/Impact: Implementation of daily Highly Functioning PLCs will increase Test Scores by 20%. This time of intentional learning will allow educators opportunities to directly improve teaching and learning. PLC's will build stronger relationships between team members and increase collaboration. Highly functioning PLCs will help teachers reflect on ideas, data, and next steps.</p> <p>Staff Responsible for Monitoring: Teachers, Appraisers, Department Chairs, and Campus Specialists.</p> <p>Title I: 2.4, 2.5, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 6, 8</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of Writing Wednesdays across ELAR Grades 6th-8th to incorporate strategies based on new STAAR testing items, specifically, extended constructive response.</p> <p>Strategy's Expected Result/Impact: Intentional focus using extended constructive responses will offer a greater opportunity for students to write in -m depth responses using high-interest friction, informational texts to explain, evaluate, analyze and evaluate information provided in reading selections and stimulus.</p> <p>Staff Responsible for Monitoring: ELAR Teachers, ELAR Campus Specialist, Appraisers, and Department Chairs.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 8</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.
Student Learning
Problem Statement 1: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.
Problem Statement 2: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. Root Cause: Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.
School Processes & Programs
Problem Statement 6: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.
Problem Statement 8: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. Root Cause: Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students


Performance Objective 2: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Math assessment will increase performance by 7% at the Approaches and Meets performance levels.






By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Math assessment.

Performance Level 2023 % 2024 %

Approaches	49%	to	56%
Meets	17%	to	24%
Masters	4%	to	5%

Evaluation Data Sources: STAAR Assessment, MAP Test Scores, District Benchmark Assessments, Campus Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Implementation of Highly Functioning PLC's. Provide teachers with On-going Professional Development and collaborative district meetings with campus instructional specialists from all middle school campuses, where they will train and support teachers to effectively plan instruction and follow the Wells Middle School Planning Protocol during daily high functioning Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: Implementation of daily Highly Functioning PLCs will increase Test Scores by 20%. This time of intentional learning will allow educators opportunities to directly improve teaching and learning. PLC's will build stronger relationships between team members and increase collaboration. Highly functioning PLCs will help teachers reflect on ideas, data, and next steps.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Appraisers, and Department Chairs.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 7</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of Step Binders to track and support specific student groups to incorporate Performance Based Analysis. Strategy's Expected Result/Impact: Tracking individual students and subgroups will allow the teachers to know who their SPED, LEP, and RTI students are in each class. The binder will assist the teachers with being able to discuss who their students are and what they do to assist the students. Teachers will also be able to show evidence of student work samples. Lastly, this strategy will teachers to present ways in which they assess, monitor, and adjust instruction to meet the individual needs of the students. Staff Responsible for Monitoring: Teachers, Specialists, Appraisers, and Department Chairs. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 9	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. Root Cause: Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level. Problem Statement 4: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.
Student Learning
Problem Statement 3: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas. Problem Statement 6: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. Root Cause: Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.
School Processes & Programs
Problem Statement 7: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. Root Cause: Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.

School Processes & Programs
Problem Statement 9: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students






Performance Objective 3: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Science assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Science assessment.

Performance Level 2023 % 2024 %

Approaches	56%	to	59%
Meets	22%	to	25%
Masters	3%	to	4%

High Priority
Evaluation Data Sources: STAAR Assessment, MAP Test Scores, District Benchmark Assessments, and Campus Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Science Specialist will utilize data from Classroom and District level assessments to form small groups for pull outs during the school day. Strategy's Expected Result/Impact: Science Specialist will provide lessons for students to complete during small groups will address specific content not covered in class to support well rounded learning. Staff Responsible for Monitoring: Science Specialist, Appraisers Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 8	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

School Processes & Programs

Problem Statement 8: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students






Performance Objective 4: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Social Studies assessment will increase performance by 5% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Social Studies assessment.

Performance Level 2023 % 2024 %

Approaches	41%	to	46%
Meets	10%	to	15%
Masters	4%	to	5%

Evaluation Data Sources: STAAR Assessment, MAP Test Scores, District Benchmark Assessments, and Campus Assessments

Strategy 1 Details	Reviews			
Strategy 1: Social Studies Specialist will utilize data from Classroom and District level assessments to form small groups for pull outs during the school day. Strategy's Expected Result/Impact: Social Studies Specialist will provide lessons for students to complete during small groups will address specific content not covered in class to support well rounded learning. Staff Responsible for Monitoring: Social Studies Specialists and Appraiser Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 8	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.






School Processes & Programs

Problem Statement 8: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency. **Root Cause:** Literacy at Wells has reduced tremendously due to the change in bell schedule. Last year class periods were 90 minutes and this 2023-24 school year, our time has been reduced to 65 minutes per class.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (EOY), 42% of students enrolled in Grades 6-7 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 50%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Reading Teachers will utilize MAP data reports to align instructional interventions, best practices and TEKS comparisons with formative assessments</p> <p>Strategy's Expected Result/Impact: Reading MAP data reports will provide 6th-8th grade Reading teachers with opportunities to directly improve student learning and growth</p> <p>Staff Responsible for Monitoring: Teachers, Student Support Specialists, Appraisers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 3, 4 - School Processes & Programs 6, 9, 10</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.</p> <p>Problem Statement 4: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.</p> <p>Problem Statement 5: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. Root Cause: Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.</p>

Student Learning

Problem Statement 1: Students continued to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Problem Statement 3: Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 4: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

School Processes & Programs

Problem Statement 6: Students continued to perform below average in Math and Reading. **Root Cause:** Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.






Problem Statement 9: Achievement gaps are large between identified sub populations(SPED and ELL). **Root Cause:** Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Problem Statement 10: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. **Root Cause:** Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 48% of students enrolled in Grade 8 participating in the NWEA MAP Math Assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 48%

Strategy 1 Details	Reviews			
Strategy 1: Math MAP data reports will provide 6th-8th grade Math teachers with opportunities to directly improve student learning and growth Strategy's Expected Result/Impact: Math MAP data reports will provide 6th-8th grade Math teachers with opportunities to directly improve student learning and growth Staff Responsible for Monitoring: Teachers, Student Support Specialists, Appraisers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 6	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:






Demographics
Problem Statement 3: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.
Student Learning
Problem Statement 1: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

School Processes & Programs
Problem Statement 6: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024, the campus will maintain a 96% attendance rate.

2023 Attendance Rate: 90.0%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Universal strategies that support and encourage daily attendance for all students. The following strategies are meant to proactively promote good attendance for all students.</p> <p>Strategy's Expected Result/Impact: Posting daily student attendance percentages conspicuously, using social media to inform stakeholders of the impact of missing school throughout the year; Weekly student incentives such as free dress is awarded to the grade level with the highest attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Coordinator, Administrators, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 9</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Performance Objective 7 Problem Statements:

Demographics
Problem Statement 4: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.
Student Learning
Problem Statement 3: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.
School Processes & Programs
Problem Statement 9: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

High Priority
Evaluation Data Sources: STAAR Assessments, Districts Exams, MAP, and Campus Assessment

Strategy 1 Details	Reviews			
Strategy 1: Core teachers will implement objective-driven daily lesson plans with formative assessments developed through backwards design, formal and informal checks for understanding, and progress monitoring. Teachers will be trained during Staff Professional Development and during PLCs. Strategy's Expected Result/Impact: Directly improve teaching and learning. Help teachers reflect on ideas, data, and next steps. Staff Responsible for Monitoring: Principal, Appraisers, and Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 6	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Continued Implementation of the DDAP(Deep Data Analysis Plan) Protocol. Strategy's Expected Result/Impact: Allow teachers to create re-teach plans to differentiate and cater to student needs. Teachers analyze data to determine action steps to address gaps and student needs. Teachers are able to analyze and speak about their next steps to address individual student needs. Staff Responsible for Monitoring: Principal, Appraisers, and Instructional Specialists Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 3, 4 - Student Learning 1, 3 - School Processes & Programs 6, 9		Formative			Summative
		Oct	Jan	Mar	June
		N/A			

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 3: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations. Problem Statement 4: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.
Student Learning
Problem Statement 1: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations. Problem Statement 3: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.
School Processes & Programs
Problem Statement 6: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations. Problem Statement 9: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

High Priority

Evaluation Data Sources: Discipline Reports and Special Education IEP and Behavior Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Ensure Special Education Success: Know who all of your students are and ensure they are receiving all of their IEP services. Target interventions, tutoring and small group instruction with students in Special Education. Review data focused on identified students in Special Education. Review data focused on your identified students in Special Education and hold teams accountable for their progress. Train staff on SEL and Restorative Practices. Document the use of Instructional Best Practices.</p> <p>Strategy's Expected Result/Impact: Reduce the Suspension Numbers of African American and Sped Students. Increase Student Achievement for this identified Subgroup and Ethnicity by 10% on State, District, and Campus Assessments.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Counselors, Sped Department Chair, Student Support Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 3, 4 - School Processes & Programs 6, 9, 10</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.</p> <p>Problem Statement 4: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.</p>

Demographics
<p>Problem Statement 5: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. Root Cause: Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.</p>
Student Learning
<p>Problem Statement 1: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.</p> <p>Problem Statement 3: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.</p> <p>Problem Statement 4: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. Root Cause: Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.</p>
School Processes & Programs
<p>Problem Statement 6: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.</p> <p>Problem Statement 9: Achievement gaps are large between identified sub populations(SPED and ELL). Root Cause: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.</p> <p>Problem Statement 10: Students identified to receive Special Education services performed lower academically than their General Education Peers on District and State Mandated Assessments. Root Cause: Teachers lack a strong foundation in differentiation and need more support with strategies. The structure and curriculum of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.</p>





Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a % 92 rate .

High Priority

Evaluation Data Sources: Parent sign in forms and Parent Surveys

Strategy 1 Details		Reviews			
Strategy 1: Implementation of Campus-Wide Literacy Night. Teachers will receive a detailed plan of how this will be implemented with specific roles that will define and outline each persons role and responsibility. This will be monitored through the planning of the event. Strategy's Expected Result/Impact: Increase reading time spent with parents. Improve language skills. Increase interest in books and an enjoyment for reading. Staff Responsible for Monitoring: Reading Teachers, Digital Learning and Literacy Coach, ESL Coach, Librarian, and Reading Instructional Specialist Title I: 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
		N/A			

Strategy 2 Details		Reviews			
Strategy 2: Implementation of Campus-Wide STEM Night. Strategy's Expected Result/Impact: Provide meaningful and purposeful learning and application of that learning. Increase learning time spent with parents. Increase hands on experiences connected to everyday experiences. Increase interest in Science, Technology, Engineering, and Math. Staff Responsible for Monitoring: Science, Technology, and Math Teachers, Science and Math Instructional Specialist Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 2: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
Student Learning
Problem Statement 5: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
School Processes & Programs
Problem Statement 5: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
Perceptions
Problem Statement 1: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

High Priority

Evaluation Data Sources: Sign - In Sheets, Surveys and Impact Data

Strategy 1 Details	Reviews			
Strategy 1: Support students with how to manage conflicts through peer remediation and Restorative Practices. Strategy's Expected Result/Impact: Positive Conflict Resolution. Increase peer communication. Increase problem solving skills. Increase the use of restorative practices. Staff Responsible for Monitoring: Administrative team, Counselors, and Campus Behavior Interventionist. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implementation of multi cultural school organized events and activities that celebrate diversity. Strategy's Expected Result/Impact: Increase awareness and respect for different cultures. Building positive collaborative relationships with the community. Increased parental involvement. Staff Responsible for Monitoring: Teachers, Appraisers, Parent Liaison, Librarian, Counselors, and Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
Student Learning
Problem Statement 5: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
School Processes & Programs
Problem Statement 5: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
Perceptions
Problem Statement 1: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Evaluation Data Sources: Sign In Sheets, Surveys

Strategy 1 Details		Reviews			
Strategy 1: Wells Welcoming Committee will visit and establish partnerships with new and upcoming local businesses as well as continue to build relationships with established businesses. Invitations to participate will be sent to business and updated information and flyers will be housed in their establishment with permission to advertise and broadcast events that are occurring at Wells. Strategy's Expected Result/Impact: Increase enrollment and awareness of our campus. Promote the positive initiatives, culture, and success that we are experiencing at Wells. Staff Responsible for Monitoring: Principal, Administrative Team, and Welcoming Committee Members. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 2: There is a lack of consistent Parental Involvement.	Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
Student Learning	
Problem Statement 5: There is a lack of consistent Parental Involvement.	Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.






School Processes & Programs
Problem Statement 5: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.
Perceptions
Problem Statement 1: There is a lack of consistent Parental Involvement. Root Cause: A large percentage of parents are unaware of the importance of school parent partnership to increase Student Academic Achievement.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

High Priority

Evaluation Data Sources: Sign - In Sheets, Agendas, Passport Offerings, Certificates, TTESS documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend Professional Developments that cater to their areas needed for improvement and/or growth. This information will be taken from Coaching Session, Feedback and Observation Logs, and TTESS documentation.</p> <p>Strategy's Expected Result/Impact: Teachers will use the information that is learned through these Professional Developments to provide high quality instruction with the implementation of learned strategies. Through these new learnings, there will be a direct impact on student achievement through aggressive monitoring resulting in increased data.</p> <p>Staff Responsible for Monitoring: Principal, Administrative Team, and Instructional Specialists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 7</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. Root Cause: Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.</p>

Student Learning

Problem Statement 6: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. **Root Cause:** Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.






School Processes & Programs

Problem Statement 7: Implementation and aggressive monitoring of the acquisition (implementation and quality) of reading and literacy to ensure quality Tier 1 ELA instruction is being implemented with fidelity, especially for Special Populations. **Root Cause:** Due to the high percentage of Special Education students, teachers struggle with implementing accommodations with fidelity at the TIER 1 level.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: Sign - In Sheets, Agendas

Strategy 1 Details	Reviews			
Strategy 1: : TTESS appraisers will conduct monthly calibration walks to ensure alignment in evaluations. Strategy's Expected Result/Impact: Improved alignment and calibration of TTESS ratings Staff Responsible for Monitoring: Campus Administrators Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 6	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.
Student Learning
Problem Statement 1: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.
School Processes & Programs
Problem Statement 6: Students continued to perform below average in Math and Reading. Root Cause: Teachers need continued support and targeted professional developments to close reading gaps, especially special populations.

State Compensatory

Budget for Wells Middle School

Total SCE Funds: \$23,805.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

The programs that we will offer through the use of the SCE funds are intervention classes and after school tutorials that will support those students that were not successful on their Reading and Math exams. These funds will allow us to purchase software and different workbooks to assist the students with the high yield TEKS. Some of these resources include Sirius. Materials will also be used for after school tutorials.

Personnel for Wells Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christian Thurman	Math Teacher	1
Darrylvoceya Campbell	Math Teacher	1
LaKell Thomas	ELAR Teacher	1
Lauren Gordon	History Teacher	1
Minika Preston	ELAR Teacher	1
Olivia Hamilton	Math Teacher	1
Patricia Werner	ELA Teacher	1
Ricky Brown	Student Support Specialist	1
Stephanie Joseph	Instructional Specialist	1

Title I

1.1: Comprehensive Needs Assessment

The most recent data shows that while our campus improved from a "F" rated campus to a "C" rated campus, that there is still a deficit in the areas of Reading and Math. We are waiting to be provided with our final campus rating. We have set 2023-24 goals for our campus and these goals will be tracked through both district and campus level exams. We will have data meetings throughout the year to make revisions and changes to the data as needed.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annika Andrews	Reading Instructional Specialist	Title 1	1
Kimberly McGowen	Science Instructional Specialist	Title 1	1
LaTasha Whittington	Mathematics Instructional Specialist	Title 1	1