

**2016-2017 Site-Based Decision Making Committee
Roster & Meeting Dates**

<i>Required Position</i>	<i>Committee Member Name</i>
<i>Chair Person</i>	<i>Henri Lewis</i>
<i>Teacher</i>	<i>Jeanette Love</i>
<i>Teacher</i>	<i>Afshan Fatima</i>
<i>Teacher</i>	<i>Jasmine Henderson</i>
<i>Teacher</i>	<i>Marion McCollum</i>
<i>Teacher</i>	<i>Kendra Wren</i>
<i>Teacher</i>	<i>Hope Clark</i>
<i>Non-Teaching Professional</i>	<i>Chandra Johnson-Pearson</i>
<i>Parent</i>	<i>Francis Nichols</i>
<i>Parent</i>	<i>Ruby Perez</i>
<i>District Representative</i>	<i>Neelam Singh</i>
<i>Community Member</i>	<i>Beth Kaufman</i>
<i>Business Partner</i>	<i>Diane Darwin</i>

2016-2017 Meeting Dates

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>
Wells Library	September 14	5:00-6:15
Wells Library	October 12	5:00-6:15
Wells Library	November 9	5:00-6:15
Wells Library	December 14	5:00-6:15
Wells Library	January 11	5:00-6:15
Wells Library	February 8	5:00-6:15
Wells Library	March 18	5:00-6:15
Wells Library	April 12	5:00-6:15
Wells Library	June 8	5:00-6:15

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Enrollment, Special Program, Campus Master Schedule, eSchool (Attendance & Discipline), STAAR, and TELPAS data sources • DFA and CFA Data, PTO Feedback, Informal Surveys, Parent Feedback, Campus Manning Table, AESOP Data, Sign-in Sheets 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> • The campus has a diverse student population. • TRex is used on a regular basis to receive educational records of all incoming students. 	<ul style="list-style-type: none"> • Develop initiatives to address the campus' mobility rate. • Develop initiatives to address LEP and SPED student needs. • Develop initiatives and protocols to address student attendance. 	<ul style="list-style-type: none"> • Develop initiatives to address our student mobility. • Develop initiatives to address LEP and SPED students needs. • Create an attendance committee for, that meets often to address students with attendance concerns.
Student Achievement	<ul style="list-style-type: none"> • Implemented new practices to increase differentiation in the classrooms. (Small group instruction) • Increased student performance in Indices 2, 3, and 4 when compared to 2015-2016. • Effective collaboration between teachers across content areas resulting in increased performance in most tested areas. 	<ul style="list-style-type: none"> • Continuous monitoring of newly implemented practices. (Ex: Student tracking forms and Small group instruction) • Increase classroom walkthroughs and coaching opportunities. • More monitoring of all ethnic groups and special populations (ELL, SpEd, and GT) instructional progress throughout the year • Provide more professional development focused on gathering, analyzing, and using data to make instructional decisions • Conduct frequent data team meetings to reflect on academic strengths and areas of concern • Implement RLS tutorials and Saturday School opportunities earlier in the school year using CFA data to identify students. 	<ul style="list-style-type: none"> • Provide more professional development on data analysis, differentiated instruction, and content-specific instructional strategies. • Amend master schedule to accommodate more instructional time for all tested subjects. • Increase the frequency of calibration walks, walk-throughs, and coaching opportunities with teachers. • Monitor ethnic group and special program (ELL, SpEd, and GT) student performance prior to each grading period to immediately identify teacher and student strengths and areas of concern. • Increase opportunities to enrich the instructional delivery for PreAP/GT students using the TPSP in all core content areas and grade levels. • Provide Read, Lead, Succeed, tutorials and Saturday School interventions earlier in the school year (\$10,000 – Title I and \$16,000 – District Funds)

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Enrollment, Special Program, Campus Master Schedule, eSchool (Attendance & Discipline), STAAR, and TELPAS data sources • DFA and CFA Data, PTO Feedback, Informal Surveys, Parent Feedback, Campus Manning Table, AESOP Data, Sign-in Sheets 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate	<ul style="list-style-type: none"> • Implemented incentives to reward students academically and behaviorally. • Host several community events to increase stakeholder involvement. • Instituted Read, Lead, and Succeed 	<ul style="list-style-type: none"> • Establish a Student Advisory Council that assists with brainstorming initiatives. • Recognized students and teachers each grading period who had perfect attendance. • Increase opportunities for students to read about relevant topics that impacts the campus culture and climate. 	<ul style="list-style-type: none"> • Continue to implement PBIS/CHAMPs campus-wide as outlined by the district with fidelity. • Establish a Student Advisory Council that assists with brainstorming initiatives to improve academics, behavior, and a sense of belonging. • Expand the use of Read, Lead, and Succeed. • Establish more incentives to reward staff and students for academic performance, behavioral performance, and attendance.
Staff Quality/ Professional Development	<ul style="list-style-type: none"> • Met HQ criteria for last 3 years for teachers and paraprofessionals. • Student to teacher ratio below the State (23:1) 	<ul style="list-style-type: none"> • Increase the number of ESL certified teachers • Continue to retain highly effective teachers in all content areas • Improve the campus teacher mentoring program • Continue to monitor staff effectiveness with regards to student achievement by structuring planning time and increasing walkthroughs and coaching opportunities. 	<ul style="list-style-type: none"> • Enhance/restructure campus mentoring program for teachers with 1-5 years of experience. • Increase professional development to support ELL, SpEd, GT, and content knowledge. • Provide professional development opportunities to support the development of the Instructional Specialists and teachers. (\$7,000 – Title I) • Monitor the instructional delivery consistently to increase student achievement through a decreased student to administrator ratio. • Provide more opportunities for teachers to collaborate across grade levels and content areas.

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Enrollment, Special Program, Campus Master Schedule, eSchool (Attendance & Discipline), STAAR, and TELPAS data sources • DFA and CFA Data, PTO Feedback, Informal Surveys, Parent Feedback, Campus Manning Table, AESOP Data, Sign-in Sheets 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> • Implementation of the Gradual Release Model in all core content areas. • Incorporated Driven by Data strategies campus-wide 	<ul style="list-style-type: none"> • Provide more training on understanding the TEKS and the alignment between curriculum, assessment, and instruction. • Employ campus based exit tickets • Provide/encourage more vertical and horizontal planning opportunities. • Outline planning protocols to enhance and drive the planning process. • More follow through and monitoring of initiatives. 	<ul style="list-style-type: none"> • Seek more professional development focused on understanding the TEKS and the alignment between curriculum, assessment, and instruction, instructional coaching, Professional Learning Communities and other process to strengthen instruction. • Structure more meaningful planning periods to ensure vertical and horizontal planning opportunities using Heat Maps and other Lead4Ward resources • Outline a planning protocol that explicitly communicates planning expectations and requirements. • Create more formative assessments that are used to drive instruction and small group intervention sessions.
Family and Community Involvement	<ul style="list-style-type: none"> • 85% of staff joined PTO • Hosted several parent/community events (McKnight, Math/ Night, Family Bingo Night, Dinner and Data) • Purchased technology to support communication between non-English speaking parents • Identified a campus parent coordinator. 	<ul style="list-style-type: none"> • Increase staff PTO membership • Increase opportunities to share positive press with school, district, and community • Increase opportunities for students to have an active voice on campus • Increase opportunities for parents to volunteer • Increase use of surveys to gain insight from parents, students, and community 	<ul style="list-style-type: none"> • Hiring of 21st Century Site Coordinator. • Survey parents on a regular basis to get their feedback and make adjustments as necessary. • Continue to work with PTO to increase parent work and activities to support the campus. • Continue to establish partnerships with community And business leaders to support campus initiatives. • Continue to plan events to support academics, behavior, and social development. • Continue to identify a Parent Liaison to bolster parental involvement. (Title I - \$2,000)

2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Enrollment, Special Program, Campus Master Schedule, eSchool (Attendance & Discipline), STAAR, and TELPAS data sources • DFA and CFA Data, PTO Feedback, Informal Surveys, Parent Feedback, Campus Manning Table, AESOP Data, Sign-in Sheets 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Context and Organization	<ul style="list-style-type: none"> • Additional allocation of instructional time in the areas of Math and Reading • Availability of after-school and extracurricular activities • Increased parental involvement • Constant monitoring of duty rosters to ensure student and staff safety 	<ul style="list-style-type: none"> • A better outlined teacher mentoring program. 	<ul style="list-style-type: none"> • Establish a Student Advisory Council to brainstorm initiatives to enhance academics, behavior, and a sense of belonging on the campus. • Collaborate with the counselors to establish a student mentoring program to encourage and reinforce the students' well-being. • Establish/restructure the campus mentoring program to support teachers with 1 to 5 years of experience.
Technology	<ul style="list-style-type: none"> • Increased availability of Chrome Books for ELA and Social Studies classes • Access to Smart Boards, Clickers, Mobis, and document cameras • Graphing calculators for every 8th grade student on campus 	<ul style="list-style-type: none"> • Increase number of classroom computers for Math and ELAR classrooms. • Provide more professional development focused on instructional technology. • Increase reliability of infrastructure. • Decrease student to technology ratio. • Create campus-initiated Eduphoria training. • Hold students responsible for technology usage and care. 	<ul style="list-style-type: none"> • Increase number of classroom computers for Math and ELAR classrooms. • Provide more professional development focused on instructional technology and Eduphoria. • Increase technology integration in all content areas to supplement instruction.

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: Reach Every Student

Campus Goal 1: Wells Middle School will increase student performance in each content in Index 1 STAAR Reading 80%, STAAR Writing 80%, STAAR Math 80% STAAR Science 80%, and STAAR Social Studies 80%.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measurable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Increase student performance in Reading and Math	Hiring of additional staff to assist teachers in reading and math planning, instruction, and intervention.	CNA RS TDA HQS	<ul style="list-style-type: none"> ●Principal ●APs ●Literacy Coach , \$65,000 ●Math Coach, \$65,000 	<ul style="list-style-type: none"> ●District Scope & Sequence and Unit Plans ●Formative, Informative, and Summative Assessments ●Planning Protocols Funding: \$65,000 (Title I) \$65,000 (SCE)	July 2016-June 2017	<ul style="list-style-type: none"> ●STAAR Reading 80% ●STAAR Math 80% ●Formative, Informative, and Summative Assessments data ●Review assessment alignment ●Lesson Plans ●Walkthroughs/Observ.
Increase student performance in all content areas for all students.	<ul style="list-style-type: none"> ●Implement district scope and sequence in all content areas to ensure completion of required standards and alignment. ●Create weekly exit tickets and use the data to drive instruction and small group interventions. ●Outline planning protocols that explicitly 	CNA RS TDA HQS	<ul style="list-style-type: none"> ●Principal ●APs ●Instr.Coach(s) ●Department Chair ●Team Leaders ●SSS ●Teachers 	<ul style="list-style-type: none"> ●District Scope & Sequence and Unit Plans ●Formative, Informative, and Summative Assessments ●Planning Protocols Fund: \$2,250 (Title I)	August 2016 – May2017	<ul style="list-style-type: none"> ●STAAR Reading 80% ●STAAR Writing 80% ●STAAR Math 80% ●STAAR Science 80% ●STAAR Social Studies 80% ●Formative, Informative, and Summative Assessments data ●Review assessment alignment

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

	communicate planning expectations and requirements.					<ul style="list-style-type: none"> ●Lesson Plans ●Walk-throughs/Observations
Increase student performance in all content areas for all students.	<ul style="list-style-type: none"> ●Increase opportunities for horizontal and vertical planning collaboration within departments and grade levels. ●Provide more professional development on data analysis, differentiated instruction, and content instructional strategies. 	CNA PD T	<ul style="list-style-type: none"> ●Principal ●APs ●Instr. Coach(s) ●Team Leaders ●Department Chair ●Student Support Specialist 	<ul style="list-style-type: none"> ●District Scope and Sequence ●Unit Plans ●Professional Development <p>Fund \$3,095 (Local) \$7,000 (Title I) Region 4 and A+, CAST Conference, Middle School Conference</p>	August 2016 – May 2017	<ul style="list-style-type: none"> ●STAAR Reading 80% ●STAAR Writing 80% ●STAAR Math 80% ●STAAR Science 80% ●STAAR Social Studies 80% ●Formative, Informative, and Summative Assessments data ●Review assessment alignment ●Lesson Plans ●Walk-throughs/Observations
Increase student performance in all content areas for all students.	<ul style="list-style-type: none"> ●Provide before and after school tutorials, Saturday school, and academic busses. 	CNA RS	<ul style="list-style-type: none"> ●Principal ●APs ●Instr. Coach(s) ●Team Leaders ●Department Chair ●Student Support Specialist ●Teachers 	<ul style="list-style-type: none"> ●Buses ●Intervention Material <p>Fund: \$27,088 (SCE)</p>	August 2016- May 2017	<ul style="list-style-type: none"> ●STAAR Reading 80% ●STAAR Writing 80% ●STAAR Math 80% ●STAAR Science 80% ●STAAR Social Studies 80% ●Formative, Informative, and Summative Assessments data ●Review assessment alignment ●Lesson Plans ●Walk-throughs/Observations

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: Reach Every Child

Campus Goal 2: Wells Middle School will increase the student performance of ELL from 52% (Reading) and 59% (Math) and SpEd from 30% (Reading) and 41% (Math) to 80% in both areas, and GT student performance to 100%.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Increase ELL, SpEd, and GT student performance in all content areas.	<ul style="list-style-type: none"> ●Require all teachers of ELL students to attend SIOP training. ●Require all ELAR teachers to secure ESL certification. ●Monitor ethnic group, ELL, SpEd, and GT student performance in each core content area by holding data meetings with teachers at the end of each grading period to identify teacher and student strengths and areas of concern. ●Continue to implement the co-teach model in all content areas. <ol style="list-style-type: none"> a. Secure district training for the co- teacher and general education teacher on the co-teach model and strategies for 	CNA TDA PD T	Principal Asst. Principals ESL Coordinator SpEd Case Mgrs SpEd Dept Chair Student Success Specialist Teachers	<ul style="list-style-type: none"> ●Three and Six Week Grading Reports ●Professional Development ●Substitutes Fund:\$2000.00 (Title I)	August 2016 – May2017	<ul style="list-style-type: none"> ●Increase in ELL student performance in Index 1 to 80% and Index 2 to 80% ●Increase SpEd student performance in Index 1 to 80% and Index 2 to 80% ●Increase GT student performance to 100% ●Increase in Index 4 student performance by 5% ●Failure Reports (Progress Reports & Report Cards) ●Lesson Plans ●Data Meeting agendas & sign-in sheets ●Student Data Tracker

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

	collaboration. b. Ensure students are grouped appropriately to receive support of co-teachers.					
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Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: Excellence in Every School

Campus Goal 3: Wells Middle School will implement varied strategies and structures to decrease discipline infractions by 10% and create a positive learning climate and culture.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Reduce the number of In School Suspension and Out of School Suspension	<ul style="list-style-type: none"> Implement PBIS/CHAMPs campus-wide to reinforce transitions and activities inside and outside the classroom. Train teachers in PBIS/CHAMPs 	CNA TDA PD ETA RS	Principal APs CHAMPs Trainers Teachers	CHAMPs Training CHAMPs Posters CHAMPs Book Fund: \$1400.00 (Title)	August 2016 – May 2017	<ul style="list-style-type: none"> Decrease in ISS and OSS placements by 10% PBIS/CHAMPs posters displayed Lesson Plans Walkthrough/Observ. Documentation Weekly tracker
Continue to reinforce positive academic and behavior efforts of students	Implement PBIS strategies and interventions to recognize students and staff who exhibit positive academic and behavior traits.	CNA RS TDA	Principal APs Counselors Teachers	Recognition Fund: \$1,000 (Title)	August 2016 – May 2017	<ul style="list-style-type: none"> Decrease in ISS and OSS placements by 10% Flyers advertising PBIS Incentives Weekly tracker
Increase student and teacher attendance percentages.	Create a Student/Parent Advisory Council focus on brainstorming and implementing initiatives to improve academics, behavior, and sense of belonging.	CNA RS PI CIS	Principal APs Counselors	Recognition Fund: \$1,000 (Title) 1% monies for parents.	August 2016 – May 2017	<ul style="list-style-type: none"> Decrease in ISS and OSS placements by 10% Student Advisory Council meeting agendas & sign-in sheets

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: High Performance From Every Employee

Campus Goal 4: Wells Middle School will increase student performance to 80% in Index 1 by 10% by affording teachers an opportunity to build their content knowledge and familiarity with best instructional practices.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Increase teacher content knowledge and delivery of best instructional practices	Build master schedule that allows for daily instructional planning to increase opportunities for collaboration of instructional practices and delivery.	CNA HQS ETA	Principal APs Instr. Specialists Team Leaders	Master Schedule	August 2016 – May 2017	<ul style="list-style-type: none"> ● Increase in Index 1 performance by 10% ● Increase in student performance on campus and district assessments ● Lesson Plans ● Instructional planning & PLC agendas, minutes, & sign-in sheets
Increase teacher content knowledge and delivery of best instructional practices	Conduct weekly walk-throughs on each teacher coupled with immediate written and verbal feedback.	CNA HQS ETA	Principal APs Instr. Specialists	T-TESS	August 2016 – May 2017	<ul style="list-style-type: none"> ● Increase in Index 1 performance by 10% ● Increase in student performance on campus and district assessments ● Walk-throughs documented in Eduphoria
Increase technology accessibility to engage more students	Purchase classroom computers to support curriculum and instruction.	CNA HQS CIS PD	Principal APs Instr. Specialists Teachers	Classroom Computers \$25,000 (Title I)	August 2016 – May 2017	<ul style="list-style-type: none"> ● Increase in Index 1 performance by 10% ● Increase in student performance on campus and district assessments.

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: High Performance From Every Employee

Campus Goal 5: Wells Middle School will provide individualized professional development and support to increase teacher capacity contributing to 85% teacher retention.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Increase teacher retention from year to year	Develop a campus-based teacher mentoring program to support novice teachers with 1-5 years of experience.	CNA PD HQS SRA CIS TDA	Principal Associate Principal Lead Mentor	Mentoring Resources Ginger Tucker Fund: \$2000 (Title)	August 2016 – May 2017	Decrease in teacher turnover by 10% Teacher Mentor meeting agendas & sign-in sheets
Increase teachers' content knowledge to improve instructional delivery and student performance	Provide opportunities for teachers to attend professional development focused on their unique professional growth requirements. T-TESS embedded	CNA PD HQS SRA CIS TDA	Principal AP Instr. Specialist	T-TESS Teacher Goal Setting Data Contracted Services Professional development specific to content area. Fund: \$12,000 (Title I)	August 2016 – May 2017	<ul style="list-style-type: none"> ● Increase Index 1 student performance by 10% ● Increase student performance on campus and district assessments ● At least 50 hours of professional learning in Eduphoria ● Walkthroughs/Observ.

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: Opportunities and Choice for Every Family

Campus Goal 6: Wells Middle School will increase one additional CTE course and Spanish.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Encourage more students to enroll in PreAP courses	Increase the number of students enrolled in PreAP courses.	CNA RS	Principal Associate Principal	2016 STAAR data & Teacher recommendations	July 2016 – August 2016	<ul style="list-style-type: none"> ●PreAP attendance rosters ●Increase student performance in Index 4 by 5 points
Offer more Career and Technical Education courses to increase students' college and career readiness	Proved additional CTE Resources through the PISCO to increase the students' college and career readiness.	CNA RS	Principal	Staffing Guidelines Fund: \$65000 (CTE)	July 2016	<ul style="list-style-type: none"> ●Master Schedule ●Increase in CTE course offerings
Provide students with exposure of future opportunities	Collaborate with feeder elementary and high schools to schedule opportunities to receive more information about the campus and its offerings and/or highlight Wells' clubs and organizations.	CNA T	Principal APs Counselors Club Sponsors	Transportation Fund: \$1,000 (Local)	August 2016 – May 2017	<ul style="list-style-type: none"> ●Increased student participation in Fine Arts, ●CTE, and Foreign Language ●Calendar of Events ●Campus visits documented

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Provide teachers with recommendations on how to meaningfully incorporate technology into their instruction	Provide professional development on technology integration (Chrome Books) into core content instruction.	CNA RS PD	Principal APs Instr. Specialists Dev. Spec.	Chrome Books	August 2016 – May 2017	●Lesson Plans ●Training agenda & sign-in sheets
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Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Spring ISD Imperative: Engaged Stakeholders in Every Community

Campus Goal 7: Wells Middle School will continue to intentionally transform the community's image of the campus by highlighting positive events and working collaboratively with the community resulting in at least 85% positive feedback, through surveys and Elevate.

Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
Provide support for students at-risk of dropping out through increased mentors, monitoring of student progress, and community based programs.	Hiring of the 21 st Century site coordinator to increase intervention and assistance.	CNA PI RS CIS T ETA	Principal 21 st Century Site Coord.	21 st Century Site Coordinator Fund: \$51,000 (Salary/Grant)	August 2016-May 2017	<ul style="list-style-type: none"> ●Increased At-Risk student performance. ●Increased student, parent, and community involvement.
Create more opportunities for parents to become active partners with the school	<ul style="list-style-type: none"> ●Continue to build the PTO by increasing membership. ●Spanish Classes ●2 Hours a Year Volunteer Commitment 	CNA PI CIS ETA	Principal APs Parent Liaison 21 st Century Coord.	PTO Membership Drive Materials \$1000 \$2000(Parent Lias.	August 2016 – May 2017	<ul style="list-style-type: none"> ●PTO established & officers named ●PTO meeting agendas & sign- in sheets ●PTO sponsored events ●Volunteer Hours
Create more opportunities for parents to become active partners with the school	Host a variety of community events to encourage parent involvement. Such as: Open House/Title I Night, Curriculum Nights, Report Card, Distr. Nights,Coffee w/Admin	CNA PI CIS RS	Principal APs Parent Liaison 21 st Century Coord.	Materials Fund: \$2174 (Title I)	August 2016 – May 2017	<ul style="list-style-type: none"> ●Calendar of Events ●Event agendas & sign-in sheets ●Survey feedback

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

Title I Ten School-wide Components: *At-A-Glance*

1. CNA – Comprehensive Needs Assessment	2. RS – Schoolwide Reform Strategies	3. HQS – Instruction by Highly Qualified Teachers
4. PD – Professional Development	5. SRA – Strategies to Retain and Attract HQ Staff	6. PI – Parental Involvement
7. T –Transition from ECP and other grades	8. TDA – Teacher in Decision Making	9. ETA – Effective and Timely Assistance
10. CIS – Coordination/Integration of Services		

1. **Comprehensive Needs Assessment**
2. **School-wide Reform Strategies**
3. **Instruction by Highly Qualified Teachers**
4. **Professional Development**
5. **Strategies to Retain and Attract Highly Qualified Staff**
6. **Parental Involvement**
7. **Assist in Transition from Early Childhood Programs (ECP) and other grade levels**
8. **Teachers Involved in Decision Making Assessments**
9. **Effective and Timely Assistance**
10. **Coordination and integration of Federal, State, and local services and programs**

State Compensatory Education-these activities and funds must be clearly defined within the CIP

Such as:

1. **Employees who are paid out of SCE Funds (Student Support Specialist, Accountability Specialist etc.)**
2. **Services: Tutorials, Academics Buses**

SCE-State Compensatory Education

Spring ISD Imperatives:

1. Reach Every Student
2. Excellence in Every School
3. High Performance from Every Employee
4. Engaged Stakeholders in Every Community
5. Opportunities and Choice for Every Family

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Wells Middle School Principals Name: Henri Lewis

10 Components of a Title I, Part A School-wide Program www2.ed.gov/policy

(1) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

(2) Schoolwide reform strategies that —

(i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);

(ii) use effective methods and instructional strategies that are based on scientifically based research that —

(I) strengthen the core academic program in the school;

(II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and

(III) include strategies for meeting the educational needs of historically underserved populations;

(iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include —

(aa) counseling, pupil services, and mentoring services;

(bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

(3) Instruction by highly qualified teachers.

(4) High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards In accordance with section 1119 and subsection (a)(4)

(5) Strategies to attract high-quality highly qualified teachers to high-need schools.

(6) Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

(7) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

(8) Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

(9) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(10) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.