Whitney Independent School District

District Improvement Plan

2019-2020

Accountability Rating: C

Board Approval Date: November 11, 2019
Public Presentation Date: November 11, 2019

Mission Statement

Whitney ISD's objective is to become student-centered in all of our classes where we will give every child every chance to become a champion every day.

Vision

In Whitney ISD, our goal is to prepare our students to acquire the necessary skills to meet the challenges of the 21st century by making learning authentic, inspiring, engaging, innovative, and relevant.

Motto

Be a Champion Today!

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Overview

Whitney Independent School District opened in 1880 and is located in Whitney, TX. Whitney is part of Hill County in Central Texas and is 12 miles west of the county seat, Hillsboro, TX. Whitney is a rural community with Lake Whitney as the main attraction. Lake Whitney was designated as the Getaway Capital of Texas by the Texas Legislature in 2005.

WISD is a 3A district which serves students in PK through 12th grades. WISD has four campuses and a Whitney Alternative Education Center. Whitney Elementary School serves PK through 2nd grades. Whitney Intermediate School serves 3rd through 5th graders. Whitney Middle School serves 6th through 8th graders. Finally, Whitney High School serves students in 9th through 12th grades.

2016-2017

WISD had a student enrollment of 1497 in 2016-2017. The enrollment for each campus was as follows: WES – 389; WIS – 338; WMS – 332; WHS – 435; and JJAEP – 6.

During the 2016-2017 school year, the student population was 3.1% African-American, 70.3% Anglo, 0.6% Asian, 0.4% American Indian/Alaskan Native, 0.13% Hawaiian/Pacific Islander, 3.0% Two or more races, 20.4% Hispanic, 51.00% male, and 49.0% female.

The socioeconomic status for WISD was 62.0% in 2016-2017. The overall drop-out rate for the district was 0.006% with 3 reported dropouts. The average daily attendance rate for students was 95.4%. There were 603 discipline referrals in 2016-2017.

In 2016-2017, WISD served 82 English Language Learner students, 94 students in the Gifted and Talented program (50.0% males, 50.0% females, and 0.0% LEP), and 181 students identified for 504 services. In addition, 180 students were supported through special education services, and 21 students were served in the PPCD program at WES.

In 2016-2017, WISD had 147 teachers and paraprofessionals. The staff population was 1.3% African-American, 89.2% Anglo, 0% Asian, 0% American Indian/Alaskan Native, 0% Hawaiian/Pacific Islander, 0% Two or more races, 0.4% Hispanic, 19.6% male and 80.4% female.

The estimated average experience of teachers was 13.1 years of experience.

100% of WISD teachers were considered State Certified in 2016-2017, and 100% of the paraprofessionals at WES and WIS were considered Highly Qualified.

2017-2018

WISD had a student enrollment of 1514 in 2017-2018. The enrollment for each campus was as follows: WES – 378; WIS – 339; WMS – 339; WHS – 458; and JJAEP – 2.

During the 2017-2018 school year, the student population was 5.0% African-American, 69.4% Anglo, 0.3% Asian, 0.4% American Indian/Alaskan Native, 0.2% Hawaiian/Pacific Islander, 3.4% Two or more races, 21.4% Hispanic, 51.1% male, and 49.0% female.

The socioeconomic status for WISD was 61.70% in 2017-2018. The overall drop-out rate for the district was 0.008% with 4 reported dropouts. The average daily attendance rate for students was 94.7%. There were 605 discipline referrals in 2017-2018.

In 2017-2018, WISD served 78 English Language Learner students, 91 students in the Gifted and Talented program (47.0% males, 53.0% females, and 0.26% LEP - 2 students), and 190 students identified for Section 504 services. In addition, 195 students were supported through special education services, and 20 students were served in the PPCD program at WES.

In 2017-2018, WISD had 163 teachers and paraprofessionals. The staff population was 1.2% African-American, 89.8% Anglo, 8.6% Hispanic, 19.0% male and 80.9% female.

The estimated average experience of teachers was 12.9 years of experience.

100% of WISD teachers were considered State Certified in 2017-2018, and 100% of the paraprofessionals at WES and WIS were considered Highly Qualified.

2018-2019

WISD had a student enrollment of 1491 in 2018-2019. The enrollment for each campus was as follows: WES – 381; WIS – 339; WMS – 344; WHS – 426; and JJAEP – 7.

During the 2018-2019 school year, the student population was 3.8% African-American, 70.5% Anglo, 0.3% Asian, 0.4% American Indian/Alaskan Native, 0.2% Hawaiian/Pacific Islander, 3.2% Two or more races, 21.5% Hispanic, 51.9% male, and 48.0% female.

The socioeconomic status for WISD was 62.51% in 2018-2019. The overall drop-out rate for the district was 0.008% with 4 reported dropouts. The average daily attendance rate for students was 95.4%. There were 627 discipline referrals in 2018-2019.

In 2018-2019, WISD served 83 English Language Learner students, 86 students in the Gifted and Talented program (51.0% males, 49.0% females, and 0.3% LEP - 2 students), and 178 students identified for Section 504 services. In addition, 188 students were supported

through special education services, and 23 students were served in the PPCD program at WES.

In 2018-2019, WISD had 161 teachers and paraprofessionals. The staff population was 1.2% African-American, 90.0% Anglo, 8.0% Hispanic, 19.4% male and 80.6% female.

The estimated average experience of teachers was 13.8 years of experience.

100% of WISD teachers were considered State Certified in 2018-2019, and 100% of the paraprofessionals at WES and WIS were considered Highly Qualified.

Demographics Strengths

Whitney ISD has consistently maintained enrollment numbers in the high 1,400 to mid 1,500 range.

Although WISD is 62.51% Economically Disadvantaged, the WISD dropout rate remains low (0.008%) due to the interventions in place at each campus to help students succeed.

WISD has two Title I Campuses that offer Schoolwide Programs: Whitney Elementary School and Whitney Intermediate School. Title I, Part A provides resources that are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

WISD offers summer school at every campus. In addition to regular summer school offerings, WES offers ESL services for students.

WISD offers a variety of services in support of students with learning and other specialized needs. Specifically, WISD serves 12.6% of the student body in Special Education and 11.93% of the student body in Section 504. Furthermore, 23 students are served in PPCD. Finally, each campus continually builds on the Response to Intervention (RTI) practices offered to students.

Student Academic Achievement

Student Academic Achievement Summary

School districts in Texas are evaluated under the state's accountability system, which is administered by the Texas Education Agency. The 85th Texas Legislature passed House Bill (HB) 22 that established three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps.

- Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness indicators, and graduation rates.
- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Texas Education Agency
2019 Accountability Ratings Overall Summary
WHITNEY ISD (109911)

Accountability Rating Summary			
	Component Score	**Scaled Score**	**Rating**
Overall		76	C
Student Achievement		80	B
STAAR Performance	43	74	
College, Career and Military Readiness	46	75	
Graduation Rate	100	100	
School Progress		78	C
Academic Growth	64	65	D
Relative Performance (Eco Dis: 62.5%)	45	78	C
Closing the Gaps	25	67	D
Distinction Designations			

Postsecondary Readiness	Not Earned

Student Academic Achievement Strengths

WISD Administration developed performance goals and targets 2019-2020 school year that were data-informed, specific, and measurable to advance student achievement.

WISD Administration provided a training to reintroduce the TEKS Resource System to all instructional staff members and will fully implement the program district-wide in 2019-2020.

WISD Administration were trained in five critical practices that are at the core of highly effective instruction and will implement these practices on all WISD campuses in 2019-2020.

WISD Administration started the slow implementation of Professional Learning Communities at every campus in 2019-2020. Likewise, all administrators will attend training in the Summer of 2020.

According to the PBMAS report in 2018-2019, WISD came out of staging for the Every Student Succeeds Act (ESSA) component when WISD was identified as a Stage 2 in 2017-2018. In addition, WISD dropped from a Stage 3: Needs Intervention status for Special Education in 2017-2018 to Stage 2 in 2018-2019.

WISD maintained the overall performance rating of C from 2017-2018 to 2018-2019 and is not far from earning an overall rating of B.

In the Student Achievement Domain, WISD improved from a C in 2017-2018 to a B in 2018-2019.

In the Student Achievement Domain, WISD had a 5- Year Graduation Rate Score of 100%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to the 2018 and the 2019 CCMR Accountability Report, WISD only had 46% of the annual graduates meet the CCMR component. **Root Cause**: WISD had 0% students earn Industry-Based Certifications, 0% earned credit for a college prep course, and 39% met TSI in both ELAR and Math.

Problem Statement 2: According to the Student Achievement data table, only 41% of all students scored Meets Grade Level or Above in all state tests. **Root Cause**: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.

Problem Statement 3: According to the School Progress Domain, only 64% of WISD students grew a year academically. **Root Cause**: WISD has not used assessments, benchmarks, mock tests, and performance indicators effectively.

Problem Statement 4: According to the Closing the Gaps Domain, WISD earn a rating of D, needs improvement. **Root Cause**: WISD earned a score of 26 in Grade Level Performance (5 out of 19 targets met), 0 in Graduation Rate (0 out of 3 targets met), 0 in English Language Proficiency (0 of out 1 level met), and 40 in College, Career, and Military Readiness (2 out of 5 targets met).

Problem Statement 5: According to the Student Achievement data table, only 16% of students in WISD scored Masters Grade Level in all state tests whereas the state percentage is 24. **Root Cause**: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.

Problem Statement 6: WISD's performance at Meets Grade Level and Masters Grade Level is below state and region performance. **Root Cause**: WISD has failed to provide sufficient content knowledge and student-centered pedagogy.

District Processes & Programs

District Processes & Programs Summary

In WISD, our goal is to prepare our students to acquire the necessary skills to meet the challenges of the 21st century by making learning authentic, inspiring, engaging, innovative, and relevant. The district will support teachers in this process by providing staff development, technology support, and the opportunity to collaborate. Our goal is to become student-centered in all of our classes.

Curriculum and Instruction

In Whitney ISD, we believe that every one of our students can achieve success when given adequate time and appropriate support. The world is changing in how we communicate, think, and interact, which changes the way we teach and the way students learn. With this in mind, our goal is to prepare our students to acquire the necessary skills to meet the challenges of the 21st century by making learning authentic, inspiring, engaging, innovative, and relevant. Therefore, WISD believes that we should create classrooms where our students learn to solve problems, collaborate, and become critical thinkers to be successful in a global society. We also feel as though a collaborative learning culture among adults focused on achievement is the key step in creating such environments. Therefore, the district is committed to supporting teachers in this process by providing staff development, technology support, and the opportunity to collaborate.

Instructional Materials and Components

WISD has a collaboration with the Texas Curriculum Management Program Cooperative (TCMPC), a shared service agreement between the 20 Educational Service Centers (ESCs) in Texas which manages and operates the online curriculum management system known as the TEKS Resource System.

Curriculum

Curriculum is what should be taught, when it should be taught, and why it should be taught. The Texas Essential Knowledge and Skills (TEKS) are the official K-12 standards for the state of Texas and include what teachers are required to teach according to the Texas Administrator Code (TAC). The TEKS are adopted by the Texas State Board of Education (SBOE) and periodically reviewed/revised.

TEKS Resource System (TRS)

The TEKS Resource System is a curriculum support system that is fully aligned to the TEKS and designed to provide a common language, process, and structure for curriculum development. Whitney ISD will use this system as a systematic approach to teaching and learning. The TEKS Support System will be used as a tool to:

- vertically align the curriculum in our core subject areas
- appropriately introduce or extend the Texas Essential Knowledge and Skills (TEKS)
- provide the best possible post-secondary readiness for college or work, and
- provide continuous improvement in our services and procedures at every level.

Components of TRS

Within the TEKS Resource System, the state standards (TEKS) are what should be taught and are supplied in the Vertical Alignment Documents and Instructional Focus Documents. The sequencing of instruction determines when material should be taught and can be found in the Year at a Glance Documents and Instructional Focus Documents. Finally, the performance standards explain why materials should be taught.

Vertical Alignment Documents – Required by WISD

The Vertical Alignment Document (VAD) presents aligned standards among grade levels. The standards used include the TEKS knowledge and skill statement and student expectations. Because the TEKS provide a framework, there is a need to add specificity and clarity.

Year at a Glance – Required by WISD

The Year at a Glance (YAG) is designed to present a snapshot of the entire year's instructional plan. The YAG is a map and pacing guide for units of study. It helps the teacher plan adequate instructional time to present the required content.

Instructional Focus Documents – Required by WISD

The Instructional Focus Document (IFD) is used to group the specified standards from the VAD into a logical sequence for instruction. The standards should not be taught in isolation and there are logical ways to bundle them to maximize student learning. These documents present which standards are directly taught in each six or nine week periods of instruction and include the performance indicators to ensure that the standards are attained at the level of rigor. A rationale is provided to explain why the standards are bundled in the specified groupings.

TEKS Verification – Required by WISD

The TEKS Verification Matrix ensures that the entire state curriculum is fully covered in the curriculum management system. Off grade level TEKS are also included to ensure success on state assessments that cover off level standards.

Unit Tests – Not Required by WISD

The Unit Tests are developed for each unit of study based on the performance indicators from the IFD. These tests include

a variety of assessment items including ones which are written in the format of the state assessment.

Instruction

Instruction is the how portion of teaching and learning, and **effective teaching is the key to student achievement**. Teachers, by law, must teach the TEKS; however, they are professionals who have been trained with valuable strategies of teaching and learning. Therefore, teachers are given the flexibility, freedom, and control of how they present information to their students. Utilizing the TEKS Resource System as the what, when, and why of education provides staff members with the required time it takes to prepare and deliver meaningful lessons in the classroom.

Accountability Training

Both district and campus personnel attend accountability training on an annual basis. The superintendent, assistant superintendent, director of assessment and accountability, director of curriculum and instruction, and principals are also members of various cooperatives at the Region 12 Education Service Center and attend staff development which is focused on instructional leadership management, organizational leadership management, curriculum planning, and instructional issues that will impact classroom instruction and student achievement.

Qualified Staff

WISD's goal is to hire qualified personnel to serve our student population. All staff are state qualified for 2019-2020.

School Safety

WISD's goal is to provide a safe school environment for students and staff. Therefore, teachers and administrators are expected to be visible and accessible to our student body and parents/guardians. Also, WISD every campus is now set with locked access to outsiders. In order to enter the building, a visitor must be buzzed in by the front office. Visitors must then wear a name badge while visiting the campus.

Furthermore, WISD has a good working relationship with local law enforcement agencies and the volunteer fire department establishing a partnership for the safety of all stakeholders. In 2018-2019, WISD hired a School Resource Officer who is housed at WHS. Likewise, the Texas Legislature passed two separate methods to allow educators and/or school district employees to carry handguns on campus. The options were called the *"School Marshal Plan"* and the *"School Safety Training (Guardian Plan)"*. Therefore, WISD implemented the Guardian Plan and provides ongoing training and support to all guardians. In addition, WISD adopted and implemented the ALICE (Alter, Lockdown, Inform, Counter, and Evacuate) program and provided training to all employees.

Each campus has its own full time counselor(s) to assist the needs of students, teachers, and parents/guardians.

Each campus has its own full time nurse to assist the needs of students, teachers, and parents/guardians.

District Processes & Programs Strengths

After much research, WISD will now use Odysseyware courses for Credit Recovery and college entrance readiness.

Perceptions

Perceptions Summary

<u>Culture</u>

In Whitney ISD, we believe that every one of our students can achieve success when given adequate time and appropriate support. The world is changing in how we communicate, think, and interact, which changes the way we teach and the way students learn. With this in mind, our goal is to prepare our students to acquire the necessary skills to meet the challenges of the 21st century by making learning authentic, inspiring, engaging, innovative, and relevant.

WISD believes that we should create classrooms where our students learn to solve problems, collaborate, and become critical thinkers to be successful in a global society. We also feel as though a collaborative learning culture among adults focused on achievement is the key step in creating such environments. Therefore, the district is committed to supporting teachers in this process by providing staff development, technology support, and the opportunity to collaborate.

<u>Parent/Community Communication</u>

WISD continues to use numerous approaches to assure open communication between the school and home. We communicate with staff, parents, and community members through newsletters, marquee messages, WISD's website, 3 week progress reports, report cards, surveys, WISD's Parent Portal, Teleparent, WISD's Facebook page, PTO, phone calls, meetings, family nights, student programs, and open house.

WISD offers opportunities for parents and community members to be actively involved in the programs of the school such as, PTO, c classroom sponsors, mentors/tutors, business partners, school volunteers, and organization support/memberships.

WISD also actively provides opportunities for parents and community members to be involved in the planning process through memberships on District and Campus SBDM Committees, comprehensive planning committees, and organization memberships.

Perceptions Strengths

Both WMS and WHS have PAL® Peer Assistance and Leadership programs which teach students how to use personal attributes to make a difference in their schools and communities.

Likewise, the Parent Teacher Organizations at WES, WIS, and WMS are very active in supporting the needs of the campus.

WHS and WMS implemented the CharacterStrong Advisory Curriculum in 2018-2019. The lesson plans focus on social-emotional development, character building, and developing healthy relationships.

Priority Problem Statements

Problem Statement 1: According to the Student Achievement data table, only 41% of all students scored Meets Grade Level or Above in all state tests.

Root Cause 1: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: According to the School Progress Domain, only 64% of WISD students grew a year academically.

Root Cause 2: WISD has not used assessments, benchmarks, mock tests, and performance indicators effectively.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: According to the 2018 and the 2019 CCMR Accountability Report, WISD only had 46% of the annual graduates meet the CCMR component.

Root Cause 3: WISD had 0% students earn Industry-Based Certifications, 0% earned credit for a college prep course, and 39% met TSI in both ELAR and Math.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: According to the Closing the Gaps Domain, WISD earn a rating of D, needs improvement.

Root Cause 4: WISD earned a score of 26 in Grade Level Performance (5 out of 19 targets met), 0 in Graduation Rate (0 out of 3 targets met), 0 in English Language Proficiency (0 of out 1 level met), and 40 in College, Career, and Military Readiness (2 out of 5 targets met).

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: WISD's performance at Meets Grade Level and Masters Grade Level is below state and region performance.

Root Cause 5: WISD has failed to provide sufficient content knowledge and student-centered pedagogy.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: According to the Student Achievement data table, only 16% of students in WISD scored Masters Grade Level in all state tests whereas the state percentage is 24.

Root Cause 6: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: According to the 2019 RDA report, 8 out of 29 SPED students in grades 3-8 passed the Writing STAAR.

Root Cause 7: WISD has failed to provide consistent and sufficient content knowledge and student-centered pedagogy.

Problem Statement 7 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 1: WISD staff will provide high quality instruction and deliver student-centered lessons using Fundamental Five strategies.

Evaluation Data Source(s) 1: 100% of all WISD teachers and instructional paraprofessionals will be trained in Fundamental Five strategies.
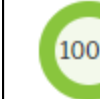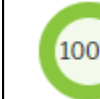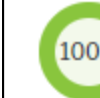
Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Next Year's Recommendation 1: WISD will continue with Fundamental Five strategies and will provide additional training.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) WISD will use five critical practices that are at the core of highly effective instruction. These Fundamental Five are: Frame the Lesson, Work in the Power Zone, Frequent, small group, purposeful talk about the learning, Recognize and Reinforce, and Write Critically.	Laura Hunt, Principals	Fundamental Five strategies will help teachers to improve instructional rigor and relevance and improve student performance.	100%	100%	100%	100%
		Problem Statements: Student Academic Achievement 6				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) WISD will use the TEKS Resource System developed by the Texas Curriculum Management Program Cooperative (TCMPC) as a standards-based model for teaching and learning in the four core content areas.	Laura Hunt, Principals	TRS will provide aligned, written, taught, and tested curriculum as well as clarifying and specifying TEKS expectations.	100%	100%	100%	100%
	Problem Statements: Student Academic Achievement 3, 4, 6					
RDA **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) WISD will implement Professional Learning Communities (PLC) at each campus.	Laura Hunt, Principals	WISD will use Professional Learning Communities as a focus on continuous improvement in staff performance and student learning. The three questions that will drive our Professional Learning Communities are: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?	100%	100%	100%	100%
	Problem Statements: Student Academic Achievement 2, 5					
4) WISD will prepare students to acquire the necessary skills to meet the challenges of the 21st century by making learning authentic, inspiring, engaging, innovative, and relevant.	Laura Hunt, Principals	The goal in WISD is to become student-centered in all of our classes.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: According to the Student Achievement data table, only 41% of all students scored Meets Grade Level or Above in all state tests. **Root Cause 2**: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.
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Student Academic Achievement

Problem Statement 5: According to the Student Achievement data table, only 16% of students in WISD scored Masters Grade Level in all state tests whereas the state percentage is 24. **Root Cause 5**: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.

Problem Statement 6: WISD's performance at Meets Grade Level and Masters Grade Level is below state and region performance. **Root Cause 6**: WISD has failed to provide sufficient content knowledge and student-centered pedagogy.

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 2: WISD students and teachers will use technology for content instruction while integrating the 21st century skills of communication, collaboration, creativity, and critical thinking.

Evaluation Data Source(s) 2: Lesson plans will document that teachers apply appropriate technologies to instructional tasks in order to enrich the learning of both traditional and 21st century content, as well as promote the development of 21st century skills.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) WISD will identify and purchase appropriate digital tools that align with the scope and sequence of 21st century skills, district-approved curriculum, Texas State Standards, and identified research-based strategies and techniques.	Laura Hunt, Kristy Smith, Principals	Implementation of technology standards will ensure that students have the opportunity to gain and apply critical 21st Century digital knowledge and skills.	100%	100%	100%	100%
2) WISD will implement an initiative to provide access to an iPad for every student, teacher, instructional aide in grades PK - 3rd.	Principals, Kristy Smith	WISD will use technology integration to positively affect student achievement and academic performance.	100%	100%	100%	100%
3) WISD will implement an initiative to provide access to a laptop for every student, teacher, instructional aide in grades 4th -12th.	Principals, Kristy Smith	WISD will use technology integration to positively affect student achievement and academic performance.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			
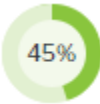
Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 3: WISD staff development will be provided based on needs through data, administration/staff conversations, T-TESS, student needs, state and federal constraints, and content specific requirements.

Evaluation Data Source(s) 3: All staff development opportunities will be aligned with the needs assessment.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Staff Development for 2020-2021 must include training for virtual learning due to the effects of COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) WISD will provide Professional Learning Communities (PLC) training to administrators and teacher leaders.	Laura Hunt	WISD will use Professional Learning Communities as a focus on continuous improvement in staff performance and student learning. The three questions that will drive our Professional Learning Communities are: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?	50%	45%	60%	→
Problem Statements: Student Academic Achievement 2, 5						
TEA Priorities Recruit, support, retain teachers and principals 2) WISD will provide the required T-TESS update with teachers during the two-week staff development schedule in 2019-2020.	Laura Hunt, Principals	Orientation will provide teachers with an understanding of T-TESS, its components, key staff roles and responsibilities, information and resources available during implementation, where to seek assistance, and how to write goals and professional development plans. Compliance of TAC 150.1006	100%	100%	100%	100%
3) WISD teachers who serve students in the Gifted and Talented program will receive the 30 hours of required Gifted and Talented training and will receive the required annual 6 hour update.	Laura Hunt, Principals	Teachers who are trained in gifted education will be able to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students. Compliance with the Texas State Plan for the Education of Gifted/Talented Students	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) WISD will develop and implement a plan to ensure that all ELAR teachers who are providing English as a Second Language (ESL) instruction have ESL certification by the end of 2019-2020. Likewise, WISD will apply for a waiver for any eligible teachers who are not currently ESL certified but serve ESL students.	Melissa Marbut, Laura Hunt, Principals	The ESL Certification will ensure teachers have foundational knowledge in the second language acquisition process and its impact on content-area instruction and student achievement and will be well equipped for working with and supporting ELs. Compliance with TEC 29.061	100%	100%	100%	100%
5) Whitney ISD will use the Mentor Group at each campus to train teachers new to the district to become 21st century educators that integrate technology and help students develop 21st century skills.	Laura Hunt, Principals	Our goal is to become student-centered in all of our classes. Compliance with TEC 11.252(3)(F)	100%	100%	100%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) WISD will provide a TEKS Resource System Reboot/ TExGUIDE training with Kristin Arterbury from R12 on August 7, 2019.	Laura Hunt, Melissa Marbut	The session will provide an overview of the TEKS Resource System's design process, a preview of the system's curriculum and assessment components, and an explanation of the interconnections between these components. It will also be an introduction to TExGUIDE.	100%	100%	100%	100%
	Problem Statements: Student Academic Achievement 3, 4, 6					
7) WISD will provide a Legal Overview with Dennis Eichelbaum from Eichelbaum, Wardell, Hansen, Powell, & Mehl, P.C. on August 9, 2019.	Melissa Marbut, Melody Haley	The session will cover the First Amendment, FERPA, Social Media, and Harassment Training.	100%	100%	100%	100%
8) WISD will certify that 100% of all test coordinators are fully trained on state testing protocols and requirements so they may train campus staff.	Melissa Marbut, Counselors	Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances.	65%	100%	100%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: According to the Student Achievement data table, only 41% of all students scored Meets Grade Level or Above in all state tests. **Root Cause 2**: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.
Problem Statement 3: According to the School Progress Domain, only 64% of WISD students grew a year academically. **Root Cause 3**: WISD has not used assessments, benchmarks, mock tests, and performance indicators effectively.

Student Academic Achievement
Problem Statement 4: According to the Closing the Gaps Domain, WISD earn a rating of D, needs improvement. **Root Cause 4**: WISD earned a score of 26 in Grade Level Performance (5 out of 19 targets met), 0 in Graduation Rate (0 out of 3 targets met), 0 in English Language Proficiency (0 of out 1 level met), and 40 in College, Career, and Military Readiness (2 out of 5 targets met).
Problem Statement 5: According to the Student Achievement data table, only 16% of students in WISD scored Masters Grade Level in all state tests whereas the state percentage is 24. **Root Cause 5**: Effective data analysis has not been used to monitor, accelerate, and meet students' instructional needs.
Problem Statement 6: WISD's performance at Meets Grade Level and Masters Grade Level is below state and region performance. **Root Cause 6**: WISD has failed to provide sufficient content knowledge and student-centered pedagogy.

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 4: WISD staff will monitor the quality of all programs and services and make changes to improve student achievement.

Evaluation Data Source(s) 4: Program reviews will show student growth.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Whitney Elementary School, Whitney Intermediate School, and Whitney Middle School will implement an inclusion model using Texas Co-Teaching Guidelines.	Laura Hunt, Melody Haley, Principals	WISD will use the inclusive service delivery model to fulfill the needs of diverse learners by allowing general and special educators to differentiate and deliver instruction with assurances that all students have full access to the grade-level expectations of the general curriculum.	100%	100%	100%	100%
TEA Priorities Improve low-performing schools 2) WISD will use the four essential components of the Response to Intervention (RtI) Model: A school-wide, multi-level instructional and behavioral system for preventing school failure, Screening, Progress Monitoring, and Data-based decision making for instruction, movement within the multi-level system, and disability identification.	Laura Hunt, Melissa Marbut, Principals	The implementation of RtI will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.	100%	100%	100%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) WISD will create a professional development plan to strengthen the Guided Reading Programs at WES and WIS.	Laura Hunt, Amber Seely, Russell Gauer	WES and WIS will use guided reading to help individual readers build an effective system for processing a variety of increasingly challenging texts over time.	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) WISD will provide a high-quality literacy program that includes instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency at WES and WIS.	Laura Hunt, Russell Gauer, Amber Seely	WES and WIS teachers will use effective, research-based, classroom strategies to help build and strengthen literacy skills.	100%	100%	100%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) WES will use the Edmark Reading Program with SPED students as an alternative to Saxon phonics.	Laura Hunt, Amber Seely	WES will use the Edmark Reading Program with SPED students to improve sight word, reading, and comprehension skills.	100%	100%	100%	100%
6) WISD will provide staff development through Hill County SSA (HCSSA) on using appropriate strategies in the classroom to assist individual learning styles and provide success to all students with special needs.	Melissa Marbut, Principals	HCSSA will provide research-based training to prepare special education personnel are fully qualified and possess the skills and knowledge needed to serve children with disabilities.	100%	100%	100%	100%
7) WISD hired Region 12 for assistance with administration of the Title I, Part A program. 6200 - $16,748 Contract Services: District level reservation - ESC Grant Support and Monitoring Fee	Melody Haley	Grant Support and Monitoring for 2019-2020 so that all federal dollars are accounted for accurately	100%	100%	100%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 5: WISD will provide opportunities and information to assist students in preparing for CCMR (College, Career, and/or Military Readiness).

Evaluation Data Source(s) 5: Participation opportunities and information will be documented in the student handbook, published in the local paper, and disseminated as appropriate.

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) WISD will provide parent meetings to guide parents in preparing students for CCMR.	Melissa Marbut, Amy Leech, Counselors	With appropriate developmental information related to careers, educational pathways, and self-knowledge, students are able to begin to make effective goals for the future.	15%	40%	40%	→
Problem Statements: Student Academic Achievement 1						
TEA Priorities Connect high school to career and college 2) WISD will provide Dual Credit opportunities.	Laura Hunt, Amy Leech, Counselors	Dual credit courses allow students to earn credit for both college courses and high school courses while they are still in high school.	100%	100%	100%	100%
Problem Statements: Student Academic Achievement 1						
TEA Priorities Connect high school to career and college 3) WISD will provide Advanced Placement opportunities.	Laura Hunt, Amy Leech, Counselors	Advanced Placement is a program run by College Board that allows students to take courses in high school that can earn college credit and/or qualify them for more advanced classes when they begin college.	100%	100%	100%	100%
Problem Statements: Student Academic Achievement 1						
TEA Priorities Connect high school to career and college 4) WISD will provide all eighth grade students opportunities to use Virtual Job Shadow.	Melissa Marbut, Jennifer Penney	Virtual Job Shadow will allow students opportunities to explore and develop skills relevant to a chosen career pathway. Compliance with requirements of HB 18	0%	40%	40%	→
Problem Statements: Student Academic Achievement 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 5) WISD will provide instruction that prepares all 8th grade students for high school, college, and career readiness.	Melissa Marbut, Jennifer Penney	WMS and WHS will help all 8th graders create a Personal Graduation Plan for high school. Compliance with Texas Education Code Sec. 28.016	0%	40%	40%	→
TEA Priorities Connect high school to career and college 6) WHS will have a counselor meet with each student and parent/guardian entering grade 9 to review/create a Personal Graduation Plan that includes an identified course of study that promotes college and workforce readiness, career placement and advancement, and the facilitation of the student's transition from secondary to post-secondary education.	Melissa Marbut, Amy Leech, Counselors	Counselors will explain the benefits of choosing a PGP that includes distinguished level of achievement and includes one or more endorsements to enable the student to achieve top 10%. In addition, the student and student's parent/guardian will confirm and sign the PGP.	100%	100%	100%	100%
TEA Priorities Connect high school to career and college 7) WISD will increase opportunities for students to participate in Career and Technical Education courses.	Melissa Marbut, Brad Coffelt, Amy Leech	WISD will increase the number of students who earn the CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications. WISD's students will meet the goal of the commissioner of education and the legislature by having 60% of young adults post-secondary ready by the year 2030.	100%	100%	100%	100%
Problem Statements: Student Academic Achievement 1						
TEA Priorities Connect high school to career and college 8) WISD will use Odysseyware courses to provide students with the instruction, practice, and assessment experiences needed to prepare them for success on college entrance exams.	Laura Hunt, Amy Leech, Jody Fergason	WISD will increase the passing rate of SAT and ACT testers.	100%	100%	100%	100%
Problem Statements: Student Academic Achievement 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to the 2018 and the 2019 CCMR Accountability Report, WISD only had 46% of the annual graduates meet the CCMR component. **Root Cause 1**: WISD had 0% students earn Industry-Based Certifications, 0% earned credit for a college prep course, and 39% met TSI in both ELAR and Math.
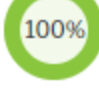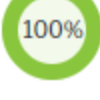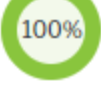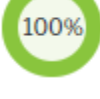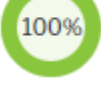
Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.
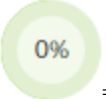
Performance Objective 6: WISD will use strategies and activities to meet or exceed the state's attendance rate.

Evaluation Data Source(s) 6: District and campus attendance records will show that WISD met or exceeded the state's attendance rate.

Summative Evaluation 6: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) WISD will monitor attendance data each 6 weeks to identify trends and develop processes for improvement.	Cindy Bellah, Principals, Attendance Clerks	District and campus attendance records will help identify trends and develop processes for improvement. Dropout Prevention	100%	100%	100%	100%
2) WISD will contact parents who have not contacted the school when a child is absent.	Cindy Bellah, Principals, Attendance Clerks	Regular attendance is essential for academic success.	100%	100%	100%	100%
3) WISD will use the SRO and Hill County Truancy Officer as resources to prevent problematic attendance violations.	Cindy Bellah, Principals, Attendance Clerks	Officers can help prevent problematic attendance violations. Dropout Prevention	100%	100%	100%	100%
4) WISD Truancy Prevention Measures will be implemented at each campus.	Cindy Bellah, Principals, Assistant Principal	Regular attendance is essential for academic success. Compliance with TEC 25.0915 Dropout Prevention	100%	100%	100%	100%
5) WISD will maintain attendance committees at each campus.	Cindy Bellah, Principals, Attendance Clerks	Attendance committees will be used to review attendance records and determine whether or not to award credit for a student's attendance.	100%	100%	100%	100%
6) WISD will provide opportunities for attendance makeup.	Principals	Attendance makeup days will allow students to meet the 90% rule for course completion. Dropout Prevention	15%	55%	100%	100%
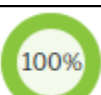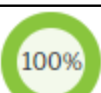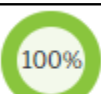
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) WISD will provide attendance incentives.	Principals, Cindy Bellah, Attendance Clerks	Attendance incentives will be used as a proactive strategy for increasing daily attendance.	100%	100%	100%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 7: WISD will reduce the annual drop-out rate and improve the completion rate of all students.

Evaluation Data Source(s) 7: The annual completion rate report will document improvement for WISD.

Summative Evaluation 7: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) WISD will implement processes to monitor student data and address needs of students who are at risk of dropping out of school.	Melissa Marbut, Principals, Counselors	WISD will help students at risk of failure to achieve academically and to graduate high school.	100%	100%	100%	100%
2) WISD will monitor failure reports each 3 weeks.	Laura Hunt, Cindy Bellah, Principals, Counselors	WISD will use the reports to identify students for interventions to decrease dropout possibilities.	100%	100%	100%	100%
3) WISD will provide credit recovery opportunities.	Amy Leech, Jennifer Pair	Credit Recovery will give high school students who have failed a class the opportunity to redo coursework, retake a course through alternate means, avoid failure, earn academic credit, and provide dropout prevention.	100%	100%	100%	100%
RDA 4) WISD will provide student tutoring and acceleration for STAAR EOC exams and grade 3-8 STAAR tests.	Laura Hunt, Melissa Marbut, Principals, Counselors	WISD will ensure that all students receive the instruction and support they need to be academically successful.	100%	100%	100%	→
5) WISD will provide an extended school year/day program for at-risk students.	Principals, Counselors	WISD will ensure that all students receive the instruction and support they need to be academically successful.	5%	60%	100%	100%
6) WISD will maintain dropout prevention programs designed specifically for pregnant students as required by TEA (Texas Education Agency).	Principals, Counselors	The end of year completion rate for student(s) participating in Pregnancy Related Services Program will meet state requirements.	100%	100%	100%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 8: WISD will maintain compliance with State and Federal Programs.

Evaluation Data Source(s) 8: The end-of year compliance and grant reports will document WISD's compliance with State and Federal Programs.

Summative Evaluation 8: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) WISD will provide gifted/talented students with an assortment of learning opportunities that lead to the development of advanced level products or performance.	Laura Hunt, Principals, Counselors	WISD will meet the requirements of the Texas State Plan for the Education of Gifted/Talented Students.	100%	100%	100%	100%
2) WISD will assess students in PK-12 for Bilingual/ESL services.	Melissa Marbut, Counselors, ESL teachers	We will assess to identify student needs and provide services to those who enter the program.	100%	100%	100%	100%
3) WISD has an enrollment of less than 20 LEP students in the same grade level on each campus; therefore, WISD shall provide an English as a second language (ESL) program to all students of limited English proficiency in grades Pre-Kindergarten through 12th grade in accordance with 19 Texas Administrative Code, Chapter 89.	Laura Hunt, Principals, PEIMS	The goal of the ESL program is to enable second language learners to become competent in the comprehension, speaking, reading, and composition of the English language. Meet Compliance with 19 Texas Administrative Code, Chapter 89	100%	100%	100%	100%
4) WISD will monitor students who are identified to take the STAAR Alternate state assessments.	Melissa Marbut, Principals, Counselors, ARD Committee	Monitoring ensures that qualifications are met for a student to participate in the STAAR ALTERNATE 2.	100%	100%	100%	100%
RDA **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 5) Whitney ISD will use progress monitoring to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.	Melissa Marbut, Principals	Progress monitoring will inform and improve instruction and student performance.	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) WISD will assess and serve students with dyslexia and related disorders.	Laura Hunt, Maggi Massengale, Principals, Counselors	Students who have a specific learning disability in reading (dyslexia) need a specialized approach to reading instruction to make progress. Compliance with TEC 11.252(a)(3)(B)(iv)	100%	100%	100%	100%
RDA **Equity Plan Strategy** 7) WISD will use interventionists at WES and WIS to provide an intensive reading program that appropriately addresses students' reading difficulties and needs.	Laura Hunt, Russell Gauer, Amber Seely	Reading Interventionists will be used to help students develop proficient reading skills that will contribute to their academic growth. They will work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies.	100%	100%	100%	100%
8) WISD will fulfill all responsibilities of the Title I, Part A Schoolwide program under the Every Student Succeeds Act (ESSA).	Melody Haley, Russell Gauer, Amber Seely		100%	100%	100%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: WISD will provide an aligned, rigorous curriculum that integrates technology into the lessons so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 9: WISD will recruit, support, and retain qualified employees who are collaborative, innovative, and accountable for all learners.

Evaluation Data Source(s) 9: WISD will report 100% State Qualified teachers at all campuses and 100% Highly Qualified paraprofessionals at WES and WIS.

Summative Evaluation 9: Met Performance Objective
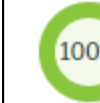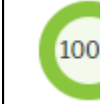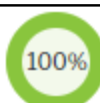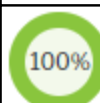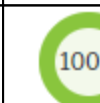
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) WISD will recruit and hire individuals that help maintain a 100% State Certified status for all core classroom teachers.	Principals, Melissa Marbut	WISD will meet state certification requirements.	100%	100%	100%	100%
2) WISD will recruit and hire SPED individuals that help maintain a 100% State Certified status and a a 100% Highly Qualified status.	Principals, Melissa Marbut	WISD will meet state certification requirements and federal SPED certification requirements.	100%	100%	100%	100%
3) WISD will recruit and hire individuals that help maintain a 100% Highly Qualified status for paraprofessionals at WES and WIS.	Principals, Melissa Marbut	WISD will meet federal certification requirements.	100%	100%	100%	100%
4) WISD will conduct recruitment activities to sustain placement of state qualified and highly qualified, as appropriate, personnel in all positions.	Principals, Melissa Marbut	WISD will meet state certification requirements and federal SPED certification requirements.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: WISD will utilize quality data to drive instruction so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 1: WISD will complete ongoing training on the State Accountability System and disaggregating data to target instructional needs.

Evaluation Data Source(s) 1: District and campus leaders will lead teachers to systematically and routinely use data to guide instructional decisions and meet students' educational needs.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools 1) WISD will host Accountability 101 - Understanding Calculations (Session 183738) by Denise Bell on July 15, 2019.	Melissa Marbut	Participants will learn about the state accountability framework and how ratings are calculated using the 2018 state accountability reports for WISD.	100%	100%	100%	100%
TEA Priorities Improve low-performing schools 2) WISD will become a member of the Region 12 Accountability Academy.	Melissa Marbut	Participants will gain knowledge of how the Texas Education Agency (TEA) uses the accountability system to evaluate the academic performance of Texas public schools. Specifically, participants will use data to understand the components of the system.	100%	100%	100%	100%
TEA Priorities Improve low-performing schools 3) WISD will become a member of lead4ward's AccountabilityConnect.	Melissa Marbut	Members will complete a year-long district support service to help school leaders: understand the state accountability system, interpret accountability reports and identify key data measures that can help focus improvement planning, fulfill reporting and campus or district improvement requirements, access and utilize the process for appealing accountability ratings (if applicable), connect accountability to instruction.	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools 4) WISD will attend the Effective Schools Framework (Session ID: 190707) training at Region 12 on September 30, 2019.	Melissa Marbut	The Effective Schools Framework is a diagnostic process aligned to Effective Instruction, Strong Leadership and Planning, Well-Supported Teachers, High Quality Curriculum, and Positive Culture.	100%	100%	100%	100%
5) WISD will attend HB 3 Board Adopted Goals and Plans (Session 191051) at Region 12 on October 7, 2019.	Melissa Marbut	Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. Region 12 will provide training on the processes and procedures involved in creating the plans.	100%	100%	100%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: WISD will utilize quality data to drive instruction so that 60% of all students will achieve Meets Grade Level on state assessments by 2024.

Performance Objective 2: WISD staff will monitor, accelerate, and meet students' instructional needs.

Evaluation Data Source(s) 2: Data analysis will be used to implement or extend all instructional settings/programs.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools 1) WISD will use assessments, benchmarks, mock tests, and performance indicators to monitor student learning, differentiate instruction, and provide student interventions.	Melissa Marbut, Laura Hunt, Principals	We will monitor student learning, differentiate instruction, and provide student interventions.	5%	65%	100%	100%
TEA Priorities Improve low-performing schools 2) WISD will use the DMAC program as a tool to make data-driven decisions that improve student achievement.	Melissa Marbut, Laura Hunt, Principals	WISD will make data-driven decisions that improve student achievement.	100%	100%	100%	→
RDA 3) WISD will provide accelerated instruction and interventions based on student results from state testing.	Laura Hunt, Melissa Marbut, Principals	Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning and their ability to pass state exams. Compliance with TEC 11.252(3) and TEC 29.081	100%	100%	100%	100%
4) WISD will use disaggregated data to develop and implement interventions that are considered effective and accurately target a student's lack of academic progress.	Melissa Marbut, Laura Hunt, Principals	WISD will increase the passing rate and growth of students.	15%	40%	70%	→
5) WISD will utilize Lead4Ward resources designed to disaggregate student data to inform instruction.		WISD will achieve higher achievement for students and increased instructional capacity for teachers.	25%	45%	50%	→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools 6) WISD will aggregate screening and progress monitoring data and use it to compare and contrast the adequacy of the RtI program.	Laura Hunt, Melissa Marbut, Principals	WISD will consider the appropriateness of differentiated learning activities in meeting the needs of the students.	100%	50%	50%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 3: WISD will educate all students in environments that are safe, orderly, and promote successful student learning.

Performance Objective 1: WISD will provide, promote, and monitor staff and student safety.

Evaluation Data Source(s) 1: WISD will use multiple sources of information to guide improvement and demonstrate the impact.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) WISD will maintain a local School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.	Jeanne Thompson	WISD will use the SHAC to reinforce the knowledge and skills children need to stay healthy and to strengthen the connection between health and academic achievement. Compliance with HB 1386	100%	100%	100%	100%
2) WISD will increase staff awareness and recognition of issues of bullying prevention, dating violence, and signs of child abuse.	Melissa Marbut, Principals, Counselors	Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner. Compliance with SB 471 and HB 1942	100%	100%	100%	100%
3) WISD will develop procedures for reporting allegations of bullying and cyberbullying.	Melissa Marbut, Principals, Counselors	WISD will develop ways to allow students to safely and anonymously report acts of bullying or other school-safety concerns. Compliance with TEC 11.252	100%	100%	100%	100%
4) WISD will increase staff awareness and recognition of issues of maltreatment and sexual abuse of children, including prevention techniques and options for affected students.	Melissa Marbut, Principals, Counselors	Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner. Compliance with HB 1041	100%	100%	100%	100%
5) WISD will conduct safety drills.	Brian Caperton, Principals	Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner.	15%	40%	60%	→
6) WISD will maintain a Crisis Management/Response Plan and provide annual training on the plan and emergency procedures.	Melody Haley, Brian Caperton	Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner.	100%	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) WISD will conduct annual upkeep and improvements on the district facilities.	Brian Caperton	Upkeep and improvements will effectively maintain facility resources, thereby providing a healthy, safe, and reliable environment for students and staff.	100%	100%	100%	100%
8) WISD will determine the best methods for addressing the needs of students for early mental health intervention, special programs: suicide prevention, conflict resolution, drug and violence prevention, dyslexia, and pregnancy related services.	Melissa Marbut, Principals, Counselors	Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner.	100%	100%	100%	100%
9) WISD will provide training on harassment and dating violence.	Melissa Marbut, Principals	Training and awareness education on harassment and dating violence ensures that all are prepared to address the issues in an appropriate, effective manner. Compliance with TEC 11.252(3)(B)(iii), 37.001, and 37.0831 Compliance with family Code 71.0021	100%	100%	100%	100%
10) WISD will provide training on sexual abuse awareness and prevention and other maltreatment of children.	Melissa Marbut, Principals	Training and awareness education on sexual abuse awareness and prevention and other maltreatment of children ensures that all are prepared to address the issues in an appropriate, effective manner. Compliance with TEC 38.0041 (c) and 11.252(9)	100%	100%	100%	100%
11) WISD will provide training on suicide prevention.	Melissa Marbut, Principals	Teachers and others who interact with students daily are in a prime position to recognize the signs of suicide risk and to make appropriate referrals. Effective training will help personnel build the skills and confidence to identify and assist vulnerable youth. Compliance with TEC 11.252(3)(B)(i)	100%	100%	100%	100%
12) WISD will maintain a safe traffic flow for students through drop-off and pick-up zones, parent communication, and traffic signs.	Brian Caperton, Principals	WISD will keep children, staff, and schools safe.	100%	100%	100%	100%
13) WISD will maintain security through controlled access, locked classroom and hallways doors, key logs/inventories, visitor sign-ins/badges, visitor checks, and check in and out procedures.	Brian Caperton, Principals	WISD will use these measures to ensure the safety of students, staff, and visitors.	100%	100%	100%	100%
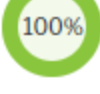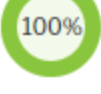
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
14) American Red Cross CPR Recertification workshops will be conducted during the two-week staff development schedule.	Jeanne Thompson	Staff will earn certification and be prepared to serve students.	100%	100%	100%	100%
15) WISD will implement the School Safety Training (Guardian Plan) as passed by the Texas Legislature in 2013.	Melody Haley, Bob Kruse	The purpose of the Guardian Plan is to provide students and staff an armed self defense option prior to the arrival of Law Enforcement in the event of an active shooter on campus.	100%	100%	100%	100%
16) WISD will adopt the ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) Program and will provide training to all employees.	Melody Haley, Bob Kruse	The purpose of the training is to supply staff members with the ability to anticipate potential dangers and to take precautions to protect the students from those dangers.	100%	100%	100%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 3: WISD will educate all students in environments that are safe, orderly, and promote successful student learning.

Performance Objective 2: WISD will implement positive, proactive discipline management strategies.

Evaluation Data Source(s) 2: 425 Records and Results Driven Accountability (RDA) will show increased compliance in WISD.

Summative Evaluation 2: Met Performance Objective

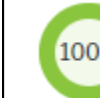| Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) WISD will revise and distribute the Discipline Plan, Student Code of Conduct, and Student Handbook annually.	Principals	The goal is to increase student achievement, school improvement, and school safety. Compliance with TEC 11.252(3) (E)	100%	100%	100%	100%
2) WISD will ensure that parents and students are informed of their rights and responsibilities.	Principals	The goal is to increase student achievement, school improvement, and school safety. Compliance with TEC 11.252(3) (E)	100%	100%	100%	100%
3) Campus and district administration will review 425 disciplinary records for ISS, OSS, Expulsion, and DAEP placements.	Cindy Bellah, Principals	The goal is to maintain accurate state reports and improve district-wide efficacy. Compliance with TEC 11.252(3) (E)	100%	100%	100%	100%
4) WISD will offer staff development that provides teachers with discipline techniques.	Melissa Marbut, Principals	Training will provide teachers with techniques to use to strengthened desired behaviors and decrease undesired behaviors.	100%	100%	100%	100%
5) WISD will implement Positive Behavior Support strategies from the Texas Behavior Support Initiative (TBSI).	Principals	TBSI will provide WISD with the foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities. Compliance with SB 1196 and TAC SS89.1053.	100%	100%	100%	100%
RDA 6) WISD will reduce the difference between the Discretionary ISS Placements and the Special Education Discretionary ISS Placements by at least 5 percent and lessen the time students are removed from the primary instructional setting.	Principals	Through the implementation of effective behavior strategies, learning time for students with disabilities will be increased and student achievement will be positively impacted.	0%	0%	0%	→
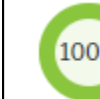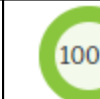
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: WISD will include all parents, community members, and educators as active partners in the education of students.

Performance Objective 1: WISD will increase the opportunities for all parents, community members, and educators to become active partners in the education of students.

> **Evaluation Data Source(s) 1:** WISD will use survey results, meeting minutes, and parent/guardian attendance (sign in sheets) to measure participation and growth.

> **Summative Evaluation 1:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) WISD will offer opportunities for parents and community members to be actively involved in the programs of the school.	Principals, Secretaries, Counselors	The effect of parent involvement on students will be higher grades and test scores, enrollment in more advanced programs, better school attendance and homework completion rates, improved social skills and behavior, and higher self-esteem.	100%	100%	100%	100%
2) WISD will actively provide opportunities and lower barriers so that parents and community members have the chance to be involved in the planning process.	Melissa Marbut, Principals	Opportunities will provide parents and other community members to have an active voice in local education matters.	100%	100%	100%	100%
3) WISD will work to expand partnerships with local businesses and organizations.	Melissa Marbut, Principals	Parent-school-community partnerships will improve schools, strengthen families, build community support, and increase student achievement and success.	40%	55%	60%	→
4) WISD will host open houses, back-to-school nights, meet-the-teacher nights, and other opportunities to actively recruit parents/guardians as partners in the education of their children.	Principals	Keeping parents informed and inviting them to become part of the educational process will significantly influence the success of students.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: WISD will include all parents, community members, and educators as active partners in the education of students.

Performance Objective 2: WISD will use a variety of techniques to build strong, trusting relationships with parents/guardians to promote and increase student achievement and school improvement.

Evaluation Data Source(s) 2: WISD will use survey results, meeting minutes, and parent/guardian attendance (sign in sheets) to measure participation and growth.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) WISD will ensure that information is provided in languages that parents/guardians can understand.	Principals, Secretaries, Counselors	Schools will communicate with parents/guardians in their home language and work to effectively bring them in to the classroom and the school community.	100%	100%	100%	100%
2) WISD will ensure that parents/guardians and students are informed of their rights and responsibilities.	Principals	Parents/guardians and students will be well informed of the rights and responsibilities involved in the education of each student and the district.	100%	100%	100%	100%
3) WISD will provide a Parent Portal for parents to monitor a child's attendance, grades, and discipline.	Cindy Bellah, Principals	Parent engagement has a direct correlation to student success; therefore, Parent Portal will provide access student grades, attendance and absences, discipline, upcoming assignments, and announcements.	100%	100%	100%	100%
4) WISD will conduct teacher/parent conferences.	Principals, Secretaries, Teachers	Conferences will be used to discuss a child's progress and find enhancements or solutions to academic or behavioral needs.	100%	100%	100%	100%
5) WISD will maintain a district and campus websites to keep parents/guardians and community members informed.	Kristy Smith, Principals	Parents/guardians and students will be well informed of the happenings of the district and will have the opportunity to be involved in the education of each student and the district.	100%	100%	100%	100%
100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	WISD will use five critical practices that are at the core of highly effective instruction. These Fundamental Five are: Frame the Lesson, Work in the Power Zone, Frequent, small group, purposeful talk about the learning, Recognize and Reinforce, and Write Critically.
1	1	2	WISD will use the TEKS Resource System developed by the Texas Curriculum Management Program Cooperative (TCMPC) as a standards-based model for teaching and learning in the four core content areas.
1	1	3	WISD will implement Professional Learning Communities (PLC) at each campus.
1	3	1	WISD will provide Professional Learning Communities (PLC) training to administrators and teacher leaders.
1	4	1	Whitney Elementary School, Whitney Intermediate School, and Whitney Middle School will implement an inclusion model using Texas Co-Teaching Guidelines.
1	7	4	WISD will provide student tutoring and acceleration for STAAR EOC exams and grade 3-8 STAAR tests.
1	8	5	Whitney ISD will use progress monitoring to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
1	8	7	WISD will use interventionists at WES and WIS to provide an intensive reading program that appropriately addresses students' reading difficulties and needs.
2	1	1	WISD will host Accountability 101 - Understanding Calculations (Session 183738) by Denise Bell on July 15, 2019.
2	1	4	WISD will attend the Effective Schools Framework (Session ID: 190707) training at Region 12 on September 30, 2019.
2	2	1	WISD will use assessments, benchmarks, mock tests, and performance indicators to monitor student learning, differentiate instruction, and provide student interventions.
2	2	3	WISD will provide accelerated instruction and interventions based on student results from state testing.
2	2	6	WISD will aggregate screening and progress monitoring data and use it to compare and contrast the adequacy of the RtI program.
3	2	6	WISD will reduce the difference between the Discretionary ISS Placements and the Special Education Discretionary ISS Placements by at least 5 percent and lessen the time students are removed from the primary instructional setting.