

College Station ISD
Wellborn Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: A



Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

Mission Statement

WMS: To Cultivate Good Humans

Vision

We cultivate good humans through modeling and teaching how to be accountable, compassionate, courageous, involved, resilient and of integrity.

Value Statement

At Wellborn, We...

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

Have a passion for middle-school aged kids

We will work collaboratively with a belief and focus on high levels of learning and results for all students.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Through partnership with engage2learn, College Station ISD engaged our community, staff and students in a strategic planning process during spring 2021 to set our course for the future. The strategic design team included approximately 40 individuals including students, parents, teachers, principals, district administrators, and school board trustees. Grounded in community feedback, the team developed our vision, portraits, goals, specific actions and framework for success. Part of this work included an in-depth Comprehensive Needs Assessment for CSISD, which in return also included WMS. This work not only is the foundation for the CSISD improvement plan, but also the bedrock of the campus improvement plan for Wellborn Middle School.

WMS is a 7th and 8th grade middle school campus in CSISD with 840 students currently enrolled. Our campus' overall rating is a B with a scaled score of a 89. The student achievement score is an A with a scaled score of a 92 regarding STAAR for the 2023-2024 school year. Our campus' earned distinction designations for our performance on our social studies test and in the area of postsecondary readiness. We pride ourselves on our motto, "*you belong, here*". We want every student, no matter where they come from to feel a deep sense of belonging. This is the 7th year since we opened our doors, and there are several staff members who opened the school who are still here today. We have a diverse school in both economic status and races. Our campus' demographic breakdown by percentage of race is 10.26% Asian, 11.69% Black, .4% Pacific Islander, 17.06% Hispanic, 2.74 Multi-racial, and 57.88% White. We have 14.92% of our students receive special education services and 13.84% of our students are served under section 504 services. The average attendance for the 2023-2024 school year was 95.58%, and the attendance percentage for who our students identified as economically disadvantaged was 94.6%. Our percentage of lower socio-economic students is 24.1%. During the 2023-2024 school year, there were a total of 434 conduct referrals processed by the campus administration which led to a myriad of disciplinary consequences such as 110 specific placements to In-School Suspension and 70 Out of School Suspensions, and 27 DAEP Placements Due a Conference.

There are 58 teachers at WMS, and this past school year, we had to replace seven teaching positions. Three of the seven teaching positions were special education teaching positions. Those special education teaching positions were vacant due to one promotion in the CSISD special education department, and the other two teachers pursuing teaching positions where they lived, which were more than thirty minutes away from College Station. The other vacancies were CTE, science, Spanish and fine arts teaching positions respectively. We have an involved PTO who aims to serve our teachers. The PTO understands the importance of having supported teachers, and they also know that the largest indicator to student academic growth is their teacher. It is worth noting that due to the proximity of Texas A&M, many of our families are highly educated and our school community has high expectations for learning and student growth.

In regards to our electives we offer at WMS, have 506 students enrolled in athletics, 721 students enrolled in at least one CTE course and there are 356 students enrolled in a FA course this year. Every student on campus is enrolled in our FLIGHT program. FLIGHT is an acronym for Fostering Learning, Innovation, Growth, and Higher-order Thinking. During our FLIGHT classes, students are provided with time and space to practice skills in math and reading based on their specific needs based on their MAP data. We also have specific students who will be placed in specific math and ELAR teacher's classes to access a targeted intervention based on high priority standards that have been identified by our math and ELAR teachers beginning of the year benchmark assessments. These selected high priority standards provide our students and staff with a viable and reliable curriculum. We believe this work allows all of our students to learn at high levels.

In our core content classes, we have around 27 students in a class, and our electives are comparable in teacher to student ratios. This past spring, the campus' Site Based Decision Making Committee came together to review the campus' performance and conducted a comprehensive needs assessment. This assessment is based on teacher input, campus performance data, and observations. The team collectively identified the needs on campus and then problem-solved the best solutions to address those needs. Some of the data points reviewed from last year include MAP, STAAR, T-TESS appraisals, and our collaborative team feedback. During the 2023-2024 school year, WMS implemented a collaborative team meeting time for the four core content areas. The purpose of this is to strengthen tier I instruction and increase student achievement. We spent the last year identifying high-priority standards, and then unpacked those standards to develop success criteria. Then, the teacher teams designed common formative assessments. These selected high priority standards provide our students and staff with a viable and reliable curriculum. We believe this work allows all of our students to learn at high levels.

Based on a thorough review of the 2023-2024 STAAR performance, our students identified as economically disadvantaged underperformed their peers significantly. For 7th grade Math, there were 65.3% of our students who at least approached, which is the passing the standard for the STAAR test. 28.73% of our students approached the passing standard, 28.73% earned meets, and 7.84% masters. When compared the 2022-2023 school year, the percentage of WMS 7th graders who at least approached (passed) the math STAAR dropped 4.86 percentage points. Note, the state average dropped more than 10 points on the 7th grade math STAAR test. There were 91 students who are identified as economically disadvantaged who took the 7th grade math STAAR test this past spring. Of those 91 students, only 46 passed the 7th grade math STAAR test. We had a similar performance on the 7th grade reading STAAR tests for our students who are identified as economically disadvantaged. We had 106 students identified as economically disadvantaged and only 61 passed the STAAR test.

Demographics Strengths

The areas in which WMS exhibits strengths fall under systems, culture, and learning. The system's strengths include teacher to parent communication, parent and student involvement in our extracurricular activities, safety and security. Our teachers communicate with the parents of their students bi-weekly with updates regarding the teaching and learning taking place in their classroom. We have a high amount of involvement in our extracurricular activities in both students and by parents. More than half of our student body is enrolled in athletics and almost half of our school is enrolled in a fine arts program. Whether it is a sporting event or a fine arts performance, our venues are full and are often a standing room only. Our safety procedures and drills are clear and successful. Throughout the school year, we completed weekly safety walk throughs and our campus was found to be safe and secure with our exterior doors being locked and shut. In regards to our campus' culture, we have a house team system, high retention, and a belief that we can become one percent better each day. In our House Team system, we have each staff member and student enrolled in a house team. Our House Teams System is designed to

make sure each student feels a sense of belonging to the school. We integrate social and emotional learning during our House Team meetings, integrate competitions, and facilitate a house team leadership program. Each house team has 5 house families and in each family is a house family leader. Those specific leaders apply, interview and then are named as their house team family leader. The leaders go through a year-long leadership development workshop facilitated by one of our teachers. This cohort of students learn various aspects of leadership from leaders in our community and complete ongoing reflections on how they can exhibit leadership in our school. These specific students were instrumental in our showcase of our school when WMS hosted *Leadership CSISD* last spring. Regarding the retention rate at WMS, we have a high percentage of retention with our faculty. The teachers who decided to step away from WMS all left for reasons that were not directly connected with the happenings at WMS. Some left due to moving, becoming a stay-at-home parent, and others left for a promotion. Those who left WMS, in their exit interviews, shared they have thoroughly enjoyed their time at WMS. One of the cornerstones of our culture is the idea that we are a team. A team is able to collegial conversations about refining our practices and knowing that we want each child to grow and learn at high levels. Staff who join our team are all told that this is going to be one of the hardest jobs in the world, because everyone is expected to hold them accountable for a standard of excellence. We are a learning community that strives for perfection and settles for excellence. We reflect on our work and keep learning for all the focus of our school. As for strengths in the area of learning, WMS had an increase in the amount of students who mastered their STAAR test from the 2022-2023 school year to the 2023-2024 school year for the area of Algebra I, 7th Grade Math, 7th Grade ELA, 8th Grade ELA, and 8th Grade Social Studies. The core content teacher teams worked collaboratively in their respective teams to identify and unpack high priority standards, develop success criteria for each of those standards, and develop lessons to respond when students lacked mastery to those learning standards. Our school's commitment to being a learning community includes students and staff learning at high levels. Our students grew as learners as our teachers continued to learn as professionals. Our teachers crafted a guaranteed and viable curriculum for our students to learn, based on the state standards. Moreover, in review of our teacher appraisals, WMS's teachers, as a whole, scored higher in the learning environment than compared to other domains of the appraisal instrument. The teachers understand and believe for high levels of learning to happen, the learning environment must be first safe and systematic and then the teachers can begin integrating cognitive stretch and rigor into their lessons.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on a thorough review of the 2023-2024 STAAR performance, our students identified as economically disadvantaged underperformed their peers significantly in both 7th grade math and 7th grade ELA. **Root Cause:** We need to close the gaps in math and reading for our students who are identified as economically disadvantaged.

Priority Problem Statements

Problem Statement 1: Based on a thorough review of the 2023-2024 STAAR performance, our students identified as economically disadvantaged underperformed their peers significantly in both 7th grade math and 7th grade ELA.

Root Cause 1: We need to close the gaps in math and reading for our students who are identified as economically disadvantaged.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We had 34 students in the 2023-2024 school year fail 2 or more core content courses.

Root Cause 2: The students had at least one zero (0) in the gradebook.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

- Action research results

Goals

Revised/Approved: April 16, 2024


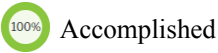
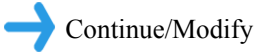

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: All core content teachers will receive instructional coaching to streamline instruction for all learners so that there is a decrease of 10 percent of students who fail two or three core content areas during the 2024-2025 school year. Growth will be measured by students who failed two core content areas to only fail one, and respectively the students who failed three will only fail a maximum of 2 core content classes.

High Priority

Evaluation Data Sources: WMS will review 6 week failures for those who failed 2 or 3 core content courses for the 2023-2024 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who have a (Z) in the gradebook will come to the cafeteria during FLIGHT (WMS' designated time for intervention and enrichment) to be given additional time, space and instruction to complete their assignments.</p> <p>Strategy's Expected Result/Impact: Students will meet their projected growth measure based on MAP.</p> <p>Staff Responsible for Monitoring: Administrators, Core Content Teachers, Instructional Assistants, SPED Co-Teachers, ICs.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We had 34 students in the 2023-2024 school year fail 2 or more core content courses. Root Cause: The students had at least one zero (0) in the gradebook.</p>


Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.


Performance Objective 1: There were 91 students who are identified as economically disadvantaged who took the 7th grade math STAAR test during the 2023-2024 school year. Of those 91 students, only 46 (50.55%) passed the 7th grade math STAAR test. WMS will increase the the percentage of the passing rate for our economically disadvantaged students on the 7th grade math STAAR test by 3%.


High Priority


Evaluation Data Sources: WMS will review the 7th grade Math STAAR data for our economically disadvantaged students to measure success for this goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: The math collaborative teams will review the data for our students who are economically disadvantaged and provide targeted instruction for those students based on data. This targeted instruction will take place in both tier I and II instruction. Teachers will pull small groups in their classroom to deliver targeted tier I instruction and students will be placed in math teacher's FLIGHT classes for more hands-on tier II math instruction.</p> <p>Strategy's Expected Result/Impact: We expect to see an increase in our 7th grade math STAAR scores.</p> <p>Staff Responsible for Monitoring: Administrators, math teachers, ICs.</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on a thorough review of the 2023-2024 STAAR performance, our students identified as economically disadvantaged underperformed their peers significantly in both 7th grade math and 7th grade ELA. Root Cause: We need to close the gaps in math and reading for our students who are identified as economically disadvantaged.</p>





Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 2: There were 106 students who identified as economically disadvantaged who took the 7th grade reading STAAR test. Of those 106 students only 61 (57%) passed. WMS will increase the passing rate for our economically disadvantaged students on the 7th grade Reading STAAR test by 3%.

High Priority

Evaluation Data Sources: WMS will review the 7th Reading STAAR data for our economically disadvantaged students to measure success for this goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: The ELAR collaborative teams will review the data for our students who are economically disadvantaged and provide targeted instruction for those students based on data. This targeted instruction will take place in both tier I and II instruction. Teachers will pull small groups in their classroom to deliver targeted tier I instruction and students will be placed in ELAR teacher's FLIGHT classes for more hands-on tier II math instruction.</p> <p>Strategy's Expected Result/Impact: We expect to see an increase in STAAR performance on the 7th grade Reading STAAR test.</p> <p>Staff Responsible for Monitoring: ELAR teachers, Administrators, IC</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Based on a thorough review of the 2023-2024 STAAR performance, our students identified as economically disadvantaged underperformed their peers significantly in both 7th grade math and 7th grade ELA. Root Cause: We need to close the gaps in math and reading for our students who are identified as economically disadvantaged.</p>





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

Performance Objective 1: WMS will increase the number of students who pass their core content classes through tier III pullout during FLIGHT targeting the 34 students who failed a two or more core content areas by 10 percent. This pullout is specifically for students who have zeros in the gradebook for core content classes.

High Priority

Evaluation Data Sources: WMS will review six weeks data for these 34 specific students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each Friday, students who have a (Z) in the gradebook will report the cafeteria for designated time and space to complete their missing assignments. There will be staff ready and able to support the students who are in the cafeteria coming to complete their assignments.</p> <p>Strategy's Expected Result/Impact: There will be an increase of students passing their classes due to the decrease of zeros in the gradebook.</p> <p>Staff Responsible for Monitoring: Core Content Teachers, Administrators, ICs.</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: We had 34 students in the 2023-2024 school year fail 2 or more core content courses. Root Cause: The students had at least one zero (0) in the gradebook.</p>

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: With the use of Exact Path as a form of intervention and enrichment, WMS will have 55% of our students in both 7th and 8th grade will meet or exceed their expected growth measure for the math and reading EOY MAP administration.

High Priority

Evaluation Data Sources: WMS will review the end of year MAP growth measure data for math and reading.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have our students engage in intervention and enrichment twice a week for 40 minutes each week through the use of Exact Path.</p> <p>Strategy's Expected Result/Impact: We expect to see an increase on Reading and Math MAP growth measures.</p> <p>Staff Responsible for Monitoring: Principal, ELAR teachers, Math teachers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on a thorough review of the 2023-2024 STAAR performance, our students identified as economically disadvantaged underperformed their peers significantly in both 7th grade math and 7th grade ELA. Root Cause: We need to close the gaps in math and reading for our students who are identified as economically disadvantaged.</p>

Site Based Decision Making Committee

Committee Role	Name	Position
Teacher	Fusco Callan	Girls Athletics Coordinator
Teacher	White Kerri	Math Department Chair
Teacher	Betancourt Kelsey	ELA/LOTE Department Chair
Instructional Leadership	Vitek Andy	Instructional Coach
Administrator	Stewart Jeremy	Principal
Teacher	Seale Kristen	Fine Arts Department Chair
Teacher	Michelle Phillips	History Department Chair
Teacher	Owens Stephanie	AVID Coordinator
Teacher	Owens Robert	PE/Health Department Chair
Teacher	Wendy Miles	Science Department Chair
Administrator	Sydney White	Assistant Principal
Administrator	Shannon Espitia	Assistant Principal
Office Staff	Brian Miles	Counselor
Instructional Leadership	Rhonda Gray	Instructional Coach
Teacher	Matthew Goehring	CTE Department Chair
Central Office Representative	Chad Gardner	Community Education Director
Teacher	Joshua Booker	SPED Department Chair
Parent	Stacey Field	Parent
Community Representative	Chris Field	Parent
Teacher	Stephen Alexander	Digital Learning Ambassador
Office Staff	Mary Vollmer	Counselor

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024