

Wellborn Middle School

Annual Campus Improvement Plan
2022-2023



Board Approval Date: September 20, 2022

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

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 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.

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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 834 students enrolled as of June 23, 2022, making WMS the third largest school in CSISD. This number is expected to rise up near 900 as we approach this fall semester. Our student demographic breakdown by ethnicity follows: 58.9% White, 19.2% Hispanic, 13.5% African American, 7.6% Asian, 0.8% Pacific Islander/American Indian. 25.18% of our student body qualifies as economically disadvantaged, while 6.68% are considered emergent bilingual. Of our current 834 students, 148 receive section 504 services, where the assistant principals coordinate their section 504 students' services by alpha. Moreover, we have 104 students who received special education services. WMS has 30.5% of the student body who qualify for either section 504 services or special education. Lastly, this past school year, our special education department was able to dismiss three students from special education to receive 504 services.</p>	<p>The largest need for WMS in regards to demographics is continuing to connect with our families so they can meaningfully engage in the learning and culture of the school. This was addressed through some various activities in the previous year, however there still continues to be a need for connection with all of our demographic populations. Due to our fast growth as a campus, WMS is unable to hold all students and staff in a gym to hold a traditional connection activity, such as a pep rally. One of the ways WMS will address demographic needs of connection will be through utilizing outdoor space for gatherings such as pep rallies and House Team celebrations. It is worth noting, WMS attempted to hold a pep rally outdoors in the fall of 2021, and the event was cut short due to incimate weather.</p> <p>Where the extracurricular events provided opportunities for our community stakeholders to participate in the campus' culture, there still seems to be a lack of opportunities for families to engage in the campus' culture, which is one of the campus' culture focuses in knowing our target audience.</p>	<p>Our priorities for demographics this year is to continue addressing closing the achievement gap with our students who historically underperform, as well as provide more opportunities for families to engage in our campus' culture through outreach events such as pep rallies, house team events, and volunteers in classrooms. The feedback from the Panorama survey was telling that we have some students on campus who do not feel a strong sense of belonging. Since it is the campus' motto, then we will make sure this bedrock concept is actively pursued throughout the school year.</p>

<p>Student Achievement</p>	<p>The students at WMS achieve high success both in and out of the classroom. We have over 100 students who have been inducted into the National Junior Honor Society due to their strong character and academic excellence. Moreover, when looking at the reading STAAR test for both 7th and 8th grade, we had 53% and 52% of our students earn the Masters criteria respectively.</p> <p>In addition to academic achievement, WMS experienced great success in winning athletics accolades by winning district competitions in multiple sports; including 8th grade boys and girls cross country and track, 7th grade boys track, and 7th grade girls cross country . The athletes put in diligent work throughout the entire school year, which led to great growth in athletic performance and success. Furthermore, we had 24 students elected to be the WMS House Teams Family Leaders. These leaders were elected after going through a screener process and were enrolled in an ongoing, in-house leadership development course where WMS brought in influential people from our community to share key principles in the art of leadership.</p>	<p>An area of growth in regards to student achievement will be with our historically underperforming student population. From the MAP growth reports, we had 40% of our black student population projected to not approach (pass) the STAAR in 7th grade reading and after reviewing the STAAR scores, we have 32% of black students not reaching the passing standard (Approaches). Where the faculty and students made great strides to improve student performance based on the MAP growth data, WMS will focus on closing the gaps.</p>	<p>WMS will take the next steps in implementing a sound and successful MTSS system to ensure students are receiving an equitable learning environment. This will increase academic performance. Moreover, WMS will continue the actions and opportunities for leadership and success in extracurricular activities.</p>
<p>Curriculum and Instruction</p>	<p>Several WMS teachers are on the curriculum writing teams for the district. This action was to increase a more unified investment into the creation of quality curricular documents for all teachers to use in CSISD. This also assisted with the mobile students we have in CSISD.</p>	<p>WMS is in need of common assessments to best provide targeted instruction. This past year, WMS spent an immense amount of energy and resources on fine tuning the best instructional practice, small group instruction. This year, after teaching our teachers how to use the three modalities of small group instruction, the teachers will focus on learning how to analyze and unpack our standards. The caveat that</p>	<p>We are implementing step two of our MTSS rollout at WMS. This step takes all of the theoretical knowledge and system creation and begins the actual process of providing equitable instruction and support to increase successful outcomes for our students.</p> <p>a more comprehensive MTSS system and integrating small group instruction to ensure we are providing a more equitable learning</p>

		<p>comes into play with this upcoming school year's instructional cycle is that there is not a bank of TEKS aligned formative assessments for our teachers to have access to assess whether or not their scholars mastered the content. The need from C&I is a continued rollout of the UbD curriculum and resources, specifically the TEKS aligned formative assessments to make data informed decisions. Teachers have more and more responsibilities on their shoulders and need support systems in place that increase the efficiency for teachers to assess whether or not their students have mastered the taught standard(s). WMS still has students who did not show growth on their MAP growth reports and did not meet the passing standard for STAAR.</p>	<p>environment for all scholars at WMS. This small group instructional goal is intended to address scholars' learning differences in three ways - 1) scaffold for lower performing, 2) differentiate for on-level, 3) extend for our high achieving Warhawks.</p> <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>Culture and Climate</p>	<p>The commitment to excellence is consistently present in the faculty and staff by how they engage in PLCs, build relationships with students, and problem-solve how we can fine-tune House Teams in arguably the hardest year of education in all of the faculty's tenures. The faculty were stretched left and right and stepped up in an instrumental way when covering each others' classes due to the insurmountable sub shortage. Nearly forty percent of the time, WMS had at least one substitute vacancy not covered. The reasons for this included a substitute not picking up the vacancy, a substitute would accept the job and not show, or the substitute would accept the job and then leave half day versus staying for the entire school day.</p>	<p>This past year's data from the Panorama Survey showed our school's climate, from the students' perspective, decreased from the prior year. There are potential reasons for the lower rating, however, the survey shows a drop of nine percentage points in climate. Some of the questions that scored the lowest follow:</p> <p>"How fair or unfair are the rules for the students at this school?"</p> <p>"How positive or negative is the energy of the school?"</p> <p>"How often do your teachers seem excited to be teaching your classes?"</p> <p>These three questions showed a drop of eleven to thirteen percentage points from</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>This past year's 7th grade students were dedicated to the work and culture of the campus. There was a higher sense of belonging and excitement for school for our 7th grade class. Moreover, our parent engagement was high this past May during the 7th grade math project-based learning unit where the students applied mathematical principles when sewing a quilt.</p> <p>Another bit of information with noting was the continued implementation with our campus' Behavior Rtl support. One of our faculty members had a caseload of Warhawks where he provided ongoing behavior coaching and check-ins to teach, and reteach the following skills: emotional regulation, organization, punctuality, responding with respect, motivation, attentiveness, and aggression replacement behaviors.</p> <p>Moreover, each of the faculty members were provided instructional coaching as they implemented the instructional focus of small group instruction this past school year. Small group instruction is not regularly seen in secondary schools, however to best provide equitable instruction, WMS implemented small group instruction. The teachers were given ongoing support in how to effectively implement the small group instruction models.</p>	<p>the previous year's survey on these specific questions. Some reasons for the lower rating to take into consideration are the timing of the survey. The survey was administered the week of April 11, 2022 which was short after there some frustrated students in regards there not being a spring dance and that STAAR testing was around the corner. Furthermore, each of the 850 WMS students were taking their reading MAP test the same week. Timing of the survey may have played a key component to the responses in the negativity and excitement question. In addition, in April, we had some students return from an alternative school placement and move in from another district that struggled to be successful upon their re-enrollment.</p>	
<p>Staff Quality and Retention</p>	<p>This school year, the leavers were due to leaving the profession, moving to another state, or transferring to one of the comprehensive high schools to pursue</p>	<p>The needs of teachers, based on the Panorama Edu survey showed the desire to have more ownership in their own professional development.</p>	<p>This upcoming school year, WMS teachers will be provided one teacher goal that is focused specifically on the campus' instructional goal (standards and alignment)</p>



	<p>varsity level coaching goals. The campus' leadership team now has three new leaders due to the previous leaders' terms expired. The focus for the leadership team is to continue equipping leaders with skills and scenarios on how to implement leadership principles in real-life situations.</p> <p>Furthermore, the campus will continue with the campus-based professional learning community (CAST) to strengthen the instruction on campus to increase student performance.</p>	<p>Moreover, the faculty was pushed to another level of stress with the shortage of substitutes. Even though administration assisted in covering classes, the teachers were affected significantly in regards to covering classes due to a substitute shortage.</p>	<p>and then be provided the opportunity to select another goal based on the T-TESS rubric (2.4, 3.2, and 4.3). This will provide more autonomy in the year's focus for each teacher.</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 regular 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 held one pep rally, an open house, and several house team competitions. One of the priorities this past year was to open the doors to the stakeholders so they can better partner with the campus as we cultivate good humans. Furthermore, the campus' engagement in communication was less than prior years, however there was an average of one social media post per week with information regarding upcoming events. Lastly, the campus brought in community leaders multiple times to teach our House Team Family Leaders various principles of leadership. The feedback from the students was well received.</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 better educate parents on developmental stages on their child's life as well as how to better connect with their child in regards to content their child may find themselves coming across while online off the campus' protected wifi.</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. In addition, the campus principal will include information about the developmental stages of their child so parents are more informed in regards to where the average middle school student is when compared to their younger selves.</p>
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Data Used for District 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.								
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
We will implement Engage as the next step of the instructional phase of the CSISD Framework for Success implemented in year one to enhance depth and complexity of staffs' understanding.	Principal, APs, IC/Is, Dept Heads	Walk throughs , informal conversations around observations and understandings of standards (<i>specifically the verb in each standard</i>)	August 2022	Teachers	Summary of data collection from resources.				
Using a variety of data sources (end of year surveys, MAP data, etc.), the campus will identify and implement their second phase of the CSISD Framework for Success to implement into the professional learning plans to improve instructional practices (CIP)	Principal, APs, ICs, Leadership team	Campus data , Strategic Design Framework materials/rubric	Summer 2022	Admin and Leadership Team	Completed CIP and professional development plan				
Standards and Alignment: -Implement systems to ensure teachers stay	Principals, APs, IC/Is, Dept Heads	CSISD scope and sequence	Oct	All	Artifacts from CAST with student work samples				

within the district's scope and sequence.									
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 Summative Evaluation (to be filled in by June 2023 by administration)

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.2	Create a system of personalized professional learning for all educators								
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
Instructional Leadership Team learns how to effectively use the Power School Professional Learning System in regards to making sure teachers are equipped with meaningful personalized professionalized learning opportunities.	Principal, AP's, IC/I's, & CTF	Planning time in campus instructional							
Build understanding of what it means to create personalized learning to grow and develop educators	Principal, AP's, IC/I's	Training time, Goal setting conferences	Aug 2022 - May 2023	Instructional Staff	Usage of Professional Learning system				

Using the Power School Professional Learning system, include varied learning opportunities such as: -Curated choices at campus level -Learning /doing model -Coaching and Professional Learning Communities	Principal, IC/I's	Professional Learning System software, August inservice time	Aug 2022 - May 2023	Instructional Staff	Attendance at facilitated sessions and self-service applications				
Provide supports for teachers in individual growth toward T-TESS instructional goals	Principal, APs, & IC/Is	CAST, goal setting conferences	August 2022 - April 2023	Instructional Staff	Panorama Survey Feedback RE: Professional Development				
Develop an agreed upon progressive discipline matrix to determine what kinds of student behaviors are tier I, II, or III.	Principal, APs, and Staff	Inservice time, posters, grouping of staff,	August 2022		Published artifact linked in the WMS Staffulty Schoology Course				
Provide monthly support for educators through check-ins. Principal will check in monthly with department heads, APs, and IC/I's, and Department heads will check-in monthly with their teachers in regards to wellness and instructional goal(s).	Principals, Dept. Heads	20 minutes each month	August 2022 - May 2023	Teaching staff	Panorama survey in regards to belonging and anecdotal notes from monthly meetings				

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Summative Evaluation (to be filled in by June 2023 by administration)

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.3	Engage in a process for student individual goal setting and progress monitoring								
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
Build understanding with campus administrators on effectively using data from different assessment types, such as MAP, state, and district assessments to assist in student goal setting meetings.	Admin, IC/Is, Math, ELA, & Science teachers implement goal setting conferences after BOY and MOY MAP windows.		Sept 2022 - Feb 2023	Math, Sci, and ELA teachers					
ELA, Math, and Science teachers will hold goal setting meetings based on MAP BOY to prepare for MAP MOY assessment.	Math, ELA, & Science teachers	MAP goal setting tool	Aug 2022 - January 2023	Math, Sci, and ELA teachers					
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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.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Population	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i>			Supported by State or Federal

				s		Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) #1 #2 #3			Funds
Collaboration: Provide feedback and participate in the revision process of the CSISD MTSS Handbook (CIP)	MTSS Design Team	MTSS Handbook, Design Team Meeting Time	Aug - Nov 2022	All	Feedback provided to Central Office team for revisions				
Collaboration: Implement MTSS processes aligned to the CSISD MTSS Handbook (CIP)	MTSS Design Team	MTSS Handbook, Design Team, Faculty meeting time	Nov-May 2023	All	Student referral list				
Differentiation & Scaffolding: Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district (CIP)	Principal, IC/I	Training Materials from Instructional Technology Staff, Slide Deck for August Professional Development, Teacher Log-ins, CAST Time	CAST Cycle II PD	All/Tier III scholars	Teacher use of software for MTSS and professional development sessions				
Differentiation & Scaffolding: Ensure all teachers have access to differentiated small groups in the general education classroom based on the Student Teacher Emergenetics Program (STEP) data and student performance.	Principal, APs, IC/Is, STEP Design Team	Time, devices, reliable internet,	Yearlong	All	Use of STEP data as evidenced in professional development and appraisal steps				

To increase a sense of belonging, the AVID design team will survey scholars to assess the percentage of students involved in a student organization and seek what other organizations the campus should create. For those not in a student organization, the advocate teacher will propose a student organization for the scholars to be a member of.	Instructional personnel	Advocate time, Google form, AVID Site Team Coordinator	Oct 2022 -Nov 2022						
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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.								
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
Principals will choose an instructional best practice focus area(s) in conjunction with the phase of the Framework for Success based on instructional needs for students and monitor walk through data for implementation (CIP)	Principal, APs, and IC/Is	E2L resources, Walkthrough forms	June 2022 - April 2023	All	Walkthrough forms	√			

Implement professional learning community protocols and practices on campus (CIP)	Admin and IC/Is	Weekly PLC planning meetings as an instructional leadership team.	CAST will meet weekly on Tuesdays and Instruc. Leader Team will meet Wednesdays	All	EOY Needs Assessment Survey Results	✓			
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Summative Evaluation (to be filled in by June 2023 by administration)

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								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) #1 #2 #3			Supported by State or Federal Funds
Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting. This will be through our annual House Teams Championship night with dessert trucks, music, and games.	Principal, APs, House Team Adult Leaders,	Funds, bounce houses, yard games, trash cans, funds, water, popcorn, projector, outdoor sound systems	May 2023	All, community stakeholders	Increased attendance, Social media participation				
Each campus will identify and participate in one community service project.	Principal, House Team Staff Leader, House Team Student Leader Team	Service Learning information, Funding as needed	Sept-Nov Select project idea; Dec - Apr	All	Social media posts, campus artifacts and reports of community service projects				

			Implementa tion window						
House Team Family Leaders create marketing materials communicating the expectations of who can go to the Creek Meadows neighborhood.	House Teams Family Leaders, Admin	Canva access	Aug - Sept 2022	All	Reduction in reported allegations of park misconduct; Reduction in scholar pick-ups at location				
Share campus-based community outreach activities and community service projects with the broader CSISD community	Principal, Exec. Dir., Dir. of Communications	Media collected from projects, Written press release(s)	Dec-Apr 2023	All	Social media posts, post in monthly parent newsletter				
Culture, Environment, Professional Ethics: Continue House Team Leader Development Series.	Principal, APs, House Team design team	Scope & Sequence for lunch learning sessions; Community volunteers for speakers; Funding for retreat day	Aug 2022 - May 2023	All	Scope & Sequence; Social media posts, Press releases, EOY scholar survey				
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	Aug 2022 - May 2023	All	Artifact of scope and sequence				

Culture, Environment, Professional Ethics: Invite influential community members to provide leadership development for the WMS House Teams leaders.	Principal, Community representatives, House Teams Design Team leader(s).	Physical space, guest presenters, food for participants	Sept 2022 - March 2023	House Team Family Leaders, Community member(s)	Likert scale survey regarding growth in leadership capacity				
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 Summative Evaluation (to be filled in by June 2023 by administration)

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.1	Establish and utilize a comprehensive instructional technology plan for teachers and staff.								
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
Administrators and Digital Learning Coordinator Continue to conduct walkthroughs together to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model	District Digital Learning Coordinator, Principal	Walk through form	Sept - April 2023	All staffulty	Walk through data				
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Strategically Abandoned Summative Evaluation (to be filled in by June 2023 by administration)									

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.2	Create and implement a comprehensive instructional technology plan for students at all levels.								
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

Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year	Campus technology facilitator, House Team Design Team chairperson	House Teams Scope and Sequence, Access to devices,	Sept 2022	Campus Tech Facilitator	Completed lesson planning documents, checklist of completed objectives				
Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus Professional Learning Communities to plan digital learning experiences for students, purposefully and appropriately.	Digital Learning Coach, Digital Learning Coordinator, Campus Technology Facilitator	PLC Time, PLC Scope & Sequence, Technology Walkthrough Data	Aug - Sept 2022	Teachers, IC/Is	Collaborative planning sessions with IC/I's, Engagement through teacher generated questions				

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Summative Evaluation (to be filled in by June 2023 by administration)

Goal 6:	CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.								
Specific Result: 6.3	Provide sufficient instructional technology resources and support.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June) #1 #2 #3			Supported by State or Federal Funds
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Principal, CTF	Research-based tools and low-cost services	Monthly	Instructional Staff	Routinely publishing content for staff newsletter				

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Strategically Abandoned

WMS Professional Learning Plan 2022-2023

Campuswide					
PD Strategies	Target Audience	Resources Needed & Duration Length of Session	Staff Responsible & Presenters	Evaluation Tool	CIP / DIP Goal & Specific Result; Leadership Definition Category & Competency
Systems: Tiered Behavior Responses	Staff	Posters, Index cards, colored dots, technology Duration: 2.5 hours during August staff development. Then, review monthly to assess discipline data at the monthly leadership team meetings. (<i>recidivism rate, turn around time on processed referrals, etc</i>).	APs	Referral response system	3.1 Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents 3.2 Establish support programs for historically underperforming and at-risk students.
Systems: Personalized Goal Setting - How to use Power School's Professional Learning System to amplify our personalized learning	Staff	Campus-developed materials (District-developed materials not expected by August)	Principal, APs, IC/I	CAST PLC Document submission evidencing use of student data	1.2 Create a system of personalized professional learning for all educators.

<p>Systems: Design Teams - what is it and what are the teams' roles and responsibilities</p>	Staff	<p>Design Team Roster, Descriptions, Activity Lists</p> <p>Duration: During inservice and then the first Wednesday of each month for 45 minutes after school.</p>	Principal, Design Team Managers	Activity Listing, EOY Needs Assessment Survey	<p>2.3 Provide campus flexibility for implementing student intervention</p> <p>3.1 Provide training and support for staff in promoting positive relationships among students, staff, and parents.</p>
<p>Instruction: We first explored within our strategic design work, and now we will engage. What does CAST look like for this upcoming school year when learning our standards?</p>	Instructional Staff	<p>CAST Scope & Sequence, Slide decks</p> <p>Duration: Weekly for 45 minutes during the teacher conference period.</p>	Principal, IC/I	Walkthrough Feedback,	2.2: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms
<p>Instruction: T-TESS Rubric Review & Instructional Goal Setting Meetings</p>	Instructional Staff	Slide Deck	AP	Talent Ed documents	1.2 Create a system of personalized professional learning for all educators
<p>Instruction: Meeting accommodations needs of special learners</p>	Instructional Staff	Slide Deck (Sample)	AP		2.3 Provide campus flexibility for implementing student intervention
<p>Instruction: Now you know how to effectively pull small groups, what's next? How to facilitate goal setting conferences and create meaningful, standards</p>	Staff	<p>Duration: Weekly 50 minute CAST sessions, Curriculum Documents</p>	Principal, Instructional coaches	EOY Needs assessment Survey	1.2 Create a system of personalized professional learning for all educators

driven lessons.					
Culture: House Teams - How do we streamline the processes	Staff	Design Team Task Distribution Oct - Family Staffulty Leader Training		Feedback from House Teams Design Team.	3.1 Provide training and ongoing support for staff in promoting positive relationships among students, staff, and parents.
Instruction: How do science, math, and ELA teachers facilitate goal setting meetings in regards to MAP growth reports.	Science, math, and ELA teachers	CAST PLC time during the second week of September.	Principal and IC/Is	Growth performance from BOY to MOY on MAP growth data.	1.3 Engage in a process for student individual goal setting and progress monitoring

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	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

Community Based Accountability System.			
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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
The CSISD School Board shall	Space at campuses	Board of Trustees	Peace Officers on campuses and

<p>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>Superintendent</p>	<p>call</p>
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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	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

General Administrative Regulations (EDGAR) .			
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Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
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.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: WMS Site Based Decision Making Committee

Member	Role
Alexander, Stephen	Campus Technology Facilitator
Field, Chris	Parent/Community Member
Field, Stacey	Parent/Community Member
Gardner, Chad	Central Office
Goehring, Matthew	Teacher-Career and Technology Education
Gray, Rhonda	Instructional Coach & Interventionist
Hackethorn, Grant	Assistant Principal
Miles, Brian	Counselor
Miles, Wendy	Teacher-Science
Owens, Robert	Teacher-PE/Health
Owens, Stephanie	AVID Site Coordinator

Member	Role
Phillips, Michelle	Teacher-History
Birdsall, Mary	Counselor
Rieke, Eileen	Teacher-Special Education
Roraback, Annette	Assistant Principal
Seale, Kristen	Teacher-Fine Arts
Sewell, Sydnie	Teacher-ELA (Principal Intern)
Stewart, Jeremy	Principal
Vitek, Andy	Instructional Coach & Interventionist
Walthall, Kimmie	Teacher-English
White, Kerri	Teacher-Math