Spring Independent School District
Wells Middle School
2022-2023 Campus Improvement Plan
Accountability Rating: C

Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022
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 914 students that represent various cultural backgrounds. The demographics are as follows: 45% Hispanic, 43% African American, and 12% other including American Indian, White, Asian, and Multi Races. In addition, we serve the following Special populations: Economically Disadvantaged- 91%, Limited English Proficiency- 27%, and Special Education- 13%. 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 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. This 2021-22 school year, 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. We have meaningful partnerships with Chick-Fila, SignatureCare Emergency Center and most recently, Fallbrook Church, Revolution Mortgage, Texas Lending, and The Uniform Store. These partners sponsor our events throughout the year. The purpose of the events and the partnership, is to build community and learn from each other and advertise Wells Middle School as we work to bridge the relationship between the school, parents, stakeholders, and the community.

Problem Statements Identifying Demographics Needs

Wells Middle School
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Campus #101919043
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Problem Statement 2 (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:** Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.
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
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

Our attendance data for the 2021-22 school year was 88.4%. Through district assessments, the data revealed that our 8th grade students would score the highest on their Reading STAAR exam in comparison to the 6th and 7th grade. The 8th grade Reading team is the only team that stayed consistent the entire year without any Leaves of Absences or Resignations. Our 6th and 8th grade Math team suffered as it relates to Teacher shortages and Extended Leaves. One of our 6th grade Math teachers went out on FMLA in September and did not return at all. We had one 8th grade Math teacher to resign in December and her replacement was not hired until February. We had another 8th grade Math teacher that was consecutively absent and resigned before the year’s end. Lastly, we had another 8th grade Math teacher that went out on FMLA to be the caretaker for a family member. Because we were aware that these changes would drastically impact our data, we were proactive and put systems and plans in place. However, the manpower and content knowledge caused our data to suffer.

Student Learning Strengths

Historical Data Shows the following:
Historical Data Shows the following:

6th Grade STAAR Math scores increased from 2018 to 2019 in both the Approaches and Meets Category. In 2018, the students scored 51% Approaches and in 2019, the students scored 56% Approaches. In 2018, 18% of the students Met standard and in 2019, 23% of the students Met standard.

7th Grade STAAR Math scores increased from 2018 to 2019 in both the Approaches and Meets Category. In 2018 the students scored 55% Approaches and in 2019, the students scored 75% Approaches. In 2018, 23% of the students Met standard and in 2019, 33% of the students Met standard.

8th Grade Reading scores increased from 2018-2019 in the Approaches category. In 2018, the students scored 65% Approaches and in 2019, the students scored 72%.

In 2018 and in 2019, both Algebra 1 and English students scored at 100% in the Approaches category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The MAP data suggests that more than half of the WMS students did not have the support necessary to reach the Approaches level in Math. Root Cause: The campus did not have consistency in the Math department with teacher retention and hiring throughout the year. Several Math teachers resigned throughout the year and due to teacher shortages, some of these vacancies were not filled until the second semester.

Problem Statement 2 (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. Due to teacher shortage 3 of the Special Ed Co teaching positions were not filled. The structure of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

Problem Statement 3 (Prioritized): Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level. Root Cause: The district has not provided consistent and on-going support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.

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): 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: Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.

Problem Statement 6 (Prioritized): Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior. Root Cause: Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations.

Problem Statement 7 (Prioritized): Students are not mastering and retaining the Supporting standards. Root Cause: Teachers are not assigning activities that allow the students to apply and demonstrate the supporting standards that are needed to master the Readiness standards.

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 is not implemented with fidelity due to teacher attendance and shortages which cause disruptions in the daily schedule.

Problem Statement 9 (Prioritized): Students continued to perform below average in Math and Reading. Root Cause: Teachers need more support and targeted professional developments to close reading gaps, especially special populations.
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 90 minutes to address the growing deficits in both content areas. Starting this 2022-23 school year, Wells will have an additional Intervention class in both Reading and Math that will provide those students that were not successful on their 2022 STAAR Exam within a certain Scale Score to receive a double dose of both contents where they showed deficits. 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 2022 Campus, Mission, Vision, and Mantra.

Changes that were made in the 2021-22 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 from 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 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 is not implemented with fidelity due to teacher attendance and shortages which cause disruptions in the daily schedule.

**Problem Statement 4 (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:** Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.

**Problem Statement 5 (Prioritized):** Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior. **Root Cause:** Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations.

**Problem Statement 6 (Prioritized):** The MAP data suggests that more than half of the WMS students did not have the support necessary to reach the Approaches level in Math. **Root Cause:** The campus did not have consistency in the Math department with teacher retention and hiring throughout the year. Several Math teachers resigned throughout the year and due to teacher shortages, some of these vacancies were not filled until the second semester.

**Problem Statement 7 (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. Due to teacher shortage 3 of the Special Ed Co teaching positions were not filled. The structure of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

**Problem Statement 8 (Prioritized):** Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level. **Root Cause:** The district has not provided consistent and on-going support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.

**Problem Statement 9 (Prioritized):** There is a lack of consistent Parental Involvement. **Root Cause:** The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation.
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: The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation.
Priority Problem Statements

**Problem Statement 6**: The MAP data suggests that more than half of the WMS students did not have the support necessary to reach the Approaches level in Math.

**Root Cause 6**: The campus did not have consistency in the Math department with teacher retention and hiring throughout the year. Several Math teachers resigned throughout the year and due to teacher shortages, some of these vacancies were not filled until the second semester.

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

**Problem Statement 10**: There is a lack of consistent Parental Involvement.

**Root Cause 10**: The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation.

**Problem Statement 10 Areas**: School Processes & Programs - Perceptions

**Problem Statement 2**: 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 2**: Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.

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

**Problem Statement 9**: Students are not given the opportunities to consistently read at the independent Lexile level to increase their comprehension and fluency.

**Root Cause 9**: Literacy at Wells is not implemented with fidelity due to teacher attendance and shortages which cause disruptions in the daily schedule.

**Problem Statement 9 Areas**: Student Learning - School Processes & Programs

**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 4**: Teachers lack a strong foundation in differentiation and need more support with strategies. Due to teacher shortage 3 of the Special Ed Co teaching positions were not filled. The structure of the Resource classes in the SPED department were also arranged in a way that did not lead students to success.

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

**Problem Statement 7**: Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level.

**Root Cause 7**: The district has not provided consistent and on-going support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.

**Problem Statement 7 Areas**: Student Learning - School Processes & Programs

**Problem Statement 1**: Achievement gaps are large between identified sub populations(SPED and ELL).

**Root Cause 1**: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.

**Problem Statement 1 Areas**: Student Learning
**Problem Statement 3**: Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior.

**Root Cause 3**: Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations.

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

**Problem Statement 8**: Students are not mastering and retaining the Supporting standards.

**Root Cause 8**: Teachers are not assigning activities that allow the students to apply and demonstrate the supporting standards that are needed to master the Readiness standards.

**Problem Statement 8 Areas**: Student Learning

**Problem Statement 5**: Students continued to perform below average in Math and Reading.

**Root Cause 5**: Teachers need more support and targeted professional developments to close reading gaps, especially special populations.

**Problem Statement 5 Areas**: Student Learning
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
- State and federal planning requirements

**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-PESS 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 2023, 85% of students will reach at least Approaches and at least __44__% will reach Meets on the Spring 2023 STAAR Reading (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 6        Approaches-86%, Meets- 51%, Masters-42%
Grade 7        Approaches- 82%, Meets-45%, Masters-36%
Grade 8        Approaches-81%, Meets-53%, Masters-44%
Grades 6-8      Approaches-85%, Meets-44%, Masters-29%

Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

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

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Implementation of Step Binders to track and support specific student groups to incorporate Performance Based Analysis. <strong>Strategy's Expected Result/Impact:</strong> 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. <strong>Staff Responsible for Monitoring:</strong> Teachers, Specialists, Appraisers, and Department Chairs.</td>
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<td><strong>Title 1:</strong></td>
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<td>2.4, 2.6</td>
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<tr>
<td>- <strong>TEA Priorities:</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
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<tr>
<td>- <strong>ESF Levers:</strong></td>
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</tbody>
</table>
Strategy 2: Implementation of Highly Functioning PLC's. Provide teachers with On-going Professional Development and collaborative meetings with other campuses where they will learn to plan and follow the Wells Middle School Planning Protocol during daily high functioning Professional Learning Communities.

**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.

**Staff Responsible for Monitoring:** Teachers, Appraisers, Department Chairs, and Specialists.

**Title I:**
2.4, 2.5

- **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:**

### Reviews

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<tr>
<th>Formative</th>
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- [ ] No Progress
- [X] Accomplished
- [ ] Continue/Modify
- [ ] Discontinue
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** By June 2023, 85% of students will reach at least Approaches and at least 55% will reach Meets on the Spring 2023 STAAR Math (6th-8th grade) assessment. Additionally, by June 2023, 30% of GT students will reach the Masters level on the Spring 2023 STAAR Math (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 6  Approaches-99%, Meets-57%, Masters-30%
Grade 7  Approaches-91%, Meets-31%, Masters-12%
Grade 8  Approaches-75%, Meets-27%, Masters-10%
Grades 6-8  Approaches-85%, Meets-44%, Masters-29%

**Domain I [Approaches + Meets + Masters]** 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implementation of Step Binders to track and support specific student groups to incorporate Performance Based Analysis.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 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.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Specialists, Appraisers, and Department Chairs.</td>
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<td><strong>- TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
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<tr>
<td><strong>- ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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</tbody>
</table>
Strategy 2: Implementation of Highly Functioning PLC’s. Provide teachers with On-going Professional Development and collaborative meetings with other campuses where they will learn to plan and follow the Wells Middle School Planning Protocol during daily high functioning Professional Learning Communities.

**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.

**Staff Responsible for Monitoring:** Teachers, Specialists, Appraisers, and Department Chairs.

- **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:**

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> Implementation of Highly Functioning PLC’s. Provide teachers with On-going Professional Development and collaborative meetings with other campuses where they will learn to plan and follow the Wells Middle School Planning Protocol during daily high functioning Professional Learning Communities.</td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 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.</td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Specialists, Appraisers, and Department Chairs.</td>
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- [ ] No Progress
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- [x] Discontinue
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2023, 75% of 8th students will reach at least Approaches and at least 50% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 30% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 8: Approaches-75%, Meets-50%, Masters-30%
Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implementation of the Summit K-12 Science Curriculum: Teachers will receive ongoing support during PLC and Professional Development on how to effectively incorporate this curriculum and resource into their lesson.</td>
<td>Formative</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Curriculum will give students an accelerated personalized learning plan based on lowest TEKS to assist with increasing Science data. Teachers will be aware of what the students need to learn and what data can be collected to show that the end goal has been achieved. Students will build the skills and knowledge needed to accomplish a necessary goal. Succinct objectives are maintained.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Department Chair, Specialist, Appraiser, K-12 Science Consultant</td>
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Title I:
2.4, 2.5

- TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

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</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2023, 75% of 8th students will reach at least Approaches and at least 45% will reach Meets on the Spring 2023 STAAR Social Studies assessment. Additionally, by June 2023, 30% of GT students will reach the Masters level on the Spring 2023 STAAR Social Studies assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 8 Approaches-75%, Meets-45%, Masters-30%
Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1</strong>: Intensive Daily Interventions: Teachers will receive training during PLC as to how this plan will be implemented into their classes daily for 30 minutes as a part of the Master Schedule. Afterschool tutorials that target our At-Risk and preselected Sub-Populations that align with low performing TEKS. Tutorials teachers will incorporate Classkick to track students learning. Classkick will allow teachers to offer individualized immediate feedback to the students, monitor students progress in real-time as students work within their devices. Tutorial teachers will also incorporate IXL to present students with individualized lessons to cater to the specific learning needs that the students posses that is revealed through classroom data. These lessons will be geared towards low performing standards.</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> To increase test data by 20-25%. To increase the students foundation skills to build upon current learning. To allow students the opportunity to dissect content vocabulary and provide them with strategies to increase retention and memorization skills.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Appraisers, Instructional Specialists, and Department Chairs</td>
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<tr>
<td>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
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</tr>
<tr>
<td><strong>Funding Sources:</strong> Classkick Software - 199 State SCE - State Compensatory Education (PIC - $3,300, IXL Software - 199 State SCE - State Compensatory Education (PIC - $2,876</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Implementation of the Backwards Design Model: Teachers will receive ongoing support during PLC and Professional Development on how to effectively plan using this model.

**Strategy’s Expected Result/Impact:** Teachers will be aware of what the students need to learn and what data can be collected to show that the end goal has been achieved. Students will build the skills and knowledge needed to accomplish a necessary goal. Succinct objectives are maintained.

**Staff Responsible for Monitoring:** Principal, Appraisers, Instructional Specialists, and Department Chair

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

### Reviews

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- **No Progress**
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- **Continue/Modify**
- **Discontinue**
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 6 56 % On/Above (2022) to 70% On/Above (2023)
Grade 7 51 % On/Above (2022) to 70% On/Above (2023)
Grade 8 58% On/Above (2022) to 70% On/Above (2023)

Evaluation Data Sources: MAP Data, Campus Assessments, and Benchmark Assessments

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<thead>
<tr>
<th>Strategy 1 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implementation of the different data sets gathered from the MAP data and how the information can be used to drive instruction. Teachers will receive a training of what MAP is and the importance that is has on Student Academic Achievement.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Allow teachers to create Re-teach plans to differentiate to 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</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Appraisers, and Instructional Specialists</td>
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Performance Objective 5 Problem Statements:

<table>
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<tr>
<th>Demographics</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> 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. <strong>Root Cause:</strong> Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.</td>
</tr>
<tr>
<td><strong>Student Learning</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Problem Statement 3</strong>: Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level. <strong>Root Cause</strong>: The district has not provided consistent and ongoing support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.</td>
</tr>
<tr>
<td><strong>Problem Statement 4</strong>: Achievement gaps are large between identified sub populations (SPED and ELL). <strong>Root Cause</strong>: Some students are 2-3 grade levels below in reading which impacts their literacy and comprehension in all content areas.</td>
</tr>
<tr>
<td><strong>Problem Statement 5</strong>: 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. <strong>Root Cause</strong>: Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.</td>
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<tr>
<th><strong>School Processes &amp; Programs</strong></th>
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<tbody>
<tr>
<td><strong>Problem Statement 4</strong>: 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. <strong>Root Cause</strong>: Teacher Retention: Teachers do not remain on campus for extended periods of time to obtain and implement with fidelity the necessary support to close reading gaps.</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statement 8</strong>: Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level. <strong>Root Cause</strong>: The district has not provided consistent and ongoing support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.</td>
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</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 06  40% On/Above (2022) to 70% On/Above (2023)
Grade 07  44% On/Above (2022) to 70% On/Above (2023)
Grade 08  54% On/Above (2022) to 70% On/Above (2023)

Evaluation Data Sources: Principal, Appraisers, and Instructional Specialists

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td>Strategy 1: Implementation of Highly Functioning PLC's. Provide teachers with On-going Professional Development and collaborative meetings with other campuses where they will learn to plan and follow the Wells Middle School Planning Protocol during daily high functioning Professional Learning Communities.</td>
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<td>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.</td>
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<td>Staff Responsible for Monitoring: Principal, Appraisers, Instructional Specialists, and Department Chairs</td>
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<td>- 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</td>
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<tr>
<td>Problem Statements: Student Learning 1, 3 - School Processes &amp; Programs 6, 8</td>
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Performance Objective 6 Problem Statements:

**Student Learning**

**Problem Statement 1**: The MAP data suggests that more than half of the WMS students did not have the support necessary to reach the Approaches level in Math. **Root Cause**: The campus did not have consistency in the Math department with teacher retention and hiring throughout the year. Several Math teachers resigned throughout the year and due to teacher shortages, some of these vacancies were not filled until the second semester.

**Problem Statement 3**: Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level. **Root Cause**: The district has not provided consistent and on-going support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.
### School Processes & Programs

**Problem Statement 6:** The MAP data suggests that more than half of the WMS students did not have the support necessary to reach the Approaches level in Math. **Root Cause:**

The campus did not have consistency in the Math department with teacher retention and hiring throughout the year. Several Math teachers resigned throughout the year and due to teacher shortages, some of these vacancies were not filled until the second semester.

**Problem Statement 8:** Tier 1 instruction in Reading and Math has not significantly closed the gaps for students working below grade level. **Root Cause:** The district has not provided consistent and on-going support and professional learning opportunities for teachers to provide high-quality Tier 1 instruction and differentiation to close academic gaps.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2023, the campus attendance rate will improve to a minimum of 92%.

2019 rate: 93.5 %  
2020 rate 95.6 %  
2021 rate 90.7 %  
2022 rate 88.0%

Source: District - Year Over Year Attendance % by School (Decision Ed)

**Evaluation Data Sources:** Campus Attendance Data Reports and District Attendance Data Reports.

<table>
<thead>
<tr>
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<tr>
<td><strong>Strategy 1:</strong> Aggressive monitoring of the implementation of Wells Attendance Committee to create a School-Wide Culture of Attendance.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Create a School-Wide culture of attendance. Relationship building with families through outreach. Increase student attendance by 20%. Bring about an awareness of the effects of chronic absenteeism.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Appraisers, Attendance Clerk, Registrar, Counselors, Truancy Officer, District Support</td>
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<tr>
<td><strong>TEA Priorities:</strong> Connect high school to career and college, Improve low-performing schools</td>
<td>Formative Summative</td>
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<tr>
<td><strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
<td>Oct Dec Mar June</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 6 - School Processes &amp; Programs 5</td>
<td>Formative Summative</td>
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<tr>
<td><strong>Strategy 2:</strong> Aggressive monitoring of the implementation of Mentors to monitor at-risk students students with attendance concerns.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Create a School-Wide culture of attendance. Relationship building with</td>
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Wells Middle School  
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families through outreach. Increase student attendance by 20%. Bring about an awareness of the effects of chronic absenteeism.

**Staff Responsible for Monitoring:** Principal, Appraisers, Attendance Clerk, Registrar, Counselors, Truancy Officer, District Support

- **TEA Priorities:**
  Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

**Problem Statements:** Student Learning 6 - School Processes & Programs 5

**Performance Objective 7 Problem Statements:**

<table>
<thead>
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<tbody>
<tr>
<td><strong>Problem Statement 6:</strong> Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior. <strong>Root Cause:</strong> Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations.</td>
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<tr>
<td><strong>Problem Statement 5:</strong> Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior. <strong>Root Cause:</strong> Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations.</td>
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Goal 2: EQUITY—Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

High Priority

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</table>
| **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:  
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<tr>
<th>Strategy 2 Details</th>
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| **Strategy 2:** Continued Implementation of the DDAP(Deep Data Analysis Plan) Protocol. Teachers will receive a training of what this protocol is.  
**Strategy's Expected Result/Impact:** Allow teachers to create Re-teach plans to differentiate to 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  
- 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:  
| Oct | Dec | Mar | June |
Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2023, decrease by 10% discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups.

High Priority

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

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<tbody>
<tr>
<td><strong>Strategy 1</strong>: 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 your 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 CHAMPS and Restorative Practices. Document the use of Instructional Best Practices.</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Reduce the Suspension Numbers of African American and Sped Students. Increase Student Achievement for this identified Subgroup and Ethnicity by 10-15% on State, District, and Campus Assessments.</td>
<td>Oct</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principals, Teachers, Counselors, Sped Department Chair</td>
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- **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

**Strategy 2 Details**

**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.

- **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:**

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<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Implementation of Step Binders to track and support specific student groups to incorporate Performance Based Analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> 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.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Specialists, Appraisers, and Department Chairs.</td>
<td>Oct</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategy 3 Details</strong></th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 3:</strong> By August 2022, teachers will be trained on the Wells Campus Wide Discipline Management Plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Reduce the Suspension Numbers of African American and Sped Students. Increase Student Achievement for this identified Subgroup and Ethnicity by 10-15% on State, District, and Campus Assessments.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principals, Teachers, Counselors, Sped Department Chair, Campus Behavior Interventionist</td>
<td>Oct</td>
</tr>
</tbody>
</table>

- **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:**
**Strategy 4 Details**

**Strategy 4:** Implementation of Restorative Disciple practices and PBIS to reduce campus wide teacher referrals by 10%.

**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 10-15% on State, District, and Campus Assessments.

**Staff Responsible for Monitoring:** Principals, Teachers, Counselors, Sped Department Chair, Campus Behavior Interventionist

- **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:**

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
<tr>
<td>No Progress</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Wells Middle School
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33 of 45

Campus #101919043
September 15, 2022 2:42 PM
**Goal 3:** ENGAGEMENT-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

**High Priority**

**Evaluation Data Sources:** Parental Surveys and Sign In Sheets

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase reading time spent with parents. Improve language skills. Increase interest in books and an enjoyment for reading.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Reading Teachers, Digital Learning and Literacy Coach, ESL Coach, Librarian, and Reading Instructional Specialist</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Title I:</strong></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>- <strong>TEA Priorities:</strong> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td>- <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 9 - Perceptions 1</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2**: Implementation of Campus-Wide STEM Night.


**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**:

**Problem Statements**: School Processes & Programs 9 - Perceptions 1

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Processes &amp; Programs</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 9</strong>: There is a lack of consistent Parental Involvement. <strong>Root Cause</strong>: The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation.</td>
</tr>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1</strong>: There is a lack of consistent Parental Involvement. <strong>Root Cause</strong>: The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation.</td>
</tr>
</tbody>
</table>
Goal 4: WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

High Priority

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Teach students how to manage conflict with peer mediation.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Administrative team, Counselors, School Nurse, and Campus Behavior Interventionist.</td>
<td></td>
</tr>
</tbody>
</table>

- **TEA Priorities**: Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements**: Student Learning 6 - School Processes & Programs 5

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong>: Implementation of school organized events that celebrate diversity.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Increase awareness of difficult cultures. Building relationships with the community. Increase parental involvement.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Teachers, Appraisers, Parent Liaison, Librarian, Counselors, and Instructional Specialists</td>
<td></td>
</tr>
</tbody>
</table>

- **TEA Priorities**: Recruit, support, retain teachers and principals, Improve low-performing schools

**Problem Statements**: School Processes & Programs 9 - Perceptions 1

Performance Objective 1 Problem Statements:

0% No Progress 100% Accomplished Continue/Modify Discontinue
**Student Learning**

<table>
<thead>
<tr>
<th>Problem Statement 6: Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior. <strong>Root Cause:</strong> Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations.</th>
</tr>
</thead>
</table>

**School Processes & Programs**

| Problem Statement 5: Inconsistency and a breakdown of systems, has led to disruption in instructional and academic systems which has had a negative result on student outcomes and behavior. **Root Cause:** Teacher Mindset and Accountability. There is not 100% buy in on the collective mission of student achievement and high expectations. |
| Problem Statement 9: There is a lack of consistent Parental Involvement. **Root Cause:** The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation. |

**Perceptions**

| Problem Statement 1: There is a lack of consistent Parental Involvement. **Root Cause:** The campus did not offer flexible meeting times and dates to meet the parental engagement needs of the community to ensure a high level of participation. |
Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management, homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.
**Goal 6: LEADERSHIP-** Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.
State Compensatory

Budget for Wells Middle School

Total SCE Funds: $44,145.00
Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The programs that we will offer through the use of the SCE funds are intervention classes 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 K12 Summit, Sirius, IXL, and ClassKick. Materials will also be used for after school tutorials.
Title I

1. Comprehensive Needs Assessment (CNA)

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, there is still a deficit in the areas of Reading and Math. We have set 2022-23 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. Campus Improvement Plan

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.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)]. The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for the campus.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards. This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education
The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

• Assisting parents to understand the state standards (TEKS) and curriculum
• Understanding state (STAAR/EOC) and local assessment standards
• How to work with the school to improve their child’s achievement
• Providing materials and training to help parents work with their child, such as literacy and technology training
• Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

• Increase percentage of schools with an active PTA or PTO
• Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
• Increase parent rating of overall quality of education provided by Spring ISD
• Increased two-way communication with parents and stakeholders
• Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4. Parent and Family Engagement (PFE)
4.1: Develop and distribute Parent and Family Engagement Policy

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community
Our Parent and Family Engagement performance indicators include:
- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4.2: Offer flexible number of parent involvement meetings

To meet the needs of the parents, the campus will offer flexible meetings throughout the year ranging from Morning to Afternoon Meetings. Virtual and In-Person Meetings will be offered as well.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annika Andrews</td>
<td>Reading Instructional Specialist</td>
<td>Title 1</td>
<td>1</td>
</tr>
<tr>
<td>Kimberly McGowen</td>
<td>Science Instructional Specialist</td>
<td>Title 1</td>
<td>1</td>
</tr>
<tr>
<td>LaTasha Whittington</td>
<td>Mathematics Instructional Specialist</td>
<td>Title 1</td>
<td>1</td>
</tr>
<tr>
<td>Stephanie Joseph</td>
<td>Social Studies Instructional Specialist</td>
<td>Title 1</td>
<td>1</td>
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</tbody>
</table>
# Campus Funding Summary

## 199 General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Sub-Total $0.00

Budgeted Fund Source Amount $68,824.00

+/- Difference $68,824.00

## 199 State SCE - State Compensatory Education (PIC 199)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>Classkick Software</td>
<td>$3,300.00</td>
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<tr>
<td>1</td>
<td>4</td>
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<td>IXL Software</td>
<td>$2,876.00</td>
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</table>

Sub-Total $6,176.00

Budgeted Fund Source Amount $41,304.00

+/- Difference $35,128.00

## 199 State Bilingual/ESL (PIC 25, 35)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
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</tbody>
</table>

Sub-Total $0.00

Budgeted Fund Source Amount $16,512.00

+/- Difference $16,512.00

## 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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<tbody>
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<td></td>
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</tbody>
</table>

Sub-Total $0.00

Budgeted Fund Source Amount $7,955.00

+/- Difference $7,955.00

Grand Total Budgeted $134,595.00

Grand Total Spent $6,176.00

+/- Difference $128,419.00