

Houston Independent School District
056 Welch Middle School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	11
Perceptions	13
Priority Problems of Practice	15
Comprehensive Needs Assessment Data Documentation	16
Board Goals	19
Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.	20
Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.	23
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.	27
Board Goal 4: 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 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.	31
Board Goal 5: Additional Campus Goals	34
State Compensatory	64
Budget for 056 Welch Middle School	65
Personnel for 056 Welch Middle School	65
Title I Schoolwide Elements	65
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	66
1.1: Comprehensive Needs Assessment	66
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	66
2.1: Campus Improvement Plan developed with appropriate stakeholders	66
2.2: Regular monitoring and revision	66
2.3: Available to parents and community in an understandable format and language	66
2.4: Opportunities for all children to meet State standards	67
2.5: Increased learning time and well-rounded education	67
2.6: Address needs of all students, particularly at-risk	67
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	68
3.1: Develop and distribute Parent and Family Engagement Policy	68
3.2: Offer flexible number of parent involvement meetings	69
Title I Personnel	69
Campus Shared Decision Making Committee	70
Campus Funding Summary	71

Comprehensive Needs Assessment

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 43 certified teachers, 6 Teacher Assistants, 6 clerks, 1 Administrative Assistant, 1 Counselor, 1 School Nurse, and 7 Administrators. Approximately 40% of the teacher are male and 60% are female. Sixty percent of the teaching staff has less than 10 years of experience.

The school's current enrollment is approximately 650 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 34% 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 quality 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, and provide insights to ensure our energies and financial resources are being dedicated to promoting rigorous curriculum, innovated learning experiences, and increase opportunities that will embrace and respect individual differences and community values. 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 time and support needed to learn at high levels and obtain the hard and soft skills to matriculate to their career or college of their choice.

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.
- Welch has increased high school/post-secondary courses from 2 classes to 10 classes offered. We now have two Algebra I classes, two Integrated Physics and Chemistry (IPC), three Principals of Technology, and three Professional Communications courses.
- We have increased parent engagement and community activities by over 100%.
- We ensured 100% of our teachers are certified in their core content areas and all our English/Reading teachers are English as a Secondary Language (ESL) certified to meet the increased demand of our ESL student population.
- Welch now has a 5 by 5 master schedule that focuses on embedded double-blocked math and reading for all students 6-8 grade and double-block science and social studies for 8th grade. In addition, we have built-in interventions for all Tier II and Tier III students.
- Our master schedule is set up for Professional Learning Communities (PLC) by grade levels and by departments to ensure teachers have adequate planning time to meet with parents and students as well as time to collaborate with your teams for instructional planning.

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:** Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.

Student Learning

Student Learning Summary

T.E.A. did not provide Domain 1-3 data for last school year 20-21. Below is the T.E.A. Domain 1-3 data for the year 18-19 school year. Welch MS earned a 65 in Domain I: Student Achievement, a 79 in Domain II: School Progress, and a 78 in Domain III: Closing the Achievement Gap. Welch earned two T.E.A. Distinction Designations- 1) Comparative Academic Growth and 2) Comparative Closing the Gaps.

Welch made significant progress in Domain II: School Progress and Domain III: Closing the Achievement Gap for 2018-2019.

Campus Name: 056 - WELCH MIDDLE
TEA Level: MS
18-19 School Office: West

Department of Research and Accountability
Official Results released by TEA on August 15, 2019

Confidential

Domain 1: Student Achievement

STAAR Component Details	# Tested	App. or Above		Meets or Above		Masters	
	#	%	#	%	#	%	
Reading/ELA	573	370	65	172	30	61	13
Math	572	418	73	236	41	67	12
Writing	177	97	55	48	27	13	7
Science	208	128	61	54	26	5	2
Social Studies	206	111	54	35	17	16	8
Total	1736	1122	65	545	31	182	9

Components	Component Score	Scaled Score	Weight	Points Earned
STAAR Performance	35	65	100	65.0
CCMR±				
Graduation Rate				
Scaled Score				65

Domain 1 Rating = **D**

Domain 3: Closing the Gaps

Components	# of Groups Evaluated	% Met Target	Weight	Points Earned
Academic Achievement	16	35	30.0	11.4
Growth	16	94	50.0	4.7
Graduation Rate	-	-	-	N/A
English Language Prof.	5	0	10.0	0
Domain 1 STAAR	8	25	10.0	2.5
CCMR±				N/A
Component Score				61
Scaled Score				78

Domain 3 Rating = **C**

*Not Applicable to this campus

±CCMR=College, Career, and Military Readiness

Source: TEA Accountability Data Download on 8/20/2019

HISD Research and Accountability

Domain 2: School Progress

Part A: Academic Growth Details	# Tested	Points Earned	%
Reading/ELA	535	375	70
Math	531	389	73
Total	1066	762	
Component Score			71
Scaled Score			79

Part B: Relative Performance Details	
% Economically Disadvantaged	91.9
Domain 1 Component Score	35
Scaled Score	77

*Domain 2, Part B is not used for AEA

Domain 2 Higher Component = Stu Gwth

Domain 2 Rating (based on higher of Part A or B) = **C**

Overall Rating and Distinctions

	Scaled Score	Weight	Points Earned	90-100 A	80-89 B	70-79 C	60-69 D	50-59 F
Domain 1 or 2 (better)	79	70	55.3					
Domain 3								
Overall Scaled Score	78	30	23.4					
Overall Rating = C								

Distinctions			
Reading	N	Student Progress	Y
Math	N	Closing the Gap	Y
Science	N	Post Secondary Readiness	N
Social Studies	N	Number Earned	2

N=Not Eligible (2019 Accountability Manual, p. 63)

F=If a campus scores a 59 or less in 3 of 4 areas (Domain 1, Domain 2 Part A, Domain 2 Part B, Domain 3), they receive an overall rating of F even if the overall projected score is >=60.

Texas Education Agency 2019 Accountability Ratings Overall Summary WELCH MIDDLE (101912056) - HOUSTON ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		65	D
STAAR Performance	35	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	71	79	C
Relative Performance (Eco Dis: 91.9%)	35	77	C
Closing the Gaps	61	78	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Comparative Closing the Gaps	Earned

For 20-21 school year, T.E.A. provided the following data (released August 21). The data includes the campus STAAR performance dropped significantly in all four core areas of instruction and in all student sub populations. The root cause of this drop was COVID 19 and lack of consistent face-to-face instruction. The data clearly shows students were not successful with online learning and need in person intense instruction for 21-22 school year. The data also points out that in 18-19 school year 100% of students participated and in 20-21 only about 68% on average participated. Thus, the data does not reflect our whole student body and does not reflect the entire picture of our student achievement.

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	18
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 98.2%)	18
Closing the Gaps % of Indicators Met	
Academic Achievement Status	6%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	13%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	68%

Distinction Designations

Distinction designations were not awarded in 2021.

**Texas Education Agency
2021 STAAR Performance
WELCH MIDDLE (101912056) - HOUSTON ISD**

*** Confidential ***

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	388	401	115	157	155	1,216	
Approaches GL or Above	179	124	35	35	47	420	35%
Meets GL or Above	83	44	9	18	17	171	14%
Masters GL	28	21	0	5	6	60	5%
Total Percentage Points							54%
Component Score							18

For the 20-21 school year, our MOY and EOY data is as followed:

MOY Data:

- **Math overall: 28% Approaches, 13% Meets, 4% Masters**
- **Reading overall: 34% Approaches, 17% Meets, 11% Masters**
- **Writing overall: 27% Approaches, 9% Meets, 2% Masters**
- **Science overall: 20% Approaches, 9% Meets, 5% Masters**
- **Social Studies overall: 37% Approaches, 7% Meets, 11% Masters**

EOY Data:

- **Math overall: 30% Approaches, 8% Meets, 2% Masters**
- **Reading overall: 40% Approaches, 18% Meets, 8% Masters**
- **Writing overall: 25% Approaches, 7% Meets, 2% Masters**
- **Science overall: 21% Approaches, 5% Meets, 3% Masters**
- **Social Studies overall: 28% Approaches, 14% Meets, 8% Masters**

For the 20-21 school year, our STAAR data is as followed for approaches, meets, and masters:

Reading Department

School Year	Grade 6	Grade 7	Grade 8	Dept. Total
2017-18	38%/13%/3%	49%/21%/10%	56%/24%/7%	56%/24%/9%
2018-19	44%/14%/6%	56%/29%/16%	64%/33%/10%	65%/30%/11%
2020-21	41%/14%/7%	44%/21%/19%	49%/24%/6%	45%/20%/7%

From looking at the STAAR Reading data above, it is evident that the students at WMS showed growth in their Reading from 2017 STAAR to the 2018 STAAR.

Math Department

School Year	Grade 6	Grade 7	Grade 8	Algebra 1	Dept. Total
2017-18	56%/28%/11%	40%/13%/2%	63%/24%/2%	100%/83%/43%	62%/30%/9%
2018-19	65%/31%/10%	55%/20%/7%	73%/46%/6%	100%/84%/57%	73%/41%/12%

Math Department

2020-21 31%/10%/6% 22%/5%/1% 17%/4%/2% 80%/44%/24% 30%/10%/5%

As you can see from the STAAR Math data above, the students at WMS were making progress in Domain I. Every grade level increased their Approaches, Meets, and Masters percentages on their Math STAAR tests from the 2018 STAAR test to 2019 STAAR test.

Writing Department

Science Department


Social Studies Department

School Year	Grade 7	School Year	Grade 8	School Year	Grade 8
2017-18	36%/18%/1%	2017-18	53%/28%/8%	2017-18	51%/17%/13%
2018-19	55%/27%/7%	2018-19	61%/26%/2%	2018-19	54%/17%/8%
2020-21	29%/8%/0%	2020-21	22%/10%/3%	2020-21	30%/10%/4%

Additionally, from the 2017 to the 2018 STAAR test, the Writing, Science, and Social Studies Departments all showed improvements on their STAAR tests as well.

However, based on the above 20-21 data there is significant room for growth. Overall, race/ethnicity for our student groups performed about the same. We believe the root cause for the drop in scores was due to lost of instructional face-to-face time with students. Only about 1/3 of our students took STAAR and then less come to school on a day-to-day bases. Virtual learning was not successful with our student population groups. We believe returning back to campus this school year face-to-face that our achievement scores will increase tremendously.

Below is our all subjects STAAR comparison for Welch compared to HISD and the State. As indicated in the graph below, HISD and the State dropped across all content areas. Welch scores for 20-21 aligned with HISD and the State with the exception of the following: 1) 6th grade Reading in masters, we showed a 1% increased, and 2) a 1% increase in masters for Science.

		STAAR 2020-21 All Subjects Comparison			
		Louie Welch Middle School			
		Rosa E. Hernandez, Principal			
Reading STAAR % Approaches/Meets/Masters, Spring 2021					
Grade	# Tested	Welch MS	HISD	State	
6	128/233	41% (-15%)/14% (-6%)/7% (+1%)	52% (-7%)/26% (-5%)/12% (-3%)	61% (-5%)/31% (-4%)/14% (-3%)	
7	122/200	44% (-17%)/21% (-11%)/9% (-7%)	60% (-8%)/37% (-7%)/21% (-6%)	68% (-6%)/44% (-3%)/25% (-3%)	
8	173/248	49% (-30%)/24% (-14%)/6% (-4%)	62% (-9%)/36% (-11%)/17% (-6%)	72% (-5%)/45% (-8%)/21% (-6%)	
Total	423/681	45% (-20%)/20% (-10%)/7% (-4%)			
Mathematics STAAR % Approaches/Meets/Masters, Spring 2021					
Grade	# Tested	Welch MS	HISD	State	
6	123/233	31% (-40%)/10% (-29%)/6% (-4%)	52% (-20%)/24% (-15%)/10% (-8%)	66% (-13%)/34% (-11%)/14% (-6%)	
7	131/200	22% (-36%)/5% (-16%)/1% (-6%)	41% (-28%)/16% (-23%)/6% (-10%)	54% (-19%)/25% (-16%)/11% (-5%)	

8	131/190	17% (-63%)/4% (-46%)/2% (-4%)	34% (-38%)/15% (-30%)/4% (-8%)	60% (-21%)/35% (-20%)/10% (-6%)
Algebra 1	50/58	80% (-20%)/44% (-39%)/24% (-33%)	60% (-14%)/28% (-22%)/15% (-16%)	72% (-12%)/41% (-21%)/23% (-16%)
Total	435/681	30% (-43%)/10% (-41%)/5% (-7%)		
Writing STAAR % Approaches/Meets/Masters, Spring 2021				
Grade	# Tested	Welch MS	HISD	State
7	123/200	29% (-26%)/8% (-19%)/0% (-7%)	51% (-13%)/24% (-14%)/7% (-9%)	61% (-8%)/31% (-9%)/9% (-8%)
Science STAAR % Approaches/Meets/Masters, Spring 2021				
Grade	# Tested	Welch MS	HISD	State
8	176/248	22% (-39%)/10% (-16%)/3% (+1%)	49% (-21%)/27% (-12%)/13% (-3%)	67% (-12%)/42% (-7%)/23% (-1%)
Social Studies STAAR % Approaches/Meets/Masters, Spring 2021				
Grade	# Tested	Welch MS	HISD	State
8	171/248	30% (-24%)/10% (-7%)/4% (-4%)	37% (-20%)/15% (-12%)/7% (-8%)	56% (-11%)/27% (-8%)/13% (-7%)

Overall, virtual instruction did not work for our community and students based on the above data points. Students performed better when they were on campus receiving face-to-face instruction from highly qualified teachers. Hybrid teaching was ineffective as teachers could not control the conditions for learning for students who were at home, which was about 2/3 of our campus all year. Opportunities were not available to provide individual in-person instruction as most of our parents opted out of sending their child to school in-person.

Student Learning Strengths

COVID-19 caused major instructional gaps, but even with those gaps there were some glows in our student learning for our LEP population of students. TELPAS Comparable Data from 2019 to 2021 for Listening, Speaking, Reading, and Writing showed some increased. For Listening, 6th grade had a 11% increased in advanced high students, 7th graders had a 6% increase for beginners and a 3% increase for advance high, while 8th grade had a 4% increased beginners and a 9% increase for intermediate students. For Speaking, 6th grade had a 6% increase for beginners and a 4% increase for advance students, 7th grade had a 9% increase for beginners and a 6% increase for intermediate, while 8th grade had a 8% increase for beginners and a 1% increase for advanced high students. For Reading, 6th grade had a 2% increase for beginners, 7th grade had a 10% increase for advance and 9% increase for advanced high students, while 8th grade had a 8% increase for beginners, 1% increase for intermediate, and 11% increase for advance students. Note in the previous year 2019, Welch was red across all these areas for TELPAS. See TELPAS data below:



TELPAS Results

Comparable Data from 2019 to 2021 for Listening, Speaking, Reading, and Writing

Louie Welch Middle School

		Listening				Speaking				Reading				Writing			
Grade	Year	BEG	INT	ADV	ADVH	BEG	INT	ADV	ADVH	BEG	INT	ADV	ADVH	BEG	INT	ADV	ADVH
6 th	2021	12%(0%)	37%(-9%)	20%(-21%)	30%(+11%)	31%(+6%)	37%(-10%)	29%(+4%)	2%(-1%)	25%(+2%)	27%(-8%)	27%(-5%)	27%(-5%)	10%(+10%)	28%(+10%)	34%(-1%)	28%(-8%)
	2020	12%	28%	41%	19%	25%	47%	25%	3%	23%	35%	32%	32%	0%	18%	35%	36%
	2019	6%	37%	48%	10%	28%	52%	18%	1%	28%	44%	24%	4%	17%	43%	36%	4%
7 th	2021	15%(+6%)	18%(-8%)	34%(-2%)	33%(+3%)	39%(+9%)	42%(+6%)	18%(-12%)	1%(-3%)	28%(-1%)	25%(-16%)	32%(+10%)	16%(+9%)	8%(+1%)	28%(-8%)	45%(+27%)	20%(-19%)
	2020	9%	26%	36%	30%	30%	36%	30%	4%	29%	41%	22%	7%	7%	36%	18%	39%
	2019	9%	28%	31%	31%	43%	39%	16%	1%	31%	23%	23%	23%	10%	22%	51%	17%
8 th	2021	19%(+4%)	28%(+19%)	23%(-3%)	30%(-20%)	39%(+8%)	39%(-3%)	21%(-5%)	2%(+1%)	19%(+8%)	42%(+1%)	31%(+11%)	8%(-21%)	16%(+9%)	35%(+17%)	31%(+22%)	18%(-48%)
	2020	15%	9%	26%	50%	31%	42%	26%	1%	11%	41%	20%	29%	7%	18%	9%	66%
	2019	8%	16%	41%	34%	16%	66%	14%	4%	11%	42%	41%	5%	8%	24%	40%	28%

Overall instructionally, students were able to engaged in varies of meaningful instruction. The campus had a successful school-wide book study on "Bully" that increased reading fluency and literacy. Students read 30 minutes every morning and focused on our lowest TEKS areas for follow up activities with the book study. In fact, reading was our highest performing core content area on STAAR in 2021. We will continue building upon this literacy foundation by having another school-wide book study on the book, "The Hate U Give", which the students voted for last Spring. Students and teachers built their tool box with instructional and digital tools. Students focused on learning how to use and navigate Microsoft TEAMS, the HUB, PearDeck, and many other digital learning platforms.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Welch Middle School's student achievement performance results regressed in all core content areas. **Root Cause:** COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

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 that the COVID-19 pandemic brought, the entire staff at Welch Middle School remain 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.
- **School-Wide Student Book Study:** "The Hate U Give" by Angie Thomas. A novel which the students at Welch selected to read this year. This book will provide opportunities for students and teachers to have discourse about relevant and controversial topics pertaining to race.
- **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 at least 1-2 times per week. 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. Support from TEACH, TDSs, TRICE, Vontoure Learning, K-12 Summit, and our campus leaders will be consistently provided to teachers to ensure they are equipped with the necessary instructional skills.
- **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 had low Math and Reading STAAR scores. **Root Cause:** Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

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 have partnered with TEACH to provide additional support around classroom management strategies and 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.

The campus held its first Annual Leadership Conference in the summer, which all campus-based leaders, other teacher-leaders and administrators, spent two days collaborating and developing a plan of action for this school year. During the conference, the results from the Staff/Faculty Survey and the Student Survey from the end of the 2020-21 school year were reviewed and discussed. Four target areas were identified for both staff and students. From the surveys, some of our strengths were: Administrator visibility, Master Schedule, Resources & Technology, Allocation of Time, Student Attendance. From the surveys, some areas to improve were: School Culture, Consistency with Discipline between grade levels, Improve Instructional Best Practices, and Increase/Improve Data Conversations with Students.

Perceptions Strengths

At Welch Middle School, there are many opportunities for parents/guardians/community members to become involved in activities. Many events were cancelled due to COVID-19, but now that we have returned back face-to-face, the school's calendar is filling up with events for parents/guardians/community members to attend. 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 Ascending to Men (ATM), 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's student achievement performance results regressed in all core content areas.

Root Cause 1: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: 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 2: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.

Problem of Practice 2 Areas: Demographics

Problem of Practice 3: Students who are zoned to Welch Middle School are choosing to attend other nearby schools in the surrounding community area.

Root Cause 3: There has not been consistent marketing and recruitment strategies for our Magnet program.

Problem of Practice 3 Areas: Perceptions

Problem of Practice 4: Welch Middle School had low Math and Reading STAAR scores.

Root Cause 4: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Problem of Practice 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- Covid-19 Factors and/or waivers

Accountability Data

- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR - May of 2022, the campus will increase STAAR ELA/Reading "approaches grade level" performance from 45% to 70%, "meets grade level" performance from 20% to 33%, and "masters grade level" performance from 6% to 16% for all students tested.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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 the TEA STAAR results for Reading.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing at least once per week in ELAR class and completing an open-ended written response to a STAAR-aligned question.

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. Demetris Carr, ELA Dept. Administrator
 2. Louisa Boudreaux, ELA Dept. Chair
 3. Shelby Smith, Dean of Instruction
 4. Rosa E. Hernandez, Principal
 5. All ELAR teachers

Action Steps: 1. Review STAAR questions and create constructed and/or text-entry responses for students.
 2. During PLC meetings, plan/prepare weekly STAAR 2.0 writing responses that align with pacing calendar and Welch Common Assessments (WCAs).
 3. Develop a plan for showcasing exemplar writing response samples within classroom and throughout school.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Writing Across the Curriculum teacher book - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000, Reading and Vocabulary Curriculum Associates materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000, No Red Ink program - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$9,000, Materials: writing notebooks, map colors, pens, paper clips, markers, loose-leaf paper, pencils, etc. for the ELA department - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000, Preplanning Prep Time for ELA dept. - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$10,000

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Implement active reading and fluency across the curriculum in all subject areas. Evaluation Data Sources: Lesson Plans, PLC Meetings, Text-Dependent Questions and sentence stems; SAR Constructed Responses. Writing Prompts, Reader-Responses.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All teachers and students will participate and engage in the school-wide reading initiative by implementing and integrating a common school-wide reading novel to enhance reading comprehension and fluency.

Strategy's Expected Result/Impact: For students to read a novel in order to engage in opportunities for text analysis and make text-to-self-connections, increase school-wide reading initiative throughout the campus using the book, "The Hate You Give" during homeroom, accompanied by daily activities to promote text analysis and critical thinking.

Staff Responsible for Monitoring: 1. Demetris Carr, ELA Dept. Administrator
 2. Louisa Boudreaux, ELA Dept. Chair
 3. Shelby Smith, Dean of Instruction
 4. Rosa E. Hernandez, Principal
 5. All ELAR teachers

Action Steps: 1. Read and review novel to develop discussion prompts and writing stems.
 2. Create a tentative calendar that lists activities that will be implanted in homeroom for first 6 weeks of the semester.
 3. Engage students in tasks/activities that are aligned to grade-level TEKS that will promote higher-level/critical thinking.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools





Funding Sources: Step up to the TEKS Practice - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$4,764, Supplies and materials: glue sticks, hardback paper, pencils, notebooks, markers, rulers, scissors, etc. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000, The campus literacy novel - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$7,785

Measurable Objective 2 Problems of Practice:

School Processes & Programs

Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. **Root Cause:** Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Implement data trackers with students in all content areas Evaluation Data Sources: Data Tracker, On-Track Manipulation of Data	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Teachers will support students in becoming familiar with own data by navigating and reviewing individual data through on-track.

Strategy's Expected Result/Impact: For students to gain a better understanding of their own data and be held accountable so that they know their strengths and weaknesses in TEKS.

Students will also be invested in setting and their own goals and growth.

Staff Responsible for Monitoring: 1. Demetris Carr, ELA Dept. Administrator
 2. Louisa Boudreaux, ELA Dept. Chair
 3. Shelby Smith, Dean of Instruction
 4. Rosa E. Hernandez, Principal
 5. All ELAR teachers

Action Steps: 1. Teachers will review individual student data
 2. Teachers will hold data conferences with students once per six weeks.
 3. During student data conferences, teachers will help students set academic goals.
 4. Date trackers will be utilized for each assessment.
 5. Teachers will participate in professional development offered by district support specialists to unpack the TEKS and support in delivery of targeted instruction.

TEA Priorities: Improve low-performing schools

Funding Sources: Math Supplies: Colored Pencils, Markers, Composition Notebooks, etc - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000, Overtime for teachers & staff for training on trackers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000

Strategy 2: Teachers will provide before, during, after, and Saturday school tutorials for students struggling in ELA and/or to meet HB4545 tutoring/accelerated instruction requirements.

Strategy's Expected Result/Impact: Increased student achievement in Reading STAAR scores. Struggling students should show growth on common assessments and benchmarks.

Staff Responsible for Monitoring: 1. Rosa E. Hernandez, Principal
 2. Shelby Smith, Dean of Instruction
 3. Fermin Plancarte, Teacher Specialist
 4. Demetris Carr, Teacher Specialist

5. ELA Department Chair

- Action Steps:**
1. Create a spreadsheets with tutorial dates for before and after school tutorials.
 2. Create a spreadsheet with tutorial dates for Saturdays.
 3. Recruit teachers to teach before, after, and Saturday tutorials.
 4. Provide time to plan for effective tutorials.
 5. Create parent/student letters for participation (including HB4545 letter).

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Extra Duty Pay for Tutorials - 2110000000 - Title I Basic Programs - 6100 - Payroll - \$15,000, TRICE Tudor services for ELA department - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$51,000

Measurable Objective 3 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH - By May of 2022, the campus will increase STAAR Math "approaches grade level" performance from 28% to 78%, "meets grade level" performance from 9% to 44%, and "masters grade level" performance from 4% to 15% for all students tested.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: We will 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 the TEA STAAR results for Math.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing at least once per week in Math class and completing an open-ended written response to a STAAR-aligned question.

Strategy's Expected Result/Impact: Students will read and analyze content to gain a deeper understanding and increase student achievement.

Staff Responsible for Monitoring: 1. Fermin Plancarte, Math Dept. Administrator

2. Jason Jones, Math Dept. Chair

3. All Math Teachers

4. Demetris Carr, ELAR Dept. Administrator

5. Shelby Smith, Dean of Instruction

6. Rosa E. Hernandez, Principal

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 that align with pacing calendar and Welch Common Assessments (WCAs).

3. Develop a plan for showcasing exemplar writing response samples within classroom and throughout school.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Materials: additional writing notebooks, loose-leaf paper, pencils, etc for the Math Dept. - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students and math teachers will create authentic data trackers to drive instruction and learning. Evaluation Data Sources: Usage will be evident in the students' portfolios after every assessment (ie. BOY, DLA, EOY, and common assessments)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Build assessment padfolios to include BOY, WCA, DLA and EOY.

Strategy's Expected Result/Impact: Students will set goals at the beginning of the year, create trackers individually, allow students to review results after each assessment, and set new goals throughout the year.

Staff Responsible for Monitoring: 1. Fermin Plancarte, Math Dept. Administrator
 2. Jason Jones, Math Dept. Chair
 3. All Math Teachers
 4. Rosa E. Hernandez, Principal

Action Steps: 1. Students will build assessment portfolio.
 2. Teacher will track student performance with students.
 3. During teacher-student data conferences, students will review their assessment TEKS and set new goals throughout the school year from assessment to assessment.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: IXL - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$15,195, Test Prep Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000

Strategy 2: Teachers will provide before, during, after, and Saturday school tutorials for students struggling in Math and/or to meet HB4545 tutoring/accelerated instruction requirements.

Strategy's Expected Result/Impact: Increased student achievement in Math STAAR scores. Struggling students should show growth on common assessments and benchmarks.

Staff Responsible for Monitoring: 1. Rosa E. Hernandez, Principal
 2. Shelby Smith, Dean of Instruction
 3. Fermin Plancarte, Teacher Specialist
 4. Jason Jones, Math Department Chair
 5. All math teachers





Action Steps: 1. Create a spreadsheets with tutorial dates for before and after school tutorials.
 2. Create a spreadsheet with tutorial dates for Saturdays.
 3. Recruit teachers to teach before, after, and Saturday tutorials.
 4. Provide time to plan for effective tutorials.
 5. Create parent/student letters for participation (including HB4545 letter).

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Supplies and materials: copies, paper, pens, pencils, markers, sticky notes, crayons, glue sticks, notebooks, test prep materials, etc. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$8,000, TRICE tutor services for math - 2890000000 - Federal Special Revenue - 6200 - Contracted

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of math teachers will backwards plan common assessments, benchmarks, and instruction based on STAAR data with an emphasis on processes. Evaluation Data Sources: Student work samples, test scores and tutorial list.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Create common assessments, benchmarks, and plan instruction with an emphasis on math process skills.

Strategy's Expected Result/Impact: Students will analyze test taken to identify errors and misconceptions, while also tracking any TEKS not mastered yet, and focus on skills during intervention/Tutorials.

Staff Responsible for Monitoring: 1. Fermin Plancarte, Math Dept. Administrator
 2. Jason Jones, Math Dept. Chair)
 3. Shelby Smith, Dean of Instruction
 4. Rosa E. Hernandez, Principal
 5. All math teachers

Action Steps: 1. Utilize grade level TEKS/SE's to determine grade level content to teach.
 2. Collaborate with department to create appropriate pacing calendar.
 3. Review STAAR release test to analyze priority TKES
 4. PLC participation and planning student centered instruction.
 5. Math teachers will participate in professional development on unpacking the TEKS using Vontoure Learning, LLC.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Funding Sources: Backward Planning Sessions after school or on Saturday for Math - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$15,000, Vontoure Learning, LLC Math Professional Development (monthly) - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$5,000

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS - By May 2022, the percentage of students achieving post-secondary readiness will increase by 100% from 4 high school courses being offered to 8 courses being offered to students.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Implement writing across the curriculum in all subject areas. Evaluation Data Sources: PLC Meetings, Work Samples, Welch Common Assessment results, data analysis, and progress monitoring.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by supporting students enrolled in high school courses, electives, and/or physical education to write at least twice per week in their classes by completing a written response using sentence stems.

Strategy's Expected Result/Impact: Students will gain a deeper understanding of the content and continue developing their writing skills to increase student performance, while also being able to express their knowledge of range of specialized topics within the courses offered.

Staff Responsible for Monitoring: 1. Juana Jaso, Magnet Coordinator

2. Demetris Carr, ELAR Dept. Administrator

3. Shelby Smith, Dean of Instruction

4. All Teachers of specific courses

5. Rosa E. Hernandez, Principal

6. Alynn Lebiga, Counselor

7. All Administrators

8. All Support Staff

Action Steps: 1. Review STAAR class rosters to ensure students are in the correct courses.

2. Review and revise Master Schedule to accommodate course availability for all students.

3. During PLC meetings, plan/prepare weekly writing prompts that align with pacing calendar and Welch Common Assessments (WCA).

4. Develop a plan for showcasing exemplar writing samples within classroom and throughout school.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Rosetta Stone - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$4,991, Supplies and materials - 1991010005 - General Fund - Career & Tech Ed (CTE) - 6300 - Supplies and Materials - \$1,779, Overtime for after school planning PLC sessions - 1991010006 - General Fund - Bilingual - 6100 - Payroll - \$4,000

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Build awareness in the community by recruiting for our Magnet Program through development of a marketing plan. Evaluation Data Sources: Enrollment reports for each program, sign in sheets for community events, and community recruitment events attendance.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The magnet coordinator will design a marketing plan to recruit more students to our school to join our Magnet Program.

Strategy's Expected Result/Impact: The students will be involved in choice over their enrichment activities while engaged in the learning, which will increase student achievement.

Staff Responsible for Monitoring: 1. Juana Jaso, Magnet Coordinator
 2. Cynthia Morales, Student Case Worker
 3. Wraparound Specialist
 4. Alynn Lebiga, School Counselor
 5. Rosa E. Hernandez, Principal
 6. All Administrators

Action Steps: 1. Update school website with current/new magnet team members.
 2. Inform staff members on campus of the magnet marketing plan and team members.
 3. Post information for parents and community members online via social media platforms.
 4. Encourage staff to become involved in school and community events.
 5. Highlight students within the magnet program on campus.
 6. Visit Elementary schools prior to Magnet deadlines to recruit students.
 7. Host "Be a Middle School Student" and "Be a High School Student" for a day event to recruit students.
 8. Participate in feeder pattern school and community events.

Title I Schoolwide Elements: 3.1, 3.2

Funding Sources: Supplies, equipment, and materials for magnet program - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$25,000,
 Recruitment, positive promotion, and marketing supplies and materials - 1991020003 - General Fund - Magnet Program - 6300 - Supplies and Materials - \$7,276,

Measurable Objective 2 Problems of Practice:

Perceptions						
Problem of Practice 1: 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.						
Measurable Objective 3 Details Measurable Objective 3: Continue to build a foundation for becoming an IB MYP authorized world school. Evaluation Data Sources: Evidence in lesson plans, student behavior/discipline, school awards and events, and school culture.			Reviews			
			Formative		Summative	
			Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>						

Strategy 1: The IB coordinator will design a professional development plan to build capacity in teachers/staff and students around the IB Learner Profile characteristics.

Strategy's Expected Result/Impact: The students will understand what it means to be an IB student, and a foundation of an IB education will be formed to ensure that the students and staff are prepared for becoming an authorized IB world school next school year.

Staff Responsible for Monitoring: 1. Shelby Smith, Dean of Instruction/IB Coordinator
 4. Juana Jaso, Magnet Coordinator/IB Committee member
 5. Cynthia Morales, Student Case Worker
 6. Rosa E. Hernandez, Head of Schools/Principal
 7. Leadership Team, APs, and Specialists
 8. Alynn Lebiga, School Counselor

Action Steps: 1. Form a committee to discuss IB plans.
 2. Update school website with current/new IB candidacy information.
 3. Inform staff members on campus of the IB implementation timeline and plan.
 4. Post information for parents and community members online via social media platforms.
 5. Encourage staff and get teacher buy in to prepare for next school year.
 6. Students will participate in one IB Project in either the Fall or Spring semester.

Title I Schoolwide Elements: 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools

Funding Sources: Recruitment, positive promotion, and marketing supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$15,000, IB Programming - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$9,600

Measurable Objective 3 Problems of Practice:

Perceptions

Problem of Practice 1: 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.

Board Goal 4: 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 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS - By May of 2022, the percentage of students receiving special education services and reading at or above grade level will increase their STAAR Reading "approaches grade level" performance from 19% to 45%, "meets grade level" performance from 8% to 30%, and "masters grade level" performance from 4% to 15% for all students tested.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Implement writing across the curriculum in all subject areas. Evaluation Data Sources: IEPs, PLC Meetings, Work Samples, Welch Common Assessment results, data analysis, and progress monitoring.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by supporting general education students receiving special education services to write at least once per week in their general education classes by completing a written response using sentence stems.

Strategy's Expected Result/Impact: Students will gain a deeper understanding of the content and continue developing their writing skills to increase student performance.

Staff Responsible for Monitoring: 1. Tazamisha Provo, SPED Department Chair
 2. Alvin Goldman, SPED Dept. Administrator
 3. All Teachers
 4. All SPED Teacher Aids
 5. Rosa E. Hernandez, Principal

Action Steps: 1. Review STAAR questions to create open-ended writing prompts for students.
 2. Review student IEPs, goals, accommodations and designated supports.
 3. During PLC meetings, plan/prepare weekly writing prompts that align with pacing calendar and Welch Common Assessments (WCAs).
 4. Develop a plan for showcasing exemplar writing samples within classroom and throughout school.

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase the collaboration among general education and special education teachers across all content areas. Evaluation Data Sources: IEPs, PLC Meetings, Work Samples, Welch and district assessment results, data analysis of Google Forms utilized, and progress monitoring.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special education teachers and general education teachers will collaborate to meet the needs of special education students in general education settings.

Strategy's Expected Result/Impact: Students will receive differentiated instruction at grade level rigor utilizing the general education curriculum.





Staff Responsible for Monitoring: 1. Tazamisha Provo, SPED Department Chair
 2. Alvin Goldman, SPED Dept. Administrator
 3. All Teachers
 4. All SPED Teacher Aids
 5. Rosa E. Hernandez, Principal

Action Steps: 1. Create co-teaching instructional plan that includes PLC with both General Education and Special Education teachers to ensure SPED requirements are met.
 2. Ensure implementation of IEP accommodations in General Education classrooms by monthly PLC check-ins.
 3. Ensure IEP accommodations are monitored by General Education & SPED Teachers and turned in each 6 weeks.
 4. Classroom observation documents that the teachers (General Education and SPED) are using and implementing student IEP accommodations.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy**

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase the student achievement of students who receive special education services in the general education setting. Evaluation Data Sources: IEPs, STAAR, Work Samples, Welch and district assessment results, data analysis of Google Forms utilized, and progress monitoring	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 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: Ensure that all students have up-to-date ARDs.
Monitor state folders on a year around basis.

Staff Responsible for Monitoring: 1. Tazamisha Provo, SPED Department Chair
2. Alvin Goldman, SPED Dept. Administrator
3. All Teachers
4. Rosa E. Hernandez, 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.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy**

Board Goal 5: Additional Campus Goals

Goal 1: ATTENDANCE - By May 2022, the campus will increase the school-wide student attendance rate from 95.5% to 96%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase attendance rates on Fridays and days before/after holidays. Evaluation Data Sources: Daily List of absent students to call home and reports tracking progress towards increasing attendance rates.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Incentives and campus-wide events help during the school day on Fridays.

Strategy's Expected Result/Impact: Increased daily attendance and improve student performance.

Staff Responsible for Monitoring: 1. Fermin Plancarte, Teacher Specialist
2. Donna Scott, Attendance Clerk
3. Cynthia Morales, Student Case Worker
4. Rosa E. Hernandez, Principal
5. Administration Team
6. All Classroom Teachers

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, Outdoor Activities, and Food Trucks).
4. Document daily, weekly, and six weeks attendance by using the 21-22 Attendance Data Spreadsheet.
5. Hold bi-monthly Attendance Committee Meetings to discuss attendance concerns and develop an Action Plan for solutions and next steps.

Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools

Funding Sources: Food for students and staff for various activities/events. - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$5,000, School-wide incentives, promotional items, supplies for the school store, etc - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase parent contacts for absent students. Evaluation Data Sources: We will use Truancy Log, Leaver Documentation and Attendance reports.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The staff will conduct home visits for students with 5 or more unexcused absences.

Strategy's Expected Result/Impact: To ensure students are at school daily and verify attendance reporting accuracy.





Staff Responsible for Monitoring: 1. Fermin Plancarte, Teacher Specialist
 2. Donna Scott, Attendance Clerk
 3. Cynthia Morales, Student Case Worker
 4. Rosa E. Hernandez, Principal
 5. All grade level Assistant Principals
 6. Grade level clerks and TAs.

Action Steps: 1. Run reports weekly for students who pass attendance threshold.
 2. Document phone calls to parents in a Parent Contact Log and review at bi-monthly Attendance Committee Meetings.
 3. Ensure correct student addresses are on file in order to be able to conduct home visits, as needed.
 4. Document home visits in spreadsheet to review at bi-monthly Attendance Committee Meetings.

Funding Sources: Extra duty pay for attendance recovery, home visits, ensuring accurate reports, etc. - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$3,604.84

Measurable Objective 2 Problems of Practice:

Student Learning	
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.	

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Reduce errors in attendance reporting. Evaluation Data Sources: Daily attendance reports.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: The staff will ensure teachers have submitted their attendance on time in order to verify student absences and limit/correct errors in attendance reporting.

Strategy's Expected Result/Impact: The attendance reports will be more consistent and accurate throughout each grading cycle.

Staff Responsible for Monitoring: 1. Fermin Plancarte, Teacher Specialist
 2. Donna Scott, Attendance Clerk
 3. Cynthia Morales, Student Case Worker
 4. Rosa E. Hernandez, Principal

Action Steps: 1. Run attendance reports daily.
 2. Develop a system for attendance reporting and re-visit each six weeks to ensure it is efficient and effective; update/revise as needed.
 3. Send reminders to teachers though email and announcements to take their attendance on time.
 4. Discuss any attendance reporting concerns during Attendance Committee meetings, and develop an action plan to address concerns.

Funding Sources: Extra duty pay for staff to make attendance corrections or conduct home visits - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$6,000

Board Goal 5: Additional Campus Goals

Goal 2: SOCIAL STUDIES - By May of 2022, the campus will increase STAAR Social Studies "approaches grade level" performance from 28% to 59%, "meets grade level" performance from 8% to 20%, and "masters grade level" performance from 2% to 13% for all students tested.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing at least once per week 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. Crystal Parliament, SS Department Chair
2. Shelby Smith, SS Department Administrator
3. All SS Teachers
4. Demetris Carr, ELAR Dept. Administrator
5. Rosa E. Hernandez, Principal

Action Steps: 1. Review STAAR questions to create open-ended writing prompts for students.
2. During PLC meetings, plan/prepare weekly writing prompts that align with pacing calendar and Welch Common Assessments (WCAs).
3. Develop a plan for showcasing exemplar writing samples within classroom and throughout school.

Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools

Funding Sources: Extra duty for Preplanning and unpacking the Social Studies TEKS - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$10,000

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

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. Shelby Smith, SS Department Administrator
 3. Lela Whigham, SS Teacher
 4. Samantha Mosqueda, SS Teacher
 5. Reuben Welsh, SS Teacher
 6. Rosa E. Hernandez, Principal

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.

Measurable Objective 2 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of our teachers will check for understanding multiple times during a lesson. Evaluation Data Sources: Appraiser observation and feedback.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Students will quiz each other and use the flashcards during independent practice to support academic discourse.

Strategy's Expected Result/Impact: Increase student achievement and support academic discourse.

Staff Responsible for Monitoring: 1. Crystal Parliament, SS Department Chair

2. Shelby Smith, SS Department Administrator

3. Lela Whigham, SS Teacher

4. Samantha Mosqueda, SS Teacher

5. Reuben Welsh, SS Teacher

6. Rosa E. Hernandez, Principal

Action Steps: 1. Prepare materials for creating the flashcards to use during independent practice.

2. During PLC meetings, plan/prepare weekly strategies that align with pacing calendar and student needs.

3. Determine specific dates (using pacing calendar) to review content and use flashcards prior to each assessment.

TEA Priorities: Improve low-performing schools

Funding Sources: SIRIUS test prep workbook - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,400, Supplies and material for Social Studies department - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$4,000

Strategy 2: Teachers will provide before, after, and Saturday school tutorials for students struggling in Social Studies and/or to meet HB4545 tutoring/accelerated instruction requirements.

Strategy's Expected Result/Impact: Increased student achievement in Social Studies STAAR scores. Struggling students should show growth on common assessments and benchmarks.

Staff Responsible for Monitoring: 1. Rosa E. Hernandez, Principal

2. Shelby Smith, Dean of Instruction

3. Social Studies Department Chair

4. Fermin Plancarte, Teacher Specialist

Action Steps: 1. Create a spreadsheets with tutorial dates for before and after school tutorials.

2. Create a spreadsheet with tutorial dates for Saturdays.

3. Recruit teachers to teach before, after, and Saturday tutorials.

4. Provide time to plan for effective tutorials.

5. Create parent/student letters for participation (including HB4545 letter).

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

Funding Sources: Extra duty pay for backward planning sessions for Social Studies teachers - 1991010001 - General Fund - Regular Program - 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, Laptop carts - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$20,000, German Tutoring Consulting services - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$30,000, Extra duty pay for before, after, and Saturday tutorials for Social Studies teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000

Measurable Objective 3 Problems of Practice:

Demographics

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:** Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.

Student Learning

Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. **Root Cause:** COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Board Goal 5: Additional Campus Goals

Goal 3: SCIENCE - By May of 2022, the campus will increase STAAR Science "approaches grade level" performance from 21% to 66%, "meets grade level" performance from 10% to 29%, and "masters grade level" performance from 2% to 15% for all students tested.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing at least once per week in Science class and completing an open-ended written response to a STAAR-aligned question.

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. Ryan Upshaw, Science Dept. Administrator

2. Rose Santos-Reyna, Science Dept. Chair

3. Doan Tat, Science teacher

4. Dan Jean, Science teacher

5. Mary Jolly, Science teacher

6. Rosa E. Hernandez, Principal

7. Demetris Carr, ELAR Dept. Administrator

8. Shelby Smith, Dean of Instruction

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 that align with pacing calendar and Welch Common Assessments (WCAs).

3. Develop a plan for showcasing exemplar writing response samples within classroom and throughout school.

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All Science teachers will support the campus goal of improving STAAR Science performance by conducting hands on laboratory activities once per week.

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.

Staff Responsible for Monitoring: 1. Ryan Upshaw, Science Dept. Administrator
 2. Rose Santos-Reyna, Science Dept. Chair
 3. Doan Tat, Science teacher
 4. Dan Jean, Science teacher
 5. Mary Jolly, Science teacher
 6. Rosa E. Hernandez, Principal





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.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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

Measurable Objective 2 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Measurable Objective 3 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: All Science teachers will support the campus goal of improving STAAR Science performance by utilizing interactive notebooks daily.

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.

Staff Responsible for Monitoring: 1. Ryan Upshaw, Science Administrator
 2. Rose Santos-Reyna, Science Dept. Chair
 3. Doan Tat, Science teacher
 4. Dan Jean, Science teacher
 5. Mary Jolly, Science teacher
 6. Rosa E. Hernandez, Principal

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.

Funding Sources: Materials and supplies for the notebooks, pens, markers, glue, etc. - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$10,000

Strategy 2: Teachers will provide before, after, and Saturday school tutorials for students struggling in Science and/or to meet HB4545 tutoring/accelerated instruction requirements.

Strategy's Expected Result/Impact: Increased student achievement in Science STAAR scores. Struggling students should show growth on common assessments and benchmarks.

Staff Responsible for Monitoring: 1. Rosa E. Hernandez, Principal
 2. Ryan Upshaw, Science Department Administrator
 3. Rosa Reyna, Science Department Chair
 4. Shelby Smith, Dean of Instruction
 5. Fermin Plancarte, Teacher Specialist
 6. All science teachers

Action Steps: 1. Create a spreadsheets with tutorial dates for before and after school tutorials.
 2. Create a spreadsheet with tutorial dates for Saturdays.
 3. Recruit teachers to teach before, after, and Saturday tutorials.
 4. Provide time to plan for effective tutorials.
 5. Create parent/student letters for participation (including HB4545 letter).

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools

Funding Sources: Extra duty pay for before, after, and Saturday tutorials for Science teachers - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$5,000, German Tutoring Consulting services - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$30,000, Extra duty pay for backward planning sessions for Social Studies teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000, Extra duty pay for before, after, and Saturday tutorials for Science teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000

Measurable Objective 3 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Board Goal 5: Additional Campus Goals

Goal 4: SPECIAL POPULATIONS - By May 2022, 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 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

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. Juana Jaso, GT Coordinator

2. Alynn Lebiga, Counselor

3. Rosa E. Hernandez, Principal

4. All Teachers

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 Schoolwide Elements: 2.6, 3.1 - **TEA Priorities:** Connect high school to career and college - **Comprehensive Support Strategy**

Funding Sources: 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, 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

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

School Processes & Programs

Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. **Root Cause:** Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Create an intervention class to provide targeted support/interventions to students receiving dyslexia and special education services.

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.

Staff Responsible for Monitoring: 1. Tazamisha Provo, SPED Dept. Chair / Dyslexia Interventionist
 2. Alvin Goldman, SPED Dept. Administrator
 3. All SPED Teachers
 4. All Resource Teachers
 5. Rosa E. Hernandez, Principal

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.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Extra duty pay for before, after, and Saturday tutorials for Special Education teachers/staff - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$5,000, Supplies and materials for Special education students and teachers - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,347

Strategy 2: Special Education Teachers and General Education teachers will collaborate in the least restrictive educational setting.

Strategy's Expected Result/Impact: Students will receive differentiated instruction that remains at grade level and/or ability rigor to increase capacity

Staff Responsible for Monitoring: 1. Tazamisha Provo, SPED Dept. Chair / Dyslexia Interventionist
 2. Alvin Goldman, SPED Dept. Administrator
 3. All SPED Inclusion Teachers & Aids
 4. All Resource Teachers
 5. All General Education Teachers
 6. Rosa E. Hernandez, Principal

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.

Strategy 3: Teachers and staff will utilize collaborative practices across educational settings between regular staff, special educators, and related service providers.

Strategy's Expected Result/Impact: Students will receive up-to-date researched backed instructional methods accompanied by related services necessary to aid in closing the achievement gap.

Staff Responsible for Monitoring: 1. Tazamisha Provo, SPED Dept. Chair / Dyslexia Interventionist
2. Alvin Goldman, SPED Dept. Administrator
3. All SPED Inclusion Teachers & Aids
4. All Resource Teachers
5. All General Education Teachers
6. Rosa E. Hernandez, Principal
7. All Related Services Staff
8. Tabitha Penson, TEACH Representative

Action Steps: 1. Meet during monthly PLC to develop a co-planning system for instruction.
2. Analyze student data profiles during monthly PLC, or more frequently as needed.
3. Teachers and staff will attend monthly PD on target areas to support their co-planning.
4. Incorporate new strategies learned through support from the TEACH program.

Strategy 4: 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. Tazamisha Provo, SPED Dept. Chair / Dyslexia Interventionist
2. Alvin Goldman, SPED Dept. Administrator
3. All SPED Inclusion Teachers & Aids
4. All Resource Teachers
5. All General Education Teachers
6. Rosa E. Hernandez, Principal
7. All Related Services Staff

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.

Strategy 5: 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. Tazamisha Provo, SPED Dept. Chair / Dyslexia Interventionist
2. Alvin Goldman, SPED Dept. Administrator
3. All SPED Inclusion Teachers & Aids
4. Rosa E. Hernandez, Principal
5. All Related Services Staff

- 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.

Measurable Objective 2 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 3 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will attend bi-monthly TELPAS professional development by the campus and district Teacher Development Specialists.

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. Teacher Development Specialists (TDS)
2. Multilingual Dept. Specialists
3. Data-Driven Instruction Specialists (DDIS)
3. Demetris Carr, Sheltered Instruction Coach / Teacher Specialist
4. All Classroom Teachers
5. Rosa E. Hernandez, Principal

Action Steps: 1. The District DDIS will provide support and professional development to teachers and staff around TELPAS data.
2. The District TDS, Multilingual Department Specialists, and Sheltered Instruction Coach will provide professional development to teachers twice a month around instructional strategies to support English Learners through Sheltered Instruction.
3. Teachers will receive updates and additional training during monthly PLC and/or Faculty/Staff Meetings.

4. Incorporate TEACH strategies through ongoing observations, feedback, and professional development.

Funding Sources: Extra duty pay for before, after, and Saturday tutorials for ESL/ELA teachers for TELPAS and LEP training/PD - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$5,000

Strategy 2: Create sheltered instruction intervention class for Beginner and Intermediate EL 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. TELPAS results will improve.

Staff Responsible for Monitoring: 1. Demetris Carr, Sheltered Instruction Coach / Teacher Specialist
2. English as a Second Language (ESL) Interventionists
3. Alynn Lebiga, Counselor
4. Multilingual Department Specialists
5. Rosa E. Hernandez, Principal

Action Steps: 1. Campus counselor will create courses in the Master Schedule (601, 701, and 801) for Beginner/Intermediate EL 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.
5. Ms. Carr, the campus Sheltered Instruction Coach, will mentor and coach teachers with ESL students; monthly check-ins with each teacher.
6. The campus will implement the feedback from our Community of Practice (C.O.P.) walk-through.

Measurable Objective 3 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.
Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Board Goal 5: Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENT - By May 2022, the campus will increase the percentage of parent and community involvement by 50% by engaging and hosting a minimum of 15 school-wide parent and community events that promote and improve safety, public support, and confidence.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Variety of communication for school-wide events.

Strategy's Expected Result/Impact: To provide opportunities for parents to attend both campus and off campus activities to enhance parental involvement.

Staff Responsible for Monitoring: 1. Ryan Upshaw, Assistant Principal
2. Juana Jaso, Magnet Coordinator
3. Rosa E. Hernandez, Principal
4. Administration Team
5. Additional Staff Leading the Activities/Events

Action Steps: 1. Plan activities and events on School-wide Calendar of Events.
2. Prepare sign-in sheets for each activity or event.
3. Update website and social media platforms (Twitter and Facebook) weekly 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.

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: 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.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Conduct monthly Coffee with the Principal or Snack and Chat with the Principal to update parents/community on current events and important updates. Evaluation Data Sources: Sign-in sheets, calendar of monthly meetings.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Principal will meet monthly in order to communicate current events and important updates. Additional staff as needed.

Strategy's Expected Result/Impact: To provide opportunities for parents to attend monthly meetings and enhance parental involvement.

Staff Responsible for Monitoring: 1. Rosa E. Hernandez, Principal
2. Juana Jaso, Magnet Coordinator
3. Administration Team
4. Cynthia Morales, Student Case Worker
5. Wraparound Specialist
6. Administration Team
7. Alynn Lebiga, Counselor
8. Additional Staff Leading the Activities/Events





Action Steps: 1. Plan monthly dates with rotation of morning/evening sessions.
2. Prepare sign-in sheets for each monthly meeting.
3. Create and distribute a monthly Parent/Community Newsletter.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools

Funding Sources: Refreshments/food for parent and student events - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$5,000, ESL and Spanish classes - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$4,000

Measurable Objective 2 Problems of Practice:

Perceptions
Problem of Practice 1: 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.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Conduct family nights in different areas of content to promote STAAR exam. Evaluation Data Sources: Sign-in sheets, School-wide Calendar of Events	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Each family night will target awareness of specific content areas, and including Special Education in all content areas.

Strategy's Expected Result/Impact: Increase awareness of STAAR exam as well as other important assessments and events throughout the school year.

Staff Responsible for Monitoring: 1. Rosa E. Hernandez, Principal
2. Juana Jaso, Magnet Coordinator
3. Administration Team
4. Cynthia Morales, Student Case Worker
5. Wraparound Specialist
6. Administration Team
7. Alynn Lebiga, Counselor

8. Tazamisha Provo, SPED Dept. Chair
9. Additional Staff Leading the Activities/Events

Action Steps: 1. Plan Family Literacy Night to raise literacy awareness.
2. Plan Math & Science Night to support engagement in the learning.
3. Plan ELA and Social Studies Night to support writing across the curriculum.
4. Incorporate SPED students and teachers into these events.

Title I Schoolwide Elements: 3.1

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Board Goal 5: 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 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before _May 7_, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by school nurse: Quiana Hewitt Estimated number of students to be screened: 50 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Running immunization delinquent report biweekly to May 2021.

Strategy's Expected Result/Impact: Improvement of student mandated health services

Staff Responsible for Monitoring: 1. Quiana Hewitt, School Nurse
2. Rosa E. Hernandez, Principal
3. Ryan Upshaw, Assistant 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.

Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

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. Rosa E. Hernandez, Principal

3. Ryan Upshaw, Assistant 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.

Measurable Objective 3 Details	Reviews			
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 10, 2021. 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.	Formative			Summative
	Nov	Jan	Mar	June

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. Rosa E. Hernandez, Principal
3. Ryan Upshaw, Assistant 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 10, 2021.
3. Inform students' parents of hearing exam results in a timely manner.

Measurable Objective 4 Details	Reviews			
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 10, 2021. 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.	Formative			Summative
	Nov	Jan	Mar	June

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: 1. Quiana Hewitt, School Nurse
2. Rosa E. Hernandez, Principal
3. Ryan Upshaw, Assistant Principal

- Action Steps:** 1. Screening 7th grade students to prevent future health concerns in regard to diabetes.

2. The nurse will develop a schedule for the screening process.
3. Students' parents will be informed of when their child's screening is and also the results of their child's screening.

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. 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.	Formative			Summative
	Nov	Jan	Mar	June

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
 2. Rosa E. Hernandez, Principal
 3. Ryan Upshaw, Assistant Principal

Action Steps: 1. Nurse will create a schedule to ensure she has screened all 6th grade students by February 2, 2022.
 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.

Measurable Objective 6 Details	Reviews			
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 2021-2022. 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.	Formative			Summative
	Nov	Jan	Mar	June

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: 1. Quiana Hewitt, School Nurse
 2. Rosa E. Hernandez, Principal
 3. Ryan Upshaw, Assistant Principal

Action Steps: 1. Nurse will collect all medication for students and store in her office.
 2. Teachers, students, and parents will all be on the same page with all medication needs; Nurse will contact parents to verify any changes.
 3. Nurse will update teachers and staff as needed throughout the year, if there are medication changes.





Measurable Objective 7 Details	Reviews			
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:	Formative			Summative
	Nov	Jan	Mar	June

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
 2. Rosa E. Hernandez, Principal
 3. Ryan Upshaw, Assistant Principal

Action Steps: 1. Nurse will check AED monthly.
 2. Nurse will submit documentation of AED monthly.
 3. Nurse will request AED services, as needed.

Measurable Objective 8 Details	Reviews			
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)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. Rosa E. Hernandez, Principal
 3. Ryan Upshaw, Assistant Principal
 4. All clerks
 5. Campus Registrar
 6. Additional staff members, as needed.

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.

Board Goal 5: Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Implementing writing across the curriculum across electives and PE. Evaluation Data Sources: Based on the number of students that understand the importance of health education.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers and staff will support the campus goal of writing across the curriculum by writing at least twice a week in class, and completing constructed and/or text-entry response to STAAR-aligned question.

Strategy's Expected Result/Impact: Student will read and analyze content to gain a deeper understanding and increase student achievement.

Staff Responsible for Monitoring: 1. Brittney Hoover, Physical Education Dept. Chair

2. Barry Fontenot, Boys Physical Education Coach

3. Juana Jaso, Electives Dept. Administrator

4. Ryan Upshaw, Physical Education Dept. Administrator

5. Demetris Carr, ELAR Dept. Administrator

6. Shelby Smith, Dean of Instruction

7. All teachers staff who support Physical Education and Electives

8. Rosa E. Hernandez, Principal

Action Steps: 1. Review STARR questions from previous years.

2. Hold monthly PLC Meeting to create a plan to participate in weekly STARR 2.0 constructed responses.

3. Develop a plan for showcasing exemplar responses.

4. Attend Writing Across the Curriculum (WAC) training each semester.

Title I Schoolwide Elements: 2.6, 3.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools

Funding Sources: PPE supplies needed for the campus to ensure a safety COVID free learning environment - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$5,000

Measurable Objective 1 Problems of Practice:

Demographics
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: Teachers were not ESL certified, ESL District Instructional Support was limited due to COVID-19, and ESL students did not physically come to campus last year, thus limiting our ability to provide appropriate ESL programming.

Student Learning

Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. **Root Cause:** COVID-19 pandemic and caused interruptions with delivery of instruction and learning.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will participate in physical exams. Evaluation Data Sources: Reports that show the number of students who participate in physical exams.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will contact parents to remind them to complete the forms for their child to receive a physical exam.

Strategy's Expected Result/Impact: At least 30-50 students will have a complete physical to participate in sports.

Staff Responsible for Monitoring: 1. Brittney Hoover, Physical Education Dept. Chair

2. Barry Fontenot, Boys Physical Education Coach

3. Juana Jaso, Electives Dept. Administrator

4. Ryan Farr, Band/Choir Teacher

5. Ryan Upshaw, Physical Education Dept. Administrator

6. Grayson Steed, Dance/Gymnastics Teacher

7. All teachers staff who support Physical Education and Electives

8. Rosa E. Hernandez, Principal

Action Steps: 1. Coach Hoover and Coach Fontenot will contact a doctor and schedule a time for them to come to campus to conduct physicals.

2. Coaches will distribute flyers and waivers to students for their parents to sign.

3. Conduct scheduled call-outs to parents reminding them of the waivers and dates of physical exams.





4. Call parents of individual students, as needed.

5. Elective Teachers will assist with all of the above action steps.

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

Funding Sources: Supplies to conduct and complete physical exams (PPE equipment) - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$10,000

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Electives will host a community health fair. Evaluation Data Sources: Community participation and involvement.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: The school will host a community health fair to promote mental, physical health benefits.

Strategy's Expected Result/Impact: A minimum of 50 members of the community attend health fair.

Staff Responsible for Monitoring: 1. All Electives Teachers
 2. Juana Jaso, Electives Department Administrator
 3. Quiana Hewitt, Nurse
 4. Physical Education Teachers/Coaches
 5. Wraparound Specialist
 6. All staff will have opportunities to assist and participate
 7. Rosa E. Hernandez, Principal

Action Steps: 1. Contact vendors to participate and set up a table at our event.
 2. Inform community by sharing event flyers and info-graphics on social media platforms (Twitter and Facebook) as well as sending call-outs and flyers home.
 3. Promoting the event within the school to the students and staff.

Title I Schoolwide Elements: 2.5, 3.1

Funding Sources: Supplies and materials for health fair event - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000, Extra Duty Pay for health fair event - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,000, Supplies and materials for the health fair event - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$4,390

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Welch Middle School's student achievement performance results regressed in all core content areas. Root Cause: COVID-19 pandemic and caused interruptions with delivery of instruction and learning.
Perceptions
Problem of Practice 1: 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.

Board Goal 5: Additional Campus Goals

Goal 8: VIOLENCE PREVENTION - By May 2022, 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 Details	Reviews			
Measurable Objective 1: 100% of staff will educate students on bullying awareness and prevention. Evaluation Data Sources: By September 30, 2021: Teachers will log in to One Source to complete their 2021-22 compliance courses, and certificates will be submitted to appraisers as proof of attendance.	Formative			Summative
	Nov	Jan	Mar	June

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. Alynn Lebiga, Counselor
3. Quiana Hewitt, Nurse
4. All Teachers
5. Wraparound Specialist
6. Rosa E. Hernandez, Principal





Action Steps: 1. All staff will complete HISD Compliance Courses by September 30, 2021 and turn in their certificates to their department
2. Counselors 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 Schoolwide Elements: 2.5

Funding Sources: Capturing Kids Hearts Training/PD - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$15,000, Supplies, materials, and/or training for bullying prevention - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$4,000

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: 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.

Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Strategy's Expected Result/Impact: There will be 4 major impacts on students' learning:

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.

Staff Responsible for Monitoring: 1. Alvin Goldman, Assistant Principal

2. Shelby Smith, Dean of Instruction
3. Lela Whigham, Teacher and Student Council Coordinator
4. All Teachers and All Administrators
5. Rosa E. Hernandez, Principal
6. Alynn Lebiga, Counselor
7. Wraparound Specialist

Action Steps: 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.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools

Board Goal 5: Additional Campus Goals

Goal 9: DISCIPLINE - By May 2022, 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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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.

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.

Staff Responsible for Monitoring: 1. All Administrators
2. All Welch staff members will participate in supporting our students.
3. Tabitha Penson, TEACH Representative
4. Rosa E. Hernandez, Principal

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 23, 2021.
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.
5. Teachers attend TLAC professional development as needed.
6. Consistently implement TLAC strategies throughout campus (classrooms, hallways, electives, cafeteria, dismissal, tutorials, etc.).
7. 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.

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Welch Middle School had low Math and Reading STAAR scores. Root Cause: Limited school-wide initiatives and programs to support instruction due to COVID-19 and remote learning.

Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

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.

Strategy's Expected Result/Impact: There will be four main positive impacts on students' school-wide experience:

1. 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.

Staff Responsible for Monitoring: 1. Alvin Goldman, Assistant Principal

2. Shelby Smith, Dean of Instruction
3. Lela Whigham, Teacher and Student Council Coordinator
4. All Teachers and All Administrators
5. Rosa E. Hernandez, Principal
6. Alynn Lebiga, Counselor
7. Wraparound Specialist

Action Steps: 1. Determine program goals that will streamline communication through the use of technology apps and a school wide you tube channel.

2. Teachers will download the Talking Points app during pre-service (teachers and staff will encourage parents/students to do the same).
3. Learning opportunities will be extended beyond the classroom with ongoing events throughout the year: morning learning labs before school, lunch & learn, academic retreats, after school tutorials, and clubs.
4. 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.
5. 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.
6. A commitment to success contract to hold all students, parents, and teachers accountable will be passed out by homeroom teachers to their students.

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

Funding Sources: Supplies and materials for Academies of Excellence, school-store materials and supplies, school wide assemblies, etc. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000

Measurable Objective 2 Problems of Practice:

Perceptions						
Problem of Practice 1: 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.						
Measurable Objective 3 Details			Reviews			
Measurable Objective 3: Grade level administrators will hold grade level discipline meetings. Evaluation Data Sources: Administrative meetings, grade level PLC, grade level student meetings, school calendar.			Formative		Summative	
			Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>						

Strategy 1: Grade level administrators will hold grade level meetings twice per semester to review discipline policies, procedures, and expectations.

Strategy's Expected Result/Impact: Holding grade level meetings will result in:

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.

Staff Responsible for Monitoring: 1. Grade Level Administrators

2. Cluster Teacher Leaders
3. Rosa E. Hernandez, Principal
4. Alynn Lebiga, Counselor

- 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.

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Results Driven Accountability**

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

Measurable Objective 3 Problems of Practice:

Perceptions
Problem of Practice 1: 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.

State Compensatory

Budget for 056 Welch Middle School

Total SCE Funds: \$180,576.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

The State Compensatory Education funds are mostly being using to staff teachers who serve at risk students. A list is attached in this plan, which comes out to \$177,900. The rest of the funds \$2,676 are used for covering subs for the SCE teachers (about \$1,000) and then the rest of the funds are used for general supplies to support instructional materials for SCE teachers which is about \$1, 676. General supplies for instructional materials include paper, pencils, highlighters, composition notebooks, etc.

Personnel for 056 Welch Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Fernandez, Veronica	Tchr, Math	1
Hoover, Brittney	Tchr, Physical Education	1
Manuel, Chelsea Monique	Tchr, Math	1
Muller, Alexandra Mariel	Tchr, Math	1
Vacant	Academic Tutor-Hr	1
Vacant	Academic Tutor-Hr	1
Vacant	Lecturer, Hrly - Degreed	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by school leadership team (includes: cluster leader, department chairs, counselor, student case worker, students, and admin), Department chair feedback, faculty and staff feedback, and SDMC feedback (which includes parents, community members, students, staff and administration).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: (1.) reviewing data and meeting action plan at the school leadership conference on August 2/3 (2.) Staff input and feedback on August 2/3 (3.) SDMC feedback and input on August 27.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: 1.) weekly cluster and department PLC meeting 2.) weekly admin meetings 3.) monthly parent meetings 4.) daily/weekly teacher observations, walkthroughs. 5.) Results from BOY, MOY, EOY, and WCAs, assessments, and 6.) Personal data conference.

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

The SIP is available in the following locations:

1. School's Website
2. Main office in binder
3. Emailed to staff, students, and parents
4. Upon Request

The SIP will be made available by: October 29, 2021.

The SIP will be provided to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Book study
2. School data trackers to identify strengths/weaknesses for all TEKS tested on assessments
3. Writing Across the Curriculum
4. Kagan strategies
5. Teach Like a Champion strategies (TLAC)
6. TEACH instructional strategies
7. Gifted & Talented (GT) enrichment opportunities

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

1. Regular Saturday tutorials.
2. Before school tutorials.
3. Homeroom/advocacy time.
4. Required Super Saturday Tutorials the six weeks before the STAAR tests.
5. Daily interventions during the school day, integrated in our master schedule.
6. Double Reading and Math for 6th, 7th, and 8th grade students.
7. Double Social Studies and Science for 8th grade students.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging

State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Learning walks, TEACH program, campus induction coach (CIC), campus based teacher mentors, weekly PLC meetings.
- Instructional strategies: proficient tier 1 explicit instruction, small-group instruction, interventions provided to tier 1/2 students in all content areas.
- Implement the Academies of Excellence Program which includes the following four goals:
 1. Increase learning opportunities and test scores.
 2. Decrease frequency of behavior infractions.
 3. Increase staff and student attendance and engagement.
 4. Build a more positive school culture for all stakeholders.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals assisted with the development of the Parent and Family Engagement Policy:

- Parents
- Teachers
- Administrators
- Non-Instructional Staff
- Grade Level Cluster Leaders
- Department Chairs
- Campus Induction Coach (CIC)
- Business Partners
- Community Leaders

The PFE was distributed:

- On the campus website
- Sent home to parents by students
- Emailed to parents, teachers, and community
- Upon request

The languages in which the PFE was distributed include:

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Coffee with the Principal
- Snack & Chats with Principal

- Back to School Bash
- ESL Opportunities
- Family nights (Reading/Math/Science/Social Studies)
- Open House
- Parent Workshops
- Parent/community newsletter (monthly updates)

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Coffee w/Principal, September 2 at 8:30a.m.
- Meeting #1 Alternate - Snack & Chat, September 2 at 5:30p.m.
- Meeting #2 - Snack & Chat, October 7 at 5:30p.m.
- Meeting #2 Alternate - Coffee w/Principal, November 4 at 8:30a.m.
- Meeting #3 - Snack & Chat, December 2 at 5:30p.m.
- Meeting #3 Alternate - Coffee w/Principal, January 6 at 8:30a.m.
- Meeting #4 -Snack & Chat, February 3 at 5:30p.m.
- Meeting #4 Alternate -Coffee w/Principal, March 3 at 8:30a.m.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michael Ocholi	Teacher	English Language Arts Department	100
Rosa Reyna-Santos	Teacher	Science Department	100

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Rosa Hernandez	Principal
Administrator	Alvin Goldman	School-Based Staff
Administrator	Shelby Smith	School-Based Staff
Classroom Teacher	Tazamisha Provo	Classroom Teacher
Classroom Teacher	Lela Whigham	Classroom Teacher
Classroom Teacher	Reuben Welsh	Classroom Teacher
Classroom Teacher	Monique Mason-Kelly	Classroom Teacher
Classroom Teacher	Dionicio Garcia	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	Tristan Johnson	Non-Instructional Staff

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	Step up to the TEKS Practice	6300 - Supplies and Materials	\$4,764.00
1	1	2	1	Supplies and materials: glue sticks, hardback paper, pencils, notebooks, markers, rulers, scissors, etc.	6300 - Supplies and Materials	\$3,000.00
1	1	3	1	Math Supplies: Colored Pencils, Markers, Composition Notebooks, etc	6300 - Supplies and Materials	\$10,000.00
2	1	2	1	Test Prep Materials	6300 - Supplies and Materials	\$5,000.00
2	1	2	2	Supplies and materials: copies, paper, pens, pencils, markers, sticky notes, crayons, glue sticks, notebooks, test prep materials, etc.	6300 - Supplies and Materials	\$8,000.00
3	1	2	1	Supplies, equipment, and materials for magnet program	6300 - Supplies and Materials	\$25,000.00
3	1	3	1	Recruitment, positive promotion, and marketing supplies	6300 - Supplies and Materials	\$15,000.00
3	1	3	1	IB Programming	6200 - Contracted Services	\$9,600.00
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	1	3	1	Extra duty pay for staff to make attendance corrections or conduct home visits	6100 - Payroll	\$6,000.00
5	2	3	1	SIRIUS test prep workbook	6300 - Supplies and Materials	\$10,400.00
5	2	3	1	Supplies and material for Social Studies department	6300 - Supplies and Materials	\$4,000.00
5	2	3	2	Extra duty pay for backward planning sessions for Social Studies teachers	6100 - Payroll	\$5,000.00
5	2	3	2	Laptop carts	6400 - Other Operating Expenses	\$20,000.00
5	3	2	1	Supplies, equipment, and materials for Science department	6300 - Supplies and Materials	\$5,000.00
5	3	3	2	Extra duty pay for backward planning sessions for Social Studies teachers	6100 - Payroll	\$5,000.00

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	2	Extra duty pay for before, after, and Saturday tutorials for Science teachers	6100 - Payroll	\$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	5	2	1	Refreshments/food for parent and student events	6400 - Other Operating Expenses	\$5,000.00
5	5	2	1	ESL and Spanish classes	6100 - Payroll	\$4,000.00
5	7	3	1	Supplies and materials for health fair event	6300 - Supplies and Materials	\$3,000.00
5	7	3	1	Extra Duty Pay for health fair event	6100 - Payroll	\$2,000.00
5	8	1	1	Capturing Kids Hearts Training/PD	6200 - Contracted Services	\$15,000.00
5	8	1	1	Supplies, materials, and/or training for bullying prevention	6300 - Supplies and Materials	\$4,000.00
5	9	2	1	Supplies and materials for Academies of Excellence, school-store materials and supplies, school wide assemblies, etc.	6300 - Supplies and Materials	\$10,000.00
5	9	3	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						\$219,764.00
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

1991010005 - General Fund - Career & Tech Ed (CTE)						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Supplies and materials	6300 - Supplies and Materials	\$1,779.00
Sub-Total						\$1,779.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Rosetta Stone	6300 - Supplies and Materials	\$4,991.00
3	1	1	1	Overtime for after school planning PLC sessions	6100 - Payroll	\$4,000.00
Sub-Total						\$8,991.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2	1	Extra duty pay for before, after, and Saturday tutorials for Special Education teachers/staff	6100 - Payroll	\$5,000.00
5	4	2	1	Supplies and materials for Special education students and teachers	6300 - Supplies and Materials	\$5,347.00
Sub-Total						\$10,347.00
1991020003 - General Fund - Magnet Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	1	Recruitment, positive promotion, and marketing supplies and materials	6300 - Supplies and Materials	\$7,276.00
3	1	2	1	Substitutes for teachers for recruiting days	6100 - Payroll	\$1,000.00
Sub-Total						\$8,276.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Writing Across the Curriculum teacher book	6300 - Supplies and Materials	\$3,000.00
1	1	1	1	Reading and Vocabulary Curriculum Associates materials	6300 - Supplies and Materials	\$3,000.00

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Materials: writing notebooks, map colors, pens, paper clips, markers, loose-leaf paper, pencils, etc. for the ELA department	6300 - Supplies and Materials	\$5,000.00
1	1	3	1	Overtime for teachers & staff for training on trackers	6100 - Payroll	\$5,000.00
1	1	3	2	Extra Duty Pay for Tutorials	6100 - Payroll	\$15,000.00
2	1	1	1	Materials: additional writing notebooks, loose-leaf paper, pencils, etc for the Math Dept.	6300 - Supplies and Materials	\$3,000.00
2	1	2	1	IXL	6200 - Contracted Services	\$15,195.00
2	1	2	2	Extra Duty for Tutorials	6100 - Payroll	\$15,000.00
2	1	3	1	Vontoure Learning, LLC Math Professional Development (monthly)	6200 - Contracted Services	\$5,000.00
5	2	3	2	Extra duty pay for before, after, and Saturday tutorials for Social Studies teachers	6100 - Payroll	\$5,000.00
5	3	3	1	Materials and supplies for the notebooks, pens, markers, glue, etc.	6300 - Supplies and Materials	\$10,000.00
Sub-Total						\$84,195.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	No Red Ink program	6200 - Contracted Services	\$9,000.00
1	1	1	1	Preplanning Prep Time for ELA dept.	6100 - Payroll	\$10,000.00
1	1	2	1	The campus literacy novel	6300 - Supplies and Materials	\$7,785.00
1	1	3	2	TRICE Tudor services for ELA department	6200 - Contracted Services	\$51,000.00
2	1	2	2	TRICE tutor services for math	6200 - Contracted Services	\$20,000.00
2	1	3	1	Backward Planning Sessions after school or on Saturday for Math	6100 - Payroll	\$15,000.00
5	1	2	1	Extra duty pay for attendance recovery, home visits, ensuring accurate reports, etc.	6100 - Payroll	\$3,604.84
5	2	1	1	Extra duty for Preplanning and unpacking the Social Studies TEKS	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	2	3	2	German Tutoring Consulting services	6200 - Contracted Services	\$30,000.00
5	3	2	1	Preplanning and unpacking the Science TEKS	6100 - Payroll	\$10,000.00

2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	2	Extra duty pay for before, after, and Saturday tutorials for Science teachers	6300 - Supplies and Materials	\$5,000.00
5	3	3	2	German Tutoring Consulting services	6200 - Contracted Services	\$30,000.00
5	4	3	1	Extra duty pay for before, after, and Saturday tutorials for ESL/ELA teachers for TELPAS and LEP training/PD	6100 - Payroll	\$5,000.00
5	7	1	1	PPE supplies needed for the campus to ensure a safety COVID free learning environment	6300 - Supplies and Materials	\$5,000.00
5	7	2	1	Supplies to conduct and complete physical exams (PPE equipment)	6300 - Supplies and Materials	\$10,000.00
5	7	3	1	Supplies and materials for the health fair event	6300 - Supplies and Materials	\$4,390.00
Sub-Total						\$235,779.84
Grand Total						\$573,310.84