

Houston Independent School District
056 Welch Middle School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

Demographics

Demographics Summary

Welch Middle School was established in the fall of 1979. It was named after Louie B. Welch who proudly served the city of Houston as mayor for five consecutive terms. Located on the Southwest side of Houston in the Braes Oaks District, WMS continues serving many students within the neighboring communities and attracts students from across the district through its advanced academic offerings and Sports Medicine and Fine Arts Magnet program. WMS is currently a candidate and actively seeking to become authorized as an International Baccalaureate World School by the end of the 2022 – 2023 school year. Becoming an authorized IB MYP school will guide how we teach, learn, and support our students and community. Our goal is for all learners to complete the programme as empowered global citizens.

The professional staff at Welch consists of 25 core teachers, 3 SPED teachers, 2 resource inclusion, 2 ESL teachers, 6 elective teachers, 3 Teacher Assistants, 4 clerks, 1 Administrative Assistant, 1 Counselor, 1 School Nurse, 1 Principal, 1 Dean of Instruction, 3 Assistant Principals, and 1 Teacher Specialist. Approximately 40% of the teachers are male and 60% are female. More than half the teaching staff has less than 10 years of experience.

The school's current enrollment is approximately 600 students. The demographics of the student population are: 56% Hispanic, 40% African American, 2% White, 1.4% Asian, and 0.6% Multi-Race. Our Hispanic population has increased by 8% over the past two years. The middle school is classified as Title I with approximately 40% English Learners, 6% Gifted & Talented, 10% Special Education students, and 100% Economically Disadvantaged students. Our average class size is 24:1 student to teacher ratio. Attendance rate is 96% and drop-out rates are less than 1%.

Welch Middle School is the hub of our community, and many of our students walk to school. The immigrant and migrant population in our community is rapidly increasing, therefore creating a need for more certified ESL teachers. We have low parent engagement, however we continue to reach out to the parents in our community to ensure there are many opportunities to serve our families, building a strong bridge between home and school.

Demographics Strengths

Welch Middle School is dedicated to ensuring all students receive a quality education. It is our strong belief that all students deserve a equitable education, and it is our primary duty as leaders to ensure all students graduate with a solid foundation for college, career, and lifelong success. We strive to collaboratively work with all stakeholders throughout the communities we serve to ensure we have systematic solutions and processes for student achievement, culturally responsive approaches that take into account our diverse community. We believe it is important to invest in our students by understanding their interest, needs, and career aspirations so that we may create district and community initiatives to ensure every student receives the resources and skills needed to be college and career ready upon graduation.

Some of our major strengths as a campus are as followed:

- Creating systemic solutions for a variety of school-wide systems such as attendance, recovering drop-outs, holding structured Professional Learning Communities, etc.
- Ensuring students have choice within our Fine Arts and Sport Medicine Programs.
- Investing in our student social and emotional well-being.
- Ensuring students feel safe everyday they come to school as we are a "No Place for Hate Campus". In addition, we earned a "Gold" Ribbon status for being a "Family

Friendly" campus.

- For the 2020-2021 school year we were recognized as being a Texas Dr. Jay Cummings Demonstration School because of our best practices and instructional focus.
- When students are not in school they miss out. We are proud to say we have increased our attendance from 94.5% to 95.5% in the last two years.
- We have a systematic approach to provide support to all Tier II and Tier III students , which includes a daily built-in intervention block.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Welch Middle School has an increase of Limited English Proficiency (LEP) students who have not successfully exited EL, causing an increase in our long-term ELs numbers. **Root Cause:**

Our teachers are not ESL certified teachers , and there is a larger number of migrant students who are considered new to the country and/or school with varying languages which makes it difficult for ESL teachers to provide the level of support needed.

Student Learning

Student Learning Summary

Welch Middle School maintained its rating of a C (79) rating for the 2021-2022 school year. Our school progress rating was 80 %, closing the gap was 76%, and student achievement 58%. Although we understand and know tApproaches is good, the focus will be increasing our meets and masters percentage, which will increase overall performance in Domain 1.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	534	534	162	161	1,391	
Approaches GL or Above	337	266	84	59	746	54%
Meets GL or Above	192	111	32	15	350	25%
Masters GL	102	45	9	8	164	12%
Total Percentage Points						91%
Component Score						30

Domain 1: Student Achievement				
ACTUAL		PROJECTED!		
2019 ACTUAL Scaled Score	2019 ACTUAL Rating	2022 PROJECTED Scaled Score	2022 PROJECTED Rating	2022 PROJECTED Change
65	D	58	NR-F	-7

Student Learning Strengths

Despite the challenges Welch faced during the 2021-2022 school year, learning was still taking place. In 2022 , student growth performance increased by 1% and we met over half of the growth goals. Also at least 60% of students scored at the approaches level in Reading. There is still work to be done, but we are happy with the growth students made.

ELA/Reading						
Percent of Tests						
At Approaches GL Standard or Above	63%	67%	60%	82%	.	77%
At Meets GL Standard or Above	36%	37%	34%	73%	.	31%
At Masters GL Standard	19%	18%	20%	36%	.	15%

PROJECTED!						
Growth (ES/MS) or Grad Rate (HS)						
Growth or Grad Rate	# of Groups	# of Groups Met	Less than 5 Groups (Growth Only)	Raw Score	Weight	Points Earned
Growth	16	10		63	50.0	31.5

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Lack of high quality instruction and systems to increase achievement. We are seeing growth in students however the students are not performing at the meets or masters level. **Root Cause:** Teacher professional development around supporting emergent bilingual students, in addition to students not being presented with high quality instructional materials.

School Processes & Programs

School Processes & Programs Summary

Historically, Welch Middle School attracts students from across the district through its advanced academic offerings and Sports Medicine and Fine Arts Magnet program. Welch Middle School is actively seeking to become authorized as an International Baccalaureate World School by the end of the 2023 school year. Currently an IB Candidate School, Welch MS is building a school-wide culture around international mindedness. Becoming an authorized IB MYP school will guide how we teach, learn, and support our students and community. Our goal is for all learners to complete the programme as empowered global citizens.

Welch MS currently offers the following instructional programs: Sports Medicine Magnet Program and Fine Arts Magnet Program. In the 2022-23 school year, we will also offer students an International Baccalaureate World School (IB) Middle Years Programme (MYP). Additionally, we offer a variety of sports such as soccer, basketball, football, volleyball, cheer leading, dance team, gymnastics, and more. We also offer a variety in-school extracurricular programs and after school/clubs such as Art, Band, Choir, UIL activities, Student Council, Ascending to Men (ATM) mentoring program, Project Explore, and much more.

School Processes & Programs Strengths

Despite the disruptions and challenges brought about, the entire staff at Welch Middle School remained dedicated to serving every child who walks into our school. We are continuing to implement school-wide programs that students expressed interest in and also provided engaging opportunities and unique experiences for them. Each program offered at Welch MS aligns to our mission, vision, goals, and values. Some of the highly successful programs currently operating on our campus are:

- **Magnet Programs - Fine Arts & Sports Medicine:** Art, Band, Choir, Spanish, Technology, Dance, Gymnastics, Lifetime Sports/Sports Medicine, and Theater.
- **Academies of Excellence:** Each grade level serves as an Academy; the program goals are to increase learning opportunities and test scores, decrease frequency of behavior infractions, increase staff and student engagement and attendance, and build a more positive school culture for all stakeholders. The AOE provides students with opportunities before, during, and after school to reinforce academic and social skills. These opportunities include Morning Learning Labs (before), Lunch & Learns (during), and After School Programs (after). Students, Parents, and Teachers will all sign a commitment to success statement at the beginning of the school year.
- **Writing Across the Curriculum:** Utilizing a variety of writing strategies, all teachers, both core and non-core, will be integrating writing into their content area daily through the use of academic writing journals. Writing techniques such as constructed responses, quick writes, and peer editing will be incorporated within all classrooms. Writing Across the Curriculum allows teachers an authentic opportunity to check for understanding and track student learning/progress monitor, but it also begins to prepare our teachers and students for the IB Curriculum, which integrates content areas within a single unit plan. Writing Across the Curriculum also supports our Limited English Proficiency (LEP) students develop and improve their English language skills.
- **Instructional Best Practices:** Explicit, high-quality Tier I instruction will be provided to all students, as well as small group interventions provided to Tier II and III students, including those at-risk. We will utilize I-Ready/ Think Up for Math and Reading, Focus Intervention, Vontoure Learning, K-12 Summit, and district Curriculum Implementation coaches will be on campus at least twice a week to support teacher with planning.
- **School Store:** Students earn "Wolf Bucks" for attendance, good behavior, academic challenges and competitions, and IB Learner Profile traits. They can use their wolf bucks to purchase school spirit items from the school store, which is managed by a few of the teacher leaders on campus. The healthy competition increases student and staff engagement. This school-wide initiative also provides positive reinforcement and real-world experiences such as earning, budgeting, spending, and saving money.
- **Student Council:** Media Club and Student Council will create and maintain a Daily Announcements Slide show with daily news, reminders, and updates to keep teachers and students informed about what's happening at Welch.
- **School Athletics:** Football, Volleyball, Basketball, Soccer, Track & Field, Cross Country, Cheer leading, and Gymnastics (Magnet).
- **School Clubs:** Student Council, Yearbook, Media Club, UIL, Project Explore, Ascending to Men (ATM) Mentoring Program, Game Nights, and many more.

Currently as a candidate for becoming an authorized IB MYP world school, we are working diligently to build momentum in the process of establishing a foundation around the IB MYP curriculum, standards and practices, learner profile, unit planning, and approaches to learning.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Welch Middle School math scores in all grades were significantly lower compared to district averages. **Root Cause:** Lack of structured leadership support in math.

Perceptions

Perceptions Summary

At Welch Middle School, the dropout rate is less than 1%. Over the past two years our demographics have changed, with the Hispanic student population increasing by 8% from 48% to 56% and our African American student population decreasing by 9% from 49% to 40%. We continue to support our students by addressing individual needs. With the support of our entire staff (including our Wraparound Specialist, Counselor, Administrators, Teachers, and Support Staff), attendance rates have increased to 95.5%, and our goal is 96% or higher this year. Through our Academies of Excellence program, we are providing incentives for students each six weeks for their perfect attendance, good behavior (no referrals), and passing grades. Students also have opportunities to earn Wolf Bucks to spend at the school store.

The staff turnover rate was higher over the past couple of years through the COVID-19 pandemic. Due to 60% of our teachers having less than ten years of teaching experience, we are seeking outside support from Vonture consulting and Curriculum Associates to provide additional support around instructional best practices. We also utilize our Campus Induction Coach (CIC), who is a campus classroom teacher, to provide each first-year teacher with a Mentor who is a campus teacher in their grade level and/or content area. The CIC also provides teachers new to Welch with a Buddy teacher to provide them with extra support as well. Teachers are aware of and understand the academic expectations at Welch, and they are provided with many supports.

During the 2022-2023 school year our theme is One Band One Sound One One Welch which focuses on us building a culture of mutuality, respect, and being aligned in all school expectations for teachers ,students, parents,and staff.

Perceptions Strengths

At Welch Middle School, there are many opportunities for parents/guardians/community members to become involved in activities. Invitations to events such as our Back-to-School Bash, Magnet Recruitment, Academic Nights, Athletics games, Band/Choir/Theater performances, and more will improve campus culture and promote parent and community engagement. Streamlined communication is imperative, therefore we ensure that all forms of communication are met. For example, our school website is frequently updated with information such as: Academy news and updates, school calendar, staff directory, teacher bios, class syllabi, district updates, academic resources, parent resources, sign up link to get involved, and more. Participation rates are measured through the collection of sign in sheets and feedback surveys/forms.

In their Student Survey, the students at Welch shared they appreciate the engaging learning opportunities, teachers working hard to support them, peer support, support with technology, safety, and respect that they receive from all staff members. School is challenging for many of our students, however we continuously strive to make every effort to knock down any barriers that stand in the way of our students being successful. Through mentorship programs, such as Project Explore, Wrap Around services, and ReUp!, each individual student who arrives at Welch is provided with the support and guidance they need to be successful. We will continue to ensure students feel safe everyday they come to school as we are a "No Place for Hate Campus". In addition, we earned a "Gold" Ribbon status for being a "Family Friendly" campus last year, and our goal this year is to become a "Platinum" Ribbon award.

Our Fine Arts and Sports Medicine Magnet Programs are providing more opportunities and choices for our students than ever before. With Welch being a candidate school and actively seeking becoming an authorized International Baccalaureate (IB) world school, more engaging and enriching opportunities will continue to develop. Our goal is to provide an exceptional and quality education to all students so that they are college and career ready and equipped with the tools necessary to become competitive, successful, global, and productive citizens. We are committed to serving our community with excellence, and we ensure that at Welch Middle School, everyone feels safe and all students have a sense of belonging.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Students who are zoned to Welch Middle School are choosing to attend other nearby schools in the surrounding community area. **Root Cause:**

There has not been consistent marketing and recruitment strategies for our Magnet program.

Priority Problems of Practice

Problem of Practice 1: Welch Middle School has an increase of Limited English Proficiency (LEP) students who have not successfully exited EL, causing an increase in our long-term ELs numbers.

Root Cause 1: Our teachers are not ESL certified teachers , and there is a larger number of migrant students who are considered new to the country and/or school with varying languages which makes it difficult for ESL teachers to provide the level of support needed.

Problem of Practice 1 Areas: Demographics

Problem of Practice 3: Welch Middle School math scores in all grades were significantly lower compared to district averages.

Root Cause 3: Lack of structured leadership support in math.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 2: Students who are zoned to Welch Middle School are choosing to attend other nearby schools in the surrounding community area.

Root Cause 2: There has not been consistent marketing and recruitment strategies for our Magnet program.

Problem of Practice 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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
- Male / Female performance, progress, 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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: ELAR -The percentage of 6th thru 8th grade students performing at or above grade level (Meets) in reading and writing as measured by STAAR will increase by at least 10 percentage points from 37% in spring 2022 to 47% in spring 2023. Masters performance will increase from 19% to 25%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Restructure the instructional planning block with an emphasis on utilizing high quality instructional material and effective Tier 1 instruction to increase student achievement by at least 10%







Evaluation Data Sources: Lesson Plans, PLC Meetings, Student Academic Writing Journals, Writing Work Samples, Benchmarks/Common Assessment results, and STAAR results.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize high quality instructional materials to execute standard aligned activities. Strategy's Expected Result/Impact: Students will read and analyze content to gain a deeper understanding and increase student achievement. This strategy allows for a more accurate measure of students' understanding of content, critical thinking skills, and communication skills. Staff Responsible for Monitoring: 1. Maybeth Biantan , ELA Dept. Administrator 2. Louisa Boudreaux, ELA Dept. Chair 3. MaShanda Walker-Shack , Dean of Instruction 4. Dr. Everett , Principal 5. 6-8 ELAR teachers Action Steps: 1. Determine resources for aligned activities 2. Develop Instructional Plan/expectations for implementation of lessons (gradual release model) 3. Utilize Get Better Faster to provide coaching and feedback around best instructional practices Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Preplanning Prep Time for ELA dept. - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Provide consistent use of best instructional practices by implementing effective small group instruction and intervention that will support individualized instruction based on student data. Strategy's Expected Result/Impact: Small group instruction and intervention will support individualized instruction		Formative			Summative
		Nov	Jan	Mar	June

<p>based on student needs and data that will lead to increase mastery of reading objectives.</p> <p>Staff Responsible for Monitoring: 1. Maybeth Biantan , ELA Dept. Administrator 2. Louisa Boudreaux, ELA Dept. Chair 3. MaShanda Walker-Shack , Dean of Instruction 4. Dr. Everett , Principal 5. 6-8 ELAR teachers</p> <p>Action Steps: 1. Create small group and intervention plan 2. Provide small group training 3. Schedule Focus intervention trainig with consultant 4. Implement and monitor plan.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	<div><div></div><div>50%</div></div>			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				







Measurable Objective 2: Ensure instructional planning is based on data and a backwards planning design that will lead to at least a 10% increase in student mastery of the learning objectives.

Evaluation Data Sources: Student data folders, Exit ticket data tracker, Common assessments , Interim assessments, STAAR 2.0

Strategy 1 Details	Reviews			
Strategy 1: The Dean of Instruction will support teachers, grade level admin, and department chair in developing aligned exit tickets, and common assessments based on priority TEKS. Strategy's Expected Result/Impact: All assessments will be clearly aligned to the learning objective and the success criteria that will lead to student mastery of set learning objectives. Staff Responsible for Monitoring: 1. Maybeth Biantan , ELA Dept. Administrator 2. Louisa Boudreaux, ELA Dept. Chair 3. MaShanda Walker-Shack , Dean of Instruction 4. Dr. Everett , Principal 5. 6-8 ELAR teachers Action Steps: 1. Create assessment calendar 2. meet weekly during PLC to create exit tickets for teachers to upload in Plickers. 3. Create 3 week and 6 week common assessments TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will protected time through PLC to meet for in-depth conversations about formative and interim student data and effective instructional strategies. Strategy's Expected Result/Impact: Teachers will be able to use data to inform instructional decisions. Teachers will increase capacity in understanding and utilizing various data points. Staff Responsible for Monitoring: 1. Maybeth Biantan , ELA Dept. Administrator 2. Louisa Boudreaux, ELA Dept. Chair 3. MaShanda Walker-Shack , Dean of Instruction 4. Dr. Everett , Principal 5. 6-8 ELAR teachers Action Steps: 1. Create Assessment Calendar 2. Schedule data meetings on calendar 3. Create Data protocols for looking at student work, common assessments, and interim assessments	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Ensure improved teaching and learning through a cohesive campus wide observation and feedback plan that will lead to at least a 10 % increase in student .

Evaluation Data Sources: T-Tess data ; Teacher survey, STAAR 2.0 data,

Strategy 1 Details	Reviews			
Strategy 1: We will implement weekly calibration walks using T-Tess and Get better faster cross walk to monitor instruction and provide timely feedback. Strategy's Expected Result/Impact: This will lead to improved teaching and learning, and allow administrators to provide specific and actionable feedback to increase teacher capacity and growth. Staff Responsible for Monitoring: 1. Maybeth Biantan, ELA Dept. Administrator 2. MaShanda Walker-Shack, Dean of Instruction 3. Dr. Everett, Principal Action Steps: 1. Develop schedule for weekly calibration walks. 2. Develop a system to monitor systemic concerns. 3. Meet with teacher within 48 hours of observation. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide support through Peer Coaching using the get better faster protocol. Strategy's Expected Result/Impact: This will help create a culture of coaching and understanding that observation and feedback is utilized to help support teachers with professional growth and development. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack, Dean of Instruction 2. Maybeth Biantan, TELA Department Administrator 3. Deshonta Everett, Principal Action Steps: 1. Tier teachers based on experience and content area. 2. Identify specific areas of growth. 3. Create a bank of exemplar videos to support coaching. 4. Develop a schedule for Peer Observation and Feedback conversations. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: MATH - The percentage of 6th thru 8th grade performing at or above grade level (Meets) in math as measured by STAAR will increase performance by at least 10 percentage points from 21% to 31% in Spring 2023. Masters performance will increase from 8% to 18%.


Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: 100 % of math teachers will utilize and implement Carnegie Math with intentionality to increase students conceptual and procedural knowledge of mathematics.

Evaluation Data Sources: Lesson Plans, PLC Meetings, Student work samples, common assessments, interim assessments, and STAAR data.


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet weekly with district curriculum coach and content lead to internalize lessons and practice (at-bats) delivering lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a deeper of understanding of internalizing and effectively executing Carnegie lessons., and as a result student achievement will increase.</p> <p>Staff Responsible for Monitoring: 1. Mashanda Walker-Shack, Dean of Instruction 2. Ryan Upshaw, Math Dept. Administrator 3. 6th-8th Teachers 4. Bill Prestwood, Curriculum Coach (District)</p> <p>Action Steps: 1. Provide Curriculum coach a copy of PLC Schedule 2. Observe and provide feedback to each teacher weekly 3. Schedule and offer additional content support weekly outside of PLC time</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

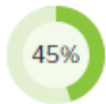




Strategy 2 Details		Reviews			
Strategy 2: Follow the Carnegie Cycle of Instruction, Engage , Develop, and demonstrate to ensure teachers are providing high quality instruction. Strategy's Expected Result/Impact: Integrating Carnegie provide rigorous instruction in math and will lead to an increase student knowledge and achievement. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack, Dean of Instruction 2. Ryan Upshaw, Math Department Admin. 3. Deshonta Everett, Principal Action Steps: 1. Develop Math instructional framework specific to our campus. 2. Order resources/manipulatives to support learning 3.Meet weekly with teachers to internalize and annotate lessons. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: Teachers and leaders will participate in ongoing professional development to support the learning and implementation of Carnegie Math.


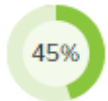




Evaluation Data Sources: PLC agendas, District C&I campus logs and feedback, training certificates

Strategy 1 Details		Reviews			
Strategy 1: C& I specialist will be on campus twice a week to provide support to teachers identified as high need. Strategy's Expected Result/Impact: Ongoing coaching and feedback will increase teacher's capacity around lesson internalization and implementation. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack, Dean of Instruction 2. Ryan Upshaw, Math Administrator 3. Bill Prestwood, Curriculum Coach Action Steps: 1. Identify teachers of high priority. 2. Meet with Curriculum coach to provide schedule and expectations of support. 3. Conduct weekly calibration and feedback walks with Curriculum coach. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Provide support through Peer Coaching using T-Tess and Get Better Faster rubric. Strategy's Expected Result/Impact: 1. To help create a culture of coaching and understanding that will support teachers with professional development and growth. 2. Increased student achievement in Math STAAR scores. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack , Dean of Instruction 2. Ryan Upshaw, Math Department head 3. Deshonta Everett, Principal Action Steps: 1. Tier teachers based on need. 2. Identify specific areas of growth. 3. Create a bank of exempla videos to support with coaching. 4. Develop a schedule for Peer Observation and Feedback conversations. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 100% of teachers will utilize research-based resources to provide additional support to all Tier II and Tier III at least three times a week to increase growth and achievement in math.

Evaluation Data Sources: Carnegie Topic Assessments, Common Assessments, Ren360, student data folders

Strategy 1 Details	Reviews			
Strategy 1: Provide consistent use of best instructional practices by implementing effective small group instruction and intervention that support individualized instruction based on student data. Strategy's Expected Result/Impact: Students academic achievement and growth will increase as a result of systematic and explicit instruction. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack , Dean of Instruction 2. Ryan Upshaw , Department Administrator 3. 6th- 8th grade Math teachers Action Steps: 1. Provide PD on small group instruction 2.Train teachers on use of Think Up math & I-Ready math 3.Identify all Tier II & Tier III students based off Ren360 data 4.Schedule students in intervention class 5.Implement and monitor intervention plan 6.On going progress monitoring Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 2 Details	Reviews			
Strategy 2: Dean of Instruction will collaborate weekly with department lead and teachers to review student exit ticket data, Mathia data, and quality CFU's. Strategy's Expected Result/Impact: Students academic achievement and growth will increase as a result of systematic and explicit instruction. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack , Dean of Instruction 2. Ryan Upshaw , Department Administrator 3. 6th- 8th grade Math teachers Action Steps: 1. Assist in develop of CFUs Develop PLC schedule 2. Create and provide 2 STAAR like exit tickets weekly using Plickers 3. Pull Mathia reports weekly	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.


Goal 1: CLOSING THE GAPS -The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 will increase by t least 10 percentage points from 8% to 18% proficiency in spring 2023.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students receiving Special Education Services will increase academic achievement by 10% by May 2023.

Evaluation Data Sources: STAAR, Weekly Exit Tickets, CFUs, BOY, MOY, EOY, common assessments

Strategy 1 Details	Reviews			
Strategy 1: Restructure g paraprofessional and resource teacher schedules to provide more support to students receiving SPED Inclusion services. Strategy's Expected Result/Impact: 1. Grade- Level Content will be more comprehensive for students receiving Inclusion services 2. Paraprofessional skillsets will grow as a result of working with various students 3. Less compensatory time will be owed to students as they receive their services throughout the school year Staff Responsible for Monitoring: 1. SPED Department Chair 2. SPED Dept. Administrator Action Steps: 1. Review legal ratios for BSC and Life Skills to determine which paraprofessionals will service inclusions students. 2. Hire additional paraprofessionals 3. Meet bi-weekly with SPED department chair and Admin to discuss student progress.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing Professional Learning for teachers and paraprofessionals on Accommodations and Modifications. Strategy's Expected Result/Impact: 1. Increasing student performance 2. Increasing teacher and support staff capacity 3. Consistent and accurate implementation of IEP accommodations and modifications Staff Responsible for Monitoring: 1. SPED Department Chair 2. SPED Administrator 3. Principal Action Steps: 1. Develop Professional Learning at the campus level and present it to staff 2. Collaborate with district SPED coordinators to provide a follow professional learning session 3. Fidelity checks of accommodation logs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will ensure compliance with state and federal regulations regarding students IEP review, re-evaluation procedures, and periodic program updates. Strategy's Expected Result/Impact: This will ensure all student IEPs and ARDs are up to date, which will result in 100% state compliance. Staff Responsible for Monitoring: 1. SPED Department chair 2. SPED Administrator 3. Principal Action Steps: 1. Conduct progress monitoring at grading periods and annual review dates, as needed. 2. Provide updates during monthly faculty/staff meetings. 3. Review documentation for student IEP Accommodations twice every six weeks. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals


Goal 1: ATTENDANCE - Implement systems to track and monitor student attendance rates and address the concerns of students with chronic attendance that will lead to an increase in attendance from 95.5% to 97% by May 2023.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: To increase parental awareness of how attendance is related to student success which will lead to a 10% increase in ADA of students with chronic attendance concerns.

Evaluation Data Sources: A4E, Attendance Tracker, Call logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement a campus wide incentives plan for attendance plan.</p> <p>Strategy's Expected Result/Impact: Students daily attendance will increase and improve student performance.</p> <p>Staff Responsible for Monitoring: 1. Donna Scott, Attendance Clerk 2. Cynthia Morales , Student Case Worker 3. Alvin Goldman, Assistant Principal 4. Audra Aubrey, Assistant Principal</p> <p>Action Steps: 1. Ensure all student phone numbers are accurate. 2.Daily phone calls to encourage absent students to come to school before 10:30 ADA time. 3.Create incentives for students to earn each six weeks for perfect attendance and no unexcused absences (Free Dress Pass, School Store Welch Bucks, 4.Outdoor Activities, and Food Trucks). 5.Document daily, weekly, and six weeks attendance by using the 21-22 Attendance Data Spreadsheet. 6.Hold bi-monthly Attendance Committee Meetings to discuss attendance concerns and develop an Action Plan for solutions and next steps.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: School-wide incentives, promotional items, supplies for the school store, etc - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000, Food for students and staff for varies activities/events. - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$5,000</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure monthly Attendance Newsletter shares data with parents as it relates to attendance and how it effects academic success and future success. Highlight Monthly Attendance Award Winners.</p> <p>Strategy's Expected Result/Impact: This will motivate students to come to school daily and on time that will lead to an increased attendance rate.</p> <p>Staff Responsible for Monitoring: 1. Donna Scott, Attendance Clerk 2. Cynthia Morales , Student Case Worker 3. Alvin Goldman, Assistant Principal 4. Deshonta Everett, Principal</p> <p>Action Steps: 1. Survey Parents to develop top reasons students are chronically absent. 2. Highlight classes with top attendance rates in the newsletter. 3. Implement truancy plan .</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 2: SOCIAL STUDIES - The percentage of 8th grade students performing at or above grade level (Meets) in social studies as measured by STAAR will increase performance by at least 10 percentage points from 9% to 20% in Spring 2023. Masters performance will increase from 5% to 15%.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: Implement writing across the curriculum in all subject areas.

Evaluation Data Sources: Lesson Plans, PLC Meetings, Work Samples, Benchmarks/Common Assessment results and data analysis. Summative evaluation will be TEA STAAR Social Studies results.

Strategy 1 Details		Reviews			
Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing daily in Social Studies class and completing an open-ended written response to a STAAR-aligned question. Strategy's Expected Result/Impact: Students will gain a deeper understanding of the social studies content and continue developing their writing skills to increase student performance. Staff Responsible for Monitoring: 1. Audra Aubrey , Department Administrator 2. Crystal Parliament, Department Chair 3. Mashanda Walker-Shack, Dean of Instruction Action Steps: 1. Review STAAR questions to create open-ended writing prompts for students. 2. Implement and monitor school wide writing plan. Title I: 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

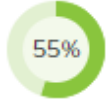
Measurable Objective 2: 100% of our teachers will implement instructional strategies that support building and retaining vocabulary.






Evaluation Data Sources: Lesson Plans, Department PLC weekly, Work Sample protocols, Learning Walks and Observations, and WCA data.

Strategy 1 Details		Reviews			
Strategy 1: The Social Studies team will weekly include one or more of the following strategies Quick Writes, QSSSA, 'Historical Point of view writing, and vocabulary foldables. ACES writing will be implemented during each unit of Social Studies. Strategy's Expected Result/Impact: Improve student achievement by building vocabulary. Staff Responsible for Monitoring: 1. Crystal Parliament, SS Department Chair 2. Audra Aubrey Department Administrator 3. Mashanda Walker-Shack Action Steps: 1. Review data from WCA and CFU to determine which TEKS to revisit and incorporate specific strategies (listed above) for during DDI. 2. During PLC meetings, plan/prepare weekly strategies that align with pacing calendar and student needs for learning academic and content specific vocabulary. 3. Develop a plan for showcasing exemplar strategies to other departments that work within classroom and throughout school, during Faculty/Staff Meetings and Teacher Service Days, which are ongoing and/or monthly throughout the year.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: 100% will utilize and implement the district's master courses to ensure alignment to TEKS and delivery of high quality instruction.

Evaluation Data Sources: Appraiser observation and feedback.
Lesson plans

Strategy 1 Details		Reviews			
Strategy 1: Teacher will meet with the District C&I implementation coach to internalize and practice lessons . Strategy's Expected Result/Impact: Increase alignment in instruction and increase student achievement on STAAR. Staff Responsible for Monitoring: 1. Audra Aubrey , Department Administrator 2. Crystal Parliament, Department Chair 3. All SS Teachers 4. Mashanda Walker-Shack, Dean of Instruction Action Steps: 1.Create planning schedule 2.Observe and provide feedback 3.Schedule calibration walks with C&I implementation coach weekly 4. Weekly lesson plan check and feedback TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize researched -based resources to provide additional support to students during and after school.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Social Studies STAAR scores. Struggling students should show growth on common assessments.</p> <p>Staff Responsible for Monitoring: 1. Audra Aubrey , Department Administrator 2. Crystal Parliament, Department Chair 3. 3. Mashanda Walker-Shack, Dean of Instruction</p> <p>Action Steps: 1. Provide small group training to teachers 2.Create plan for after school tutorials 3.Implement STAAR camp in March 4. Order needed resources</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Extra duty pay for before, after, and Saturday tutorials for Social Studies teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000, Extra duty pay for before, after, and Saturday tutorials for Social Studies teachers - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 3: SCIENCE - The percentage of 8th grade students performing at or above grade level (Meets) in science as measured by STAAR will increase performance by at least 15 percentage points from 10% to 29% in Spring 2023. Masters performance will increase from 2% to 15%.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: Implement writing across the curriculum in all subject areas.

Evaluation Data Sources: Lesson Plans, PLC Meetings, Work Samples, Benchmarks/Common Assessment results and data analysis. Summative Evaluation will be TEA STAAR Science.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing daily in Science class and completing an open-ended written response to a STAAR-aligned question.</p> <p>Strategy's Expected Result/Impact: Students will read and analyze content to gain a deeper understanding and increase student achievement. This strategy allows for a more accurate measure of students' understanding of content, critical thinking skills, and communication skills.</p> <p>Staff Responsible for Monitoring: 1. Ryan Upshaw , Science Dept. Administrator 2. Ms. Young , Science Dept. Chair 3. 6th-8th Science teachers 4. Mashanda Walker-Shack , Dean of Instruction</p> <p>Action Steps: 1. Review STAAR questions & create constructed and/or text-entry responses for students. 2. During PLC meetings, plan/prepare weekly STAAR 2.0 writing responses 3. Implement and monitor school wide writing plan</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Measurable Objective 2: 100% of Science teachers will implement hands on laboratory experiences.

Evaluation Data Sources: Teacher/administrator observations and walk-throughs, lesson plans, PLC meetings, interactive notebooks, benchmark/common assessments, grade books, and work samples.

Strategy 1 Details	Reviews			
<p>Strategy 1: All Science teachers will support the campus goal of improving STAAR Science performance by conducting hands on laboratory activities once per week.</p> <p>Strategy's Expected Result/Impact: Students will conduct experiments, utilize laboratory equipment, perform experiments, investigate reactions & properties, etc. Hands on experiences will allow for students to improve science literacy, develop problem-solving and critical thinking skills, in addition to gaining exposure to reactions, materials, and equipment in a laboratory setting. Conducting lab activities will also help students to develop scientific reasoning skills and enhance their learning with Science concepts learned in class.</p> <p>Staff Responsible for Monitoring: 1. Ryan Upshaw, Science Dept. Administrator 2. Ms. Young, Science Dept. Chair 3. Mashanda Walker-Shack, Dean of Instruction</p> <p>Action Steps: 1. During PLC meetings teachers will plan/prepare weekly hands-on laboratory experiments. 2. Teachers will ensure they have or can obtain the appropriate materials needed for the lab. 3. Science administrator will conduct weekly observations to ensure hands on activities are being conducted weekly. 4. Provide professional development to teachers to unpack the TEKS and deliver targeted instruction.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies, equipment, and materials for Science department - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000, Preplanning and unpacking the Science TEKS - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 45%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: The Science Department will utilize interactive notebooks.

Evaluation Data Sources: Teacher/administrator observations and walk-throughs, lesson plans, PLC meetings, interactive notebooks, benchmark/common assessments, and work samples.

Strategy 1 Details	Reviews			
<p>Strategy 1: All Science teachers will support the campus goal of improving STAAR Science performance by utilizing interactive notebooks daily.</p> <p>Strategy's Expected Result/Impact: Students will utilize interactive notebooks to compartmentalize important science content through the use of guided notes, foldables, graphic organizers, etc. Students will also embed important test taking strategies regarding all assessments and benchmarks, in addition to the new STAAR redesign (STAAR 2.0) within the notebook.</p> <p>Staff Responsible for Monitoring: 1. Ryan Upshaw, Science Dept. Administrator 2. Ms. Young, Science Dept. Chair 3. Mashanda Walker-Shack, Dean of Instruction 4. 6th-8th science teachers</p> <p>Action Steps: 1. During PLC meetings teachers will plan/prepare for notebook activities. 2. Science administrator will conduct observations and walk-throughs and provide teachers with feedback. 3. Ensure interactive notebooks are being used daily and with fidelity in order to support WAC; will be monitored through learning walks.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

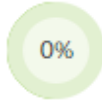




Goal 4: SPECIAL POPULATIONS - By May 2023, 100% of teachers on the campus will create and effectively utilize a strategic student profile data system to support and close the student achievement gap for gifted and talented, special education, English Learners, economically disadvantaged, at-risk, and dyslexia students' groups.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach



Measurable Objective 1: Increase Gifted & Talented Programs







Evaluation Data Sources: School-wide calendar of Events, student engagement and involvement, and check-ins with GT Coordinator.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive Gifted and Talented Professional Development Opportunities on campus through Region IV. Strategy's Expected Result/Impact: Students will receive GT services and enrichment opportunities to help support closing the achievement gaps. Staff Responsible for Monitoring: 1. Maybeth Biantan , Magnet/ GT Coordinator 2. Ms. Lebiga , Counselor 3. Deshonta Everett, Principal 4. Cynthia Morales, Student Case worker Action Steps: 1.List of students identified as Gifted & Talented. 2.Plan activities and events on School-wide Calendar of Events. 3.Highlight work of GT students school-wide. Title I: 2.6, 4.1 - TEA Priorities: Connect high school to career and college Funding Sources: General supplies to support GT program - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$2,979, Extra duty pay to cover PD training - 1991010003 - General Fund - Small School Subsidy - 6100 - Payroll - \$1,200, Extra duty pay to cover PD training at RICE, Region IV, or wherever GT training is offered - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$6,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: Special Education Instructional Setting







Evaluation Data Sources: School-wide calendar of Events, student engagement and involvement, and check-ins with SPED Chair and Administrator.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an intervention class to provide targeted support/interventions to students receiving dyslexia and special education services.</p> <p>Strategy's Expected Result/Impact: Students will gain the ability to increase phonemic awareness, graph-phonemic knowledge, language structure, linguistic ability, strategy-oriented thinking, computational skills, and problem solving abilities through rigorous deficit decreasing instruction.</p> <p>Staff Responsible for Monitoring: 1. Alvin Goldman SPED Administrator 2. Ms. Terry, SPED Chair 3. All SPED Teachers 4. All Resource Teachers</p> <p>Action Steps: 1. The SPED Department will attend required Professional Development pertaining to components of effective instruction in regards to special populations. 2. The SPED Department will proactively stay on top of all SPED action items and updates from the OSES. 3. The SPED Chair and SPED Administrator will assist with creating a schedule for students who receive dyslexia services.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra duty pay for after and Saturday tutorials for Special Education teachers/staff - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education Teachers and General Education teachers will collaborate in the least restrictive educational setting.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction that remains at grade level and/or ability rigor to increase capacity</p> <p>Staff Responsible for Monitoring: 1. Alvin Goldman SPED Administrator 2. Ms. Terry, SPED Chair 3. All SPED Teachers 4. All Resource Teachers 5. General Ed Teachers</p> <p>Action Steps: 1. Develop a co-teaching system where General Ed ELAR and SPED teachers can co-plan together monthly during PLC. 2. Ensure Teachers are following IEP and implementing accommodations within classrooms. 3. Receive support and training from the OSES as needed for SPED Department and Gen Ed Teachers with SPED students.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will ensure compliance with state and federal regulations regarding students' annual IEP reviews, re-evaluation procedures, and periodic program updates. Strategy's Expected Result/Impact: Students will have an up-to-date ARD and state folder monitored on a year around basis. Staff Responsible for Monitoring: 1. Alvin Goldman SPED Administrator 2. Ms. Terry, SPED Chair 3. All SPED Teachers 4. All Resource Teachers 5. General Ed Teachers Action Steps: 1. Teachers will conduct IEP progress monitoring at each six week grading periods. 2. SPED Chair will provide teachers with appropriate documentation forms for their student(s) accommodation documentation and progress monitoring. 3. SPED Chair will provide annual review dates, as needed, throughout the school year.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will use the Unique learning system and/or Every Move Counts for our baseline data from level 1 to level 3 per monthly assessments. Strategy's Expected Result/Impact: Students will receive lessons tailored to their educational needs based on on-going data collection and analysis. Staff Responsible for Monitoring: 1. Alvin Goldman SPED Administrator 2. Ms. Terry, SPED Chair 3. All SPED Teachers 4. All Resource Teachers Action Steps: 1. Monthly Unique and/or Every Move Counts Pre/Post assessment and Benchmarks will be provided to students. 2. Teachers and staff will attend required training for Unique and/or Every Move Counts, as provided throughout the school year. 3. Classroom observations, feedback, and PLC will be utilized to provide support to teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: English Learners - Increase TELPAS Composite Scores.

Evaluation Data Sources: Assessment data, interim assessments, increased reading time/stamina, guided reading, K-12 Summit data reports, and usage reports showing growth.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement highly effective strategies to support emergent bilingual students. Strategy's Expected Result/Impact: Students who are English Learners will receive targeted support through sheltered instruction ESL strategies to scaffold their learning academic content. Staff Responsible for Monitoring: 1. Maybeth Biantan, ELA /ESL Administrator 2. Mashanda Walker-Shack, Dean of Instruction 3. Multilingual Dept. Specialists 4. Data-Driven Instruction Specialists (DDIS) 5. All Classroom Teachers Action Steps: 1. The District DDIS will provide support and professional development to teachers and staff around TELPAS data. 2. The District Multilingual Department Specialists, and Sheltered Instruction Coach will provide professional development to teachers around instructional strategies to support English Learners through Sheltered Instruction. 3. Provide each teacher with updated 7 STEPs to a linguistic rich classroom book . Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Create newcomers class for new to the country and beginner emergent bilingual students. Strategy's Expected Result/Impact: Students will receive targeted instruction to develop speaking and writing skills , to help support with grade level instruction. Staff Responsible for Monitoring: 1. Maybeth Biantan , ELA /ESL Administrator 2. Mashanda Walker-Shack , Dean of Instruction 3. ESL Teachers 4. Multilingual/Sheltered Instruction Coach 5. Ms. Lebiga, Counselor Action Steps: 1. Campus counselor will create in the Master Schedule sections for Beginner/Intermediate emergent bilingual students. 2. Send ESL Interventionists to training and professional development on ESL sheltered instruction strategies. 3. Collaborate with district ESL Specialist in Multilingual Department to provide professional development to teachers around ESL instructional strategies. 4. Provide constructive feedback to teachers based on observations, walk-throughs, and collaboration walks. Title I: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals


Goal 5: PARENT and COMMUNITY ENGAGEMENT - By May 2023, the campus will increase the percentage of parent and community involvement by 50% by engaging and hosting a minimum of 8 school-wide parent and community events that promote and improve safety, public support, and confidence.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase parent and community involvement at campus-wide events.

Evaluation Data Sources: Sign-in sheets, Meeting Agendas, Meeting Minutes, and School-wide Calendar of Events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Variety of communication for school-wide events.</p> <p>Strategy's Expected Result/Impact: To provide opportunities for parents to attend both campus and off campus activities to enhance parental involvement.</p> <p>Staff Responsible for Monitoring: 1. Mashanda Walker-Shack ,Dean of Instruction 2. Deshonta Everett, Principal 3. Wrap around Specialist 4. Ms. Lebiga, Counselor</p> <p>Action Steps: 1. Plan school-wide and community activities . 2.Prepare sign-in sheets for each activity or event. 3.Update website and social media platforms (Twitter and Facebook) often to announce and encourage parent and community involvement. 4.Increase opportunities for parents and community members to become involved in school activities and events through SDMC, family nights, sports games, and Magnet events.</p> <p>TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: Conduct family nights across content areas in different areas of content to promote parental involvement. Strategy's Expected Result/Impact: Increase parental involvement and awareness around student learning. Staff Responsible for Monitoring: 1. Mashanda Walker-Shack ,Dean of Instruction 2. Deshonta Everett, Principal 3. Wrap around Specialist 4. Ms. Lebiga, Counselor 5. All teachers Action Steps: 1. Host open-house in September 2. Plan and host Hispanic Heritage event by October 2022 3. Schedule literacy Night , Science Fair, and Math night and provide scheduel to parents by October 2022. 4. Increase opportunities for parents and community members to become involved in school activities and events through SDMC, family nights, sports games, and Magnet events. Title I: 2.6, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES








The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grade 7), Hearing Screening (Grade 7), Type 2 Diabetes (Grade 7), Spinal Screening (Grade 8 males), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse .

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by school nurse: Quiana Hewitt
Student records






Strategy 1 Details		Reviews			
Strategy 1: Running immunization delinquent report biweekly to May 2023. Strategy's Expected Result/Impact: Improvement of student mandated health services Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse 2. Deshonta Everett, Principal Action Steps: 1. Running immunization delinquent report from Health Office Anywhere software report #5005. 2. Collaborate with District-level health department to ensure reports have been received. 3. Attend meetings with district office to receive updates, as needed.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Nurse Hewitt will track vision screening records throughout the school year. Strategy's Expected Result/Impact: Students vision needs and concerns will be addressed and students will receive eye exams and eye-wear as needed. Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse 2. Deshonta Everett, Principal Action Steps: 1. Conduct eye screening for 7th grade students. 2. Collaborate with District-level health department to ensure reports have been documented. 3. Inform students' parents of eye exam results in a timely manner.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Nurse Hewitt will track hearing screening records and update as needed throughout the school year. Strategy's Expected Result/Impact: Students hearing screening will allow for hearing concerns to be addressed as needed. Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse 2. Deshonta Everett, Principal Action Steps: 1. Conduct hearing screening for 7th grade students. 2. Collaborate with District-level health department to ensure hearing screening reports are submitted by December 2022. 3. Inform students' parents of hearing exam results in a timely manner.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Nurse Hewitt will track all Type 2 Diabetes student screenings throughout the school year. Strategy's Expected Result/Impact: Students will be screened for Type 2 Diabetes to ensure that if they have Diabetes they are provided with the appropriate support. Staff Responsible for Monitoring: Quiana Hewitt, School Nurse Principal Action Steps: Screening 7th grade students to prevent future health concerns in regard to diabetes. The nurse will develop a schedule for the screening process. Students' parents will be informed of when their child's screening is and also the results of their child's screening.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:






Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse Hewitt will track the 6th grade students' spinal screening records. Strategy's Expected Result/Impact: Students in grade 6 will have a preventative screening done in order to determine if they need additional Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse Action Steps: 1. Nurse will create a schedule to ensure she has screened all 6th grade students by February 2023. 2. The nurse will contact parents for any screening results. 3. Students' parents will be informed of when their child's screening is and also the results of their child's screening.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.






Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse Hewitt will ensure records are updated throughout the school year for all students taking medication. Strategy's Expected Result/Impact: Students will receive their prescribed medication, as needed. Staff Responsible for Monitoring: Quiana Hewitt, School Nurse Principal Action Steps: Nurse will collect all medication for students and store in her office. Teachers, students, and parents will all be on the same page with all medication needs; Nurse will contact parents to verify any changes. Nurse will update teachers and staff as needed throughout the year, if there are medication changes.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Nurse Hewitt will ensure the AED is checked monthly. Strategy's Expected Result/Impact: Ensure the AED is working and ready to use, if needed. Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse Action Steps: 1. Nurse will check AED monthly. 2. Nurse will submit documentation of AED monthly. 3. Nurse will request AED services, as needed.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 8: Coordinate a Health Committee Team (clerks, registrar) for parent notifications and letter distributions.

Evaluation Data Sources: Review of Health Office Anywhere-Campus Delinquency report (5005)

Strategy 1 Details		Reviews			
Strategy 1: The team will perform individual student parent call outs, prepare delinquency letters for mail out, review for completion and data input of submitted vaccine records by school nurse. Strategy's Expected Result/Impact: Collaboration with the team will improve implementation of mandated health services. Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse 2. Donna Scott , Registrar 3. All Clerks Action Steps: 1. Nurse will select team members. 2. Health Committee team will meet initially to create a plan of action for the year. 3. Health Committee team will meet monthly throughout the school year to discuss updates, concerns, and action plans. 4. Health Committee team will ensure all staff members, parents, and students are aware of any changes made.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 7: VIOLENCE PREVENTION - By May 2023, the campus will reduce the number of referrals by 3% by placing interventions in place to consistently address Level III infractions.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: 100% of staff will educate students on bullying awareness and prevention.

Evaluation Data Sources: By September 30, 2022: Teachers will log in to One Source to complete their 2022-23 compliance courses, and certificates will be submitted to appraisers as proof of attendance.

Strategy 1 Details		Reviews			
Strategy 1: All staff will be trained on the importance of district and campus policies related bullying prevention. Strategy's Expected Result/Impact: The number of bullying incidents reported on campus referrals will decrease, ensuring student health, safety, and well-being. Staff Responsible for Monitoring: 1. All Administrators 2. Ms. Lebiga, Counselor 3. Deshonta Everett, Principal Action Steps: 1. All staff will complete HISD Compliance Courses by September 30, 2022 and turn in their certificates to their department 2. Counselor and administration will conduct a fall check-in to determine success of prevention programs. 3. A spring training will be conducted, if needed. Title I: 2.5 Funding Sources: Supplies, materials, and/or training for bullying prevention - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$4,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: Administration will implement the Academies of Excellence initiative throughout all grade levels.

Evaluation Data Sources: Administrative meetings, grade level PLC, grade level student meetings, student behavior infractions & discipline data, faculty surveys, student surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will incorporate the Academies of Excellence program goals to decrease the frequency of behavior infractions, build a positive school culture for all stakeholders, and increase student attendance and engagement.</p> <p>Strategy's Expected Result/Impact: There will be 4 major impacts on students' learning:</p> <ol style="list-style-type: none"> 1. A Streamlined communication will increase student and parent participation in the educational process. Students and parents will be more informed about what's going on in and around Welch MS. 2. Additional learning and/or enrichment opportunities for students to increase student achievement. 3. Increased student engagement because they have a stake in the outcome of their own grade level's achievement. 4. Students obtaining wolf bucks from teachers, staff, and administrators will increase positive behaviors and/or actions while also reducing negative behaviors/ actions. <p>Staff Responsible for Monitoring:</p> <ol style="list-style-type: none"> 1. Alvin Goldman, Assistant Principal 2. Audra Aubrey, Assistant Principal 3. Lela Whigham, Teacher and Student Council Coordinator 4. All Teachers and All Administrators 5. Ms. Lebiga, Counselor <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teachers will download the Talking Points app and encourage parents/students to do the same. Program goals will streamline communication through the use of technology apps and a school wide you tube channel. 2. Learning opportunities will be provided and extended beyond the classroom with morning learning labs before school, lunch & learn during lunch, academic retreats during holidays, and after school tutorials and clubs. 3. Increased engagement through competition (assessments, attendance, etc.) among the academies. Every 6 weeks each grade level will compete against each other for better attendance and higher assessment scores. 4. Positive reinforcement through the use of our school store and students earning wolf bucks. When students are caught performing positive acts and exceptional on assignments, they can earn wolf bucks. A commitment to success contract to hold all students, parents, and teachers accountable will be passed out by homeroom teachers to their students. <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 8: DISCIPLINE - By May 2023, the campus will see at least a 5% deduction in referrals by implementing interventions to consistently address Level III infractions.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: 100% of teachers will implement a fair, consistent, classroom management plan in accordance to the school wide discipline plan.

Evaluation Data Sources: Student discipline and referral reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will create classroom management plan that explains in detail the expectations for the classroom and utilizes Teach Like a Champion (TLAC) strategies and TEACH strategies.</p> <p>Strategy's Expected Result/Impact: Total number of discipline referrals will decrease, and students will remain in the classroom and be able to participate in instructional activities to increase student achievement.</p> <p>Staff Responsible for Monitoring: 1. All Administrators 2. All Teachers</p> <p>Action Steps: 1. Teachers review classroom systems and expectations with their students (including TLAC). Teachers submit their classroom management plans to their administrator by August 19, 2022. 2. Teachers frequently communicate with parents and administrators pertaining to student discipline concerns. 3. Grade level administrators will hold grade level PLC meetings twice a semester to review discipline processes, expectations, and procedures. 4. Distribute "Welch Bucks" for students to use in the school store. Students will be invited to attend a field day event every six weeks if they have no referrals in addition to other requirements such as attendance and grades.</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Grade level administrators will hold grade level discipline meetings.

Evaluation Data Sources: Administrative meetings, grade level PLC, grade level student meetings, school calendar.

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level administrators will hold grade level meetings twice per semester to review discipline policies, procedures, and expectations.</p> <p>Strategy's Expected Result/Impact: Holding grade level meetings will result in:</p> <ol style="list-style-type: none"> 1. The weekly Grade level cluster PLC meetings will ensure all students are informed about school policies and procedures, especially when mobility can be high. Meetings will act as a review and/or refresher. 2. Students have an opportunity to ask questions to teachers and staff about policy and procedures. 3. Important dates and/or deadlines can quickly be relayed to the student body at one time, ensuring that everyone is informed in a timely manner. <p>Staff Responsible for Monitoring: 1. Grade Level Administrators 2. Ms. Lebiga , Counselor 3. Deshonta Everett, Principal</p> <p>Action Steps: 1. Grade level administrators will meet to discuss all issues around discipline policies, procedures, and expectations. 2. Grade level administrators will meet and send talking points to cluster leaders for a presentation to be created for each grade level. 3. Grade level administrators and cluster leaders will conduct a presentation on discipline policies, procedures, and expectations twice per semester.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Results Driven Accountability</p> <p>Funding Sources: Student incentives for prep rallies, graduation promotional items, field trip supplies, grade level meetings, supplies for the school store, etc. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 056 Welch Middle School

Total SCE Funds: \$3,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The State Compensatory Education funds are mostly being used for the cost of associate teachers for teacher planning days. We will have 6 instructional planning days for teachers in alignment with grade reporting periods.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michael Ocholi	Teacher	English Language Arts Department	100

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Deshonta Everett	Principal
Administrator	Mashanda Walker-Shack	School-Based Staff
Administrator	Ryan Upshaw	School-Based Staff
Classroom Teacher	Lela Whigham	Classroom Teacher
Classroom Teacher	Ryan Farr	Classroom Teacher
Classroom Teacher	Rayya Carrington	Classroom Teacher
Parent	Khalilah Moore	Parent
Parent	Lilian Uhegbu	Parent
Business Representative	Dana Enriquez-Vontoure	Business Member
Community Representative	Beverly Marlin	Community Member
Community Representative	Walter Barreda	Community Member
Non-classroom Professional	Cynthia Morales	Non-Instructional Staff
Classroom Teacher	Chelsea Manuel	Classroom Teacher
Classroom Teacher	Dan Jean	Classroom Teacher
Classroom Teacher	Jason Jones	Classroom Teacher
Classroom Teacher	Lisa Mitchell	Classroom Teacher
Classroom Teacher	Shekita Thornton	Classroom Teacher
Classroom Teacher	Bernadine Miller	SPED Classroom Teacher

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	1	Food for students and staff for varies activities/events.	6400 - Other Operating Expenses	\$5,000.00
5	1	1	1	School-wide incentives, promotional items, supplies for the school store, etc	6300 - Supplies and Materials	\$10,000.00
5	3	2	1	Supplies, equipment, and materials for Science department	6300 - Supplies and Materials	\$5,000.00
5	4	1	1	Extra duty pay to cover PD training at RICE, Region IV, or wherever GT training is offered	6100 - Payroll	\$6,000.00
5	7	1	1	Supplies, materials, and/or training for bullying prevention	6300 - Supplies and Materials	\$4,000.00
5	8	2	1	Student incentives for prep rallies, graduation promotional items, field trip supplies, grade level meetings, supplies for the school store, etc.	6300 - Supplies and Materials	\$15,000.00
Sub-Total						\$45,000.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	1	General supplies to support GT program	6300 - Supplies and Materials	\$2,979.00
Sub-Total						\$2,979.00
1991010003 - General Fund - Small School Subsidy						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	1	Extra duty pay to cover PD training	6100 - Payroll	\$1,200.00
Sub-Total						\$1,200.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2	1	Extra duty pay for after and Saturday tutorials for Special Education teachers/ staff	6100 - Payroll	\$5,000.00
Sub-Total						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	2	Extra duty pay for before, after, and Saturday tutorials for Social Studies teachers	6100 - Payroll	\$5,000.00
Sub-Total						\$5,000.00

2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Preplanning Prep Time for ELA dept.	6100 - Payroll	\$10,000.00
5	2	3	2	Extra duty pay for before, after, and Saturday tutorials for Social Studies teachers	6100 - Payroll	\$10,000.00
5	3	2	1	Preplanning and unpacking the Science TEKS	6100 - Payroll	\$10,000.00
Sub-Total						\$30,000.00