Wellborn Middle School

Annual Campus Improvement Plan
2023-2024

Board Approval Date: September 19,2023

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Mission Statement

CSISD: Success Each Life, Each Day, Each Hour
WMS: To Cultivate Good Humans

Vision

CSISD: 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.
WMS: To cultivate good humans through modeling and teaching how to be *accountable*, *compassionate*, *courageous*, *involved*, *resilient* and of *integrity*.

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

WMS Beliefs and Values:

At Wellborn, We…

Have a passion for middle-school aged kids
We will work to form positive relationships with all kids. We will know and value each student and allow him/her to have agency in our school. We will show that we care through our actions of integrity, open communication, and accountability. We will accept kids where they are while expecting growth.
Critically think and reflect on our practice
We will seek to further our knowledge as lifelong learners. We will ask, "Why?" and, "Why not?" to bring innovation to our school. We will analyze ourselves individually, as a part of a team, and as a part of the whole campus to ensure that we continue to move in a forward direction.
Operate as team players

We will promote and partake in positive, open communication with students, other staff members, and parents. We will maintain a professional composure. We will commit to the campus vision and be an active part of the culture and climate. We will create an environment where taking risks is valued and it is safe to fail for staff and students.

Devote effort towards excellence

We are willing to put in the time it takes to help kids be successful. We will be prepared for work by completing all necessary tasks to benefit our colleagues and our students. We have a desire to improve our abilities and will work toward polishing our craft.

Work the plan

We will know the objectives for student learning academically, socially, and emotionally. We will use effective classroom management practices and model social/emotional skills to help all students be successful. Success for the whole person in every student is our goal.

CSISD Strategic Design 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.

Evidence of Impact

As a result of implementing the strategies and action steps in the campus improvement plan, we expect to see the following evidence of impact at the end of the 2023-24 school year:

As a result of implementing the strategies and action steps in the district improvement plan, we expect to see the following evidence of impact at the end of the 2023-24 school year:

- Improved academic outcomes as demonstrated through NWEA MAP Growth, STAAR/EOC, and locally-created assessments

- Improved college, career, and military readiness outcomes

- Reduction in discipline referrals, ISS placements, and DAEP placements

- Walk through data that indicates student-centered instruction through the implementation of the Framework for Success

- Increase in T-TESS evaluation performance for teachers

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	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
1.1a) WMS will implement Reflect as the next step of the instructional phase of the CSISD Framework while reinforcing Engage from the 22-23 school year. Through the Reflect phase of the CSISD instructional framework for success, WMS will design standards-aligned formative and summative assessments through the designated collaborative team time (CAST). Throughout the ongoing CAST meetings, WMS will monitor the progress of all scholars' academic, social/emotional, and behavioral performance.	Principal, APs, IC/Is, core content teachers, and the Foundations Design Team Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2023-June 2024	All				
1.1b) Based on the *WMS T-TESS Indicator Data Average Summary Scores*, walkthroughs, student achievement, and teacher appraisal pre and post conferences data points, we will implement the **Reflect** and **Create** phases as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices. We will continue the work we started last year with the **Engage** phase where we analyzed and unpacked our standards to design units, resources, activities, and assessments that are aligned and relevant for our scholars. ***Reflect:** Designs and facilitates standards-aligned formative and summative assessments to monitor progress of all learners in academic standards and future ready skills. ***Create:** Facilitates learners in setting goals, making decisions, and demonstrating grit in learning situations	Principal, APs, IC/Is, teachers,	Time, Campus Funds	Aug 2023-April 2024	All				

1.1c) The onboarding of the framework for success phase this upcoming school year will be integrated into our August professional development when we discuss the campus' big three focuses: Culture, Systems, and Instruction. The goal setting and assessment work aligns with all three components of our big three.	Principal, APs, IC/Is	Time, Campus Funds	Aug 2023	All				
1.1 d) Through the implementation of relational practices in the common areas and Wednesday advocate settings, the WMS staffulty will be able to deepen relationships with scholars which in return will provide educators the necessary data to prepare for distinct learning needs, interests, aspirations, and cultural backgrounds of their scholars. (ie. The SEEN protocol at the door, GTKY/relationship building questions during advocate, House Teams family meetings)	Principal, AVID Site Coordinator, APs, Counselors, and Teachers	Time, Campus Funds	Aug 2023-May 2023	All				
1.1 e) Each week, scholars will raise parent awareness and account for their academic success to their parents/guardians and fourth period advocate teacher by checking their grades via Home Access Center and using an email template as a guide for communicating their performance. This will happen on Mondays during <u>advocate</u>.	Teachers, Scholars	Time, Campus Funds	Aug 2023-May 2023	All				
1.1 f) Each scholar will be provided time and instruction on how to organize their work week as well as their school belonging during advocate on Tuesdays. The scholars will use their planners to check their teacher's Schoology's courses to write out what is on their <u>*Weeks at a Glance*</u> and then copy that information into their planners. The advocate teacher will check those at the end of each advocate and issue House Team points, scaffolding support for scholars who need more assistance than others regarding organization and keeping up with assignments.	Teachers, Scholars	Time, Campus Funds, Schoology	Aug 2023-May 2023	All				
1.1 g) On Thursdays, scholars will be encouraged to follow the "See Something, Say Something" protocol to increase healthy reporting as well as learn various character traits by	Staff, Scholars	Time, Campus Funds	Aug 2023-May 2023	All				

participating in the education lessons through Character Strong.									
1.1 h) Campus-based professional learning regarding the instructional framework will be designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with supports provided by district Curriculum & Instruction staff.	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus Funds	June 2023- June 2024	All					

Evidence of Implementation:

- Specified Evidence by Action Step
- 1.1 a) Department created common formative assessments amongst core content areas
- 1.1 a) Increase in campus average on T-TESS dimension 1.2 (data and assessment)
- 1.1 a) Historically underperforming scholars show significant growth from prior year's state assessment and current year BOY to EOY MAP data
- 1.1 a) Increase in scholar performance (MAP, STAAR)
- 1.1 b) Teacher note an increased sense of agency within scholars due to goal setting
- 1.1 b) Increased sense of scholar motivation using the weekly goal setting based on *The Wellborn Way* taking place during advocate on Friday
- 1.1 c) New teachers will communicate their understanding of the campus' instructional framework for success through an exit ticket and their co-creation of formative assessments (core content only)
- 1.1 d) Scholars have an increased sense of belonging
- 1.1 d) There is an increase in the humanization of authority figures in the building through the integration of relationship building
- 1.1 d) Increase in scholar achievement due to a foundation of relationship building
- 1.1 d) Teachers will be able to better assess if their scholars are in need of psychological supports and services
- 1.1 e) Weekly shared Google Docs completed by each scholar to parent/guardians and the advocate teacher with evidence of their academic progress
- 1.1 e) Increase in scholar achievement due to accounting for their academic success
- 1.1 f) Completed planners with evidence of assignments to be completed each week for each scholars' coursework
- 1.1 f) Increase in scholar achievement
- 1.1 f) Less zeros in the gradebook across the campus when compared to the 2022-2023 school year
- 1.1 f) Less failure ARDs
- 1.1 f) Increase in eligible athletes
- 1.1 f) Decrease in counselors having to calendar "academic check in meetings" with scholars who fail each six weeks
- 1.1 g) Increase likelihood of providing psychological support to scholars in need
- 1.1 g) Increase in understanding of telling vs tattling

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

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	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
1.2 a) Campus administrators will participate in foundational professional learning for district and campus administration on Professional Learning Communities in partnership with SolutionTree	Campus Principals, APs, IC/Is, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
1.2 b) Participate in foundational learning and implement Professional Learning Communities on campuses designated as Cohort 1	Campus Principals,APs, IC/Is, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
1.2 c) Campus administrators will implement supports for teachers in individual growth toward T-TESS instructional goals.	Campus Principals, IC/Is, APs, and Department Heads.	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
1.2 d) Teachers will participate in content area professional learning provided by the district which will include differentiated learning experiences for teachers in their content areas.	Director of Leadership and Professional Learning, Coordinators of ELAR, Math, Science, & Social	Time, Campus Funds	June 2023-June 2024	All				**Title II**

	Studies, Title I Instructional Coaches							

Evidence of Implementation:
- Implementation of the Solution Tree PLC structure
- Increase in scholar performance
- Teacher controlled choice in T-TESS goals through the goal setting conferences
- 1.2 a) Professional Development Sessions documented in Professional Learning System
- 1.2 a) Vision of CAST for the upcoming school year
- 1.2 a) Weekly standing meetings with IC/Is and ~~CTE~~ DLA regarding CAST long and short-range plans
- 1.2 b) Documented adjustments to CAST long-range plan based on new learning
- 1.2 c) T-TESS Goal Setting forms in TalentEd, T-TESS Evaluations
- 1.2 c) Teachers will be provided some selected choice for their second goal from dimensions because everyone will have a goal based on dimension 1.2.
  - **Selected choices**: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, and 4.3
- 1.2 c) Coaching Cycles
- 1.2 d) Professional Development Sessions documented in Professional Learning System

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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	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
1.3 a) PLC Cohort 1 includes: Develop common structures for individual student goal setting and progress monitoring through Math, Science, and English classes where those teachers will confer with their scholars before the MAP MOY and EOY administrations to facilitate goal setting meetings with their scholars and then incentivize through our campus' House Team Points system.	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning, Director of Assessment and Accountability, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations				Supported by State or Federal Funds
1.3 b) Scholars will set weekly goals during Friday advocate class regarding the school's guidelines for success (**The Wellborn Way**). Be Accountable, Be Compassionate, Be Courageous, Be Involved, Be of Integrity, and Be Resilient	Principal/APs (announcements for goal setting), Teachers to facilitate the discussion.	Google Slides, Character Strong, Admin created content, Designated Advocate time on Fridays	August 31, 2023 - May 24, 2023	All				

Evidence of Implementation:

- 1.3 a) Teachers will have goal setting artifacts using the WMS goal setting document
- 1.3 a) Math, Science, History, and ELA teachers will pull small groups based on scholar needs/preferences
- 1.3 b) Documented weekly Wellborn Way goal check-ins during advocate
- 1.3 b) Scholars will display an increased sense of agency through the panorama survey
- 1.3 b) Each teacher will document their advocate class' weekly Wellborn Way goal
- 1.3 b) Teachers will report a noticeable difference in scholar achievement and general scholar affect in regards to The Wellborn Way as reported through the Panorama Survey.

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Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Specific Result 1.4: 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	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
1.4 a) Train and implement instructional best practices of standards alignment and formative feedback/assessments instructional best practices in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Leadership and Professional Learning, Director of Assessment and Accountability, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**

1.4 b) Implement a designated collaborative team meeting time for each core content area and have the same CAST period to identify high priority standards, craft targeted formative assessments, review data and make data informed decisions to assess who needs intervention and/or extension.	Principal, APs, IC/Is, and Core Content Teacher	Time, Campus Funds, Restructured master schedule	August 2023-May 2024	All				
1.4 c) Implement the three identified models of small group instruction: ● SGI during initial instruction ● SGI after direct instruction ● SGI the following day of instruction	Principal, APs, IC/Is, and Core Content Teacher	Retraining in September by Ic/Is in CAST	September 2023	All				
1.4 d) Through collaborative team meetings during CAST, our core content teachers will design units aligned to the state standards, monitor and reflect on scholar performance.	Principal, APs, IC/Is, and Core Content Teacher	Time, Campus Funds, District Curriculum Documents, Restructured master schedule	August 2023-May 2024	All				

Evidence of Implementation:
- 1.4 a) Campus Professional Development Sessions Documented in Professional Learning System
- 1.4 a) Created common formative assessments within each core content area
- 1.4 a) Designated time for teacher to identify high priority standards, create common formative assessments, review data and make decisions based on scholar achievement
- 1.4 b) New master schedule unlike previous years
- 1.4 c) Increase in scholar achievement, including our historically underperforming scholars
- 1.4 d) A comprehensive list adjustments needed to be considered for curriculum writers in each of the four core content areas

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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 academic Multi-Tiered System of Supports (MTSS) Program.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
					#1	#2	#3	
2.1 a) Implement aligned K-8 MTSS practices for reading and math in the CSISD MTSS Handbook.	Campus Principals, Executive Directors of Elementary and Secondary Education, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All, with emphasis on identified underperforming student groups				
2.1 b) Implement MTSS through departments where teachers work collaboratively to increase scholar performance. Teachers will provide instructional strategies that meet scholars where they are, as they are.	Campus Principals, Executive Directors of Elementary and Secondary Education, C&I Department	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All, with emphasis on identified underperforming student groups				
2.1 c) Continue to train and provide ongoing support for K-12 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction.	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus & District Funds	June 2023-June 2024	All, with emphasis on identified underperforming student groups				

Evidence of Implementation:
- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online
- 2.1 a) Clearly written and published MTSS handbook
- 2.1 a) CAST meeting notes/minutes referring to the handbook in regards to MTSS practices that could/would increase scholar achievement
- 2.1 b) Increased scholar performance, specifically our historically underperforming scholars
  - Minutes/notes from CAST regarding specific scholars and instructional strategies used for tiered instruction
- 2.1 b) Documented intervention plans by the campus' IC/Is for scholars referred, accepted, and enrolled in tier III instruction for math and reading in Powerschools Performance Matters
- 2.1 c) A district created vault of differentiated instructional strategies

√ =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 success of underperforming groups by establishing a calibrated, comprehensive behavioral Multi-Tiered System of Supports (MTSS) Program

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
2.2 a) Campus representatives will participate in feedback opportunities to align the K-12 MTSS practices for behavior in Tier 1, 2, and 3 based on stakeholder feedback through the creation of behavioral processes in the CSISD MTSS Online Handbook.	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All, with emphasis on identified underperforming student groups				
2.2 b) Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS).	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All, with emphasis on identified underperforming student groups				
2.2 c) Campus administration will participate in calibrating systems across the district for documenting student behavior infractions and processing discipline referrals.	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services, Director of Special Education	Time, Campus & District Funds	June 2023-June 2024	All, with emphasis on identified underperforming student groups				

Evidence of Implementation:
- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online: Behavioral Section

- 2.2 a) District Professional Development Sessions Documented in Professional Learning System
- 2.2 b) Campus Professional Development Sessions Documented in Professional Learning System
  - Implementation of CHAMPs campuswide
  - Implementation of updated common areas, specifically hallway, expectations
    - Ie. SEEN, STOIC, Right to Refusal Form, Weekly Goal Setting, Weekly Academic Communication from Scholar
- 2.2 b) Documented concerns during CAST for specific scholars' behaviors and developed BRtI plans with the counselors and assistant principals involved
- 2.2 b) Calendared BRtI meetings between the counselors and specified scholars
- 2.2 c) District Professional Development Sessions Documented in Professional Learning System for at least one campus administrator

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Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Specific Result 3.1: Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	#2	#3	
3.1 a) Train Staffulty and implement character education curriculum (pre-K-12) that promotes positive relationships among students, staff and families.	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All				
3.1 b) All WMS staffulty will be trained on specific relational practices during August inservice. (ie. SEEN & Connection GTKY questions.	Principal and APs.	Time, Campus Funds, Staff Development	August 2023	All				
3.1 c) All teachers provided weekly GTKY and relationship building questions to be integrated during the advocate class time.	Principal, APs, Counselors, Teachers	Time, Campus Funds, Staff Development	August 2023-May 2024	All				

3.1 d) Monthly family newsletters with opportunities for parents to be engaged in their child's education.	Principal	Time, Campus Funds, School Messenger	August 2023-May 2024	All				

Evidence of Implementation:
- Exemplars from classroom usage of the program
- 3.1 a) Campus Professional Development Sessions Documented in Professional Learning System
- 3.1 a) Documented House Team Family Lessons with the character education curriculum shared in the weekly bulletin
- 3.1 b) Campus Professional Development Sessions Documented in Professional Learning System
- 3.1 c) Weekly staffuly bulletins shared by the campus principal
- 3.1 d) Monthly newsletters shared with all parent/guardians listed in our campus' student information system

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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	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	

3.3 a) Host the annual House Teams Championship event on the third Friday of May. This will include food trucks, yard games, music, and fellowship with a culminating end and naming the champion of the 2023-2024 House Team Champion.	All WMS Staffuly	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All				
3.3a0 Invite guest speakers to speak to whole house gatherings regarding the Wellborn Way.								
3.3 b) Each house Team will write letters to retirement communities and service men/women, or volunteer with the BCS marathon as an opportunity to give back to the community.	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All				
3.3 c) Share campus-based community outreach activities and community service projects with the broader CSISD community.	Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Student Services	Time, Campus & District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- Campus Artifacts
- 3.3 a) Campus artifacts
- 3.3 a) Registered guests at House Teams Meetings
- 3.3 a) Ron Clark Academy (RCA) House Teams Points database
- 3.3 b) Campus artifacts - pictures of scholars writing letters to the various groups
- 3.3 c) Documented communication between the Eagle, KBTX, and the CSISD director of communications to advertise and come to the WMS House Teams Championship
- 3.3 c) Documented social media postings of the community outreach event (House Teams Championship)

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

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	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
6.1 a) Instructional coaches, Digital Learning Ambassadors and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices.	Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education	Time, District Funds	June 2023-June 2024	All				
6.1 b) Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education	Time, District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- Walk Through Data
- 6.1 a) District Professional Development Sessions Documented in Professional Learning System
- 6.1 b) Documented walkthroughs held by the digital learning coach

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

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	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
6.2 a) Collaborate with the Digital Learning Coach and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately.	Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education	Time, District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- 6.2 a) Artifacts from CAST

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

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**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			**Supported by State or Federal Funds**
					#1	**#2**	**#3**	
6.3 a) Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education, Campus Technology Facilitators	Time, District Funds	June 2023-June 2024	All				
6.3 b) Build instructional capacity surrounding purposeful usage of existing digital platforms.	Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education			All				

Evidence of Implementation:
- 6.3 a) District Professional Development Sessions Documented in Professional Learning System
- 6.3 b) Minutes from CAST with the focus on integrating purposefully sound digital programs.

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

Appendix A: Executive Comprehensive Needs Assessment Summary

Wellborn Middle School is starting its sixth year of existence and many of the original teacher leaders and office personnel are the same with the exception of two new campus administrators and an additional counselor. The campus' leadership team conducted a comprehensive needs assessment (CNA) in the spring of 2023. Through the CNA the campus' leadership team, which consists of eight Department Heads, two Counselors, two Instructional Coaches/Interventionist, two Assistant Principals and the campus Principal, found that the campus' culture, systems and instruction were strong, however there are specific areas of growth needed to improve in order to increase our scholar' performance. The data points reviewed were from the following area:

STAAR (Math, Reading, SS, & Sci)	NWEA - MAP(Math, Reading, Sci)	Demographic Breakdown	Scholar Behavior Incidents
Panorama	Professional Development Plan	Retention (Staff & Scholars)	House Teams & E+ Contract
Parent Engagement	Teacher/Parent Relationships	Observations/Anecdotal	Appraisal Data

While analyzing through the lens of our campus' *vision, mission, values and guidelines for success*, our leadership team's CNA pin-pointed areas of strengths and needs, and then prioritized those to improve our campus' **culture, systems and instruction**. These big three areas will be unpacked below, however it is worth noting, during this evaluation, our leadership team was able to identify multiple items that could be improved, but in order to effectively improve specific high priorities were selected to address in this year's improvement plan.

*For additional information please visit our website by clicking **HERE** or contact our school via phone at (979) 694-5880.*

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Summary of Strengths

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WMS is the largest middle school in CSISD, located on the southside of town. The end of year enrollment was 843 scholars. The scholar demographics are 11.7% African American, 18.7% Hispanic, 59.8% White, 6.4% Asian, .04% Pacific Islander, and 3% Two or More Races. Our scholars displayed various levels of success in ways beyond state test scores, specifically through our extracurricular and cocurricular activities. Whether it is through athletics, or through one of our fine arts and CTE course offerings, our scholars earned top scores. Across the board, in each category, according to the TAPR report, our scholars out performed the other schools in CSISD and the state in *All Grades and All Subjects* section in the Approaches, Meets, and Masters categories.

From a culture perspective, WMS' House Teams system continued to grow in cultivating good humans. There are six houses at WMS and each house is given a foundational character trait specifically tied to the campus' guidelines for success (ie. accountability, compassion, courage, involvement, resiliency and of integrity). Each staff member and scholar at WMS are inducted into a house team each year as a way to promote our motto, *You Belong, Here*. Within each House Team, there are *House Families*. The house families are where team building and character education activities and lessons are facilitated for the nearly 1,000 people participating in the weekly House Team activities. Multiple weeks a month, the House Teams all met in the grade level gyms and held competitions where the winners would earn House Team Points. These points are also earned in classrooms for successful academic achievement, prosocial behavior, and school spirit. WMS' House Teams system is an effective tier I Positive Behavior Support program for all scholars and staff on campus. It is in those spaces where the campus' vision, mission, core values, and guidelines for success are regularly stated. Moreover, in each House Team Family, there are selected scholar leaders. These leaders go through an interview process and are hand selected to lead their families through their ongoing character education lessons that derive from our campus' guidelines for success. The family leaders are provided monthly leadership seminars with prominent individuals and leaders from the College Station community. The purpose of this is to cultivate leadership in our communities future leaders. During these seminars, guests vary from business owners, thought leaders in different industries, and even General Ramirez from the Corp of Cadets.

From a systems perspective, WMS has established systems and expectations for how scholars and staff function onsite in all common areas including hallways, front porch, bus lane, cafeteria, etc. The expectations were communicated to scholars via video lessons created by administrators. Moreover, there is sufficient supervision in the hallways and exterior areas during arrival and departure times. When staff are in need of clarification regarding a system, the expectation is for staff to communicate with their department chair first, then their assistant principal, then, if clarification is still needed, then they confer with the principal. Moreover, the master schedule was created in a way that allowed for a teacher to be designated as a tier II behavior response to intervention designee. The teacher conferred with scholars as they were referred by an assistant principal or teachers based on targeted needs (aggression, apathy, argumentative, organization, impulsivity and truancy. These ongoing sessions were provided during advocate for selected scholars.

Finally, from an instructional standpoint, the campus prioritized tier I instruction and tier III this past year. Two years ago, the campus identified and trained all teachers on the critical attributes on integrating small group instruction in their classrooms. This past year, the teachers engaged in their collaborative teams to learn, or confirm, how to analyze and unpack their state standards. The purpose of this was due to the T-TESS evaluation scores. The collective average that scored the lowest was the "achieving expectations" dimension in the planning domain nested within the T-TESS rubric. Through pre-conferences, observations, and post-conferences, the

administrators identified that dimension as the area to focus on in the job-embedded professional development sessions provided on Tuesdays during the teachers' conference periods. This time is called CAST (collaborations, accountability, support, and transparency). The name CAST comes from the term of what a flock of hawks is called, a *cast of hawks*. After the work through CAST this past year, there was a 0.25 point growth in **achieving expectations 2.1** from the 45 minute teacher observations appraised using the T-TESS Rubric.

Summary of Needs

Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those identified as low-SES, and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. Additionally, the number of students receiving special education services and being served through Section 504 services continues to grow, leading to a need for increased staffing. Where the panorama surveys of students shows an increase in a sense of belonging, the campus will continue to increase that sense of belongingness.

Moreover, there has been an increase of dehumanization of authority figures when compared to pre-pandemic times and this is shown in how some scholars are responding to staff members. Teachers work diligently to encourage the scholars to complete their academic assignments, but there is more apathy due to mental wellbeing amongst the scholars than previous years. Furthermore, based on panorama survey feedback, there is a perception regarding a lack of support based on teacher responses concerning how parent/guardians are responding to/blaming the teachers for their child's apathy.

Priorities

The campus' priorities for leveraging strengths and addressing the identified needs are listed in our campus' initiatives below:

1. Silence the "snitch culture" mindset through a counselor led, "See Something, Say Something" campaign.
2. Generate scholar agency through the scholars having to account for their academic success through weekly communication to their parents/guardians and advocate teacher.
3. Cultivate good humans through The Wellborn Way during the weekly goal setting sessions on Fridays.
4. Instill the skill of organization through Tuesday's organization and planner checks during advocate.
5. Increase scholar performance of our historically underperforming scholars through the implementation of the designated PLC period each day for our core content teachers.
6. Promote a sense of belonging through the House Teams System and character education facilitated during House Teams Family Meetings.
7. Implement relational practices between staff members and scholars to increase scholar achievement.

Data Used for District Comprehensive Needs Assessment

Data from the following sources was reviewed in creating the action steps for the Goals and Specific Results of the Campus Improvement Plan.

STAAR (Math, Reading, SS, & Sci)	NWEA - MAP(Math, Reading, Sci)	Demographic Breakdown	Scholar Behavior Incidents
Panorama	Professional Development Plan	Retention (Staff & Scholars)	House Teams & E+ Contract
Parent Engagement	Teacher/Parent Relationships	Observations/Anecdotal	Appraisal Data

Feedback from the following sources was used in creating the action steps for the Goals and Specific Results of the District Improvement Plan.

- WMS SBDMC
- Leadership Team
- EOY WMS Staffulty Survey
- Parents and Community Stakeholders

Appendix B: College Station ISD Professional Learning Plan 2023-2024

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: Right to Refusal	Staff	August Staff Development	Principal	Anecdotal Data from CAST, Comparison from failures from 22/23 to 23/24 School Year.	2.2 b)
Systems: Safety SRP	Staff	August Staff Development	AP	After Action Reviews for Drills	2.2 b)
Systems: STOIC & CHAMPs	Staff	August Staff Development	Principal, APs	Classroom Walkthroughs, Discipline Data	2.2 b)
Systems: Advocate Expectations	Staff	August Staff Development	Principal, APs	Discipline Data	1.1 b), 1.1 e), 1.3 b), 1.1d), 1.1 e), 1.1 f), 3.1 c)
Systems: Special Education Expectations	Staff	Auguste Staff Development	Principal, SPED Dept. Chair	Anecdotal Data	1.1, 2.1
Systems: PBIS	Staff	August Staff Development and ongoing	Principal, APs	Discipline Data	1.1, 2.1
Culture: Relational Practices	Staff	August Staff Development	Principal	Panorama Data	1.1 d), 3.1 b)
Culture: Character Strong	Staff and Scholars	August Staff Development	Principal and Counselors	Panorama Data and Discipline Data	1.1 g), 1.3 b), 3.1 a)

Culture: See Something, Say Something	Staff and Scholars	August Staff Development	Counselors	Panorama Data and Discipline Data	1.1 g)
Instruction: CAST Protocols	Core Content	PLC - CAST	Principal, IC/Is	MOY and EOY Reflection Surveys and Summative Conferences	1.2 a), 1.4 b), 2.1 a), 2.2 a), 2.2 b)
Instruction: S.G.I. Critical Attributes	Core Content	PLC - CAST	Principal, IC/Is	Formative Assessments	1.1, 1.4, 2.1, 2.2
Instruction: MTSS	Core Content	PLC - CAST	Principal, IC/Is	MAP, Formative Assessments, and STAAR	1.1, 1.4, 2.1, 2.2
Instruction: CAST	Staff	August Staff Development	Principal, APs, IC/Is	Observations from CAST	1.1, 1.4, 2.1, 2.2
Instruction: Teacher Goal Setting	Staff	August - September	Principal, APs	Summative Conferences	1.2
Instruction: T-TESS & Teacher Efficacy	Staff	August Staff Development	Principal, APs	Reflections from Goal Setting Conferences	1.2
Leadership: The last 7 Laws of Leadership from John Maxwell	Leadership Team Members		Principal	EOY Reflections from Leadership Team	3.1

APPENDIX C: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public

			annually.
meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.			

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	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Board Policy FFG		
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
The CSISD School Board shall enter into an ILA with the local law enforcement agency for the provision of school resource officers to perform the following duties: ● 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	Space at campuses Funding	Board of Trustees Superintendent	Peace Officers on campuses and call

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. SROs will not have any administrative duties, nor will they address classroom discipline issues.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Athletics Budget	Director of Athletics; 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 Athletics; 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 Athletics; SHAC Chairperson	Membership List

Discipline Management

Strategies	Resources	Staff Responsible	Evaluation
Campus administration will use the Student Code of Conduct to manage discipline practices.	Board Adopted Student Code of Conduct	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports
Campus administration will implement positive behavior intervention and support practices.	Campus Budget Title II for Training	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports

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	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus	Discipline Referrals, Anecdotal Campus Reports

		Administrators	
relationship abuse awareness, detection and prevention.			

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 and provisions to improve services 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; Performance Matters data; 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 Part A Plan	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, Title IV, Perkins, Early Head Start/Head Start Title II Part A Plan Title III Part A Plan Title IV Part A Plan	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

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, Xello, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services, resources, and staff, such as instructional coaches, interventionists, and tutors, will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Executive Director of Secondary Education, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

School Counseling Services

Strategies	Resources	Staff Responsible	Evaluation
All campus counselors will implement a comprehensive school counseling program under TEC 33.005	Campus Counselors	Director of Student Services, Campus counselors, Campus administration	Program Implementation
All campus counselors will provide students' parents information about higher	Campus Counselors, Financial Aid & College Admissions Resources	Director of Student Services, Campus counselors, Campus administration	Program Implementation

education admissions and financial aid opportunities, the need for making informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid.			

Career & Technical Education

Strategies	Resources	Staff Responsible	Evaluation
All students in middle and high school will have the opportunity to enroll in career and technical education courses to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities	Course Catalogs, Staffing , Perkins Grant Funding, P-TECH Grant for CVHS	Director of Career and Technical Education, Campus counselors, Campus administration	Program Enrollment, Industry-based Certifications Earned, Program Completion

APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2024

Member	Role		Member	Role
Alexander, Stephen	Campus Tech Facilitator		Ortega, Elizabeth	Assistant Principal
Birdsall, Mary	Counselor		Owens, Robert	PE/Health Dept Chair
Field, Chris	Community Business Rep		Owens, Stephanie	AVID Coordinator
Field, Stacey	Parent Rep		Phillips, Michelle	History Dept Chair
Fields, Kaleigh	SPED Dept Chair		Seale, Kristen	Fine Arts Dept Chair
Gardner, Chad	Central Office Rep		Stewart, Jeremy	Principal
Goehring, Matthew	CTE Dept Chair		Stone, Alison	Assistant Principal
Gray, Rhonda	Instructional Coach/ Interventionist		Vitek, Andy	Instructional Coach IInterventionist
Miles, Brian	Counselor		Walthall, Kimmie	ELA Dept Chair
Miles, Wendy	Science Dept Chair		White, Kerri	Math Dept Chair