College Station ISD

Wellborn Middle School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Science, Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

Board Approval Date:
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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.

Collective Commitments

At Wellborn, We…

Have a passion for middle-school aged kids

We will work to form positive relationships with all kids.

We will know and value each student and allow him/her to have agency in our school.

We will show that we care through our actions of integrity, open communication, and accountability.

We will accept kids where they are while expecting growth.

Critically think and reflect on our practice

We will seek to further our knowledge as lifelong learners.

We will ask, "Why?" and, "Why not?" to bring innovation to our school.

We will analyze ourselves individually, as a part of a team, and as a part of the whole campus to ensure that we continue to move in a forward direction.

Operate as team players

We will 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

Summary

Our current enrollment numbers indicate a stable student population within the capacity range of our campus. With an enrollment of 837 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 more than 225 students. Our campus' enrollment is holding steady between 830-845 students 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.

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	Root Cause
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.	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.
2 ★	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.
3 ★	Student attendance drops significantly during the late fall and early winter months (specifically the 3rd six-week reporting period), driven by unaddressed early-warning attendance trends and a lack of proactive, multi-tiered intervention systems before absences accumulate.	The campus lacks a structured, data-driven early warning process to track attendance patterns before the winter decline, paired with an absence of clear Tier 1 incentive structures and systematic family engagement strategies prior to critical drop periods.

★ = Priority

Student Learning

Summary

WMS has proudly earned an A rating according to the TEA 2026 Accountability standards, reflecting our commitment to excellence in education. However, under federal accountability guidelines, we have been identified for targeted support and improvement. This designation arises from a specific group of students who have consistently missed targets in at least three indicators over three consecutive years.

In particular, we have identified that our African American students require additional support in the area of math, as their academic achievement status has not met the expected benchmarks. Furthermore, the academic growth status for these students in math indicates a need for enhanced strategies to ensure they demonstrate at least a year's growth, as measured by the STAAR tests.

Additionally, the Student Success - Component Score for African American students in both math and reading highlights areas where we must focus our efforts to improve outcomes. This score reflects the need for targeted interventions to support these students in achieving success across these critical subjects.

The state rating we received is based on an average of three domains: Student Achievement, School Progress, and Closing the Gaps. Student Achievement assesses the actual level of achievement for our students, while School Progress evaluates whether students have demonstrated sufficient growth. The Closing the Gaps domain is particularly important as it measures the progress of individual students who did not meet expectations in the previous year's STAAR tests. Our goal is to address these areas with strategic interventions to ensure all students have the opportunity to succeed.

At our school, we are committed to ensuring that every student has the opportunity to succeed academically. For those who find it challenging to demonstrate mastery of the material, we have implemented a structured approach to instruction that includes tier I, II, and III interventions. Tier I instruction focuses on prevention and involves teaching strategies and practices that are employed before a unit test to help students grasp the material. If a student continues to struggle after the unit test, they receive tier II instruction, which is tailored to address specific areas of difficulty identified during the assessment. For students who require more intensive support, tier III instruction is available, concentrating on foundational skills such as phonics or basic operations, which are essential for their academic progress.

In addition to our tiered instructional approach, we have established a dedicated time and space on campus for academic and behavioral support, known as "FLIGHT" time. FLIGHT stands for Fostering Learning, Innovation, Growth, and Higher-order Thinking, and it is a critical component of our support system. During FLIGHT time, students have the opportunity to focus on enhancing their academic skills in a supportive environment. This initiative not only aids in addressing individual learning needs but also encourages students to engage in innovative thinking and personal growth, ultimately fostering a culture of higher-order thinking across our campus.

Strengths

At Wellborn Middle School, we are proud to have earned an A rating based on the 2026 Accountability Ratings Calculation from the Texas Education Agency. This achievement reflects our commitment to academic excellence and the hard work of our dedicated staff and students. Our distinction in academic achievement in both science and history further underscores our strength in these critical areas, highlighting our students' ability to excel in rigorous academic environments.

Our fine arts program continues to shine, with our students earning high ratings across all contest areas. This success is a testament to the talent and dedication of our students and the exceptional guidance provided by our fine arts educators. The arts are an integral part of our curriculum, fostering creativity and critical thinking skills that benefit our students across all disciplines.

In mathematics, our 8th-grade students have demonstrated remarkable proficiency, with 71% achieving Meets and above. This strong performance is indicative of our effective math instruction and the emphasis we place on developing strong foundational skills. In science, our 8th-grade students excelled with 79% achieving Meets and above, and an impressive 63% reaching the Masters level on the Science STAAR tests. These results reflect our commitment to providing a robust science education that prepares students for future academic challenges.

Our Reading Language Arts (RLA) program has also shown significant success, with 66% of our 7th-grade students achieving Meets and above on the Reading Tests. For our 8th-grade students, 78% reached Meets and above, demonstrating their strong reading comprehension and analytical skills. In history, 56% of our students achieved Meets and above on the STAAR test, showcasing their understanding of historical concepts and critical thinking abilities.

Finally, our Algebra I students achieved a remarkable 100% Meets and above, highlighting the effectiveness of our math curriculum and the dedication of our teachers in preparing students for advanced mathematical studies. This achievement is a clear indication of the high standards we set for our students and the supportive learning environment we provide.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.
2 ★	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.
3	WMS earned a component score of a 33 and we needed a 37 for our African American students.	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.
4 ★	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.

★ = Priority

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.

We continued our work implementing Behavior Solutions' behavior academies, a strategic initiative aimed at addressing and mitigating inappropriate student behaviors. Our administrative leadership team, comprising counselors, administrators and teachers, 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.

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, Student Focus, Campus Events, and Staffulty Love.

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.

Student Focus - 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.

Staffulty Love - Intentionally recognize the staffulty at WMS.

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' guiding coalition are all engaged in a comprehensive needs assessment in June 2026 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. 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.

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

At WMS, our mission is committed to character, dedicated to learning.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
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.	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.
2	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.	There has been insufficient planning, prioritization, and accountability for creating and sustaining comprehensive teacher support systems.
3 ★	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.

★ = Priority

Perceptions

Summary

In reviewing the feedback from our dedicated staff, it is clear that there is a pressing need for consistency in student behavior management from all teachers on campus. This concern highlights the importance of re-establishing uniform behavioral expectations and teaching the behavioral expectations across the school to ensure a fair and effective disciplinary system that supports both students and teachers.

Concise communication from campus leadership has been identified as another critical area for improvement. Clear and direct communication is essential for maintaining transparency and ensuring that all staff members are informed and aligned with the school's goals and initiatives. The success of our collaborative team time within the campus professional learning community is a testament to the strong sense of community and professional collaboration among our staff. This time is invaluable for sharing best practices, supporting one another, and fostering a culture of continuous improvement. Finally, there is a need to streamline the FLIGHT intervention system to enhance its efficacy. By refining this instructional program, we can better support our students' diverse learning needs and ensure that interventions are both timely and effective.

As a school principal, I recognize the importance of streamlined communication within our institution. Our staff has expressed a desire for more efficient and clear channels of communication, which is crucial for ensuring that everyone is on the same page and that information is disseminated effectively. We will work towards implementing systems that facilitate better communication across all levels of our school community.

Additionally, there is a need for improved time management from our administrative team. This feedback highlights the necessity for us to evaluate our current processes and identify areas where we can optimize our time and resources. By doing so, we can enhance our productivity and better support our staff and students.

The feedback also underscores the importance of providing mentorship for teachers who are new to WMS. Supporting these educators is vital for their retention and professional growth. We will explore ways to establish a robust mentorship program that pairs new teachers with experienced mentors who can guide them through their transition and help them thrive in our school environment.

Lastly, there is a call for more shared responsibility regarding the various initiatives within our school. It is evident that the same group of faculty, staff, and administrators are shouldering the majority of the tasks necessary for our school's success. We must foster a culture of collaboration and shared responsibility, encouraging more members of our community to take an active role in our initiatives. This will not only distribute the workload more evenly but also empower more individuals to contribute to our school's achievements.

These insights serve as a strategic tool for school leadership, guiding us in recognizing our operational successes while addressing specific areas for growth, such as enhancing professional development and improving campus-wide procedures.

Strengths

Our school is proud to be recognized as an A-rated campus according to the Texas Education Agency's accountability scale. This prestigious rating reflects our commitment to academic excellence and the effectiveness of our educational strategies. It is a testament to the hard work and dedication of our students, faculty, and staff, who strive to maintain high standards in all areas of learning.

The strong culture within our school is one of our greatest assets. Our faculty and staff view themselves as a cohesive team rather than just a group of individuals. This sense of unity fosters an environment where collaboration and mutual support are paramount. We believe in the power of interdependence, understanding that our collective efforts are essential to achieving our shared goal of ensuring that all students learn at a high level.

Our academic programs are designed to promote mastery and growth, with a particular emphasis on advanced mathematics. We are proud to report a 100% passing rate on the Algebra 1 End of Course exam, demonstrating our students' exceptional performance in this critical subject area. This achievement is indicative of the rigorous academic pathways we provide, which prepare our students for future success.

In addition to mathematics, our science program has shown remarkable growth and performance. The progress in science is among the highest on our campus, reflecting our commitment to fostering a deep understanding and appreciation of scientific principles. Our dedicated science educators employ innovative teaching methods to engage students and inspire a lifelong interest in the sciences.

Career and Technical Education (CTE) is another area where we excel, with nearly 90% of our students enrolled in CTE courses. This high enrollment rate underscores our dedication to providing students with practical skills and knowledge that are directly applicable to the workforce. Our CTE programs are designed to equip students with the tools they need to succeed in a variety of career paths.

Finally, our proactive intervention systems, exemplified by our FLIGHT program, ensure that we address the diverse needs of our students. These systems are designed to provide timely support and resources, helping students overcome challenges and achieve their full potential. Through FLIGHT, we are able to offer targeted interventions that promote academic success and personal growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The new to WMS faculty often feel overwhelmed and need ongoing support.	New and veteran teachers who are new to WMS attend onboarding, however there are multiple moving parts that need to be taught and reinforced.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.
2	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.
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.	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.
4	The new to WMS faculty often feel overwhelmed and need ongoing support.	New and veteran teachers who are new to WMS attend onboarding, however there are multiple moving parts that need to be taught and reinforced.
5	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.
6	Student attendance drops significantly during the late fall and early winter months (specifically the 3rd six-week reporting period), driven by unaddressed early-warning attendance trends and a lack of proactive, multi-tiered intervention systems before absences accumulate.	The campus lacks a structured, data-driven early warning process to track attendance patterns before the winter decline, paired with an absence of clear Tier 1 incentive structures and systematic family engagement strategies prior to critical drop periods.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, Wellborn Middle School will enhance effective instructional practices by differentiating instruction through content, process, and product to increase the percentage of African American 7th and 8th-grade students achieving Meets Grade Level on the Math STAAR to 43%.

Evaluation Data Source: Unit Tests, CFAs, and Math STAAR tests

Strategy 1

Teachers will differentiate through content, process and product to increase student performance.

Strategy's Expected Result/Impact: Increase in student performance.

Staff Responsible for Monitoring: Teachers, ICs, and Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.

2	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	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.

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

Performance Objective 1 ☑ High Priority

By May 2026, the percentage of African American students in 7th and 8th grade to earn Meets grade level on the Math STAAR will increase to 43%.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
November 2026	CAFs, Unit Tests on Essentials Standards	75%	
January 2027	Math MAP Achievement, CAFs, Unit Tests on Essentials Standards	100%	
April 2027	CAFs, Unit Tests on Essentials Standards	100%	
June 2027	CAFs, Unit Tests on Essentials Standards, Math MAP Achievement, Math STAAR Tests	100%	

Evaluation Data Source: STAAR, CFAs, Unit Tests, Tier II and Tier III data collection.

Strategy 1 ☑ Targeted Support Strategy

WMS will engage in a community outreach to increase the partnership with families of our lower socio-economic neighborhoods.

Strategy's Expected Result/Impact: Families will know how to check their

Staff Responsible for Monitoring: Admin Team
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Principal meet and teach families how to check their students' grades.	Principal	1/ Semester	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 2 ☑ Targeted Support Strategy

WMS will train teachers in high-yield instructional strategies during professional development to increase operational fluency.

Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of effective math pedagogy across grade levels, resulting in higher student engagement and improved student operational fluency.

Staff Responsible for Monitoring: Instructional Coaches (Math)
Math Department Head / Grade-Level Leads
Principal / Assistant Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PD in monthly staffulty meetings regarding instruction.	IC and Principal	Monthly	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 ☑ Targeted Support Strategy

WMS will track student performance on essential standards and respond to data in a timely manner using CFAs, unit tests, and classroom assessments.

Strategy's Expected Result/Impact: Early identification of student learning gaps, targeted instructional adjustments, and immediate re-teaching/extension, leading to higher mastery rates on essential standards.

Staff Responsible for Monitoring: Math PLC / Department Teachers
Math Instructional Coach
Assistant Principal / Campus Data Team

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track students performance by name by standard on CFA to Unit Test.	Teachers, IC	Every three weeks	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4 ☑ Targeted Support Strategy

WMS will provide Tier II and Tier III math intervention for students who have not demonstrated mastery on essential and/or prerequisite skills.

Strategy's Expected Result/Impact: Significant growth and gap closure for target student groups (specifically African American 7th & 8th graders), moving students from Did Not Meet/Approaches to Meets Grade Level on STAAR assessments.

Staff Responsible for Monitoring: Staff: instructional assistants, IC, Admin, Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers, ICs, and IAs drafting students for intervention during FLIGHT.	Teachers, ICs, IAs, Admin	Bi-monthly	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 5 ☑ Targeted Support Strategy

WMS will spiral in operational fluency and number sense through cross-curricular activities across the campus.

Strategy's Expected Result/Impact: Reinforcement of core math concepts outside the math classroom (e.g., Science, Social Studies, Electives), building confidence, retention, and real-world application of number sense across all subjects.

Staff Responsible for Monitoring: Department Chairs
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will quiz students upon arrival daily on operational fluency and number sense.	Teachers	Daily	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6 ☑ Targeted Support Strategy

WMS will hold goal-setting conferences for students throughout the school year.

Strategy's Expected Result/Impact: Increased student ownership of learning, personal accountability, and motivation as students track their own STAAR, CFA, and growth metrics towards achieving Meets Grade Level.

Staff Responsible for Monitoring: Math Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students will set goals on for their MAP performance with their teacher.	Student, Teacher	Once a semester	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.
2	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	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.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The new to WMS faculty often feel overwhelmed and need ongoing support.	New and veteran teachers who are new to WMS attend onboarding, however there are multiple moving parts that need to be taught and reinforced.

Performance Objective 2 ☑ High Priority

WMS will have 72% of our African American students meet their growth measure on their math STAAR tests.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
November 2026	CFAs to Unit Tests on Essential Standards	75%	
January 2027	Math MAP Growth	100%	
April 2027	CFAs to Unit Tests on Essential Standards	100%	
June 2026	% of AA students met expected growth on Math STAAR	100%	

Evaluation Data Source: STAAR, CFAs, Unit Tests, Math MAP Growth Assessment

Strategy 1 ☑ Targeted Support Strategy

WMS will engage in a community outreach to increase the partnership with families of our lower socio-economic neighborhoods.

Strategy's Expected Result/Impact: Families will know how to check their child's grades in TAC so they can help support students in their learning outcomes

Staff Responsible for Monitoring: Admin Team
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Principal meet and teach families how to check their students' grades.	Principal	1/ Semester	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2 ☑ Targeted Support Strategy

WMS will train teachers in high-yield instructional strategies during professional development to increase operational fluency.

Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of effective math pedagogy across grade levels, resulting in higher student engagement and improved student operational fluency.

Staff Responsible for Monitoring: Instructional Coaches (Math)
Math Department Head / Grade-Level Leads
Principal / Assistant Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PD in monthly staffulty meetings regarding instruction.	IC and Principal	Monthly	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 ☑ Targeted Support Strategy

WMS will track student performance on essential standards and respond to data in a timely manner using CFAs, unit tests, and classroom assessments.

Strategy's Expected Result/Impact: Early identification of student learning gaps, targeted instructional adjustments, and immediate re-teaching/extension, leading to higher mastery rates on essential standards.

Staff Responsible for Monitoring: Math PLC / Department Teachers
Math Instructional Coach
Assistant Principal / Campus Data Team

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track students performance by name by standard on CFA to Unit Test.	Teachers, IC	Every three weeks	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4 ☑ Targeted Support Strategy

WMS will provide Tier II and Tier III math intervention for students who have not demonstrated mastery on essential and/or prerequisite skills.

Strategy's Expected Result/Impact: Significant growth and gap closure for target student groups (specifically African American 7th & 8th graders), moving students from Did Not Meet/Approaches to Meets Grade Level on STAAR assessments.

Staff Responsible for Monitoring: Staff: instructional assistants, IC, Admin, Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers, ICs, and IAs drafting students for intervention during FLIGHT.	Teachers, ICs, IAs, Admin	Bi-monthly	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5 ☑ Targeted Support Strategy

WMS will spiral in operational fluency and number sense through cross-curricular activities across the campus.

Strategy's Expected Result/Impact: Reinforcement of core math concepts outside the math classroom (e.g., Science, Social Studies, Electives), building confidence, retention, and real-world application of number sense across all subjects.

Staff Responsible for Monitoring: Department Chairs
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will quiz students upon arrival daily on operational fluency and number sense.	Teachers	Daily	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 6 ☑ Targeted Support Strategy

WMS will hold goal-setting conferences for students throughout the school year.

Strategy's Expected Result/Impact: Increased student ownership of learning, personal accountability, and motivation as students track their own STAAR, CFA, and growth metrics towards achieving Meets Grade Level.

Staff Responsible for Monitoring: Math Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students will set goals on for their MAP performance with their teacher.	Student, Teacher	Once a semester	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.
2	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	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.

Performance Objective 3 ☑ High Priority

WMS will have component score of 47 for African American students based on their STAAR achievement for math and reading.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
November 2026	CFAs to Unit Tests on Essential Standards	50%	
January 2027	CFAs to Unit Tests on Essential Standards, Math and Reading MAP Growth Test	72%	
April 2027	CFAs to Unit Tests on Essential Standards	75%	
June 2026	% of AA students met expected growth on Math STAAR	72%	

Evaluation Data Source: STAAR, CFAs, Unit Tests, Math MAP Growth Assessment

Strategy 1 ☑ Targeted Support Strategy

WMS will engage in a community outreach to increase the partnership with families of our lower socio-economic neighborhoods.

Strategy's Expected Result/Impact: Families will know how to check their student's grades in TAC to better support them in academic outcomes.

Staff Responsible for Monitoring: Admin Team
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Principal meet and teach families how to check their students' grades.	Principal	1/ Semester	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2 ☑ Targeted Support Strategy

WMS will train teachers in high-yield instructional strategies during professional development to increase operational fluency.

Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of effective math pedagogy across grade levels, resulting in higher student engagement and improved student operational fluency.

Staff Responsible for Monitoring: Instructional Coaches (Math)
Math Department Head / Grade-Level Leads
Principal / Assistant Principals

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PD in monthly staffulty meetings regarding instruction.	IC and Principal	Monthly	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 ☑ Targeted Support Strategy

WMS will track student performance on essential standards and respond to data in a timely manner using CFAs, unit tests, and classroom assessments.

Strategy's Expected Result/Impact: Early identification of student learning gaps, targeted instructional adjustments, and immediate re-teaching/extension, leading to higher mastery rates on essential standards.

Staff Responsible for Monitoring: Math PLC / Department Teachers
Math Instructional Coach
Assistant Principal / Campus Data Team

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track students performance by name by standard on CFA to Unit Test.	Teachers, IC	Every three weeks	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4 ☑ Targeted Support Strategy

WMS will provide Tier II and Tier III math intervention for students who have not demonstrated mastery on essential and/or prerequisite skills.

Strategy's Expected Result/Impact: Significant growth and gap closure for target student groups (specifically African American 7th & 8th graders), moving students from Did Not Meet/Approaches to Meets Grade Level on STAAR assessments.

Staff Responsible for Monitoring: Staff: instructional assistants, IC, Admin, Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers, ICs, and IAs drafting students for intervention during FLIGHT.	Teachers, ICs, IAs, Admin	Bi-monthly	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5 ☑ Targeted Support Strategy

WMS will spiral in operational fluency and number sense through cross-curricular activities across the campus.

Strategy's Expected Result/Impact: Reinforcement of core math concepts outside the math classroom (e.g., Science, Social Studies, Electives), building confidence, retention, and real-world application of number sense across all subjects.

Staff Responsible for Monitoring: Department Chairs
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will quiz students upon arrival daily on operational fluency and number sense.	Teachers	Daily	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 6 ☑ Targeted Support Strategy

WMS will hold goal-setting conferences for students throughout the school year.

Strategy's Expected Result/Impact: Increased student ownership of learning, personal accountability, and motivation as students track their own STAAR, CFA, and growth metrics towards achieving Meets Grade Level.

Staff Responsible for Monitoring: Math Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students will set goals on for their MAP performance with their teacher.	Student, Teacher	Once a semester	

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.
2	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	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.

Performance Objective 4 ☑ High Priority

By June 2027, Wellborn Middle School will increase the overall annual Percent In Attendance (PIA) from 96.1% (Refined ADA) to 97.0% or higher, specifically targeted at reducing attendance drops during the 3rd six-week reporting period (improving from 95.2% to 96.5%).

Evaluation Data Source: PEIMS Summer Attendance Data & Refined ADA Reports
eSchoolPlus / OnDataSuite Attendance Dashboards (6-Week Reports)
Attendance Review Team (ART) Meeting Minutes & Student Contact Logs
MTSS/PBIS Tier 2 & 3 Attendance Intervention Tracking

Strategy 1

Implement a multi-tiered attendance monitoring and family engagement process to identify

attendance trends early, provide proactive intervention prior to the winter months (3rd six weeks), and incentivize consistent student attendance.

Strategy's Expected Result/Impact: Increased daily attendance rate across all six-week periods.
Reduction in chronic absenteeism by at least 3%.
Improved academic performance due to increased instructional time.

Staff Responsible for Monitoring: Principal / Assistant Principals
Campus Attendance Clerk

Problem Statements: Demographics 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Student attendance drops significantly during the late fall and early winter months (specifically the 3rd six-week reporting period), driven by unaddressed early-warning attendance trends and a lack of proactive, multi-tiered intervention systems before absences accumulate.	The campus lacks a structured, data-driven early warning process to track attendance patterns before the winter decline, paired with an absence of clear Tier 1 incentive structures and systematic family engagement strategies prior to critical drop periods.

Goal 3

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

Performance Objective 1

By May 2026, Wellborn Middle School will increase the percentage of African American 7th and 8th-grade students achieving Meets Grade Level on the Math STAAR to 43% by integrating cross-curricular number sense initiatives and target-group incentive programs across campus athletic and fine arts events.

Evaluation Data Source: CFAs, Unit Tests, Participation at Events, Student Feedback

Strategy 1

Students and guests will be provided the opportunity to complete a problem of the night on a 1/4 sheet where they will turn it in at the end of the event.

Strategy's Expected Result/Impact: Overall increase in math performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.

2	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	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.

Performance Objective 2 ☑ High Priority

We will strengthen and monitor Tier 1 behavior practices through monthly Behavior Team meetings, ongoing staff feedback on the campus behavior flowchart, and collaboration with the Guiding Coalition to refine systems and ensure consistent implementation of schoolwide behavior expectations.

Evaluation Data Source: Behavior Walks
Matrix Implementation
Student Referrals

Strategy 1

Establish and conduct monthly Behavior Team meetings to systematically review campus discipline data, analyze behavioral trends, evaluate the fidelity of Tier 1 practices, and address emergent campus needs.

Strategy's Expected Result/Impact: Data-informed decision-making that leads to timely adjustments in Tier 1 behavioral supports, reduced classroom disruptions, and a measurable decrease in discipline referrals.

Staff Responsible for Monitoring: Assistant Principal / Behavior Team Lead

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Implement a continuous feedback process (e.g., semester surveys and PLC check-ins) for teachers to review, clarify, and update the campus behavior flowchart.

Strategy's Expected Result/Impact: Clearer classroom vs. office-managed discipline boundaries, increased teacher confidence in managing behaviors, and consistent campus-wide enforcement of expectations.

Staff Responsible for Monitoring: Assistant Principal / Behavior Team Lead

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Partner with the campus Guiding Coalition to refine behavior systems, align behavioral expectations with professional learning community (PLC) goals, and model proactive behavioral interventions campus-wide.

Strategy's Expected Result/Impact: Enhanced leadership buy-in, seamless integration of academic and behavioral systems, and a unified, predictable positive school climate for students and staff.

Staff Responsible for Monitoring: Principal / Guiding Coalition Chair

Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Tier 1 behavior expectations and the campus behavior matrix are not consistently reinforced across all classrooms, leading to variations in how student behavior is managed and an unnecessary reliance on office discipline referrals for lower-level disruptions.	Staff lack ongoing collaborative review opportunities, clear operational definitions within the behavior flowchart, and targeted feedback routines to ensure shared ownership and uniform campuswide implementation of Tier 1 practices.

Goal 4

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

Performance Objective 1

Wellborn Middle School will transform the learner experience through the purposeful integration of instructional technology--specifically leveraging RtI Scheduler to streamline extension, enrichment, and Tier II and Tier III intervention respectively.

Evaluation Data Source: Unit Tests, CFAs, STAAR, RtI Scheduler

Strategy 1

Teachers draft students bi-monthly to place students in areas of academic need (extension, intervention, and/or enrichment)

Strategy's Expected Result/Impact: Increased performance on CFAs, Unit Tests, and STAAR

Staff Responsible for Monitoring: Principal, APs, Teachers, ICs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	WMS had 54% of our African American students met their growth score, when it is expected that we have 62% of our African American students meet their expected growth score.	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.

2	WMS had 25% of our African American students earned an achievement level of Meets or above on a math STAAR test at WMS. The expected achievement level of Meets or above this past spring was 33% for our African American students.	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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	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.

State Compensatory Education

State Compensatory

Budget for Wellborn Middle School

Total SCE Funds: $3,720.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Committees

Committees

Guiding Coalition

Members

First Name	Last Name	Position	Committee Role
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	Member

Leadership Team

Members

First Name	Last Name	Position	Committee Role
Craig	Velez	Assistant Principal	Instructional Leadership
Ashley	Restivo	Counselor	Office Staff
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	Teacher
Vitek	Andy	Instructional Coach	Instructional Leadership
Stewart	Jeremy	Principal	Administrator
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	Teacher
Shannon	Espitia	Assistant Principal	Administrator
Brian	Miles	Counselor	Office Staff
Rhonda	Gray	Instructional Coach	Instructional Leadership
Chad	Gardner	Community Education Director	Central Office Representative
Stacey	Field	Parent	Parent
Chris	Field	Parent	Community Representative
Stephen	Alexander	Digital Learning Ambassador	Teacher

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,720.00
				+/- Difference	**$3,720.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	