

Whitney Independent School District

District Improvement Plan

2021-2022 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



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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Goal 6: WISD will include all parents, community members, and educators as active partners in the education of students.	45

Goals





Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 50% by June 2024.

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

HB3 Goal

Evaluation Data Sources: Lesson plans, walkthroughs, and evaluations will be used to determine the effectiveness of instruction and lessons.

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Fundamental Five strategies will help teachers to improve instructional rigor and relevance and improve student performance. Staff Responsible for Monitoring: Laura Hunt, Principals Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: WISD will use the TEKS Resource System developed by the Texas Curriculum Management Program Cooperative (TCMPC) as the district curriculum. Strategy's Expected Result/Impact: WISD teachers will follow the TRS YAG to determine TEKS scope and sequence. They will utilize the vertical alignment documents, unit pre-tests, and the TRS Gap Implementation Tool to identify potential learning gaps that may need to be addressed by inserting lessons into the scope and sequence. Teachers will also utilize the TEKS Clarification documents to support teacher content knowledge and unpack standards for knowledge and skills specificity. Performance Assessments in the Instructional Focus Documents will also be used to assess student understanding. Staff Responsible for Monitoring: Laura Hunt, Principals Results Driven Accountability	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: WISD will use Professional Learning Communities (PLC) at each campus to improve teaching skills and the academic performance of students. Strategy's Expected Result/Impact: 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? Staff Responsible for Monitoring: Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 5, 6, 7, 8 - District Processes & Programs 2	Formative			Summative
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Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. Root Cause: Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.
Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

District Processes & Programs
Problem Statement 2: According to the Special Education Self Assessment completed by WISD administration, WISD was rated developing in Instructional Strategies. Root Cause: WISD has not provided enough training for educators related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 50% by June 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 Sources: 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.

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Implementation of technology standards will ensure that students have the opportunity to gain and apply critical 21st Century digital knowledge and skills. Staff Responsible for Monitoring: Laura Hunt, Kristy Smith, Principals	Formative			Summative
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Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 50% by June 2024.

Performance Objective 3: WISD staff will use high quality instructional programs and services to improve student achievement.

Evaluation Data Sources: Program reviews will show student growth.

Strategy 1 Details	Reviews			
Strategy 1: WISD will utilize a mixture of resource and an inclusion model using Texas Co-Teaching Guidelines to serve students in Special Education. Strategy's Expected Result/Impact: 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. However, resource will still be used for students who need more individualized instruction. Staff Responsible for Monitoring: Laura Hunt, Melody Haley, Principals Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 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, universal screening, progress monitoring, and data-based decision making for instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Laura Hunt, Melissa Marbut, Principals	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: WISD will strengthen the Guided Reading Programs at WES and WIS. Strategy's Expected Result/Impact: Guided Reading can: -help students understand that reading involves thinking and meaning making, -help students develop the skills and understandings necessary to be strategic in reading a wide variety of texts, -provide experience in a wide variety of text types, -increase student ability to self-select and apply purposes for comprehending, -develop comprehension of text and maximizing thinking, and -build confidence as readers. Staff Responsible for Monitoring: Laura Hunt, Amber Seely, Russell Gauer	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: WISD will provide a high-quality literacy program that includes instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency at WES and WIS. Strategy's Expected Result/Impact: WES and WIS teachers will use effective, research-based, classroom strategies to help build and strengthen literacy skills. Staff Responsible for Monitoring: Laura Hunt, Amber Seely, Russell Gauer	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: WES will use the Edmark Reading Program with SPED students as an alternative to Saxon phonics. Strategy's Expected Result/Impact: WES will use the Edmark Reading Program with SPED students to improve sight word, reading, and comprehension skills. Staff Responsible for Monitoring: Laura Hunt, Amber Seely	Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 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. In June 2021, Hill County will provide "Special Education" training to each principal who will share with the campus at the beginning of the 2021-2022 school year. Hill County SSA will deliver "Special Education Overview with Cherish Hermes and Melissa Scherer" on August 10 and 11, 2021. Hill County SSA will deliver "Referrals, Dyslexia, Transfer Students, and HB 4545" on September 27, 2021. Hill County SSA will deliver "Grading and Reporting for Special Education" on November 8, 2021. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Melissa Marbut, Principals Results Driven Accountability Problem Statements: Student Learning 2 - District Processes & Programs 2	Formative			Summative
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Strategy 7 Details	Reviews			
Strategy 7: WISD hired Region 12 for assistance with administration of the Title I, Part A program. 6200 - \$17,204 Contract Services: District level reservation - ESC Grant Support and Monitoring Fee Strategy's Expected Result/Impact: Grant Support and Monitoring for 2021-2022 so that all federal dollars are accounted for accurately Staff Responsible for Monitoring: Melody Haley	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
Strategy 8: WISD implement the Fountas & Pinnell Leveled Literacy Intervention System(LLI) as an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. Strategy's Expected Result/Impact: LLI will be used by the Reading Specialists at WES and WIS to track and improve the literacy achievement of students who are not achieving grade-level expectations in reading. Staff Responsible for Monitoring: Laura Hunt, Amber Seely, Russell Gauer Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 5, 6, 7, 8	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: WISD will implement Texas ACE (Afterschool Centers on Education) at WES and WIS. Strategy's Expected Result/Impact: Texas ACE will provide interactive, hands-on learning aligned to the school curriculum. ACE will also provide homework help, tutoring, and other targeted needs-based assistance, as well as enrichment activities such as projects that build character, confidence, and leadership skills. Staff Responsible for Monitoring: Cynthia Ries, Amber Seely, Russell Gauer Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 2, 5, 6, 7, 8, 9 - District Processes & Programs 3, 4, 5	Formative			Summative
	Dec	Feb	Apr	June
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: According to the Annual Dropout Summary Report, WISD had 3 dropouts which totaled a rate of 0.6% All Students for 2019-2020. Root Cause: Two of three were incarcerated, and the other student quit to go into the workforce.
Student Learning
Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. Root Cause: Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.
Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Student Learning

Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 9: According to Spring 2021 state assessment results, only 38% of TELPAS takers earned progress in becoming proficient in the use of academic English. **Root Cause:** WISD has not provided effective instruction and support that results in the progression of second language acquisition from one proficiency level to the next and that successfully meet the linguistic needs of ELs.

District Processes & Programs

Problem Statement 2: According to the Special Education Self Assessment completed by WISD administration, WISD was rated developing in Instructional Strategies. **Root Cause:** WISD has not provided enough training for educators related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.

Problem Statement 3: According to 2021 district accountability reports, 7 out of 10 student groups did not meet state performance goals in Reading for Domain III. **Root Cause:** Instructional strategies and programs are not providing the support needed for students to make progress.

Problem Statement 4: According to 2021 district accountability reports, 7 out of 9 student groups did not meet state performance goals in Math for Domain III. **Root Cause:** Instructional strategies and programs are not providing the support needed for students to make progress.

Problem Statement 5: According to 2021 district accountability reports, 8 out of 11 student groups did not meet state performance goals in Student Success Status (STAAR) for Domain III. **Root Cause:** WISD has failed to provide consistent and sufficient content knowledge and student-centered pedagogy.

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 50% by June 2024.

Performance Objective 4: WISD will use appropriate analysis and interpretation of data to make informed decisions that positively affect student outcomes.

Evaluation Data Sources: Data analysis will provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs.

Data will be collected from:

Demographic data: student population, participation, attendance, and least restrictive environment for students with disabilities





Program data: school programs

Student learning data: STAAR, DMAC, mClass, Circle, TMSFA

Disciplinary data: office disciplinary referrals, suspensions, and disciplinary alternative education program

Perception data: surveys

Strategy 1 Details	Reviews			
Strategy 1: WISD will administer benchmark assessments during the first semester of 2020-2021 to inform instruction and evaluate the quality of the learning environment. Strategy's Expected Result/Impact: Data will be analyzed to determine the effectiveness of instruction or intervention and make adjustments to improve student outcomes. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will utilize data analysis through district software to identify and track students' strengths, weaknesses, and progress toward mastery of the TEKS. Strategy's Expected Result/Impact: DMAC data will track improved student performance. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 5, 6, 7, 8	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will utilize a TEKS tracking system that provides a continuous comparison of state to local assessment data by individual readiness standard to track progress towards approaches, meets, and masters performance standards for state assessments. Strategy's Expected Result/Impact: Data will help improve student performance on state exams. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 5, 6, 7, 8	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: WISD will use Mock Assessments in the second semester to project campus and student performance on state assessments and use data to employ strategies that provide immediate intervention. Strategy's Expected Result/Impact: Data will help improve student performance on state exams and improve the quality and capacity of instruction. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2		Formative			Summative
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Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. Root Cause: Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.</p> <p>Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p> <p>Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p> <p>Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p> <p>Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p>

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 46% by June 2024.

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

Evaluation Data Sources: Lesson plans, walkthroughs, and evaluations will be used to determine the effectiveness of instruction and lessons.

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Fundamental Five strategies will help teachers to improve instructional rigor and relevance and improve student performance. Staff Responsible for Monitoring: Laura Hunt, Principals Results Driven Accountability	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: TRS will provide aligned, written, taught, and tested curriculum as well as clarifying and specifying TEKS expectations. Staff Responsible for Monitoring: Laura Hunt, Principals Results Driven Accountability	Formative			Summative
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Strategy 3 Details	Reviews			
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students, collecting work, and providing feedback.

Staff Responsible for Monitoring: Laura Hunt, Principals



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

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District Processes & Programs

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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.

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Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 46% by June 2024.

Performance Objective 3: WISD staff will monitor the quality of all programs and services and make changes to improve student achievement.

Evaluation Data Sources: Program reviews will show student growth.

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	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: WISD will implement Texas ACE (Afterschool Centers on Education) at WES and WIS. Strategy's Expected Result/Impact: Texas ACE will provide interactive, hands-on learning aligned to the school curriculum. ACE will also provide homework help, tutoring, and other targeted needs-based assistance, as well as enrichment activities such as projects that build character, confidence, and leadership skills. Staff Responsible for Monitoring: Cynthia Ries, Amber Seely, Russell Gauer Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 2, 5, 6, 7, 8, 9 - District Processes & Programs 3, 4, 5	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: According to the Annual Dropout Summary Report, WISD had 3 dropouts which totaled a rate of 0.6% All Students for 2019-2020. **Root Cause:** Two of three were incarcerated, and the other student quit to go into the workforce.

Student Learning

Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. **Root Cause:** Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.

Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 9: According to Spring 2021 state assessment results, only 38% of TELPAS takers earned progress in becoming proficient in the use of academic English. **Root Cause:** WISD has not provided effective instruction and support that results in the progression of second language acquisition from one proficiency level to the next and that successfully meet the linguistic needs of ELs.

District Processes & Programs

Problem Statement 2: According to the Special Education Self Assessment completed by WISD administration, WISD was rated developing in Instructional Strategies. **Root Cause:** WISD has not provided enough training for educators related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.

Problem Statement 3: According to 2021 district accountability reports, 7 out of 10 student groups did not meet state performance goals in Reading for Domain III. **Root Cause:** Instructional strategies and programs are not providing the support needed for students to make progress.

Problem Statement 4: According to 2021 district accountability reports, 7 out of 9 student groups did not meet state performance goals in Math for Domain III. **Root Cause:** Instructional strategies and programs are not providing the support needed for students to make progress.

Problem Statement 5: According to 2021 district accountability reports, 8 out of 11 student groups did not meet state performance goals in Student Success Status (STAAR) for Domain III. **Root Cause:** WISD has failed to provide consistent and sufficient content knowledge and student-centered pedagogy.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% to 46% by June 2024.

Performance Objective 4: WISD will use appropriate analysis and interpretation of data to make informed decisions that positively affect student outcomes.

Evaluation Data Sources: Data analysis will provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs.

Data will be collected from:

Demographic data: student population, participation, attendance, and least restrictive environment for students with disabilities

Program data: school programs

Student learning data: STAAR, DMAC, mClass, Circle, TMSFA

Disciplinary data: office disciplinary referrals, suspensions, and disciplinary alternative education program

Perception data: surveys

Strategy 1 Details	Reviews			
Strategy 1: WISD will administer benchmark assessments during the first semester of 2020-2021 to inform instruction and evaluate the quality of the learning environment. Strategy's Expected Result/Impact: Data will be analyzed to determine the effectiveness of instruction or intervention and make adjustments to improve student outcomes. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.6 - Results Driven Accountability Problem Statements: Student Learning 2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will utilize data analysis through district software to identify and track students' strengths, weaknesses, and progress toward mastery of the TEKS. Strategy's Expected Result/Impact: DMAC data will track improved student performance. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 5, 6, 7, 8	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will utilize a TEKS tracking system that provides a continuous comparison of state to local assessment data by individual readiness standard to track progress towards approaches, meets, and masters performance standards for state assessments. Strategy's Expected Result/Impact: Data will help improve student performance on state exams. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 5, 6, 7, 8	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: WISD will use Mock Assessments in the second semester to project campus and student performance on state assessments and use data to employ strategies that provide immediate intervention. Strategy's Expected Result/Impact: Data will help improve student performance on state exams and improve the quality and capacity of instruction. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Title I Schoolwide Elements: 2.6 Problem Statements: Student Learning 2	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div></div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. Root Cause: Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.</p> <p>Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p> <p>Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p> <p>Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p> <p>Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.</p>

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 46% to 58% by August 2024.

Performance Objective 1: WISD will provide opportunities and information to assist students in preparing for CCMR (College, Career, and/or Military Readiness).





HB3 Goal

Evaluation Data Sources: Participation rates will increase.

Participation opportunities and information will be documented in the student handbook, published in the local paper, and disseminated as appropriate.

Strategy 1 Details	Reviews			
Strategy 1: WISD will provide parent meetings to guide parents in preparing students for CCMR. Strategy's Expected Result/Impact: With appropriate developmental information related to careers, educational pathways, and self-knowledge, students are able to begin to make effective goals for the future. Staff Responsible for Monitoring: Melissa Marbut, Amy Leech, Counselors Problem Statements: Student Learning 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Melissa Marbut, Amy Leech, Counselors Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will provide instruction that prepares all 8th grade students for high school, college, and career readiness. Strategy's Expected Result/Impact: WMS and WHS will help all 8th graders create a Personal Graduation Plan for high school. Compliance with Texas Education Code Sec. 28.016 Staff Responsible for Monitoring: Melissa Marbut, Jennifer Penney	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will provide Dual Credit opportunities. Strategy's Expected Result/Impact: Dual credit courses allow students to earn credit for both college courses and high school courses while they are still in high school. Staff Responsible for Monitoring: Laura Hunt, Amy Leech, Counselors	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: WISD will provide all eighth grade students opportunities to use Virtual Job Shadow. Strategy's Expected Result/Impact: Virtual Job Shadow will allow students opportunities to explore and develop skills relevant to a chosen career pathway. Compliance with requirements of HB 18 Staff Responsible for Monitoring: Melissa Marbut, Jennifer Penney	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: WISD will increase the passing rate of SAT, ACT, and TSIA testers. Staff Responsible for Monitoring: Laura Hunt, Amy Leech, Jody Fergason Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: WISD will offer TSIA, SAT, and ACT exams to all students. Strategy's Expected Result/Impact: Numbers will increase for students who meet the TSI requirements in both Reading and Math. Staff Responsible for Monitoring: Melissa Marbut, Counselors Problem Statements: Student Learning 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: WISD will increase the number of students who complete a program of study and earn Industry-Based Certifications by offering the Texas State Floral Association Floral Skills Knowledge Certification and the American Welding Society D1.1 or D9.1 Certification. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Jody Fergason, Brad Coffelt, Amy Leech Problem Statements: Student Learning 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: WISD will offer 4 CTE Programs of Study. Strategy's Expected Result/Impact: WISD will off Agriculture, Food, and Natural Resources (Applied Ag Engineering and Plant Science), Human Services (Health and Wellness), Health Science (Nursing Science), and Business, Marketing, and Finance (Business Management) in 2021-2022. Offering more options will increase the opportunities for students to complete a program of study. Staff Responsible for Monitoring: Jody Fergason, Brad Coffelt, Amy Leech Problem Statements: Student Learning 2, 3, 4 - District Processes & Programs 6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: WISD will offer BIM 1 at Whitney Middle School. Strategy's Expected Result/Impact: Offering BIM 1 at WMS will increase the opportunities for students to complete a program of study. Staff Responsible for Monitoring: Jody Fergason, Jennifer Penney Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: WISD will offer the College Prep Courses in Reading and Math. Strategy's Expected Result/Impact: Under Section 28.014 of the Texas Education Code, each school district is required to partner with at least one institution of higher education to develop and provide college preparatory courses in English language arts and mathematics. Staff Responsible for Monitoring: Melissa Marbut, Counselors Problem Statements: Student Learning 3, 4	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: WISD will provide students in grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test and consult with a military recruiter. Strategy's Expected Result/Impact: The ASVAB can help students determine interests and aptitude when considering the military or are undecided. Recruiters can inform interested students of the benefits and opportunities related to the military. Compliance with Texas Education Code 29.9015 Staff Responsible for Monitoring: Jody Fergason, Kathy Auten	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. Root Cause: Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.
Problem Statement 3: According to the 2021 CCMR Accountability Report, WISD scored way below the state rate on 4 of the CCMR indicators. Root Cause: WISD had no students who earned an industry based certification once again in 2021. WISD does not offer AP courses at WHS. WHS has seen a decline in the number of students enrolling for dual credit courses.
Problem Statement 4: According to the 2021 CCMR Accountability Report, 39% of WISD graduates are ready for college, career, or military when 63% of the graduates in the state met the CCMR component. Root Cause: WISD had 120 total graduates, but only 47 students earned credit in CCMR criteria.
District Processes & Programs
Problem Statement 6: According to 2021 district accountability reports, 0 out of 5 student groups did not meet state performance goals in School Quality Status (CCMR) for Domain III. Root Cause: WISD had no students who earned an industry based certification once again in 2021. WISD does not offer AP courses at WHS. WHS has seen a decline in the number of students enrolling for dual credit courses.

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 1: WISD will implement a back to school plan that includes safety protocols according to the direction of the CDC, the Department of State Health Services, TEA, and local health authorities.

Evaluation Data Sources: WISD will implement practices to prevent or cut down on the COVID-19 virus from entering the school.

Strategy 1 Details	Reviews			
Strategy 1: WISD will allow visitors on campuses with safety protocols in place; however, no visitors will be allowed during lunchtime. Strategy's Expected Result/Impact: WISD will implement practices to prevent or cut down on the COVID-19 virus from entering the school. Staff Responsible for Monitoring: Principals, Jeanne Thompson, Campus Nurses	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Anyone with COVID-19 symptoms or a lab-confirmed case of COVID-19 will be required to remain off campus until the criteria for reentry is satisfied. Strategy's Expected Result/Impact: WISD will implement practices to prevent or cut down on the COVID-19 virus from entering the school. Staff Responsible for Monitoring: Principals, Jeanne Thompson, Campus Nurses	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will implement additional cleaning and disinfecting procedures during the day. Strategy's Expected Result/Impact: WISD will implement additional practices to prevent or cut down on the COVID-19 virus from entering the school. Staff Responsible for Monitoring: Brian Caperton	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will offer COVID testing for all employees. Strategy's Expected Result/Impact: Jeanne Thompson, WISD Head of Nursing, will offer screening on Sunday, Tuesday, and Thursday throughout the 2021-2022 school year to prevent or cut down on the COVID-19 virus from entering the school. Staff Responsible for Monitoring: Jeanne Thompson	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: WISD will offer 10 paid COVID personal days for all employees in 2021-2022. Strategy's Expected Result/Impact: WISD will provide COVID days so that employees do not have to use their own personal/sick days to cover the required absence. Staff Responsible for Monitoring: John McCullough, Janyce Watson, Kim Martin	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.





Performance Objective 2: WISD will provide, promote, and monitor staff and student safety.

Evaluation Data Sources: WISD will use multiple sources of information to guide improvement and demonstrate the impact.

Strategy 1 Details	Reviews			
Strategy 1: WISD will maintain a local School Health Advisory Council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Jeanne Thompson	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will increase staff awareness and recognition of issues of bullying prevention, dating violence, and signs of child abuse. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Melissa Marbut, Principals, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will offer procedures for reporting allegations of bullying and cyberbullying. Strategy's Expected Result/Impact: WISD will use Bully Box to allow students to safely and anonymously report acts of bullying or other school-safety concerns. Compliance with TEC 11.252 Staff Responsible for Monitoring: Melissa Marbut, Principals, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner. Compliance with HB 1041 Staff Responsible for Monitoring: Melissa Marbut, Principals, Counselors	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: WISD will conduct safety drills. Strategy's Expected Result/Impact: Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner. Staff Responsible for Monitoring: Bob Kruse, Brian Caperton, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: WISD will maintain a Crisis Management/Response Plan and provide annual training on the plan and emergency procedures. Strategy's Expected Result/Impact: Training and awareness education ensures that all are prepared to address the issues in an appropriate, effective manner. Staff Responsible for Monitoring: Bob Kruse, Brian Caperton	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: WISD will conduct annual upkeep and improvements on the district facilities. Strategy's Expected Result/Impact: Upkeep and improvements will effectively maintain facility resources, thereby providing a healthy, safe, and reliable environment for students and staff. Staff Responsible for Monitoring: Brian Caperton	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: WISD will provide training on harassment and dating violence. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Melissa Marbut, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: WISD will provide training on sexual abuse awareness and prevention and other maltreatment of children. Strategy's Expected Result/Impact: 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) Staff Responsible for Monitoring: Melissa Marbut, Principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: WISD will provide training on suicide prevention. Strategy's Expected Result/Impact: 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) Staff Responsible for Monitoring: Melissa Marbut, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: WISD will maintain a safe traffic flow for students through drop-off and pick-up zones, parent communication, and traffic signs. Strategy's Expected Result/Impact: WISD will keep children, staff, and schools safe. Staff Responsible for Monitoring: Brian Caperton, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: 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. Strategy's Expected Result/Impact: WISD will use these measures to ensure the safety of students, staff, and visitors. Staff Responsible for Monitoring: Brian Caperton, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: WISD will provide American Heart CPR Recertification workshops during the two-week staff development schedule. Strategy's Expected Result/Impact: Staff will earn certification and be prepared to serve students. Staff Responsible for Monitoring: Jeanne Thompson	Formative			Summative
	Dec	Feb	Apr	June
Strategy 14 Details	Reviews			
Strategy 14: WISD will implement the School Safety Training (Guardian Plan) as passed by the Texas Legislature in 2013. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Bob Kruse	Formative			Summative
	Dec	Feb	Apr	June
Strategy 15 Details	Reviews			
Strategy 15: WISD will continue to use the ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) Program and will provide training to all employees. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Bob Kruse	Formative			Summative
	Dec	Feb	Apr	June

Strategy 16 Details	Reviews			
Strategy 16: The WISD SHAC committee will use a survey to collect data on the mental health of staff and gather ideas on helping cope. Strategy's Expected Result/Impact: WISD must care for the emotional well-being of educators so they may, in turn, meet the needs of the students. Staff Responsible for Monitoring: Jeanne Thompson	Formative			Summative
	Dec	Feb	Apr	June
Strategy 17 Details	Reviews			
Strategy 17: WISD will hire two KLARAS counselors through MHMR to serve WHS and WMS. Strategy's Expected Result/Impact: School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. Staff Responsible for Monitoring: John McCullough, Melody Haley Problem Statements: Demographics 2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 18 Details	Reviews			
Strategy 18: WISD will partner with Texans Recovering Together through MHMR. Strategy's Expected Result/Impact: Texans Recovering Together provides crisis counseling assistance and training. Staff Responsible for Monitoring: Jeanne Thompson Problem Statements: Demographics 2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 19 Details	Reviews			
Strategy 19: WISD will provide STOP THE BLEED training to certain employees and students. Strategy's Expected Result/Impact: The goal of the program is to raise awareness and teach people how to learn three quick actions to control serious bleeding. HOTRAC will help with training students. Staff Responsible for Monitoring: Jeanne Thompson	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: WISD has experienced a steady increase in adolescent mental health issues. Root Cause: WISD students face a variety of serious issues such as: increased stress, fear, and anxiety; depression; negative family environment/family conflict; homelessness; child mistreatment or abuse; bullying; identity issues; and behavior disorders.

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 3: WISD will implement positive, proactive discipline management strategies.

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

Strategy 1 Details	Reviews			
Strategy 1: WISD will revise and distribute the Discipline Plan, Student Code of Conduct, and Student Handbook annually. Strategy's Expected Result/Impact: The goal is to increase student achievement, school improvement, and school safety. Compliance with TEC 11.252(3) (E) Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will ensure that parents and students are informed of their rights and responsibilities. Strategy's Expected Result/Impact: The goal is to increase student achievement, school improvement, and school safety. Compliance with TEC 11.252(3) (E) Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Campus and district administration will review 425 disciplinary records for ISS, OSS, Expulsion, and DAEP placements. Strategy's Expected Result/Impact: The goal is to maintain accurate state reports and improve district-wide efficacy. Compliance with TEC 11.252(3) (E) Staff Responsible for Monitoring: District PEIMS Director, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will offer staff development that provides teachers with discipline techniques. Strategy's Expected Result/Impact: Training will provide teachers with techniques to use to strengthened desired behaviors and decrease undesired behaviors. Staff Responsible for Monitoring: Melissa Marbut, Principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: WISD will implement Positive Behavior Support strategies from the Texas Behavior Support Initiative (TBSI). Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Through the implementation of effective behavior strategies, learning time for students with disabilities will be increased and student achievement will be positively impacted. Staff Responsible for Monitoring: Principals Results Driven Accountability	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: WISD will implement Conscious Discipline: Building Resilient Classrooms at Whitney Elementary School in 2021-2022. Strategy's Expected Result/Impact: Conscious Discipline will help WES teachers change from an unconscious, traditional, compliance model of discipline to a conscious, relationship-based, community model. Staff Responsible for Monitoring: Amber Seely, Amber Johnson	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 4: WISD will conduct a comprehensive review and needs assessment of discipline policies and procedures.

Evaluation Data Sources: Each campus will examine individual student discipline referrals to determine frequency and trends of disciplinary placements.

Each campus will review current discipline policies and procedures and identify needed areas of improvement.

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 5: WISD will implement alternative discipline strategies and consequences in order to see a reduction in discretionary ISS placements.

Evaluation Data Sources: Each campus will create a list of alternative consequences and strategies to reduce the number of ISS referrals.

Each campus will conduct student conferences with administrators and counselors when repeat infractions occur to build relationships with students, find the root causes of student behaviors, and address the student misbehavior.

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 6: WISD will create processes to ensure students with consistent discipline problems are referred for interventions that are supportive and responsive.

Evaluation Data Sources: WISD will partner with local agencies like KLARAS/MHMR to help reduce repeat behaviors that lead to discipline referrals. WISD will use ESSR funds to hire an additional KLARAS Counselor to help with the caseload in 2021-2022, 2022-2023, and 2023-2024.

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 7: WISD will provide professional development for administration and educators to increase the use of restorative discipline techniques.





Evaluation Data Sources: WISD will provide training and support needed for educators to manage classrooms without employing exclusionary discipline techniques where students are removed from the primary instructional setting.

WISD will provide the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of all students.

Goal 4: WISD will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 8: WISD will improve the dropout rate by 1 student in 2021-2022.

Evaluation Data Sources: WISD reported 3 dropouts in 2019-2020 and 3 dropouts in 2020-2021.

Strategy 1 Details	Reviews			
Strategy 1: WISD will provide tutoring before, during, and after school. Strategy's Expected Result/Impact: Tutoring will be used to mentor and provide additional one-on-one help for students who struggle or are in danger of becoming at risk. Staff Responsible for Monitoring: Principals, Teachers Problem Statements: Demographics 3	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will provide flexible scheduling opportunities for students through the Optional Flexible School Day Program at Whitney High School's Wildcat Academy. Strategy's Expected Result/Impact: The academy will provide a supportive, flexible learning environment for students at risk of dropping out or have previously dropped out, that meets individual academic needs in a non-traditional school setting, recover high school credits and attain necessary credits for high school graduation with full-time supervised highly qualified educator support, and assist with transition services to college, training, apprentices, and/or institutions of higher education, or the workforce. Staff Responsible for Monitoring: Amy Leech, Bob Kruse Problem Statements: Demographics 2, 3	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will add a third PreK class in 2021-2022. Strategy's Expected Result/Impact: A third class will allow WISD to serve students who do not qualify through state requirements in addition to those who meet the requirements. Staff Responsible for Monitoring: Amber Seely, Laura Hunt, Melody Haley Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 3	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: WISD has experienced a steady increase in adolescent mental health issues. Root Cause: WISD students face a variety of serious issues such as: increased stress, fear, and anxiety; depression; negative family environment/family conflict; homelessness; child mistreatment or abuse; bullying; identity issues; and behavior disorders.

Demographics

Problem Statement 3: According to the Annual Dropout Summary Report, WISD had 3 dropouts which totaled a rate of 0.6% All Students for 2019-2020. **Root Cause:** Two of three were incarcerated, and the other student quit to go into the workforce.





Goal 5: WISD will recruit, develop, and retain highly effective school leaders, teachers, and staff by rewarding excellence and providing opportunities for continual growth.

Performance Objective 1: WISD will report 100% State Qualified teachers at all campuses and 100% Highly Qualified paraprofessionals at WES and WIS.

HB3 Goal

Evaluation Data Sources: Certificates will be used to determine qualifications.

Strategy 1 Details	Reviews			
Strategy 1: WISD will amend the 2021-2022 pay scales for teachers. Strategy's Expected Result/Impact: Pay scales will be competitive to attract experienced and effective educators. Staff Responsible for Monitoring: John McCullough, Kim Martin Problem Statements: Demographics 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will recruit and hire individuals that help maintain a 100% State Certified status for all core classroom teachers. If needed, DOI and teachers in alternative education programs will be used to ensure qualified educators are serving students. Strategy's Expected Result/Impact: WISD will meet state certification requirements. Staff Responsible for Monitoring: Principals, Melissa Marbut	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will recruit and hire SPED individuals that help maintain a 100% State Certified status and a 100% Highly Qualified status. Strategy's Expected Result/Impact: WISD will meet state certification requirements and federal SPED certification requirements. Staff Responsible for Monitoring: Principals, Melissa Marbut	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will recruit and hire individuals that help maintain a 100% Highly Qualified status for paraprofessionals at WES and WIS. All individuals who are not properly certified will attend a paraprofessional academy. Strategy's Expected Result/Impact: WISD will meet federal certification requirements. Staff Responsible for Monitoring: Principals, Melissa Marbut	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: WISD will conduct recruitment activities to sustain placement of state qualified and highly qualified, as appropriate, personnel in all positions. Strategy's Expected Result/Impact: WISD will post job openings on the district webpage and with ESC Region 12. WISD will attend available job fairs to recruit applicants. WISD will reach out to college programs and alternative certification programs to recruit qualified educators. Staff Responsible for Monitoring: Principals, Melissa Marbut	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: WISD will provide a \$750.00 retention bonus on the November 2021 paycheck for all educators. Strategy's Expected Result/Impact: WISD will provide retention bonuses to reward the hard work during the past year and remain competitive with other school districts. Staff Responsible for Monitoring: John McCullough, Melody Haley, Kim Martin Problem Statements: Demographics 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: WISD will provide a mentor program. Strategy's Expected Result/Impact: The district mentor program for first and second-year teachers is meant to provide support, encouragement, and guidance for new teachers. Staff Responsible for Monitoring: Laura Hunt, Principals	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: WISD currently has 15 teachers teaching under District of Innovation (DOI) plan and 4 teachers in an Alternative Education Program. Root Cause: Hiring efforts are not producing candidates, so WISD must rely on two nontraditional ways to hire uncertified individuals for teaching positions--the district's District of Innovation (DOI) plan and Alternative Education Programs.

Goal 5: WISD will recruit, develop, and retain highly effective school leaders, teachers, and staff by rewarding excellence and providing opportunities for continual growth.

Performance Objective 2: WISD will train and use qualified individuals and programs to ensure compliance with State and Federal Programs.

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

Strategy 1 Details	Reviews			
Strategy 1: WISD will use certified personnel to provide gifted/talented students with an assortment of learning opportunities that lead to the development of advanced level products or performance. Strategy's Expected Result/Impact: WISD will meet the requirements of the Texas State Plan for the Education of Gifted/Talented Students. Staff Responsible for Monitoring: Laura Hunt, Principals, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 using staff members who hold the ESL Certification or are serving under a state waiver. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Laura Hunt, Principals, PEIMS	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Whitney ISD will train staff members to 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. Strategy's Expected Result/Impact: Progress monitoring will inform and improve instruction and student performance. Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals Results Driven Accountability Problem Statements: Student Learning 5, 6, 7, 8	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will use appropriately certified staff to assess and serve students with dyslexia and related disorders. Strategy's Expected Result/Impact: 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) Staff Responsible for Monitoring: Laura Hunt, Maggi Massengale, Principals, Counselors Title I Schoolwide Elements: 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: WISD will use interventionists at WES and WIS to provide an intensive reading program that appropriately addresses students' reading difficulties and needs. Strategy's Expected Result/Impact: 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. A third interventionist will be added to WES in 2021-2022. Staff Responsible for Monitoring: Laura Hunt, Russell Gauer, Amber Seely Title I Schoolwide Elements: 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 5	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: WISD will implement Summit K12 through the Title III SSA with Region 12 for all Emergent Bilingual students. Strategy's Expected Result/Impact: WISD will use the program to instruct and track progress of students in making steady progress toward the English Language Proficiency Growth Goals throughout the year and are prepared for TELPAS. Staff Responsible for Monitoring: Laura Hunt, Principals Results Driven Accountability Problem Statements: Student Learning 9	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.
Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. Root Cause: WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.





Student Learning
Problem Statement 9: According to Spring 2021 state assessment results, only 38% of TELPAS takers earned progress in becoming proficient in the use of academic English. Root Cause: WISD has not provided effective instruction and support that results in the progression of second language acquisition from one proficiency level to the next and that successfully meet the linguistic needs of ELs.

Goal 5: WISD will recruit, develop, and retain highly effective school leaders, teachers, and staff by rewarding excellence and providing opportunities for continual growth.

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

Evaluation Data Sources: All staff development opportunities will be aligned with the needs assessment.

Strategy 1 Details	Reviews			
Strategy 1: WISD will provide Professional Learning Communities (PLC) training to administrators and teacher leaders. Strategy's Expected Result/Impact: 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? Staff Responsible for Monitoring: Laura Hunt Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 5, 6, 7, 8 - District Processes & Programs 2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will provide the required T-TESS update with teachers during the two-week staff development schedule in 2020-2021. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Laura Hunt, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Laura Hunt, Principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 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 2020-2021. Likewise, WISD will apply for a waiver for any eligible teachers who are not currently ESL certified but serve ESL students. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Melissa Marbut, Laura Hunt, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Our goal is to become student-centered in all of our classes. Compliance with TEC 11.252(3)(F) Staff Responsible for Monitoring: Laura Hunt, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: WISD will provide a Legal Overview with Dennis Eichelbaum from Eichelbaum, Wardell, Hansen, Powell, & Mehl, P.C. on August 10, 2020. Strategy's Expected Result/Impact: The session will cover the First Amendment, FERPA, Social Media, and Harassment Training. Staff Responsible for Monitoring: Melissa Marbut, Melody Haley	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: WISD will certify that 100% of all test coordinators are fully trained on state testing protocols and requirements so they may train campus staff. Strategy's Expected Result/Impact: Campus coordinators are required to receive annual training on test security and general testing procedures, as well as procedures unique to specific testing circumstances. Staff Responsible for Monitoring: Melissa Marbut, Counselors	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: According to the Closing the Gaps Domain, WISD met 5 of 19 targets in Academic Achievement, 3 of 11 targets in Student Success, and 0 of 5 targets in School Quality. Root Cause: Effective data analysis and intervention have not been used to monitor, accelerate, and meet students' instructional needs.

Student Learning

Problem Statement 5: According to the Spring 2021 state assessment results, 52% of 4th grade students, 44% of 7th grade students, 31% of English I students, and 27% of English II students in WISD did not meet state expectations on a state writing test. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 6: According to the Spring 2021 state assessment results, WISD scored below the region and state in 3rd Reading, 4th Writing, 5th Reading, 6th Math, 7th Writing, 8th Reading, 8th Science, 8th Social Studies, Biology, English 1, and English 2 in the Masters Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 7: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 6th Math, 6th Reading, 7th Reading, 7th Writing, 8th Reading, and 8th Science in the Meets Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

Problem Statement 8: According to the Spring 2021 state assessment results, WISD scored below the region and state in 4th Writing, 7th Writing, 8th Reading, 8th Science, Algebra 1, US History, and Biology in the Approaches Performance Category. **Root Cause:** WISD has not provided the appropriate training and support needed for educators to employ effective instructional strategies and interventions to address the needs of students.

District Processes & Programs





Problem Statement 2: According to the Special Education Self Assessment completed by WISD administration, WISD was rated developing in Instructional Strategies. **Root Cause:** WISD has not provided enough training for educators related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.

Goal 6: WISD will include all parents, community members, and educators as active partners in the education of students.

Performance Objective 1: 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 Sources: WISD will use survey results, meeting minutes, and parent/guardian attendance (sign in sheets) to measure participation and growth.





Strategy 1 Details	Reviews			
Strategy 1: WISD will ensure that information is provided in languages that parents/guardians can understand. Strategy's Expected Result/Impact: Schools will communicate with parents/guardians in their home language and work to effectively bring them in to the classroom and the school community. Staff Responsible for Monitoring: Principals, Secretaries, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will ensure that parents/guardians and students are informed of their rights and responsibilities. Strategy's Expected Result/Impact: Parents/guardians and students will be well informed of the rights and responsibilities involved in the education of each student and the district. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD will provide a Parent Portal for parents to monitor a child's attendance, grades, and discipline. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Tonya Booth, Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will use a variety of methods to conduct teacher/parent conferences. Strategy's Expected Result/Impact: Conferences will be used to discuss a child's progress and find enhancements or solutions to academic or behavioral needs in addition to creating a partnership with families. Staff Responsible for Monitoring: Principals, Secretaries, Teachers Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: WISD will maintain a district and campus websites to keep parents/guardians and community members informed. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Kristy Smith, Principals	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: WISD will use multiple channels and approaches for communicating with families. Strategy's Expected Result/Impact: Keeping parents informed and inviting them to become part of the educational process will significantly influence the success of students. Therefore, WISD must share information about opportunities for families to be involved with school through email, mail, social media, class apps, school newsletters, and letters sent home with students. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: WISD will include all parents, community members, and educators as active partners in the education of students.

Performance Objective 2: WISD will increase the opportunities for all parents, community members, and educators to become active partners in the education of students.

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

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Research has proven that parent/community involvement in education is instrumental to students' academic achievement. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WISD will work to expand partnerships with local businesses and organizations. Strategy's Expected Result/Impact: Parent-school-community partnerships will improve schools, strengthen families, build community support, and increase student achievement and success. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: WISD include parents and community members as active members of district and campus planning groups. Strategy's Expected Result/Impact: Any processes which look at addressing academic success are more effective when a range of perspectives are included. Staff Responsible for Monitoring: Melissa Marbut, Principals	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				