

Wellborn Middle School College Station Independent School District

Annual Campus Improvement Plan
2021-2022



Board Approval Date: TBD

WMS Mission Statement
Cultivating Good Humans...

WMS Vision

To cultivate good humans through teaching and modeling accountability, compassion, involvement, courage, integrity, and resilience.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to a learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Table of Contents

Mission, Vision Board Commitments.....	2
Board Goals.....	3
Executive Comprehensive Needs Assessment Summary.....	5
Data used for Comprehensive Needs Assessment.....	12
Goals and Specific Results.....	13
Goal 1, Specific Result 1.1	13
Goal 2, Specific Result 2.1	15
Goal 2, Specific Result 2.2	17
Goal 3, Specific Result 3.3	18
WMS Professional Development Plan	20
Appendix A: Federal and State Requirements.....	22
Appendix B: WMS CIP Members 2021-2022.....	26
District Improvement Plan Acronyms & Definitions Sheet	

Executive Comprehensive Needs Assessment Summary

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	<p>Wellborn Middle School has 850 students enrolled in July of 2021, making our campus the third largest campus in CSISD. The campus is made up of 63% White, 19% Hispanic, 12% African American, and the other 6% is made up of Asian/Pacific Islander, American Indian, and Two or more races, Our economically disadvantaged percentage is 24% while our at-risk population is 35%, and our LEP population is only 3.7% of our population.</p> <p>Many of the at-risk students were enrolled in the campus' academic Rtl system (SOAR) which provided tiered intervention to close the gap when compared to their high performing peers during advocate time with members of the campus' Student Intervention Team.</p> <p>Moreover, based on MAP growth reports, WMS showed growth throughout the school year. The faculty and staff engage in weekly PLCs focused on strengthening tier I instruction - with the intention of improving how we provide formative assessments during and after initial instruction, document design, and providing meaningful feedback</p> <p>Other strengths identified were within the campus' culture and systems. The feedback from faculty and staff from surveys show they value the leadership and systems on campus. House Teams supported the</p>	<p>The number of students receiving special education services continues to increase indicating that we need to strengthen our Multi-Tiered System of Support (MTSS) across the district. We currently have 115 students who receive special education services. This past year, we identified 3 students who needed special education services, which is higher than the prior years. Those three were already served through 504.</p> <p>Moreover, in regards to the state assessment performance, the largest discrepancy is within the African American students when compared to other sub populations.</p> <p>Other areas identified in the needs assessment were the accessibility to resources for intervention in the areas of math and reading. Our IC/Is created content for our struggling learners which yielded growth, however we need a viable curriculum designed to be tiered for struggling learners. Furthermore, we need to continue to equip our teachers to become master teachers, which will be part of the instructional instructional focus for the 2021 school year by integrating small group instruction.</p>	<p>Our priorities for demographics this year is to address closing the achievement gap with our students who historically underperform.</p> <p>We are integrating a more comprehensive MTSS system and integrating small group instruction to ensure we are providing a more equitable learning environment for all scholars at WMS. This small group instructional goal is intended to address scholars' learning differences in three ways -</p> <ol style="list-style-type: none"> 1) scaffold for lower performing, 2) differentiate for on-level, 3) extend for our high achieving Warhawks. <p>This instructional focus is happening in all content areas so each teacher is more equipped to provide small group instruction to better differentiate when needed.</p> <p>Moreover, CTE courses will continue to be added to 7th and 8th grade to encourage more students to explore career choices, for example principles of applied engineering.</p>

	<p>campus' culture and the social emotional learning and character education that took place created a safe, nurturing environment. Lastly, our AVID program numbers were the largest since opening WMS and are projected to have even more (80 students) for the 2021-2022 school year.</p>		
<p>Student Achievement</p>	<p>Students continue to be highly involved in extracurricular activities including clubs, athletics, and fine arts. There are over 100 students inducted into the National Junior Honor Society due to strong character and earning academic averages over a 93% in their course work. We had 24 students earn leadership roles within the House Team system. The House Teams Family Leaders went through an in-house leadership development training where the guidelines for success were the focal point of the training sessions as well as involving guest speakers.</p> <p>Even though face-to-face pep rallies did not take place, WMS still had several learners recognized for earning Wellborn Way Awards (the highest honor award we issue at WMS). Furthermore, even though we had limited seating at sporting events, our students came as spectators and supported their classmates as they competed on the field, court, and track.</p>	<p>There was a misalignment for WMS when comparing all learners who were projected to not meet the passing standard on the STAAR Math and Reading assessments to the Measures of Academic Progress (MAP) data. However, learners from poverty, and the ethnic group of African American did not yield the growth at the rate they should have in their learning. This is causing gaps, and those gaps are evident per STAAR data. Part of the misalignment is from poor communication on the significance of the MAP test and scholars not taking the assessment "seriously" and there were gaps not closed as expected.</p> <p>Moreover, the campus' report card rating from the state was a "B", however WMS had 89% of our students "approaches" (pass) the 8th grade reading STAAR test while 65% earned a "meets" ranking, and 36% earned a "masters" score. In regards to the 8th grade math test, 87% of the students earned a mark of "approaches", 68% meets, and 25% "masters". We outperformed the district's average on both 8th grade reading and math STAAR tests.</p>	<p>The district will purchase and train stakeholders on the MTSS data management software to promote effectiveness in progress monitoring and efficiency in SIT meetings. In addition, we will add Principles of Applied Engineering, Principles of Law, and Cyber Citizenship to our 7th and 8th grade CTE offerings in order to expand CTE opportunities for students at the middle school level.</p> <p>The main priority for WMS will focus around small group instruction and training faculty on how to utilize Emergenetics to best pull small groups based on preferred thinking attributes. This instructional practice is designed to increase achievement for all learners. Moreover, the campus' MTSS design team will be supporting the various departments on how to make more data informed decisions once the C&I department creates the common unit assessments and WMS teachers can administer those to get reputable data.</p>

		<p>As for 8th grade STAAR Science and History, 91% and 81% of students earned the approaches mark respectively. It's worth noting 72% of our 8th graders earned the meets criteria and 51% earned the masters criteria for the Science STAAR test, whereas for History 58% earned meets and 38 earned masters.</p> <p>Furthermore, on average WMS 7th graders out performed the district average on STAAR scores in all three categories of approaches, meets, and masters for the reading, math, and writing STAAR assessments. In reading, 84% of students earned approaches, 62% earned meets, and 39% earned masters. In 7th grade math 71% of students earned approaches, 34% earned meets, and 10% earned masters. And, lastly, for the writing STAAR test, 80% of 7th grade WMS scholars earned approaches, 51% earned meets, and 20 earned a masters marking.</p> <p>WMS still needs to improve STAAR performance for our lower socio-economic and African American learners at WMS.</p>	
<p>Curriculum and Instruction</p>	<p>Curriculum documents in the English Language Arts, Math, and Science K-12 are at a point of refinement and Social Studies will be at that point after curriculum writing the summer of 2021. This summer additional performance assessments will be added to the documents and Stage 3 of the curriculum will be refined with ensuring all the digital resources purchased for instruction this year are embedded in the units for teachers to use. MAP Growth and MAP Fluency was used to drive instruction</p>	<p>MTSS resources for progress monitoring need to be defined for ELAR and math, MTSS software needs to be purchased for use at WMS, and writing training for consistency and we need consistency with teachers teaching small guided reading and math groups across the district; resources for GT at the secondary level need to be embedded in the curriculum, and implementation of inquiry strategies in science need to be strengthened; data indicates that many of our students are not</p>	<p>Our main priority in regards to the C&I area at WMS pertains to having the equitable resources provided to our teachers to ensure our already established systems can provide the appropriate scaffolded instruction for all learners. Teachers will need the appropriate resources at their fingertips to provide the best instruction in their small groups. Moreover, another priority at WMS is ensuring our teachers are staying on their course(s) "year at a glance". Lastly, WMS will have tightly and loosely held instructional</p>

	<p>at most of our campuses this past year with targeted instruction for students happening as a result. 5-12 science teachers were trained in inquiry practices and Argument Drive Inquiry; the curriculum team completed the Virtual Schools Network Virtual Learning Training to learn how to write quality curriculum to support our teachers teaching virtually and the curriculum team took a Quality Matters Rubric class to learn how to evaluate virtual curriculum for quality.</p>	<p>growing at the rate projected on MAP assessments; we need to increase CTE courses at the 7th and 8th grade levels and the number of “completers” as per the new state emphasis on CTE programming; walkthroughs show low levels of technology integration into instruction with most technology use at the Substitution level of the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model; continue to build teachers’ and administrators’ capacity in the use of instructional technology resources; we need to continue to train administrators and teachers on the use of data to drive instruction</p>	<p>expectations for the campus that are regularly communicated to ensure all faculty understand the WMS instructional framework.</p>
<p>Culture and Climate</p>	<p>Even though COVID-19 was in full swing, WMS held weekly professional learning communities that focused on how to administer more quality formative assessments to ensure learners were “getting it” vs not. This work was on-going and field tested within the campus to ensure the practices being taught were actually powerful with the WMS scholars. The teachers appreciated the ongoing job-embedded professional development. The instructional coaches and administration met weekly to hold after action reviews to assess what needed to pivot in the plan to ensure teachers were provided with the appropriate training.</p> <p>In continuation, this past year, WMS administered the Panorama Survey and according to the campus culture responses provided by faculty, staff, students, parents the percentage of positivity within the culture were all consistent with the district’s</p>	<p>WMS had four learners who earned a placement to the Disciplinary Alternative Education Placement for mandatory placements and three for discretionary placements. Where four of the learners were African American and the others were White and Asian Americans, the administration visited the students at DAEP on a regular occurrence (weekly). Moreover, WMS only administered out of school suspension when learners were involved in a physical altercation with another peer to allow time for de-escalation, and there were a couple of occurrences where scholars earned an OSS consequence due to gross defiance.</p> <p>Furthermore, WMS had more learners who missed class than the prior two years. Some of that was due to quarantine and safety related, however two learners struggled to arrive to class on time regularly. Parent conferences were held,</p>	<p>We will continue to use Panorama Survey data to monitor and respond to staff input on climate and culture as well as systems and support WMS. In addition, WMS will continue to provide tier II/III behavior supports as well as the administration will hold more regularly scheduled check-ins with the department heads to assess whether or not supports are needed.</p>

	<p>average regarding climate.</p> <p>Moreover, many of the faculty covered peers' classrooms during their conference periods. In addition to covering classes, teachers shared how it was challenging to provide quality instruction for scholars who were quarantined vs scholars who elected to be enrolled in virtual school, however, the faculty were committed to the cause and supported each other by covering classes regularly.</p> <p>In addition, WMS implemented character education during House Teams as well as provided competitions which brought vitality to the campus in what was arguably the dreariest year many of our learners have ever experienced in school. In response to the trauma our learners experienced from the pandemic or trauma from other areas, each faculty and staff member were provided quality training regarding trauma and best practices on how to connect learners with the appropriate resources to assist with processing trauma.</p> <p>Lastly, WMS provided behavioral response to intervention for a number of scholars who received support in the following behaviors: aggression replacement, organization, verbally aggressive/argumentative, truant conduct, impulsive, apathetic, distractible, and uncooperative behaviors. This yielded growth for several learners which supported them earning passing marks for several six weeks.</p>	<p>however WMS continued to have two Warhawks who skipped class or did not attend throughout the year.</p>	
<p>Staff Quality and Retention</p>	<p>The WMS Leadership team had some turnover due to teachers and an</p>	<p>Teachers need to be provided more time to visit each other's classes to create the</p>	<p>Design CAST instructional cycles around the needs of the campus to equip teachers to be</p>

	<p>administrator taking on promotions at other campuses. This is evident in how WMS is equipping future leaders in the Brazos Valley outside of the immediate campus.</p> <p>Teachers engaged in the weekly PLC (CAST) to refine instructional practices.</p>	<p>collegial culture. A shortage of substitutes has also been a problem this year and campuses have had to cover classes when they are short substitutes.</p>	<p>master teachers.</p>
<p>Technology</p>	<p>Schoology expectations are in place and teachers have built a comfort level using our LMS over the last year. Scholars have shown their comfort level with using Schoology</p>	<p>A technology survey indicated that teachers need more devices for effective use in instruction. There is also a need for the infrastructure to be more robust as more and more devices are using the network. Our strategic plan with input across the community and school district indicates we need to work in these two areas as well. While we introduced SMAR at campuses, teachers need more time to practice how to most effectively incorporate it into instructional design. Furthermore, scholars need more consistent access to technology to equitably access Schoology on a regularly basis. Right now, WMS is purchasing all instructional technology materials from the campus general fund. WMS is the largest middle school in CSISD and is not able to provide each learner a device to access instructional materials.</p>	<p>Increase devices across the campus to better support instructional technology; draft the following year's SAMR implementation model.</p>

<p>Family/Community Involvement</p>	<p>WMS implemented virtual meet the teacher, pep rallies, and House Team competitions. The social media communications to parents and community promoted campus events and culture on a weekly basis and Schoology updates to families were consistent and concise. Furthermore, WMS invited prominent leaders in the community to provide leadership training for our House Teams Family Leaders.</p>	<p>Partnerships need to be expanded to support internships for students in our CTE program; we would like more service and reciprocal partnerships between our schools and the community. Furthermore, WMS will revisit how to re-integrate a parent educator series where WMS provided families on pressing, age-appropriate strategies to parent tween-age learners..</p>	<p>Continue encouraging parents to connect with WMS via Schoology, partner with the PTO to plan out parent educator series for this 2022-2023 school year, and implement engaging and memorable experiences such as pep rallies and sporting events safe for all.</p>
--	--	---	---

Data Used for Campus Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

- STAAR
- Attendance
- Failure Rates
- Teacher Retention
- Curriculum Documents
- BRtl
- CSISD Portrait of a Learner
- Schoology Participation Data
- [Data Drive Focus Area](#)
- Special Education Data
- WMS CIP Review & Needs Assessment 2020-21
([Responses](#))
- [CSISD Panorama Survey](#)
- TELPAS
- District Benchmark Assessments(SS, Sci)
- TAPR
- T-TESS
- CSISD Vision
- DEIC Input
- PEIMS Discipline
- PAC Data
- Counselor Input on Mental Health
- Extra Funding Request
- Professional Development Feedback
- District Survey
- CSISD Portrait of an Educator
- Educator Evaluations
- Accountability Report
- Administrator Input
- Rtl Data
- GT Demographics and Performance
- MAP Data
- New Teacher Survey
- CSISD Strategic Plan
- [WMS SWOT Analysis](#)
- 504 Data
- CSISD Portriat of a Leader

Goal: 1				CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1				Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Train campus on the CSISD Framework for Success	Principal, APs	Time, Devices, Manipulatives	Aug 13	All Faculty and Staff	Sign-in Sheets				
Standards and Alignment:- -Implement systems to ensure teachers stay within the district's scope and sequence.	Principals, APs, IC/Is, Dept Heads	CSISD scope and sequence	Aug 23	All	Feedback from department heads Assessment data (STAAR)				
Differentiation, Scaffolding: Teachers attend weekly job-embedded professional development (CAST - PLC) sessions to improve Tier I instruction - specifically focusing on small group instruction and creating a collegial culture with purposeful dialogue around instruction and student achievement.	Principal, IC/Is, faculty	CAST Year Long Plan, Field testing small group instruction, STEP, MAP data	Aug - May	All	Sign-in Sheets				
Differentiation, Scaffolding: Teachers will attend STEP training (Student-Teacher Emergenetics Program) to learn Tier I differentiation strategies based on the emergentics thinking	Principal, AP, STEP Design Team	Zoom meeting	Oct 8	All	Sign-in Sheets				

preferences and behaviors.									
Reflection, Growth Mindset Cultivate a collegial culture by training 100% of teachers on how to provide objective feedback based on small group instructional practices and data (homework) brought to CAST (WMS PLC).	Principal/ ICs	Weekly CAST sessions	Aug - May	All	-Schoology submission -Observations from CAST				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Relevance, Authenticity: Facilitate the use of the district's MTSS data management program.	Principal, APs, math & ELA Dept Heads, Instructional Coach, MTSS Design Team	Performance Matters (software), time (monthly MTSS meetings), time (training)	August PD, October PD, Feb 2022 PD	All	Artifact/report of usage of data management systems.				State
Relevance, Authenticity: Train all MTSS design team members on how to effectively use Performance Matters to make effective decisions on referring and dismissing scholars from support systems.	APs, MTSS Design Team	Software, devices, decision making framework regarding supports	Nov 2021	Tier II/III learners	Sign-in Sheets				
Differentiation, Scaffolding: Ensure all teachers attend training on instruction for differentiated small groups in the general education classroom through the Student Teacher Emergenetics Program (STEP)	Principal, APs	Time, devices, reliable internet, comp time to compensate for summer training portion,	June/July/Aug 2021 (part 1 & 2 of STEP), Oct 2021 (part 3 of STEP) & Feb. 2022 (district PD)	All	Sign-in sheets				
Critical Analysis, Inquiry, Research: Hold monthly MTSS design team meetings to refer,	Principals, ICs, MTSS Design Team	Time - monthly meetings.	October 2021	Tier II/III students	Sign-in sheet via Google form.				

review, and dismiss scholars to and from WMS MTSS.									
Goal Setting, Autonomy, Entrepreneurship: 100% of Tier III scholars set goals based on the MAP learning continuum and/or hierarchy of skills needed to be successful.	Faculty pulling small groups for HB 4545 High Impact Tutoring (HIT)	Viable curriculum for intervention, time, faculty/staff/ESSER III paid tutors/ Volunteers	October 2021	Tier III students	Goal setting documents submitted via Schoology				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2				Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Differentiation, Scaffolding: 100% of WMS teachers will attend STEP training (Student-Teacher Emergenetics Program) to learn Tier I differentiation and small group strategies based on the emergentics thinking preferences and behaviors.	Principal	Email communication, zoom, campus funds for three year contract, ensure attendance, reliable wifi, Emergenetics, Emergenetics consultant and coach	June/July/Aug 2021, October 2021	All	Verification of enrollment from Emergenetics				
Critical Analysis, Inquiry, Research & Communication: 100% Teachers attend weekly PLC sessions where data and instructional practices are reviewed and refined.:	Principal, APs, IC/Is	Campus assessment data, MAP, Schoology, time, planning/prep time, time for on-going coaching, reliable feedback structure	September 2021 - May 2022	Faculty	Sign-in sheets				
√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue									

Goal: 3				CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3				Promote an engaging relationship between the school district and community					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
WMS will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	Principal, APs, select teachers,	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				
WMS will identify and participate in one community service project	Principal, APs, House Teams Design Team	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				
Culture, Environment, Professional Ethics: Continue House Teams to strengthen culture, SEL, and school involvement.	Principal, APs, House Team design team	Designated House Teams bell schedule, House Team Scope and Sequence, Pre-planned character education/SEL lessons created by House Team Design Team leader and counselor	August 2021 - May 2022	All	Artifact of scope and sequence				
Culture, Environment, Professional Ethics: Invite influential community	Principal, Community representatives, House Teams Design Team leader(s).	Physical space, guest presenters, food for participants	September 2021 - March 2022	House Team Family Leaders, Community member(s)	Likert scale survey regarding growth in leadership capacity				

members to provide leadership development for the WMS House Teams leaders.									
--	--	--	--	--	--	--	--	--	--

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue

WMS Professional Development Plan 2021-2022

WMS - Campus PD Plan for CIP 2021-2022					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result
Small Group Instruction via the Student Teacher Emergenetics Program (STEP)	All Faculty	-Technology for zoom meetings (June-Oct.) -Emergenetics profile debriefings for new faculty -Space to hold training sessions	-Principal and Emergenetics Rep	MAP growth STAAR Six Weeks performance with historically underperforming students (AA)	Goal 1 and 2 1.1 2.1 2.2
On-going STEP coaching	STEP Design Team	Monthly training/consultation	Principal and IC	Walk-through data, MAP growth reports for all	Goal 1 and 2 1.1 2.1 2.2
CRASE: Safety Training	All Faculty and Staff	-August staff development time -BCSO -Technology	Administrators	Simulation Drills	
T-TESS Rubric	All Faculty	-Seven weeks during CAST -Rubric -Slide Deck -Processing activities	ICs, Admin	Sign-in sheets in CAST	Goal 1 and 2 1.1 2.1 2.2
WMS Instructional Framework	All Faculty	Schoology template, presentation, small group meetings with Principal regarding instruction,	Principal	Schoology and physical Walkthroughs by admin to assess alignment to planning	Goal 1 1.1
House Teams Restructuring	All Faculty and Staff	Monthly House Team Design Team meetings, House Team Scope and	Teacher Leader, APs, Counselor	Staff and student survey regarding engagement level of House Teams	Goal 3 3.3

		Sequence, Draft day of 7th graders spreadsheet, Draft Day protocol sheet			
Discipline Philosophy	All Faculty and Staff	August staff development, Handouts, slide deck, communications via bulletin, presentation	Principal, APs	Sign-in Sheets, discipline referral data	Goal 3 3.3
Teacher Incentive Allotment	All Faculty	September Faculty Meeting	Principal	Sign-in Sheets	NA - State Mandated

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> ● Provides a law enforcement presence at various schools throughout the College Station Independent School District ● Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to “Texas Peace Officer” as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>	<p>Space at campuses</p>	<p>Board of Trustees Superintendent</p>	<p>Peace Officers on campuses and call</p>

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
<p>All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.</p>	<p>Campus counselors, printing, substitutes for counselors</p>	<p>Director of Student Services, Campus counselors, Campus administration</p>	<p>Plans in place for 8th graders, meetings scheduled</p>
<p>Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students</p>	<p>State Comp Ed Funds</p>	<p>Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators</p>	<p>State Comp Ed Reports, Annual district report to school board, School board agenda</p>

APPENDIX B: WMS CIP MEMBERS 2021-2022

Members	Role
Alexander, Stephen	Campus Technology Facilitator
Hackethorn, Grant	Assistant Principal
Jones, Melissa	Teacher-Career and Technology Education
Mayberry, Karen	Teacher-English
McMurry, Megan	Teacher-Special Education
Miles, Brian	Counselor
Miles, Wendy	Teacher-Science
Owens, Robert	Teacher-PE/Health
Phillips, Michelle	Teacher-History
Raultson, Shelley	Counselor
Roraback, Annette	Assistant Principal
Seale, Kristen	Teacher-Fine Arts
Stewart, Jeremy	Assistant Principal
White, Kerri	Teacher-Math