College Station ISD

Wellborn Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

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
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

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

Our current enrollment numbers indicate a stable student population within the capacity range of our campus. With an enrollment of 851 students, we are within the 85% to 110% capacity range of 786 to 1,018 students. This suggests that our facilities are being utilized effectively however we aware of the current reality that our campus has a higher enrollment when compared to the other two middle schools by 230 and 270 respectively. Our campus continues to grow, even though other areas of CSISD have not shown growth.

The diversity of our student body is reflected in the subpopulation numbers, with a significant representation across various ethnic groups. Our largest demographic is White students, comprising 57.3% of the population, followed by Black students at 12.22%, and Asian students at 10.2%. This diversity enriches our school community and provides a broad spectrum of cultural perspectives and experiences that enhance the educational environment.

In examining program numbers by subpopulation category, we see a varied distribution of students across specialized programs. Notably, 19.34% of our students are identified as Gifted and Talented (GT), while 15.3% are in Special Education (SPED) programs. Additionally, 14.12% of students are served under Section 504, and 9.96% are identified with dyslexia. These figures highlight the diverse needs of our student body and underscore the importance of providing tailored educational support to ensure all students can succeed.

Our at-risk student population stands at 219, which is 26% of our total enrollment. Our campus' percentage of students who are identified as economically disadvantaged is 25.3%. These statistic are crucial as it guides our efforts in providing targeted interventions and support to those who may face challenges in their educational journey.

We have a student-to-teacher ratio from 25:1, however our special education classes which require a much small student-to-teacher ratio is 10:1. Nonetheless, our current ratio allows for effective classroom management and the ability to cater to individual learning needs, which is a cornerstone of our educational philosophy. Furthermore, there are a total of 43 teachers on campus. This past school year, we hired 13 new to Wellborn teachers. Of the teachers who were hired on, four were brand new teachers and the others came to our campus with teaching experience at another school. Of the 13 hired teachers, 5 were athletic coaches. At the middle school level, we often see coaches start their careers in middle school and pursue high school level coaching opportunities. At the end of the 2024-2025 school year, the former 5 coaches left for either a coaching position in another district at either middle or high school. or left coaching all together. Four of our new to WMS teachers completed their student teaching assignments at WMS or were promoted from an instructional assistant position at WMS to a teacher position at our campus.

With regards to students to be enrolled in extra curricular courses at WMS for the 2025-2026 school year, we have 509 students enrolled in boys and girls athletics, 516 students enrolled in fine arts (187 students enrolled in band, 82 students enrolled in choir, 88 students enrolled in orchestra, 159 students enrolled in theatre, 210 students enrolled in art), 1,426 sections of Career and Technical Education courses (PAAV, Prof Com, TSDE, Exer. Wellness, Law, Engineering) are taken by our students, and 205 students enrolled in Spanish courses. Moreover, we will have 428 students enrolled in advanced math classes (adv. 7th Math, Alg I, & Geom, & Alg II) and 431 students enrolled in advanced ELA classes.

Of our advanced ELA classes we have 41 of the 431 of students who are identified as lower socio-economic and 33 of the 431 who are at-risk. Of our advanced math classes we have 23 of the 428 students who are identified as lower socio-economic and 20 of the 431 who are at-risk.

111 students are both Eco Dis and At Risk. Of those 111, 46 are African American.

Demographics Strengths

The following areas are identified as demographic strengths at WMS.

1. Diverse Student Population

We have a wide range of ethnicities and home languages (19) that are represented at our school. We have cultural backgrounds that represent countries from across the world. This strength supports our campus in enriching dialogue in our classrooms by fostering a more global perspective and an inclusive learning environment.

2. Strong Parental and Community Engagement

Our community and parent involvement is evident by the number of guests we have at our extra curricular events such as sporting events, pep rallies, and fine arts performances. Moreover, our PTO board has each of the committees staffed by parent volunteers. This involvement cultivates a greater collaboration between the school and home, which positively affects student performance. Lastly, our PTO has done a remarkable job at connecting with local businesses that support and sponsor our school, which in return will better support the relationship between our community and school.

3. Stable Enrollment

Our campus enrollment continues to grow, year after year, which suggests a steady desire for families to enroll their child in our school.

4. Supportive School Climate

The three highest referred incidents from last year are disrespect, horseplaying/scuffling, and bus referrals. To continue with the efforts of cultivating a safe learning environment for all students, we started the work of implementing behavior academies. A Behavior Academy is one of our responses for students who need to be taught successful academic or social behaviors. For example, students may be enrolled in a behavior academy during our FLIGHT class to learn how to be organized and keep up with their assignments. There is a continuum to the types of academies we implement for our learners, and those are based on the needs of our current students at our campus.

5. Access to Technology

Over the past school year, we increased the number of devices that are on campus, however we are still in need of student laptops and iPads to increase the access to the instructional technology at our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: WMS had to hire 13 teachers this past school year due to teachers choosing to leave WMS for promotions and/or moving to another area.
Root Cause: WMS experienced high teacher turnover because systems for teacher retention, leadership development of building capacity in others, and long-term career pathways were not fully established, leading talented teachers to seek promotions or opportunities elsewhere.

Problem Statement 2: The parents of our students' who are identified as economically disadvantaged parents are less involved in our school when compared to our students who are identified as affluent.
Root Cause: There is an inconsistency of prioritizing equity-focused family engagement strategies that intentionally remove barriers and build trust with economically disadvantaged parents.

Student Learning

Student Learning Summary

Academic Performance & Growth

How are students performing in state-tested subjects (ELA, Math, Science, Social Studies) compared to similar schools? Wellborn Middle School earned an A based on the 2025 Accountability Ratings Calculation from the Texas Education Agency. The rating is based on an average of the three domains: Student Achievement, School Progress, and Closing the Gaps. Achievement measures the actual level of achievement for the students at a campus, school progress measures whether or not the students demonstrated at least a year's growth based on the STAAR tests, and lastly, the closing the gaps domain measures individual students who previously did not approach on their prior year's STAAR tests.

Below is a table with comparison data from 2023 to 2025 school year.

By Campus	Preliminary Percentage	Numl	% Passec	2023 % Did Not Meet	2024 % Did Not Meet	2025 % Did Not Meet	2023 % Approac	2024 % Approac	2025 % Approac	2023 % Meets	2024 % Meets	2025 % Meets	2023 % Masters	2024 % Masters	2025 % Masters	Total
WMS	Algebra I Online	143	100%	0%	0%	0%	0%	1%	0%	12%	29%	3%			97%	100%
WMS	Biology Online	11	100%			0%			0%			0%			100%	100%
WMS	English I Online	1	100%			0%			0%			0%			100%	100%
WMS	Grade 7 RLA Online	405	86%	12%	17%	14%	20%	12%	13%	28%	20%	21%	40%	51%	53%	101%
WMS	Grade 8 RLA Online	408	90%	12%	10%	10%	18%	17%	17%	30%	26%	21%	40%	47%	52%	100%
WMS	Grade 7 Math Online	201	69%	29%	34%	31%	30%	29%	26%	35%	29%	33%	4%	8%	10%	100%
WMS	Grade 8 Math Online	465	88%	11.98%	14.17%	12%	17.36%	20.05%	9%	30%	33.16%	26%	40.34%	32.35%	53%	100%
WMS	Grade 8 Science Online	399	86%	13.66%	16.83.%	14%	19.02%	18.32%	17%	35.12.%	35.64%	31%	31.46%	27.72%	38%	100%
WMS	Grade 8 Social Studies Online	406	78%	21%	17%	22%	23%	20%	19%	19%	22%	17%	37%	41%	43%	101%
WMS	Grade 8 RLA Paper	1	100%			0%			0%			100%			0%	100%

By Campus	Preliminary Percentage	Numl	% Passec	2023 % Did Not Meet	2024 % Did Not Meet	2025 % Did Not Meet	2023 % Approac	2024 % Approac	2025 % Approac	2023 % Meets	2024 % Meets	2025 % Meets	2023 % Masters	2024 % Masters	2025 % Masters	Total
WMS	Grade 7 RLA Paper	1	100%			0%			0%			100%			0%	100%
WMS	Grade 8 Math Paper	1	100%			0%			0%			100%			0%	100%
WMS	Grade 7 Math Paper	1	100%			0%			0%			0%			100%	100%
WMS	Grade 8 Science Paper	1	100%			0%			100%			0%			0%	100%
WMS	Grade 8 Social Studies Paper	1	100%			0%			100%			0%			0%	100%

The table below includes STAAR performance data for subgroups based on STAAR test.

														Student Achievement Domain Rating	A
District Assessments Growth Comparison for 2024 - 2025															
	All Students	**African America**	**Hispanic**	**White**	**America Indian**	**Asian**	**Pacific Islander**	**Two or More Races**	**High Focus**	**EB/EL (Current & Monitor**	**Econ Dis**	**Special Ed (Current**	**Special Ed (Former)**	**Continu Enrolled**	
All															
Percent of Tests															
% at Approaches GL Standard or Above	86%	55%	79%	92%		95%		84%	65%	77%	62%	46%	91%	87%	
% at Meets GL Standard or Above	71%	31%	63%	79%		86%		74%	42%	52%	40%	24%	79%	72%	
% at Masters GL Standard	48%	13%	37%	54%		73%		62%	21%	31%	20%	12%	43%	49%	
Number of Tests															

									Student Achievement Domain Rating				**A**	
# at Approaches GL Standard or Above	2051	156	318	1294	0	232	0	51	528	114	363	154	53	1589
# at Meets GL Standard or Above	1701	88	251	1106	0	211	0	45	338	77	237	81	46	1327
# at Masters GL Standard	1157	36	147	759	0	177	0	38	173	46	117	42	25	899
Total Tests	2390	283	401	1401	0	244	0	61	812	149	586	337	58	1836
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	89%	63%	83%	95%		98%		75%	72%	80%	70%	51%	89%	89%
% at Meets GL Standard or Above	74%	35%	66%	82%		89%		70%	44%	53%	44%	20%	84%	74%
% at Masters GL Standard	53%	14%	43%	59%		75%		70%	25%	33%	25%	10%	42%	54%
Number of Tests														
# at Approaches GL Standard or Above	708	60	110	442	0	81	0	15	192	44	134	56	17	542
# at Meets GL Standard or Above	590	34	87	381	0	74	0	14	119	29	84	22	16	452
# at Masters GL Standard	423	13	57	277	0	62	0	14	68	18	48	11	8	330
Total Tests	798	96	132	467	0	83	0	20	268	55	191	110	19	612
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	86%	57%	81%	92%		95%		81%	65%	80%	63%	42%	95%	86%
% at Meets GL Standard or Above	75%	28%	68%	83%		92%		76%	45%	67%	42%	28%	79%	76%

													Student Achievement Domain Rating	**A**
% at Masters GL Standard	51%	12%	37%	57%		78%		52%	23%	38%	21%	13%	53%	51%
Number of Tests														
# at Approaches GL Standard or Above	683	54	106	427	0	79	0	17	174	44	120	46	18	528
# at Meets GL Standard or Above	593	27	89	385	0	76	0	16	121	37	80	30	15	465
# at Masters GL Standard	402	11	49	266	0	65	0	11	61	21	39	14	10	311
Total Tests	794	95	131	464	0	83	0	21	267	55	190	109	19	611
Science														
Percent of Tests														
% at Approaches GL Standard or Above	87%	52%	77%	94%		95%		100%	66%	75%	59%	53%	90%	89%
% at Meets GL Standard or Above	70%	30%	62%	78%		78%		80%	39%	35%	38%	29%	90%	72%
% at Masters GL Standard	40%	11%	30%	44%		63%		60%	17%	25%	16%	14%	30%	40%
Number of Tests														
# at Approaches GL Standard or Above	347	24	53	222	0	38	0	10	92	15	61	31	9	273
# at Meets GL Standard or Above	280	14	43	184	0	31	0	8	54	7	39	17	9	222
# at Masters GL Standard	160	5	21	103	0	25	0	6	23	5	16	8	3	124
Total Tests	401	46	69	236	0	40	0	10	139	20	103	59	10	308
Social Studies														
Percent of Tests														

													Student Achievement Domain Rating	**A**
% at Approaches GL Standard or Above	79%	39%	71%	87%		89%		90%	51%	58%	47%	36%	90%	81%
% at Meets GL Standard or Above	60%	28%	46%	67%		79%		70%	32%	21%	33%	20%	60%	62%
% at Masters GL Standard	43%	15%	29%	48%		66%		70%	15%	11%	14%	15%	40%	44%
Number of Tests														
# at Approaches GL Standard or Above	313	18	49	203	0	34	0	9	70	11	48	21	9	246
# at Meets GL Standard or Above	238	13	32	156	0	30	0	7	44	4	34	12	6	188
# at Masters GL Standard	172	7	20	113	0	25	0	7	21	2	14	9	4	134
Total Tests	397	46	69	234	0	38	0	10	138	19	102	59	10	305

With regards to MAP data, our recent analysis of the MAP Math data has revealed that 20% of our African American student population is currently performing in the lowest decile. This statistic is a significant concern as it highlights a disparity in academic achievement that we must address with urgency. It is imperative that we implement targeted interventions and support systems to help these students improve their mathematical skills and close the achievement gap. By doing so, we can ensure that all students have equitable access to quality education and the opportunity to succeed academically.

Formative vs. Summative Assessments

Our core content teacher teams have developed common formative assessments (CFAs) for most of our units of study with the exception of science and advanced ELA. The state of Texas changed the science standards a year ago and the advanced ELA curriculum was updated this past summer. Nearly all of the core content teacher teams have a unit test for each unit with the exception for Texas History due to the team substituting projects for the unit tests. The teachers use their CFAs to drive their instruction to close the gaps and/or extend for our students based on their level of mastery on our essential standards. The CFAs are our formative assessments and as a campus, we do not record the performance of our students' CFAs in the teacher gradebook, but instead use that data to drive our instructional practices. Moreover, the unit tests are our summative assessments that are based on the content and essential standards within each unit.

Programs, Interventions & Support

For students who struggle to demonstrate mastery, our teachers provide tier I, II and III instruction based on the needs of our students. Tier I instruction is defined as prevention instruction. Meaning, any instructional practices before the unit test is considered tier I instruction. Then, any instruction delivered after a unit test is considered tier II instruction. Lastly, tier III instruction is for students who need foundational skills, such as phonics or basic operation. Our campus has designated time and space for academic and behavioral support, which is our advocate time called "FLIGHT". FLIGHT is an acronym that means Fostering Learning, Innovation, Growth, and Higher-order Thinking. Our students utilize the designated time and space for their academic skills.

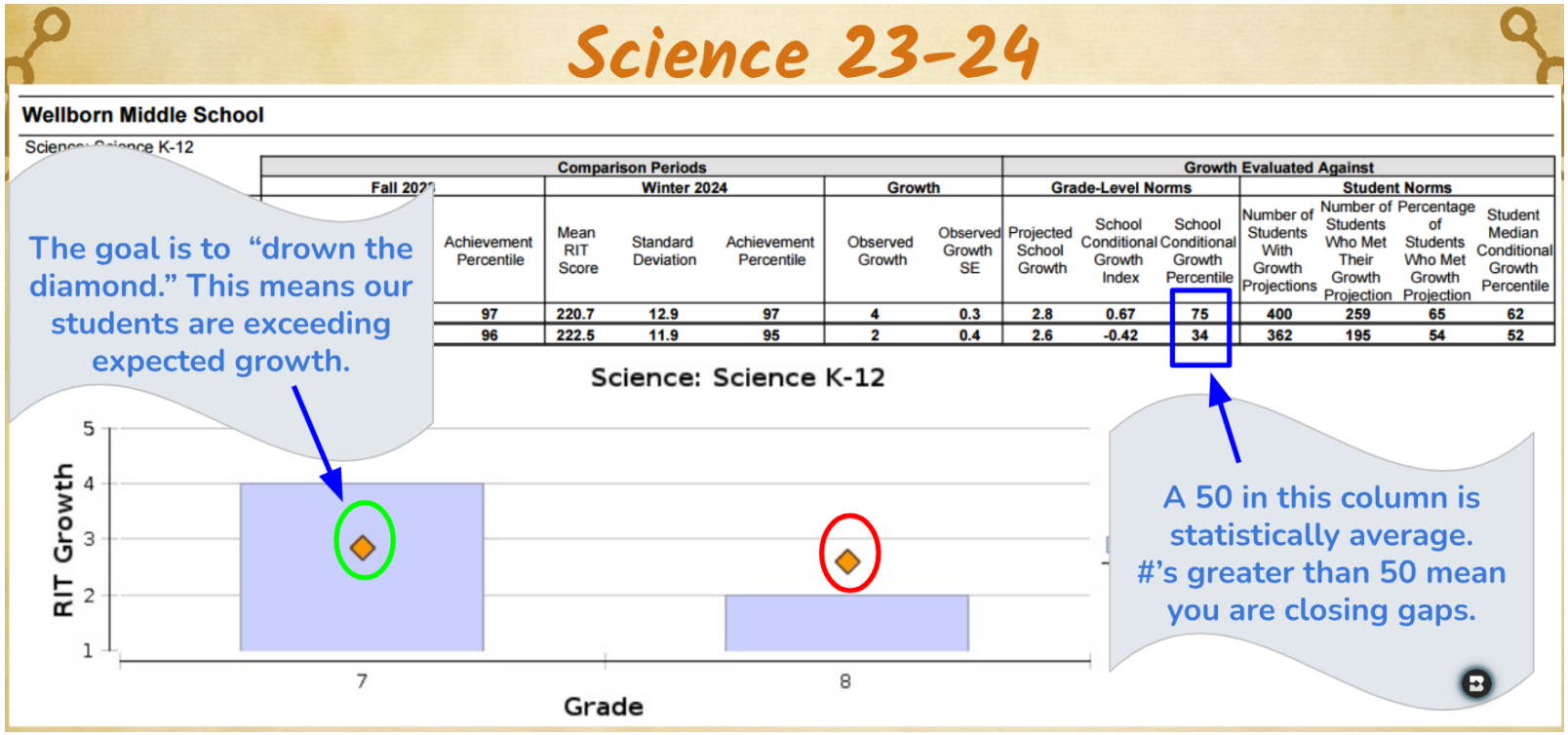
Student Learning Strengths

Academic Performance Indicators

When reviewing MAP data, there are several areas of growth and achievement worth noting which are communicated in the graphics below.

You will see 2023-2024 MAP data and then following 2024-2025 MAP data. Th

SCIENCE MAP DATA 23-24 vs 24-25

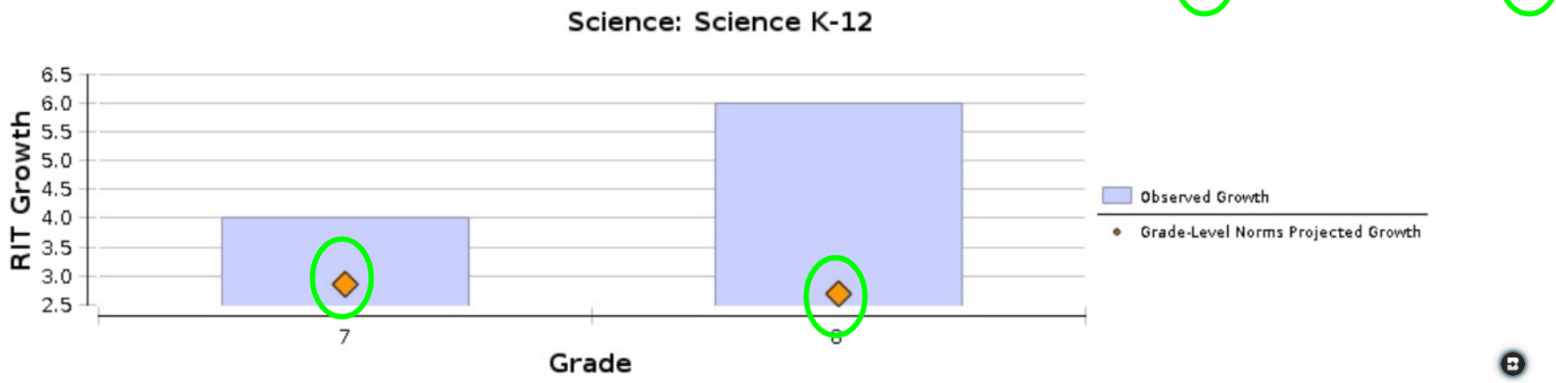


Science 24-25

Wellborn Middle School

Science: Science K-12

Grade (Winter 2025)	Total Number of Growth Events‡	Comparison Periods: Fall 2024 Mean RIT Score	Fall 2024 Standard Deviation	Fall 2024 Achievement Percentile	Winter 2025 Mean RIT Score	Winter 2025 Standard Deviation	Winter 2025 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	393	219.5	13.4	99	223.8	13.5	99	4	0.3	2.8	1.20	88	393	264	67	67
8	379	218.3	13.4	92	224.6	13.5	98	6	0.4	2.7	2.96	99	379	296	78	78



8th Grade Science

Count	STAAR 2024	Percent	MOY MAP Projection	Percent	Delta Percent	Numerical Difference
Did Not Meet	68	17.09%	43	11.08%	-6.00%	-25
Approaches	74	18.59%	62	15.98%	-2.61%	-12
Meets	144	36.18%	141	36.34%	0.16%	-3
Masters	112	28.14%	142	36.60%	8.46%	30
Total	398		388			

READING

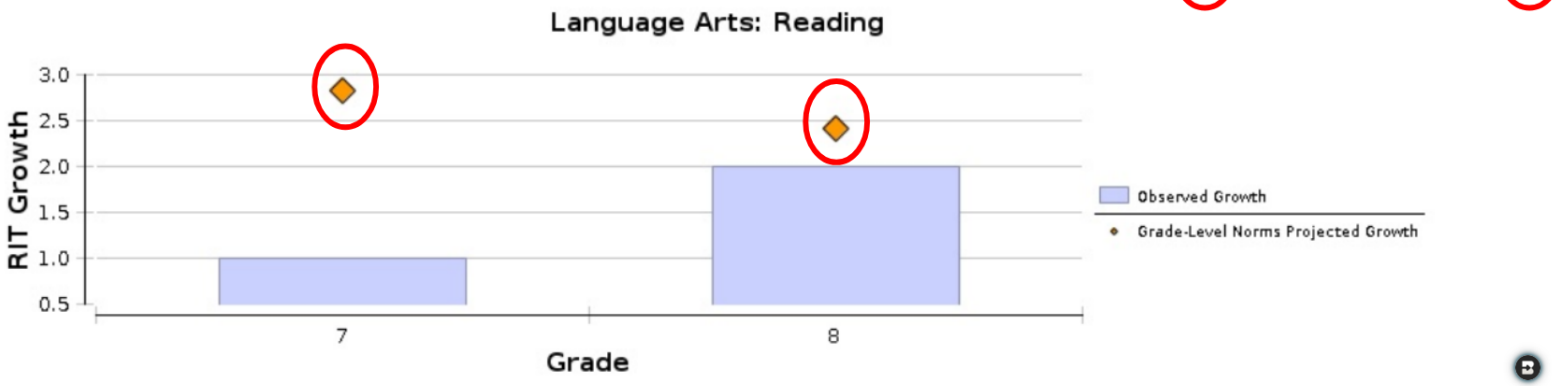
MAP DATA 23-24 vs 24-25

ELA 23-24

Wellborn Middle School

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth	Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	380	219.8	16.0	81	221.1	16.6	74	1	0.3	2.8	-1.62	5	380	184	48	45
8	372	223.1	14.8	76	225.1	14.4	74	2	0.4	2.4	-0.38	35	372	191	51	49

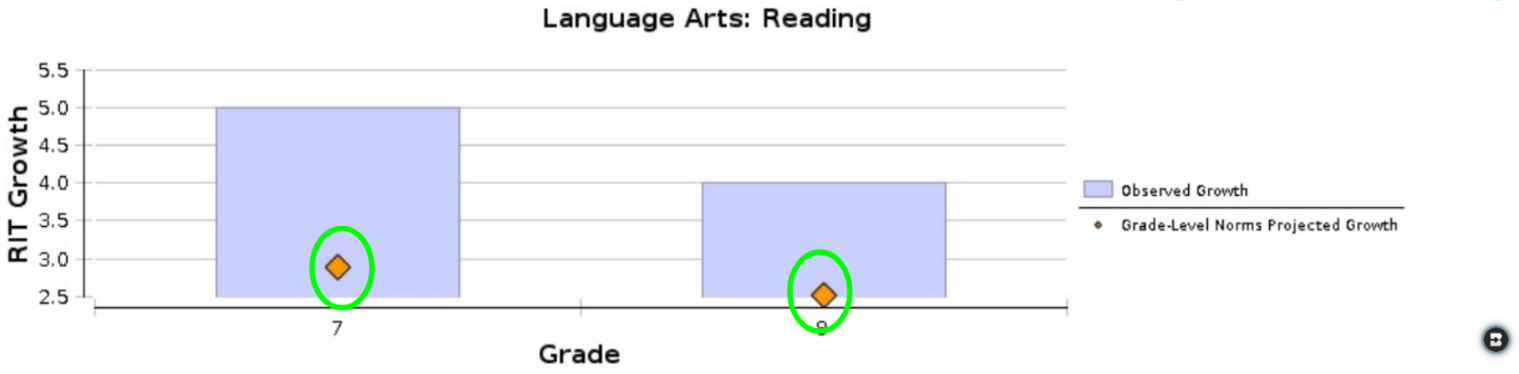


ELA 24-25

Wellborn Middle School

Language Arts:
Reading

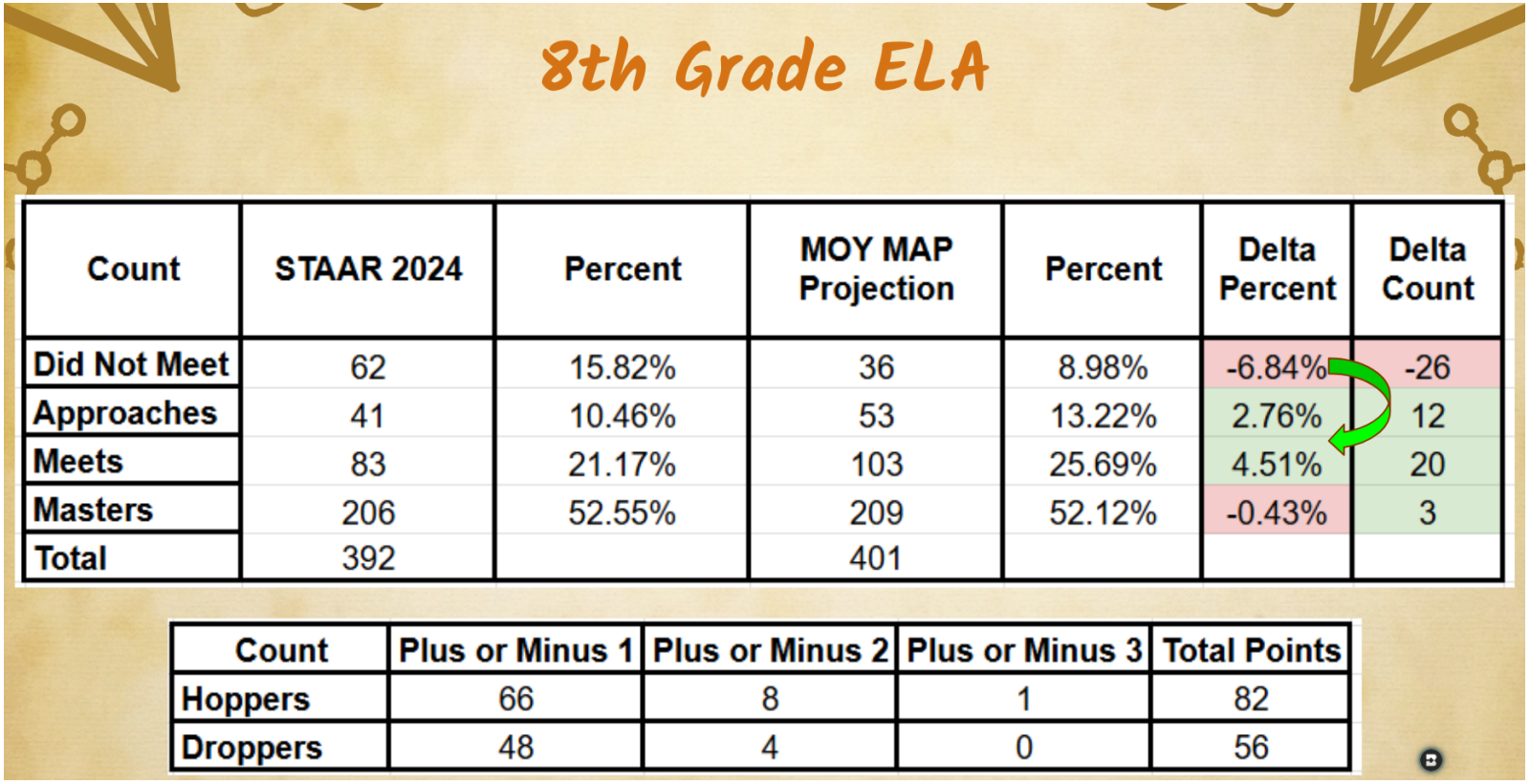
		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	383	219.8	16.3	80	224.3	16.5	85	5	0.4	2.9	1.61	95	383	252	66	66
8	393	221.5	16.5	69	225.9	16.1	77	4	0.4	2.5	1.63	95	393	256	65	63



7th Grade ELA

Count	STAAR 2024	Percent	MOY MAP Projection	Percent	Delta Percent	Delta Count
Did Not Meet	40	10.39%	30	7.73%	-2.66%	-10
Approaches	53	13.77%	42	10.82%	-2.94%	-11
Meets	100	25.97%	92	23.71%	-2.26%	-8
Masters	192	49.87%	224	57.73%	7.86%	32
Total	385		388			

Count	Plus or Minus 1	Plus or Minus 2	Plus or Minus 3	Total
Hoppers	78	5	1	88
Droppers	34	0	0	34



Count	STAAR 2024	Percent	MOY MAP Projection	Percent	Delta Percent	Delta Count
Did Not Meet	62	15.82%	36	8.98%	-6.84%	-26
Approaches	41	10.46%	53	13.22%	2.76%	12
Meets	83	21.17%	103	25.69%	4.51%	20
Masters	206	52.55%	209	52.12%	-0.43%	3
Total	392		401			

Count	Plus or Minus 1	Plus or Minus 2	Plus or Minus 3	Total Points
Hoppers	66	8	1	82
Droppers	48	4	0	56

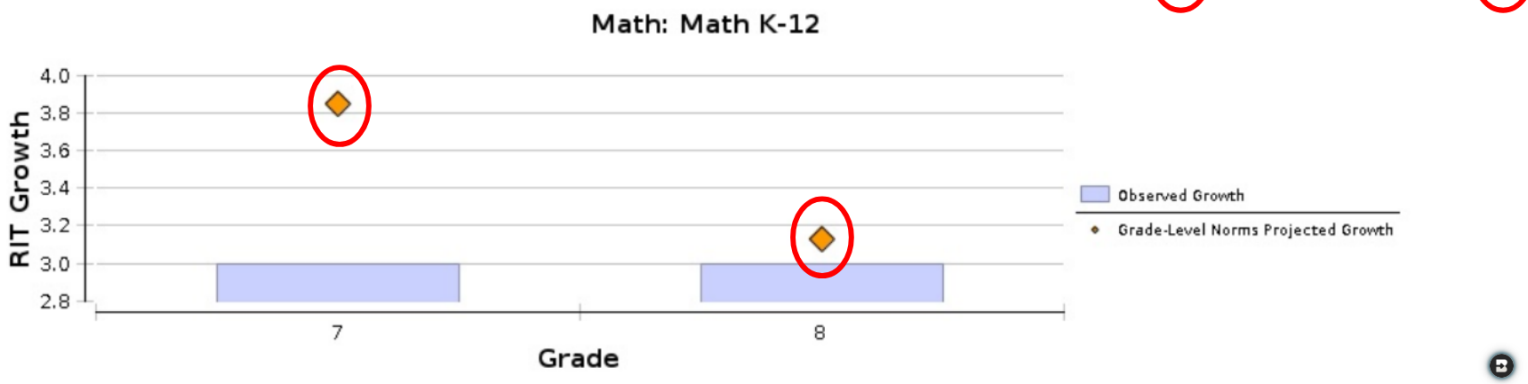
MATH MAP DATA 23-24 vs 24-25

MATH 23-24

Wellborn Middle School

Math: Math K-12

		Comparison Periods							Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth				Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	383	229.6	17.8	88	232.9	18.5	87	3	0.3	3.8	-0.50	31	383	202	53	48
8	367	235.8	17.7	88	238.3	18.6	87	3	0.4	3.1	-0.48	31	367	188	51	47

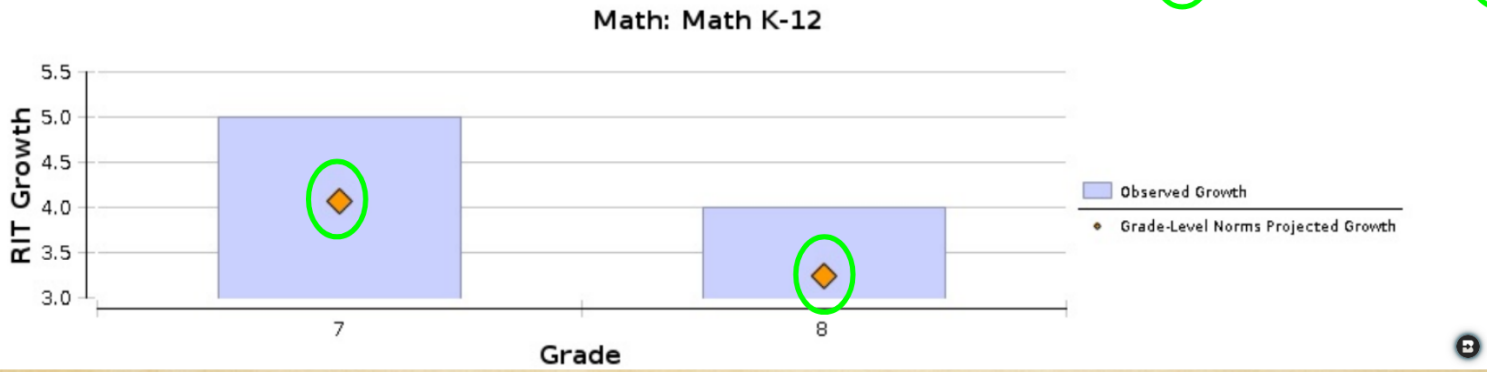


MATH 24-25

Wellborn Middle School

Math: Math K-12

		Comparison Periods							Growth Evaluated Against						
		Fall 2024			Winter 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	367	229.0	17.5	86	234.1	18.4	88	5	0.4	4.1	0.87	81	367	218	59	61
8	242	223.3	16.2	45	226.9	16.3	47	4	0.4	3.2	0.26	60	242	131	54	51



7th Grade Math

Count	STAAR 2024	Percent	MOY	Percent	Delta Percent	Delta Numerical
Did Not Meet	47	24.74%	39	20.97%	-3.77%	-8
Approaches	65	34.21%	50	26.88%	-7.33%	-15
Meets	69	36.32%	87	46.77%	10.46%	18
Masters	9	4.74%	10	5.38%	0.64%	1
Total	190		186			

Count	Plus or Minus 1	Plus or Minus 2	Plus or Minus 3	Total Points
Hoppers	30	3	0	36
Droppers	15	1	0	17

8th Grade Math

Count	STAAR 2024	Percent	MOY MAP Projection	Percent	Delta Percent	Delta Numerical
Did Not Meet	82	18.43%	49	10.75%	-7.68%	-33
Approaches	76	17.08%	46	10.09%	-6.99%	-30
Meets	129	28.99%	154	33.77%	4.78%	25
Masters	158	35.51%	207	45.39%	9.89%	49
Total	445		456			

Count	Plus or Minus 1	Plus or Minus 2	Plus or Minus 3	Total Points
Hoppers	84	13	0	110
Droppers	8	0	0	8

Algebra I

Count	STAAR 2024	Percent	MAP Projection	Percent	Delta Percent	Delta Numerical
Did Not Meet	1	0.72%	0	0.00%	-0.72%	-1
Approaches	4	2.90%	0	0.00%	-2.90%	-4
Meets	34	24.64%	4	2.82%	-21.82%	-30
Masters	99	71.74%	138	97.18%	25.44%	39
Total	138		142			

Count	Plus or Minus 1	Plus or Minus 2	Plus or Minus 3	Total Points
Hoppers	35	2	1	39
Droppers	1	0	0	1

High Achieving Subgroups: The school may have groups of students (e.g., gifted and talented, high-performing students in certain subjects) who demonstrate strong academic performance. These strengths can be leveraged to build more advanced or enriched learning opportunities.

Our school has performed well on standardized and adaptive tests, as well as shown academic growth for all student groups. We will continue to build upon the growth our students made through data driven decisions and strong instructional practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 57% of African American students approached on the 7th and 8th grade Math STAAR reading tests during the 2024-2025 school year.
Root Cause: Because there has not been a systemic emphasis to implement Tier I, II, III prevention and intervention teach and progress monitor, foundational tier III math skills such as Basic Operations with Whole Numbers, Integers, Fractions, and Decimals, GCF & LCM, One-step equations, Coordinate Graphing, Graphing One-step Equations, Recognize base and height in 3D Shapes.

Problem Statement 2 (Prioritized): 63% of African American students approached on the 7th and 8th grade reading STAAR tests during the 2024-2025 school year.
Root Cause: Because there is not a sustained system to support and sustained tier I, II, and III prevention and intervention with regards to the following reading skills: Fluency, Comprehension and Decoding.

Problem Statement 3: When averaged across all of the STAAR tests this past spring, 45% of our African American population did not approach on the STAAR tests.
Root Cause: Because systems for monitoring subgroup growth and ensuring accountability for successful outcomes were not consistently implemented at the campus. We provided

systematic intervention, and still did not meet the needs of all of our students so that they master all of the grade-level standards.

School Processes & Programs

School Processes & Programs Summary

This past school year, we implemented a structured approach to collaborative team meetings for our teachers within core content classes, utilizing Solution Tree's PLC at Work model. This initiative allowed our educators to come together and identify high-priority, essential standards that are crucial for student success. By focusing on these standards, our teachers were able to determine which areas required assessment, enrichment, and intervention (FLIGHT), ensuring that our curriculum remains rigorous and aligned with educational goals.

During these collaborative sessions, our teams diligently reviewed student performance data to assess levels of student mastery. This process was instrumental in identifying students' strengths and areas for improvement, allowing us to tailor our instructional strategies to meet the diverse needs of our learners. By analyzing this data collectively, our teachers were able to make informed decisions that enhance student learning outcomes.

Furthermore, these collaborative efforts led to the drafting of students for academic intervention (FLIGHT) in all STAAR-tested core content areas. By identifying students who would benefit from additional support, we were able to provide targeted interventions that address specific learning gaps. This proactive approach ensures that all students have the opportunity to demonstrate mastery of the essential standards and achieve academic success to reach their full potential.

Our school-wide Zero Cup process is an initiative designed to support students who have zeros in the gradebook by providing them with additional time and space to focus on mastering the learning targets established by our collaborative teams. This process takes place during FLIGHT, a designated period where students can concentrate on improving their academic performance.

During Zero Cup, we ensure that students receive the necessary support by having designated faculty and staff available to assist them based on their specific academic needs. This targeted support is crucial in helping students overcome challenges and achieve the learning objectives set for them, ultimately fostering a more successful and inclusive educational environment. Moreover, students who have all of their assignments submitted for the week are eligible to engage in a fun Friday activity during their FLIGHT class.

This past school year, we launched Behavior Solutions' behavior academies, a strategic initiative aimed at addressing and mitigating inappropriate student behaviors. Our administrative leadership team, comprising counselors, assistant principals, and myself, conducted thorough reviews of behavior incidents to identify students who consistently exhibit such behaviors. By grouping these students according to their specific needs, we were able to tailor our interventions more effectively. Our counselors played a pivotal role by organizing a boundaries workshop, which was designed to educate students on the importance of respecting their peers' boundaries and maintaining appropriate physical interactions. This proactive approach not only addresses immediate behavioral concerns but also fosters a more respectful and harmonious school environment.

This school year, the administration is including more teacher voice into the decision-making, which is different from the past. The teacher voice was included previously, but not to the volume of what we are trying to do. This year, each administrator, instructional coach, counselor and teacher on campus is enrolled into design teams based on our comprehensive needs assessment. Based on the teacher voice from the leadership team and the guiding coalition at the CNA, the administration and leadership team decided on the following teams: Leadership Team, Guiding Coalition, Behavior Solutions, Student Voice and Culture, Campus Events, and Teacher Support.

A summary of each teams' mission is below:

Leadership Team - Systematically address culture and whole-campus system needs.

Guiding Coalition - Strategically assess and address teaching and learning needs on campus.

Behavior Solutions - Teach the pro-social behaviors and expectations that represent the Wellborn Way. How to be accountable, compassionate, courageous, involved, resilient, and be of integrity through positive behavior supports.

Student Voice and Culture - Increase student voice to increase a sense of belonging and investment in the school's culture, systems and learning.

Campus Events - Celebrate the various ethnicities and cultures represented in our school, promote a climate of success and motivation for our faculty and staff.

Teacher Support - Intentionally develop a year-at-a-glance on how to best support new to WMS teachers and staff for future years to come.

School Processes & Programs Strengths

Educator Recruitment, Development, and Support

At WMS, we believe there is rich power when teachers are able to work collaboratively with each other. Core content teachers are able to work collaboratively in team meetings multiple times per week where the teachers answer the four critical questions of a professional learning community. The team approach cultivates a natural support process so teachers are not working in isolation. We have instructional coaches that serve alongside our educators to develop and support their instructional crafts. When teachers are in need of support, we utilize mentors, instructional coaches, counselors and administrators.

Continuous Improvement & Planning

The campus' leadership team and guiding coalition are all engaged in a comprehensive needs assessment in February of 2025 to determine the critical needs our campus has based on qualitative and quantitative data. The team of staff members worked in small groups to analyze the data and determine the problem statements as well as the root causes through the use of the 5 Why Protocol. The process was strategic and involved two parents in additional to the 20 staff members. Teachers were also involved in the planning and execution of professional development with regards to instructional strategies. This was based off our end of year culture and climate survey from faculty and staff.

Curriculum, Instruction, and Student Learning

Our teacher teams crafted a guaranteed and viable curriculum through the identification of essential skills for each of our learners to demonstrate mastery of throughout the school year. For the students who did not demonstrate mastery of the skills, we systematically address their academic needs. There is evidence of growth through MAP data and STAAR data, however we still did not have 100% of our students demonstrate mastery of the essential standards.

Transitions, Behavior, and Safety

Each of our 851 students transition from class to class during a four minute transition period. During this time, our students walk on the right side of the hallway with their IDs on and their belongings. Students are expected to take care of their personal needs during this transition time. There are specific times during the day where the hallways feel crowded and our administrators have developed travel patterns to keep our students and staff safe during transitions. Furthermore, we have seen a decrease in referrals from 2023 to 2025.

There were 589 conduct referrals in the 2022-23 school year, 498 conduct referrals in 2023-24 and 479 conduct referrals in the 2024-25 school year. The campus used to run staggered transition where 7th and 8th graders transition at different times, however with the staggered transition, the supervision between classes decreased because half of the teachers were not in the hallway while the other grade level transitioned from period to period. Moreover, our campus implements regularly scheduled safety drills and we work alongside the Brazos Country Sheriff's Office to ensure we have a safe and secure campus. Lastly, our counselors, with accordance to SB12, provide Social-Emotional Learning Lessons for our students to address bullying, violence, and mental health concerns.

Alignment with Vision & Mission

WMS is assessing the current mission and vision to determine to what degree the mission of "Cultivating Good Humans" aligns with the concept that all students can learn at high levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Even though we provided academic intervention for students based on the essential skills, we still had students who did not demonstrate mastery, and we had students who did not receive the academic prevention and intervention they needed.
Root Cause: The absence of a systematic, campus-wide intervention framework with clear structures, consistent use of data, ongoing staff training, and accountability for implementation led to students not always receiving the right interventions and some students failing to demonstrate mastery.

Problem Statement 2: At the end of the 2024-2025 school year, our students communicated through a forum their desire to have more of a voice in the happenings that were taking place at school.
Root Cause: The absence of a formalized system and culture for including student voice in school decision-making prevents students from feeling heard, leading them to communicate a desire for greater involvement.

Problem Statement 3: Teachers do not consistently receive their desired amount of support or opportunities for advancement, resulting in teachers leaving at the end of each school year.
Root Cause: There has been insufficient planning, prioritization, and accountability for creating and sustaining comprehensive teacher support systems.

Perceptions

Perceptions Summary

The results from the culture and climate survey conducted among our faculty and staff last Spring have highlighted a significant interest in more personalized professional development opportunities. Our educators are seeking tailored growth experiences that align with their individual teaching styles and subject areas. Additionally, there is a clear request for more constructive feedback from classroom observations conducted by administrators. This feedback is crucial for fostering a supportive environment where teachers can refine their skills and enhance their instructional practices.

Furthermore, a focus group of students has expressed a strong desire to have a greater voice in the school's decision-making processes. They are particularly interested in contributing ideas on how to optimize the use of our FLIGHT time, which is a dedicated period for student enrichment and support. By involving students in these discussions, we can ensure that their perspectives and needs are considered, ultimately leading to a more engaging and effective educational experience for all.

Perceptions Strengths

Our school has received favorable feedback from teachers, highlighting our commitment to addressing the needs of families. By understanding and supporting the unique circumstances of each family, we empower them to better support their children's learning journey. This collaborative approach ensures that students receive the necessary support both at home and in school, fostering a holistic educational environment.

We place a strong emphasis on building positive relationships with parents, engaging them as active partners in their children's education. By maintaining open lines of communication and involving parents in school activities, we create a supportive community that enhances student learning and development. This partnership is crucial in creating a nurturing environment where students can thrive.

Our school schedule is designed with flexibility in mind, allowing us to effectively meet the diverse needs of our students. By accommodating different learning styles and paces, we ensure that each student receives personalized attention and support. This adaptability is key to fostering an inclusive and supportive learning environment.

We are proud to offer a well-rounded curriculum and will continue to expand on enrichment and extension opportunities. These activities not only enhance academic learning but also provide students with opportunities to explore their interests and develop new skills, contributing to their overall growth and development.

Career and technical education and personal goal setting are integral components of our curriculum, aimed at raising student aspirations and motivation. By helping students identify their interests and set achievable goals, we prepare them for future success and instill a sense of purpose and direction in their educational journey.

Our teachers are dedicated to using data from multiple types of assessments to plan instruction and activities that align with the learning needs of our students. This data-driven approach ensures that our teaching strategies are effective and responsive, allowing us to provide targeted support and enhance student learning outcomes.

Feedback is routinely provided to students, and we encourage them to assess their own learning. This practice not only helps students understand their progress but also fosters a sense of responsibility and ownership over their educational journey. By promoting self-assessment, we empower students to become active participants in their learning process.

In our classrooms, higher-order thinking skills are regularly required, challenging students to think critically and creatively. This approach not only enhances their problem-solving abilities but also prepares them for the complexities of the real world. Our commitment to fostering these skills ensures that students are well-equipped to navigate future challenges.

I am confident that our students are actively engaged during class, as our teaching methods are designed to capture their interest and encourage participation. By creating an interactive and dynamic learning environment, we ensure that students remain motivated and invested in their education, leading to improved academic outcomes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Faculty and staff report limited access to personalized professional development and insufficient constructive feedback from classroom observations, which reduces opportunities for targeted growth and support in instructional practice.
Root Cause: The root cause of limited personalized professional development and insufficient feedback is the lack of a structured system that gathers teacher input and instructional data to design differentiated growth opportunities and meaningful observation feedback.

Problem Statement 2: Students express limited opportunities to participate in school decision-making, particularly regarding the structure and use of FLIGHT time, leading to reduced student engagement and ownership in their educational experience.
Root Cause: The root cause of students' limited voice in school decision-making is the absence of formalized, ongoing structures that intentionally elevate student input as a meaningful part of planning and school improvement.

Priority Problem Statements

Problem Statement 1: 57% of African American students approached on the 7th and 8th grade Math STAAR reading tests during the 2024-2025 school year.

Root Cause 1: Because there has not been a systemic emphasis to implement Tier I, II, III prevention and intervention teach and progress monitor, foundational tier III math skills such as Basic Operations with Whole Numbers, Integers, Fractions, and Decimals, GCF & LCM, One-step equations, Coordinate Graphing, Graphing One-step Equations, Recognize base and height in 3D Shapes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 63% of African American students approached on the 7th and 8th grade reading STAAR tests during the 2024-2025 school year.

Root Cause 2: Because there is not a sustained system to support and sustained tier I, II, and III prevention and intervention with regards to the following reading skills: Fluency, Comprehension and Decoding.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Even though we provided academic intervention for students based on the essential skills, we still had students who did not demonstrate mastery, and we had students who did not receive the academic prevention and intervention they needed.

Root Cause 3: The absence of a systematic, campus-wide intervention framework with clear structures, consistent use of data, ongoing staff training, and accountability for implementation led to students not always receiving the right interventions and some students failing to demonstrate mastery.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Faculty and staff report limited access to personalized professional development and insufficient constructive feedback from classroom observations, which reduces opportunities for targeted growth and support in instructional practice.

Root Cause 4: The root cause of limited personalized professional development and insufficient feedback is the lack of a structured system that gathers teacher input and instructional data to design differentiated growth opportunities and meaningful observation feedback.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: All faculty and instructional staff will have choice in their professional development with regards to instructional strategies during the August staff development.

Evaluation Data Sources: Documented Professional Development Calendars and Presentations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide time during August staff development for teachers and staff to be able to have choice in their learning. **Strategy's Expected Result/Impact:** Increase teacher voice in their learning. **Staff Responsible for Monitoring:** Principal and leaders on the campus' Guiding Coalition. **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Faculty and staff report limited access to personalized professional development and insufficient constructive feedback from classroom observations, which reduces opportunities for targeted growth and support in instructional practice. **Root Cause**: The root cause of limited personalized professional development and insufficient feedback is the lack of a structured system that gathers teacher input and instructional data to design differentiated growth opportunities and meaningful observation feedback.

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

Performance Objective 1: By May 2026, the percentage of African American students in 7th and 8th grade who approach or meet grade level on the Math STAAR will increase from 57% to 65%, through the systematic implementation of Tier I, II, and III prevention and intervention strategies with a focus on Tier I and II instruction based on grade-level standards and Tier III focused on foundational math skills (Basic Operations with Whole Numbers, Integers, Fractions, and Decimals; GCF & LCM; One-step Equations; Coordinate Graphing; Graphing One-step Equations; and Recognizing Base and Height in 3D Shapes).

High Priority

Evaluation Data Sources: STAAR, CFAs, Unit Tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student progress will be monitored every 3 weeks using common formative assessments and intervention tracking systems, with adjustments made to instruction and support as needed. **Strategy's Expected Result/Impact:** Increase student learning outcoms **Staff Responsible for Monitoring:** Admin Team Instructional Coaches **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 57% of African American students approached on the 7th and 8th grade Math STAAR reading tests during the 2024-2025 school year. **Root Cause**: Because there has not been a systemic emphasis to implement Tier I, II, III prevention and intervention teach and progress monitor, foundational tier III math skills such as Basic Operations with Whole Numbers, Integers, Fractions, and Decimals, GCF & LCM, One-step equations, Coordinate Graphing, Graphing One-step Equations, Recognize base and height in 3D Shapes.
Problem Statement 2: 63% of African American students approached on the 7th and 8th grade reading STAAR tests during the 2024-2025 school year. **Root Cause**: Because there is not a sustained system to support and sustained tier I, II, and III prevention and intervention with regards to the following reading skills: Fluency, Comprehension and Decoding.

School Processes & Programs

Problem Statement 1: Even though we provided academic intervention for students based on the essential skills, we still had students who did not demonstrate mastery, and we had students who did not receive the academic prevention and intervention they needed. **Root Cause**: The absence of a systematic, campus-wide intervention framework with clear structures, consistent use of data, ongoing staff training, and accountability for implementation led to students not always receiving the right interventions and some students failing to demonstrate mastery.

Perceptions

Problem Statement 1: Faculty and staff report limited access to personalized professional development and insufficient constructive feedback from classroom observations, which reduces opportunities for targeted growth and support in instructional practice. **Root Cause**: The root cause of limited personalized professional development and insufficient feedback is the lack of a structured system that gathers teacher input and instructional data to design differentiated growth opportunities and meaningful observation feedback.

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

Performance Objective 2: By May 2026, the percentage of African American students in 7th and 8th grade who approach or meet grade level on the Reading STAAR will increase from 63% to 70% through the implementation of a sustained system of Tier I, II, and III prevention and intervention supports. Tier I will be prevention strategies before a unit test and tier II will be after a unit test, but still be on grade-level curriculum. The tier III instruction will strategically focus on targeting fluency, comprehension, and decoding skills.

High Priority

Evaluation Data Sources: STAAR, CFAs, Unit Tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student progress will be monitored every 3 weeks through common formative assessments, unit tests, and intervention tracking tools, with adjustments made to instruction and supports based on progress monitoring data. **Strategy's Expected Result/Impact:** Increase in student learning outcomes **Staff Responsible for Monitoring:** Admin Team Instructional Coaches **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 57% of African American students approached on the 7th and 8th grade Math STAAR reading tests during the 2024-2025 school year. **Root Cause**: Because there has not been a systemic emphasis to implement Tier I, II, III prevention and intervention teach and progress monitor, foundational tier III math skills such as Basic Operations with Whole Numbers, Integers, Fractions, and Decimals, GCF & LCM, One-step equations, Coordinate Graphing, Graphing One-step Equations, Recognize base and height in 3D Shapes.
Problem Statement 2: 63% of African American students approached on the 7th and 8th grade reading STAAR tests during the 2024-2025 school year. **Root Cause**: Because there is not a sustained system to support and sustained tier I, II, and III prevention and intervention with regards to the following reading skills: Fluency, Comprehension and Decoding.

School Processes & Programs

Problem Statement 1: Even though we provided academic intervention for students based on the essential skills, we still had students who did not demonstrate mastery, and we had students who did not receive the academic prevention and intervention they needed. **Root Cause**: The absence of a systematic, campus-wide intervention framework with clear structures, consistent use of data, ongoing staff training, and accountability for implementation led to students not always receiving the right interventions and some students failing to demonstrate mastery.

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

Performance Objective 1: By May 2026, 100% of students identified for academic intervention will receive targeted Tier I, II, or III supports aligned to essential skills through the implementation of a systematic, campus-wide intervention framework that includes:
(1) clear structures and scheduling, (2) consistent use of student performance data to assign and adjust supports, (3) ongoing staff training in intervention strategies, and (4) accountability measures for fidelity of implementation.

Progress will be monitored every 6 weeks to assess whether or not students who were identified as needing intervention received the support.

High Priority

Evaluation Data Sources: CFAs, Intervention Tracking Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Progress will be monitored every 6 weeks to assess whether or not students who were identified as needing intervention received the support **Strategy's Expected Result/Impact:** Increase student learning outcomes **Staff Responsible for Monitoring:** Admin Team Instructional Coaches **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 57% of African American students approached on the 7th and 8th grade Math STAAR reading tests during the 2024-2025 school year. **Root Cause**: Because there has not been a systemic emphasis to implement Tier I, II, III prevention and intervention teach and progress monitor, foundational tier III math skills such as Basic Operations with Whole Numbers, Integers, Fractions, and Decimals, GCF & LCM, One-step equations, Coordinate Graphing, Graphing One-step Equations, Recognize base and height in 3D Shapes.
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School Processes & Programs

Problem Statement 1: Even though we provided academic intervention for students based on the essential skills, we still had students who did not demonstrate mastery, and we had students who did not receive the academic prevention and intervention they needed. **Root Cause**: The absence of a systematic, campus-wide intervention framework with clear structures, consistent use of data, ongoing staff training, and accountability for implementation led to students not always receiving the right interventions and some students failing to demonstrate mastery.

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

Performance Objective 1: By the end of the school year, 100% of core content teachers will document at least one use of highly engaging technology to enhance student learning in each unit plan, and these plans will be shared and discussed during their collaborative team (PLC) meetings, as evidenced by submitted unit plans and PLC meeting notes.

Evaluation Data Sources: Unit plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure that teachers know the technology tools that are available to them to utilize as a part of assessments, RTI, MTSS, and collaborative team meetings. **Strategy's Expected Result/Impact:** Improve the efficiency of data collection and processing **Staff Responsible for Monitoring:** Campus Admin Instructional Coaches **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 57% of African American students approached on the 7th and 8th grade Math STAAR reading tests during the 2024-2025 school year. **Root Cause**: Because there has not been a systemic emphasis to implement Tier I, II, III prevention and intervention teach and progress monitor, foundational tier III math skills such as Basic Operations with Whole Numbers, Integers, Fractions, and Decimals, GCF & LCM, One-step equations, Coordinate Graphing, Graphing One-step Equations, Recognize base and height in 3D Shapes.
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School Processes & Programs
Problem Statement 1: Even though we provided academic intervention for students based on the essential skills, we still had students who did not demonstrate mastery, and we had students who did not receive the academic prevention and intervention they needed. **Root Cause**: The absence of a systematic, campus-wide intervention framework with clear structures, consistent use of data, ongoing staff training, and accountability for implementation led to students not always receiving the right interventions and some students failing to demonstrate mastery.

Guiding Coalition

Committee Role	Name	Position
Member	Jordan Hagerman	8th Science Teacher
Member	Brian Cruickshanks	8th History Teacher
Member	Melissa Cu	8th Math Teacher
Member	Brooke Brewer	8th ELA Teacher
Member	Michelle Phillips	7th Grade Texas History Teacher
Member	Kelsey Betancourt	7th / 8th RLA Teacher
Member	Wendy Miles	7th Grade Science Teacher
Member	Cassie Doucette	7th Grade Math Teacher
Member	Kerri White	7th Grade Math Teacher
Member	Andy Vitek	Instructional Coach
Member	Shanon Espitia	Assistant Principal
Member	Rhonda Gray	Instructional Coach
Member	Jeremy Stewart	Principal

Leadership Team

Committee Role	Name	Position
Instructional Leadership	Craig Velez	Assistant Principal
Office Staff	Ashley Restivo	Counselor
Teacher	Diana Mattox	SPED Department Chair
Teacher	Melissa Jones	CTE Department Chair
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 Robert	PE/Health Department Chair
Teacher	Wendy Miles	Science Department Chair
Administrator	Shannon Espitia	Assistant Principal
Office Staff	Brian Miles	Counselor
Instructional Leadership	Rhonda Gray	Instructional Coach
Central Office Representative	Chad Gardner	Community Education Director
Parent	Stacey Field	Parent
Community Representative	Chris Field	Parent
Teacher	Stephen Alexander	Digital Learning Ambassador

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	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025