

# **Willis Independent School District District Improvement Plan**

**2024-2025**



# Mission Statement

The mission of Willis Independent School District is to develop in each student the knowledge, skills, and behaviors essential for life-long learning and for productive, responsible citizenship.

## Vision

*We are committed to ensuring that all students learn at high levels to successfully exhibit personal values, model respectful relationships, and utilize a growth mindset to thrive in the global environment.*

## Core Commitments and Core Beliefs

We believe every child counts; every child learns.

*We will provide the opportunity for a successful future by teaching every child to think.*

We believe the education of all children is the responsibility of the family, school district, and community.

*We will communicate, encourage, be responsive to, and seek input and participation from students, their families, staff, and community*

We believe each employee is valuable and has a profound impact on student learning.

*We will invest in highly qualified human talent, engage them in teamwork and learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.*

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

*We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.*

We believe all students learn best in a safe, supportive, and secure environment.

*We will ensure that the learning and work environments are safe and nurturing so that each student and staff member will achieve high levels of performance.*

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# Comprehensive Needs Assessment

Revised/Approved: March 22, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

Based on the district needs assessment the following will be areas of focus for the 2024-2025 school year:

- Increase student achievement in Reading/Math/Science/Social Studies across all demographics, graduation rates, and IBC at both the state and federal level
- Increase and maintain high levels of student attendance at all grade levels
- Provide support systems to increase student achievement in reading/writing/math/science/social studies for all student groups
- Continue with year two of implementation of the Dual Language Immersion One Way Bilingual Program
- Continue to provide staff development on bilingual instruction best practices for teachers of Emergent Bilinguals
- Provide coaching and curriculum and instructional practices for teachers of emergent bilingual classrooms.
- Provide instructional strategies for teachers to emphasize hands on learning activities in the science classrooms.
- Support special education staff to improve instructional practices for special education
- Improve and enhance technology usage across content areas to support instructional practices.
- Increase parent and family involvement at the campus and district level utilizing the Wildkat Resource Center and staff
- Increase both Honors and AP enrollment at the secondary level.
- Increase the number of students taking AP placement tests, TSI2 Accuplacer, and DC level classes.
- Use Elevate K-12 to provide online instruction due to teacher shortage at the high school.
- Implement PAPER to provide unlimited tutoring to students before, during, and after school with live online tutors.

- Increase the number of students taking PSAT and SAT.
- Continue to monitor needs for safety and security of all district facilities.
- Provide an appropriate off campus instructional setting for students who are in violation of the Student Code of Conduct
- Provide support to early education and prekindergarten students for economically disadvantaged, Emergent Bilingual, and students with special needs

# Demographics

## Demographics Summary

Willis ISD is part of a small community located on the I-45 corridor north of Houston, Texas. The location allows community members quick access to world class medical care, shopping, and entertainment. For this reason the district is growing with land available for future expansion. The close proximity to major companies and commerce allows business professionals the luxury to live in a smaller community yet be close to work. Montgomery county is a very fast growing area in Texas; it is expected that Willis will continue to grow at a fast pace in the coming years. Many staff members, including instructional and auxiliary staff, are members of the community, some long-time members. The district serves a majority of families who have lived in Willis for generations. Willis is a growing community with a small town feel.

For the 2024-25 school year, the district will serve approximately 8,800 students. Student population consists of 50.78% White students, 37.33% Hispanic students, and 7.34% Black students. Students of economic disadvantage comprise 56.78% of the student population and students considered at-risk comprise 51.17%, Emergent Bilingual students comprise 15.73% and Special Education students comprise 10.45% of the student population.

Willis ISD elementary campus staffs conduct numerous after-school and in-school activities that engage students and parents. Parents also attended scheduled parent/teacher conferences as well as school events that involve their children. Communication with parents typically occurred through notes, flyers, and invitation sent home with student in their Monday folders. Our Community and Parent Center continues to have a positive impact in helping families throughout our community and district. Teachers were required to call the parents of all students throughout the year and to document all telephone conversations with parents. Parents were generally positive about communication with school staff and preferred email communication over telephone and other communication methods. The survey indicated continued evaluation of communication efforts is necessary.

## Demographics Strengths

District enrollment is growing in response to housing and economic growth in Willis. The current enrollment is up 600 students (eight percent) from this time last year (Sept. 2023-2024).

Willis ISD is the only school district in the region with a balanced budget for the 2024-2025 school year.

Campus-based parent involvement activities for academics and fine arts are well-attended

Call out and email system to keep parents aware of scheduled events (open house, math nights, athletic luncheons, etc)-Blackboard, Parent Link

Math nights (elementary/middle schools) to teach fun ways to practice math at home with students in a fun engaging ways

Curriculum content nights on elementary campus engaging students/parents in Literacy, STEM and STEAM

The Wildkat Resource Center, led by the District Outreach Liaison, assists families in need with school supplies, clothing, shoes and toiletry items.

Parent Support Group-meetings for parents with special need students

Volunteers/PTO

Website/Facebook/Twitter/Instagram are used for parent information and communication tools

Willis ISD Mobile App

The district has added a partnership with Niche and Nextdoor Neighborhood digital/social platforms

This Week in Willis ISD quarterly e-mail newsletter

The Wildkat Wellness (SHAC) committee is well-attended and active

Monthly videos for student and parents on important social, emotional health topics

Parent and student Self-Serve-web based access available for parents to view students' grades and attendance information

District Student Mentor Program R.I.S.E.- Mentoring program utilizes community volunteers to mentor middle school and high school students

Friends of Texas Public Schools

Peachjar- Flyer distribution system

Remind 101 App

Long-Range Planning Committee with representation from each campus and the community

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Willis ISD is working to serve a growing student population and adjust to the increasing number of economically disadvantaged students. **Root Cause:** Population growth and wealth distribution

**Problem Statement 2 (Prioritized):** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

# Student Achievement

## Student Achievement Summary

For the 2023-2024 school year, STAAR scores indicate that 5 of our 6 elementary schools saw significant growth in the number of students who earned the rating of Meets Grade Level Expectation, while the highest elementary-performing campus maintained its level of performance.

In grades 3 - 6, students demonstrated gains in Reading as compared to the 2022-2023 STAAR scores. Grades 4 - 6 showed gains in the percentage of students earning a rating of meets grade level expectations. 3rd, 4th, and 6th grade students showed gains in the percentage of students who earned a rating of meets grade level expectations.

## Student Achievement Strengths

- Utilizing data results across different and multiple programs- NWEA MAP, local assessments, STAAR, etc. in District Data Tracker
- Seeing growth compared and increased over MOU and EOU assessments, projected to increase STAAR assessments
- TELPAS Reading assessment consistently receives the best results of the TELPAS assessments
- Seeing growth increase in the results for Meets and Masters for MOU and EOU assessments
- Utilizing the projected growth report from NWEA MAP to form instructional groups for interventions on campuses
- Consistently tracking reading levels and growth of students in reading through grade 2 with DRA and CLI
- A high percentage of students are reading on grade level or better by 2nd grade
- Increase in the number of students receiving TSI proficiency through Texas College Bridge
- Increase in the number of students receiving proficiency of 3 or better on AP exams
- Increase in the number of students taking and receiving credit for dual credit courses

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Emergent Bilingual students performed below the state scores in TELPAS as shown in the TELPAS Student Summary Report. **Root Cause:** Emergent Bilingual students are not receiving the necessary targeted differentiated instruction needed to meet their English language acquisition.

**Problem Statement 2 (Prioritized):** Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. **Root Cause:** Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.

**Problem Statement 3 (Prioritized):** District schools should identify the needs of their sub populations, identify the targeted areas of growth that will have the greatest impact to their accountability rating, and provide targeted interventions for marginalized groups. **Root Cause:** Designated sub populatins are performing below the state level on the STAAR exam and our schools are not showing growth for marginalized groups.

**Problem Statement 4 (Prioritized):** Student attendance has never rebounded to pre Covid percentages. **Root Cause:** Lack of parental understanding of the importance of attendance, increased number of mental health concerns, perception that on line learning can replace in class learning

## **District Culture and Climate**

### **District Culture and Climate Summary**

Willis ISD is part of a small community located on the I-45 corridor north of Houston, Texas. The location allows community members quick access to world class medical care, shopping, and entertainment. For this reason the district is growing with land available for future expansion. The close proximity to major companies and commerce allows business professionals the luxury to live in a smaller community yet be close to work. Montgomery county is a very fast growing area in Texas; it is expected that Willis will continue to grow at a fast pace in the coming years.

Many staff members, including instructional and auxiliary staff, are members of the community. The district serves a large number of families who have lived in Willis for generations. Willis is a growing community with a small town feel.

WISD partners with the Montgomery County Sherriff's Office to employ its own police force. The officers are housed at the campuses and assist with truancy, security, and student/parent issues. The officers have created partnerships with county law enforcement agencies and the fire department to ensure all aspects of security and safety are covered.

### **District Culture and Climate Strengths**

Willis ISD is an Equal Opportunity Employer. Willis ISD considers applicants for all positions without regard to race, color, national origin, age, religion, sex, marital status, veteran or military status, the presence of a medical condition, disability, or any other legally protected status.

The district strives each year to hire and retain staff who are strong in instructional best practices and who are certified by the state of Texas as highly qualified.

## **TECHNOLOGY**

WISD began a transformation to a digital learning environment over seven years ago by funding a part-time Technology Integration Coach (iCoach) for each campus to provide training on digital tools, engagement and enhancement ideas for classroom activities, and student-centered learning with technology integration. Currently, all campuses have a full-time iCoach. This full-time iCoach position expanded to include library support, a working partnership with campus instructional coaches and serving as a campus technology advocate through social media.

The district implemented a 1:1 initiative for students as a result of the pandemic. This supported the adopted learning management system allowing teachers to deliver instruction through a digital environment. Students are able to access digital resources and extend learning opportunities outside of the school day. All secondary campuses have maintained a 1:1 tablet to student ratio.

## **CTE 2024-2025**

The CTE Programs of Study was updated for the 23-24 school year adding several new courses including Animation and Agribusiness. The district adjusted some of the previous CTE pathways to align with the state. The district continues to offer the approved Regional Program of Study in Cosmetology.

CTE Advisory committees will continue to meet this year. This allows teachers to hear directly from industry personnel on skills our students need in the workforce.

## **SPECIAL EDUCATION**

Willis ISD is an inclusive district with the belief that when all students are learning together (including those with the most extensive needs) and are given the appropriate instruction and supports, ALL students can participate, learn, and excel within grade-level general education curriculum, build meaningful social relationships, achieve positive behavioral outcomes, and graduate from high school, college, and beyond. The district adopted the Stetson Model of inclusion in 2014 and continues to reflect a strong focus on high expectations for ALL students. Student programming, supports, and services are reviewed in depth by ARD committee members who are trained in the special education process and are invested in the success of the student. Parents are encouraged to actively participate in ARD committee planning and parent resource meetings.

## **DYSLEXIA**

Willis Independent School District strives to have an exemplary dyslexia program for students enrolled in grades K-12. Through a response to intervention process, WISD monitors students on a regular basis utilizing formal and informal observations, student data and other assessments included but not limited to Measuring What Matters (MAP), TX-KEA, common assessments, benchmark assessments, unit assessments, writing samples and/or written evidence of curriculum-based activities.

Willis Independent School District is committed to the development and implementation of a dyslexia program that addresses both the Texas Education Code at §38.003 and the Texas Administrative Code at §74.28.

## **ADVANCED ACADEMICS**

The WISD Middle School Accelerated Pacing Pathways for Mathematics and Science allows students in grades 6-8 to complete middle school and high school content through Algebra I and Biology EOCs within a three-year period. During the 2024-2025 school year, Willis ISD will also continue the accelerated pacing for High School students allowing them to complete two yearlong Dual Credit Mathematics courses within one school year. This will make the WISD dual credit program commensurate to that of Lone Star College.

WISD will ensure that all students enrolled in AP Courses connect to the appropriate AP Classroom platform. This will provide support and access to content and tools from College Board intended to help students maximize learning and increase the potential for success on AP Exams. In Willis ISD, CCMR courses such as General Employability Skills are now available at the middle school level. By broadening advanced course offerings and expanding opportunities for students to accelerate pacing, WISD intends to increase the percentage of students participating in advanced level courses, as well as taking Advanced Placement (AP) exams

## **FINE ARTS**

Fine Arts in WISD will continue to emphasize quality fine arts experiences for students. In preparation for the 2024-25 school year, the district added an additional elementary art position to provide weekly art instruction on all elementary campuses and an additional orchestra teacher to provide instruction of sixth through eighth orchestra on both middle school campuses.

The district will continue to supply elementary music teachers with the state adopted music curriculum, Quaver, allowing for web based lessons and extension for students. Similarly, visual arts classes will use The Art of Education University curriculum and professional development software. Secondary WISD fine arts programs will continue to include multi level experiences in band, choir, orchestra, visual art, theater and dance.

The district currently has 42% of high school students participating in fine arts courses, 88% of middle school students participating in fine arts courses and 100% of elementary students participating in music and art.

## **Summer Enrichment Camps**

In the summer of 2021, Willis ISD started offering summer enrichment camps to all students going into 3rd through 8th grade. Summer enrichment camps are offered in STEM, art, agriculture, culinary, literature, photography, and theater. Each camp is offered for one week throughout June, allowing students to attend multiple camps. We increased our offerings in camps for the summer of 2024 including music, coding, and woodworking and increased student participation in camps.

## **SUBSTANCE ABUSE PREVENTION AND MENTAL HEALTH PROGRAM**

During the 2021-2022 school year, WISD participated in the Title IV School Mental and Behavioral Health Capacity Building Initiative. This will continue for the 2024-25 school year. This region VI grant will provide a series of training for our campus counselors and teachers that will focus on working with:

- Professional Learning Communities
- Mental Health Training
- Mental and Behavioral Health Needs Assessment (this is a multi-tiered system of supports, school climate survey)
- The SHAPE System (Pilot, measure, and give feedback to TEA)
- Collaboration with local Mental Health
- Weekly peer groups

WISD will continue to build relationships with local agencies such as Tri-County that support students and families who struggle with drug addiction and mental health issues. WISD will participate in monthly PLC meetings with Region VI School Mental Health Leaders. In addition, WISD will receive training on Mental and Behavioral health topics to support students and will utilize the Practice Guide and Toolkit that is currently piloted by TEA.

WISD is committed to training faculty and staff in order to meet the increased need for a response to social and emotional wellness. During the 2019-2020 school year, WISD began training instructional staff with the Mental Health First Aid training. This 8-hour course addresses ways to assist individuals experiencing mental health issues or substance abuse. The training helps identify, understand, and respond to signs of addiction and mental illnesses. Mental Health First Aid helps assist individuals experiencing a mental health or substance use-related crisis. Teachers learn risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help.

## **BILINGUAL & ESL Instructional Programs**

During the 2024-2025 school year, Willis ISD will serve over 1300 English language learners in our bilingual and ESL programs. With the recommendations from the Bilingual Guiding Coalition, Willis ISD is currently in the second year of implementation of the Dual Language Immersion One Way bilingual program. The first year of implementation of the program during the 2021-2022 school year encompassed grades PK-5 and focused on establishing instructional practices across grade levels and campuses. Required instructional strategies such as Preview-View-Review were taught, monitored, and evaluated at all grade levels. A new instructional coach position was created to work with bilingual teachers to develop instructional capacity, create consistency between bilingual campuses, and begin the process of creating a bilingual curriculum document to be followed by all bilingual teachers. WISD has maintained and enhanced the partnership with our local Education Service Center's bilingual education department at Region VI. This partnership will allow WISD to offer high-quality staff development opportunities for all bilingual teachers and provide in-classroom support and training for teachers that need to improve their skills in bilingual instruction.

For the 2024-25 school year, the bilingual program will be offered at Roark Early Education Center, Cannan Elementary, and C.C. Hardy Elementary. English as a Second Language programming is offered at all WISD campuses. Bilingual and ESL instruction is available to students who meet state-mandated criteria as new students to Texas schools and students who were identified as Emergent Bilinguals at other Texas school districts.

## **COMMUNICATIONS**

Moving into the 2024-25 school year, communication efforts continue to be a top priority for the Willis Independent School District as we build parent and community

awareness and support of the programs we offer students. The Willis ISD Communications team supports district and campus goals to promote a positive, informative and educational climate by facilitating communications between and among students, staff, parents, and the community. The department works to communicate the outstanding achievements of our students, increase parental and community engagement, and foster public trust and understanding. While district communication is strong, the focus this year is on increasing the communication between schools and parents. Communication with the community, particularly with the segment of community members/taxpayers who live in Willis ISD district boundaries but may not have students in the schools, is paramount to future success. We continue to use the Rave Panic Button safety app for teachers to be able to notify 911 and other staff immediately in an emergency. In 2023-24, a Long Term Planning Committee was established and met to review district needs for Bond packages. Strong relationships with area media have resulted in more positive news coverage for the district. Additional training for principals and campus staff will support the increase in campus communication efforts.

### **Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1:** Willis ISD struggles to engage parents for in-person events for non-performance related activities. **Root Cause:** Timing, Family Schedules, Need more education on the importance of attending the event.

**Problem Statement 2 (Prioritized):** Willis ISD needs to improve the school/parent connection on topics related to academics. **Root Cause:** Need more education on the importance on their involvement.

**Problem Statement 3 (Prioritized):** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Willis ISD is an Equal Opportunity Employer. Willis ISD considers applicants for all positions without regard to race, color, national origin, age, religion, sex, marital status, veteran or military status, the presence of a medical condition, disability, or any other legally protected status.

The district strives each year to hire and retain staff who are strong in instructional best practices and who are certified by the state of Texas as highly qualified.

## Staff Quality, Recruitment, and Retention Strengths

The performance of each district employee is evaluated annually according to established district parameters. Employees may also be required to provide annual performance and professional growth plans. This annual process assists managers and the district overall in ensuring that each employee contributes effectively to the accomplishment of the district's educational mission.

The district prepares an annual plan to identify programs for in-depth and objective evaluation. Mandated reports are submitted to federal, state, and local funding agencies. Additionally, proactive reports are prepared reviewing district program implementation and outcomes. Findings and recommendations inform program improvements as well as planning for professional development for staff and decision-making processes.

The district conducts professional development and parent involvement surveys yearly. These surveys provide comprehensive information from various perspectives. The results of the surveys are used for evaluation of programs, learning and work environment, and customer service. The results of the surveys are invaluable to planning for continuous improvement.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas including special education. **Root Cause:** The number of available highly qualified teacher is not keeping up with the demand since COVID.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Willis ISD utilizes TEKS Resource and creates local documents for organizing and planning curriculum and instruction. Teachers in Willis ISD use state adopted instructional materials. The district utilizes both national normed and local common assessments to monitor student progress and instructional impact.

## Curriculum, Instruction, and Assessment Strengths

- Standards Based Resources and Materials
- Scope & Sequence; Pacing Guides; Pacing Calendars
- Foundation Courses/Class Materials (State Adopted Instructional Materials)
- Secondary Enrichment Courses/Class Materials
- Instructional Design; Lesson Plan Template
- Collaborative Horizontal/Vertical Alignment Processes (TEKS Resource-IFDs)
- Common Assessments (Middle of Unit/End of Unit; TEMI, TX KEA, STAAR Interim, DRA, NWEA MAP)

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Emergent Bilingual students performed below the state scores in TELPAS as shown in the TELPAS Student Summary Report. **Root Cause:** Emergent Bilingual students are not receiving the necessary targeted differentiated instruction needed to meet their English language acquisition.

**Problem Statement 2 (Prioritized):** Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. **Root Cause:** Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Willis ISD elementary campuses conduct numerous after-school and in-school activities that engage students and parents. Schools hold orientation nights; math, reading and science nights; and bilingual family involvement nights.

Parents are asked to attend scheduled parent/teacher conferences as well as school events that involve their children. Additionally, teachers were required to call the parents of all students throughout the year and to document all telephone conversations with parents.

Communication with parents is done in a variety of ways, including: websites, social media outlets, flyers, emails, texts, digital flyers and phone calls.

The Wildkat Resource Center assists WISD families in need by providing assistance with school supplies, clothing, shoes, jackets, undergarments, and toiletry items. Student volunteers assist with organizing the center.

The Superintendent films videos and sends letters throughout the school year to provide updates to families and the community.

The district sends out multiple surveys during the year to engage parents on various topics and obtain feedback.

The district hosts various parent information meetings related to items such as bonds, superintendent focus groups, campus improvement projects, etc.

Willis ISD hosts yearly Summer Enrichment Camps for students to explore topics of interest and further their skills in areas they love.

Sports camps each summer provide a healthy exercise outlet for students to keep them engaged and in shape.

## Parent and Community Engagement Strengths

Campus-based parent involvement activities for academics and fine arts are well-attended

Call out and email system to keep parents aware of scheduled events (open house, math nights, athletic luncheons, etc)-  
Blackboard, Parent Link

Math nights (elementary/middle schools) to teach fun ways to practice math at home with students in a fun engaging ways

Curriculum content nights on elementary campus engaging students/parents in Literacy, STEM and STEAM

The WISD Wildkat Resource Center supports families through resources and information along with our Community and Parent Liaison

Parent Support Group-meetings for parents with special need students

Volunteers/PTO

Website/Facebook/Twitter/Instagram are used for parent information and communication tools

Willis ISD Mobile App

Wildkat Word - District Families newsletter

Inside Willis ISD - employee newsletter

The Wildkat Wellness (SHAC) committee is well-attended and active

Superintendent update videos to families are shared throughout the year

Share resources for student and parents on important social, emotional health topics; host parent trainings in areas such as Sex Trafficking, drugs, mental health

Parent and student Self-Serve-web based access available for parents to view students' grades and attendance information

District Student Mentor Program R.I.S.E.- Mentoring program utilizes community volunteers to mentor middle school and high school students

Long Term Planning Committee to review district demographics report, district and community growth, facility needs

Peachjar- Flyer distribution system

Remind 101 App

Willis ISD in partnership with other local school districts is providing a series of educational and informational seminars geared towards the needs of gifted learners; topics to include: general information on the gifted learner, academic enrichment opportunities, social-emotional needs, and advocacy.

#### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Willis ISD struggles to engage parents for in-person events for non-performance related activities. **Root Cause:** Timing, Family Schedules, Need more education on the importance of attending the event.

**Problem Statement 2 (Prioritized):** Willis ISD needs to improve the school/parent connection on topics related to academics. **Root Cause:** Need more education on the importance on their involvement.

**Problem Statement 3 (Prioritized):** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

# District Context and Organization

## District Context and Organization Summary

Willis ISD is located in Montgomery County, Texas and serves the rapidly growing community of Willis and surrounding areas. The district operates six elementary schools, two middle schools, one high school, and several specialized educational centers. It serves over 9,000 students with a focus on student achievement, equity for all students, continuous improvement, and goal of preparing all students for college, career or military readiness.

### Student Diversity:

**African American:** 4%

**Hispanic:** 51%

**White:** 41%

**2 or More:** 2%

**Economic Disadvantaged:** 66%

**English Language Learners:** 21%

**Special Education Students:** 10.3%

**District Governance and Leadership:** The district is governed by a seven-member elected School Board, responsible for setting policies, approving budgets, and overseeing district leadership.

### *Key leadership positions include:*

Superintendent

Chief Officers

Executive Directors

Directors

Principals/AP

The district is organized into several departments that support school operations and student services, including:

## **Innovation, Teaching and Learning**

### **Student Services**

### **Support Services**

## **Human Resources**

## **Business and Finance**

## **Technology**

## **Transportation**

The district's current strategic plan focuses on several key priorities:

### **Academic Excellence**

Ensuring all students meet or exceed grade-level standard through rigorous instruction, high expectations, and targeted interventions.

### **Equity and Access**

Closing achievement gaps by addressing disparities in vital resources, opportunities, and outcomes, particularly for marginalized populations.

### **Whole Child Development**

Promoting social-emotional learning, mental health support, and extracurricular activities to foster well-rounded development.

### **Family and Community Engagement**

Strengthening partnerships with families, local organizations, and businesses to support student success and build a collaborative school community.

### **Operational Efficiency**

Ensuring effective use of district resources, improving facilities, and implementing sustainable practices to support long-term growth.

## **District Context and Organization Strengths**

Looking forward, Willis ISD is poised to continue its trajectory of growth by investing in strong leaders, professional development, strengthening community ties, and pursuing equitable practices that support all learners.

Additional Strengths:

- Balanced Budget
- District Leadership focused on developing leaders who support high impact instructional strategies
- A Growth Mindset

### **Problem Statements Identifying District Context and Organization Needs**

**Problem Statement 1 (Prioritized):** Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. **Root Cause:** Increased cost of housing and lack of housing options south on I45.

# Technology

## Technology Summary

Willis ISD began a transformation to a digital learning environment during the 2012-2013 school year by funding a part time Technology Integration Coach (iCoach) for each campus to provide training on digital tools, engagement and enhancement ideas for classroom activities, and student centered learning with technology integration. To stay current with technology trends and resources, the district provides professional development opportunities to campus and district technology leaders. This information is disseminated through the iCoaches with monthly technology tool trainings and daily teacher classroom visits.

Willis ISD has also invested in a learning management system for all grade levels, classroom carts of devices for core classrooms grades K - 8, and a 1:1 initiative for the high school.

## Technology Strengths

- Single Sign On for entire district
- Digital resources such as Google suite, Eduphoria, online textbooks etc.
- laptops for all teachers
- student devices for all core classrooms K - 8
- 1 to 1 Chromebook Ratio for High School Students
- promethean boards for PreK
- monthly professional development opportunities across the district

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students are struggling with writing online for their assessments. **Root Cause:** Prior to 2022 assessments were paper based and didn't require students to type and collect their thoughts digitally.

# Priority Problem Statements

**Problem Statement 1:** Willis ISD is working to serve a growing student population and adjust to the increasing number of economically disadvantaged students.

**Root Cause 1:** Population growth and wealth distribution

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating.

**Root Cause 2:** Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.

**Problem Statement 2 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 3:** District schools should identify the needs of their sub populations, identify the targeted areas of growth that will have the greatest impact to their accountability rating, and provide targeted interventions for marginalized groups.

**Root Cause 3:** Designated sub populatins are performing below the state level on the STAAR exam and our schools are not showing growth for marginalized groups.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Student attendance has never rebounded to pre Covid percentages.

**Root Cause 4:** Lack of parental understanding of the importance of attendance, increased number of mental health concerns, perception that on line learning can replace in class learning

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Emergent Bilingual students performed below the state scores in TELPAS as shown in the TELPAS Student Summary Report.

**Root Cause 5:** Emergent Bilingual students are not receiving the necessary targeted differentiated instruction needed to meet their English language acquisition.

**Problem Statement 5 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 6:** Willis ISD needs to improve the school/parent connection on topics related to academics.

**Root Cause 6:** Need more education on the importance on their involvement.

**Problem Statement 6 Areas:** District Culture and Climate - Parent and Community Engagement

**Problem Statement 7:** Willis ISD needs to improve their ability to engage parents and families in multiple languages.

**Root Cause 7:** Need a better plan for translation services district-wide.

**Problem Statement 7 Areas:** Demographics - District Culture and Climate - Parent and Community Engagement

**Problem Statement 8:** Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same

pace.

**Root Cause 8:** Increased cost of housing and lack of housing options south on I45.

**Problem Statement 8 Areas:** District Context and Organization

**Problem Statement 9:** Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas including special education.

**Root Cause 9:** The number of available highly qualified teacher is not keeping up with the demand since COVID.

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- 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
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Other additional data

# Goals

Revised/Approved: August 26, 2024

## Goal 1: Student Achievement and Post-Secondary Success





**Performance Objective 1:** Willis ISD students will reach high academic standards, in the area of Reading Language Arts with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Interim Assessments, NWEA MAP, locally created MOU and EOU

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Willis ISD will measure students' Reading Language Arts progress by disaggregating data from district designated assessments for the 24-25 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> - Title II, - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the Strong Foundations Planning to create and roll out a literacy framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinator</p> <p><b>Funding Sources:</b> - Title II, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a secondary (RLA Grades 6-English 4) reading-writing connections professional development that includes follow-up and ongoing support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Coordinator</p> <p><b>Funding Sources:</b> - Title II</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Through district wide professional and collaborative meetings, the RLA department will support campus RLA coaches bi-monthly to incorporate high-quality Tier I instruction into their lessons to improve student mastery of the content TEKS. District EOUs and MOUs will be used as formative assessments to evaluate and improve student performance for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator, Instructional Coaches</p> <p><b>Funding Sources:</b> - Title II</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> District schools should identify the needs of their sub populations, identify the targeted areas of growth that will have the greatest impact to their accountability rating, and provide targeted interventions for marginalized groups. <b>Root Cause:</b> Designated sub populatins are performing below the state level on the STAAR exam and our schools are not showing growth for marginalized groups.</p>





**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 2:** Willis ISD students will reach high academic standards, in the area of Social Studies with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Interim Assessments, NWEA MAP, locally created MOU and EOU

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Willis ISD will measure students' Social Studies progress by disaggregating data from district designated assessments for the 24-25 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 3</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide and implement a new TEKS-based Social Studies resource.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> District schools should identify the needs of their sub populations, identify the targeted areas of growth that will have the greatest impact to their accountability rating, and provide targeted interventions for marginalized groups. <b>Root Cause:</b> Designated sub populatins are performing below the state level on the STAAR exam and our schools are not showing growth for marginalized groups.</p>

**Goal 1: Student Achievement and Post-Secondary Success**





**Performance Objective 3:** Willis ISD students will reach high academic standards in the area of Mathematics, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Interim Assessments, NWEA MAP, locally created MOU and EOU

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Willis ISD will measure students' Mathematics progress by disaggregating data from district designated assessments for the 24-25 school year and communicating data to campuses weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Achievement 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Willis ISD will improve student performance by utilizing Strong Foundations Planning to develop and communicate a mathematics instructional framework by end of first semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Willis ISD will increase 3rd -5th grade student performance in mathematics reporting category 2 (Computations and Algebraic Relationships) from 49% to 54% by providing professional development on, and monitoring the use of, the district numeracy and fact fluency resource.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator, Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Through district collaborative meetings, the math department will coordinate with math instructional coaches bi-monthly to support campuses in incorporating high-quality Tier I instruction through planning professional development, writing curriculum supports, writing assessments and disaggregating data to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Willis ISD will increase 6th - Algebra 1 student achievement in the STAAR Performance Category Level Meets from to 19% to 33% by providing ongoing instructional coaching that promotes best practices in math for all student groups for the 2024-2025 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> District schools should identify the needs of their sub populations, identify the targeted areas of growth that will have the greatest impact to their accountability rating, and provide targeted interventions for marginalized groups. <b>Root Cause:</b> Designated sub populatins are performing below the state level on the STAAR exam and our schools are not showing growth for marginalized groups.</p>

**Goal 1: Student Achievement and Post-Secondary Success**





**Performance Objective 4:** Willis ISD students will reach high academic standards, in the area of Science with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2024 - 2025 accountability year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Interim Assessments, NWEA MAP, locally created MOU and EOU

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Willis ISD will measure students' Science progress by disaggregating data from district designated assessments for the 24-25 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinator</p> <p><b>Problem Statements:</b> Student Achievement 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Willis ISD will provide training on new science standards and textbook adoption throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will participate in professional development on the 5E / Inquiry Models of science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Honors Science teachers will receive PD aligned to Advanced Placement and Dual Credit to prepare students for advanced coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> IT&amp;L Content Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Through district wide professional and collaborative meetings, the math department will support campus math coaches bi-monthly to incorporate high-quality Tier I instruction into their lessons to improve student mastery of the content TEKS. District EOUs and MOUs will be used as formative assessments to evaluate and improve student performance for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching &amp; Learning &amp; Professional Development, Content Coordinator, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Performance Objective 4 Problem Statements:**

Student Achievement
<p><b>Problem Statement 3:</b> District schools should identify the needs of their sub populations, identify the targeted areas of growth that will have the greatest impact to their accountability rating, and provide targeted interventions for marginalized groups. <b>Root Cause:</b> Designated sub populatins are performing below the state level on the STAAR exam and our schools are not showing growth for marginalized groups.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 5:** Willis ISD will increase their STAAR End of Course (EOC) exam scores by 5% for Special Education students taking English, I, English II, and Algebra I.

**Evaluation Data Sources:** Interims and EOC scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train all high school English and math teachers on Tier II best practices.  <b>Strategy's Expected Result/Impact:</b> Increased scores on the interims and the EOC exams.  <b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use DocuShare to ensure all teachers have received accommodations, behavior plans, and IEPs for all Special Education students.  <b>Strategy's Expected Result/Impact:</b> Increased application of needed classroom supports  <b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Willis ISD will use digital supplemental material that is aligned with the TEKS to ensure 100% of the TEKS are taught for each course.  <b>Strategy's Expected Result/Impact:</b> Increased scores on the interims and the EOC exams.  <b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 5 Problem Statements:**

## Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas including special education.

**Root Cause:** The number of available highly qualified teacher is not keeping up with the demand since COVID.





**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 6:** Provide effective and targeted foundational reading instruction to students in grades PK-5 with emphasis on students who are identified as reading below grade level.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increase all subgroup's reading scores by 5% as measured by TX-KEA, MAP Growth, and STAAR.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement high-impact instruction strategies that focus on developing foundational literacy skills in grades PK to 5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student comprehension of the on-grade-level text as measured in End of Unit assessments and MAP tests.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Content Coordinators, Campus Instructional Coaches.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 7:** 85% of Willis ISD seniors will meet the criteria for CCMR for the graduating class of 2025 .

**Evaluation Data Sources:** TAPR, TSI, SAT, ACT

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of students in 6th -12th grade will participate in the yearly career assessment in the Major Clarity platform.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure students education leads to a successful career outcome.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Executive Director of Accountability, Research and Evaluation, and Chief Academic Officer.</p> <p><b>Problem Statements:</b> District Context and Organization 1</p> <p><b>Funding Sources:</b> Major Clarity - TIMA - \$9,262</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All CTE Programs of Study will show course alignment, levels for each course offered within the pathway, IBC offered within the pathway, and job opportunities with anticipated salary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of concentrators and completers earning an IBC.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Executive Director of Accountability, Research and Evaluation, and Chief Academic Officer.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All secondary counselors will receive professional development on CTE Programs of Study with requirements for concentrators, completers, and IBCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of concentrator and completers earning an IBC.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Executive Director of Accountability, Research and Evaluation, and Chief Academic Officer.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All secondary campuses will provide parent and student presentations on CCMR and CTE Programs of Study including requirements for concentrators and completers earning an IBC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of concentrators and completers earning an IBC.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Executive Director of Accountability, Research and Evaluation, and Chief Academic Officer.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Willis High School will offer targeted TSI initiatives: School Day SAT for all Juniors in the Spring semester; TSI given to all level English III and level Algebra II classes as the mid term exam; and all Seniors not yet TSI compliant will be enrolled in Texas College Bridge for the Spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of graduating seniors who are TSI compliant.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling, Executive Director of Accountability, Research and Evaluation, and Chief Academic Officer.</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All Special Education staff at the high school will be trained on the use of graduation codes 54 and 55 for Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased the number of special education students earning a CCMR point.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 7 Problem Statements:**





District Context and Organization
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 8:** Increase the number of graduating seniors in the class of 2025 who meet CCMR Outcome Bonus for College Ready from 22.9% to 27% and for Career Ready from 6.9% to 11%.

**HB3 Goal**

**Evaluation Data Sources:** TAPR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide at least 2 opportunities per year for students pursuing Level I or Level II certificates to take the TSI with remediation as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Willis ISD will receive more Outcome Bonus Money for Career Ready students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Associate Principal for C&amp;I, and Executive Director for Accountability, Research, and Evaluations</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train all counselors on the criteria for College and Career Ready as well as the monetary rewards from Outcome bonuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Willis ISD will increase the amount of Outcome Bonus money received.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Accountability , Research, and Evaluations</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training and resources for all English III level teachers, English IV level teachers, and all level teachers of 3rd and 4th year math courses on embedding TSI requirements into the current curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students successfully completing the TSI.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Curriculum Coordinators, Associate for C&amp;I</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 9:** Emergent bilinguals served in the Bilingual and ESL language programs will meet or exceed a 20% increase in TELPAS proficiency composite levels as compared over the previous year for grades 1st - 12th.

**High Priority**

**Evaluation Data Sources:** TELPAS  
Campus instructional observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide all content teachers with training to scaffold instruction according to the language domains and language proficiencies of the Emergent Bilingual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilingual students will increase one proficiency level on TELPAS composite rating in grades 1-12.</p> <p><b>Staff Responsible for Monitoring:</b> Accountability Executive Director, Bilingual/ESL District Coordinator and Language Arts District Coordinator.</p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to provide professional development on sheltered instructional strategies such as "The 7 Steps to a Language-Rich Interactive Classroom" and include these instructional strategies in classroom walk-throughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of Emergent Bilinguals who progress one proficiency level in the TELPAS composite rating in grades 1-12</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual/ESL Coordinator, Campus Principals, Executive Director of Accountability</p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 9 Problem Statements:**

**Student Achievement**

**Problem Statement 1:** Emergent Bilingual students performed below the state scores in TELPAS as shown in the TELPAS Student Summary Report. **Root Cause:** Emergent Bilingual students are not receiving the necessary targeted differentiated instruction needed to meet their English language acquisition.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Emergent Bilingual students performed below the state scores in TELPAS as shown in the TELPAS Student Summary Report. **Root Cause:** Emergent Bilingual students are not receiving the necessary targeted differentiated instruction needed to meet their English language acquisition.





**Goal 1: Student Achievement and Post-Secondary Success**

**Performance Objective 10:** Willis ISD will achieve a 96% attendance rate for all students during the 2024 - 2025 school year.

**High Priority**

**Evaluation Data Sources:** PIEMS attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of the campuses will implement attendance incentive programs during the 24-25 school year.  <b>Strategy's Expected Result/Impact:</b> Student attendance will increase  <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services &amp; CTE; Executive Director of Elementary Education; Executive Director of Secondary Education; campus administrators  <b>Problem Statements:</b> Student Achievement 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> LLMS, WHS and CES will participate in the GOAL program through Child Advocates of Montgomery County.  <b>Strategy's Expected Result/Impact:</b> Student attendance will increase  <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services &amp; CTE; Director of Counseling; WHS, LLMS and CES APs  <b>Problem Statements:</b> Student Achievement 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of the campuses will use the resources available through the Justice of the Peace court to ensure compliance with the compulsory attendance laws.  <b>Strategy's Expected Result/Impact:</b> Student attendance will increase  <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services &amp; CTE  <b>Problem Statements:</b> Student Achievement 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase by 50% the number of credits earned through Hope Academy for students seeking an alternative way to achieve graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower the drop out rate</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services &amp; CTE</p> <p><b>Problem Statements:</b> Student Achievement 4</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 10 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Student attendance has never rebounded to pre Covid percentages. <b>Root Cause:</b> Lack of parental understanding of the importance of attendance, increased number of mental health concerns, perception that on line learning can replace in class learning</p>

**Goal 2: District Leadership**

**Performance Objective 1:** Transportation will maintain morning on-time arrivals and increase afternoon on-time arrivals by 10%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TRANSPORTATION: Evaluate and revise routes as needed to maintain on-time performance objectives. <b>Strategy's Expected Result/Impact:</b> Morning 95%, Afternoon 90% <b>Staff Responsible for Monitoring:</b> Director Of Transportation/Assistant Director of Transportation  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Willis ISD is working to serve a growing student population and adjust to the increasing number of economically disadvantaged students. <b>Root Cause:</b> Population growth and wealth distribution

**Goal 2: District Leadership**

**Performance Objective 2:** Maintain an 80% or higher transportation department employee retention rate.

**Evaluation Data Sources:** Transportation Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for employees to maintain a positive working environment and strategies to increase morale at transportation centers.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% or higher transportation department employee retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Transportation/Assistant Director of Transportation</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 2 Problem Statements:**

District Context and Organization
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 2: District Leadership**

**Performance Objective 3:** Willis ISD will continue to meet 100% of the project timelines approved in the 2015, 2020, 2022 and (May) 2024 bond referendum.

**Evaluation Data Sources:** Facilities and Construction Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Construction Services: Complete Phase III of the 2017 and 2020 bond projects.  <b>Strategy's Expected Result/Impact:</b> Complete construction/bond projects  <b>Staff Responsible for Monitoring:</b> Chief of Operations and Construction   <b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

District Context and Organization
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 3: Recruitment, Development and Retention of Staff**

**Performance Objective 1:** The district will implement a plan to attract and retain highly qualified and effective staff at an 85% retention rate for the 24/25 school year.

**High Priority**

**Evaluation Data Sources:** Frontline Exit Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Willis ISD will continue to support new teachers to the profession through the Mentor/Mentee Induction Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased retention rate of quality teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching &amp; Learning &amp; Professional Development</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To support the district's commitment to attracting and retaining highly qualified educators, the district will continue to offer free professional development opportunities that provide targeted training to help teachers acquire their ESL (English as a Second Language) certifications and/or Bilingual certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> A higher number of teachers will obtain ESL and Bilingual certifications, enhancing their ability to effectively teach and support Emergent Bilingual students. This will lead to improved instructional quality and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Accountability Chief of Human Resources District Bilingual/ESL Coordinator</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a competitive compensation package for all employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a competitive compensation package for all employees.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Human Resources</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas including special education.

**Root Cause:** The number of available highly qualified teacher is not keeping up with the demand since COVID.





**District Context and Organization**

**Problem Statement 1:** Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. **Root Cause:** Increased cost of housing and lack of housing options south on I45.

**Goal 3: Recruitment, Development and Retention of Staff**

**Performance Objective 2:** Willis ISD will provide ongoing professional development opportunities, at the state, district and campus level, so 100% of staff are able to meet or exceed required professional learning expectations.

**Evaluation Data Sources:** Eduphoria Strive

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a year long calendar (11/1/24 to 10/31/25) by November 1, 2024 of professional development opportunities aligned with district initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of participants attending targeted Professional Development.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Teaching &amp; Learning &amp; Professional Development District Coordinators</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase administrator skills for coaching and providing effective feedback for our district teachers through the use of Get Better Faster and Leverage Leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional competency in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Education Executive Director of Elementary Education</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will participate weekly in professional learning communities focused on improving the quality and effectiveness of teachers, principals, and other school leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collaboration, effectiveness, and knowledge for all administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Secondary Education Executive Director of Elementary Education</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas including special education. <b>Root Cause:</b> The number of available highly qualified teacher is not keeping up with the demand since COVID.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.

**Goal 3: Recruitment, Development and Retention of Staff**

**Performance Objective 3: Increase staff attendance at voluntary professional development offerings by 25%.**

**Evaluation Data Sources:** Professional Development Feedback, Attendance from district wide events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use district newsletters, school newsletters, and social media platforms to increase district communication related to district wide staff development and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation of district staff in all district wide staff development and events.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Teaching &amp; Learning &amp; Professional Development Director of Communications</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the resources available for professional development on district wide initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in professional development</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer Director of Teaching &amp; Learning &amp; Professional Development</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 3 Problem Statements:**

District Context and Organization
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 3: Recruitment, Development and Retention of Staff**

**Performance Objective 4:** Increase the skill level of our administrators in coaching and effective feedback by providing one professional development activity at each TLC meeting.

**Evaluation Data Sources:** Strive

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will receive ongoing collective and individualized coaching through our revised walkthrough feedback protocols</p> <p><b>Strategy's Expected Result/Impact:</b> Build increased capacity in teaching staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Executive Directors of School, Chief Academic Officer, Chief of Human Resources, Director of Teaching &amp; Learning &amp; Professional Development</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support for administration through effective professional learning communities to improve the quality and effectiveness of teachers, principals, and other school leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity in central office leaders to coach campus principals to improve school-wide performance on all student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Executive Directors of School, Chief Academic Officer, Chief of Human Resources, Director of Teaching &amp; Learning &amp; Professional Development</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>





## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. **Root Cause**  
: Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.

**Goal 3: Recruitment, Development and Retention of Staff**

**Performance Objective 5:** Increase the substitute teacher fill rate for vacancy and non-vacancy teacher absence assignments by 25%.

**Evaluation Data Sources:** Human Resources Data/Frontline

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Streamline the application and hiring processes for long-term vacancy substitutes recommended by campus principals, aligning processes to professional staffing standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain the substitute fill rate for vacancy assignments at 90% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Human Resources</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collaborate with the Professional Learning Department to expedite onboarding and provide training resources for all substitutes.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve development and increase retention of all substitutes.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Human Resources/Director of Teaching &amp; Learning &amp; Professional Development</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Require student teachers to meet hiring requirements before they begin student teacher placements to expedite the time to hire when eligible for employment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase fill rate for non-vacancy and vacancy assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Human Resources.</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 5 Problem Statements:**





## District Context and Organization

**Problem Statement 1:** Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. **Root Cause:** Increased cost of housing and lack of housing options south on I45.

**Goal 4: Safe District Culture**

**Performance Objective 1:** Decrease the number of students removed from the classroom for ISS, OSS and DAEP by 5%.

**Evaluation Data Sources:** PEIMS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage all students in Social-Emotional Learner through implementation of Character Strong across K-12 classrooms with a focus on healthy habit development, social awareness strategies, and empathy-building techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Support students in developing positive character traits, positive sense of belonging within the school community, reduce behavioral concerns, and reduce chronic absenteeism.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, counselors, administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus behavior coalitions will ensure the effective implementation of PBIS in grades PK-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in grades K-12 will understand and internalize building-wide expectations for behavior. Campuses will effectively implement incentives and use behavioral data to reteach building-wide expectations as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary, Campus Principals, Assistant Principals, Deans, Director of Guidance and Counseling.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Safe District Culture**

**Performance Objective 2:** Create and implement an ongoing cybersecurity safety plan in 100% compliance with the Texas Safety Center Guidelines by September 30, 2024.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Submit the Willis ISD Cyber Security Plan and have approved by the Texas School Safety Center by September 20, 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct a tabletop exercise on the District Cyber Security Plan by the end March of 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Plan effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> ED of Technology</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct ongoing full risk assessments to identify vulnerabilities in your systems, processes, and data.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop and review security policies, such as password protocols, data handling procedures, DR and access controls.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a cybersecurity awareness program that educates employees on phishing attacks, social engineering, and secure practices.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**District Context and Organization**

**Problem Statement 1:** Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. **Root Cause:** Increased cost of housing and lack of housing options south on I45.

**Goal 4: Safe District Culture**

**Performance Objective 3:** Provide educational resources at least monthly to students, families and staff to address substance use awareness, bullying, violence prevention, mental health awareness, and suicide awareness and intervention.

**Evaluation Data Sources:** sign-in sheets, agendas, feedback surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide mental health care coordination services for all students, staff and families in Willis ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce counselor's time on responsive services by 350 hours per year while providing families and staff with subject matter experts to navigate the mental health care system.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance &amp; Counseling</p> <p><b>Problem Statements:</b> Demographics 2 - District Culture and Climate 3 - Parent and Community Engagement 3</p> <p><b>Funding Sources:</b> Care Solace - Title IV - Innovative Grant - \$29,250</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and supplemental materials to all Assistant Principals, Counselors, Nurses and School Resource Officers on substance use prevention and current drug trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge on substance use prevention and current drug trends.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance &amp; Counseling</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A Social/Emotional Interventionist will provide emotional and behavioral support to students identified as at-risk for mental health concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Students served will learn and utilize effective coping mechanisms to handle stress and challenges, leading to a more adaptive response to difficult situations.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance &amp; Counseling</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A Behavior Specialist will assist teachers in managing behavioral issues and creating a positive learning environment through consultation and professional development on effective classroom management techniques, including proactive strategies to prevent disruptive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Proactive and preemptive intervention is aimed at decrease disciplinary actions and consequences, leading to improved data regarding discipline (RDA).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 2:** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

**District Culture and Climate**





**Problem Statement 3:** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

**Parent and Community Engagement**

**Problem Statement 3:** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

**Goal 4: Safe District Culture**





**Performance Objective 4:** Willis ISD will be in 100% compliance with Chapter 61 of the Commissioner's rules concerning school facilities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All exterior doors in instructional facilities will be clearly marked with alphanumeric characters on both the interior and exterior of each exterior door location.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a system of door numbering that would assist law enforcement and maintenance in locating exterior doors to ensure compliance with the Commissioner's Rules concerning school facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Support Services; Executive Director of Student Services; Director of Maintenance; SROs</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All exterior doors in instructional facilities will be set to a closed, latched and locked status except for doors allowed by the exceptions enumerated in the Commissioner's rules concerning school facilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a safe environment for students and prevent non-school personnel from entering the facility.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Support Services; Executive Director of Student Services; Director of Maintenance; SROs</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Safe District Culture**

**Performance Objective 5:** Ensure 100% of our Pregnancy Related Services (PRS) are provided to our students who are pregnant or parents.

**Evaluation Data Sources:** TEAMS, PRS/parent database and student schedules.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Secondary School counselors will be trained on the Student Attendance Handbook pertaining to expectations of the PRS program.</p> <p><b>Strategy's Expected Result/Impact:</b> 100 % - The knowledge gained will assist counselors in meeting all of the needs of our students requiring PRS services.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p> <p><b>Problem Statements:</b> Student Achievement 4</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 5 Problem Statements:**

Student Achievement
<p><b>Problem Statement 4:</b> Student attendance has never rebounded to pre Covid percentages. <b>Root Cause:</b> Lack of parental understanding of the importance of attendance, increased number of mental health concerns, perception that on line learning can replace in class learning</p>

**Goal 4: Safe District Culture**

**Performance Objective 6:** Willis ISD will provide professional development at TLC meetings on socio-emotional services including counseling, mental health programs, climate, and safety to decrease the number of discipline removals.

**Evaluation Data Sources:** Usage and access reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote awareness and access to wrap-around supports for behavioral health.  <b>Strategy's Expected Result/Impact:</b> Decrease classroom removals (OSS/ISS)  <b>Staff Responsible for Monitoring:</b> Director of Guidance and Counseling &amp; Chief Academic Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train for and promote the use of restitution disciplinary codes (restorative, student apology, behavior intervention strategy success and restitution).  <b>Strategy's Expected Result/Impact:</b> Decrease the number of discretionary placements at the Alternative Learning Campus.  <b>Staff Responsible for Monitoring:</b> Office of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide training for administrators and staff working with high discipline needs and students in need of behavioral support.  <b>Staff Responsible for Monitoring:</b> Director of Guidance &amp; Counseling, Executive Director of Student Services, Chief Academic Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Safe District Culture**

**Performance Objective 7:** Willis ISD will improve and streamline safety procedures by 25% during the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** Additional drills, creation and updating of safety plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Willis ISD will increase safety drills by 50% during the 2024-2025 school year. <b>Strategy's Expected Result/Impact:</b> Increased preparedness <b>Staff Responsible for Monitoring:</b> Director of Safety	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Goal 5: Effective Instruction**

**Performance Objective 1:** 85% of classrooms will implement district designated high impact instructional strategies.

**High Priority**

**Evaluation Data Sources:** Classroom observations and walkthrough form data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage Assistant Principals in professional development focused on Get Better Faster to support teachers with implementation of high impact instruction strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional coaching support for teachers. Increased academic outcomes for students on STAAR/EOC assessments and NWEA MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Executive Directors, Content Coordinators</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Texas Instructional Leadership--Observation Feedback at all campuses. The focus will be on providing professional development to campus principals on how to effectively conduct classroom observations centered on high-impact instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional coaching support for teachers. Increased academic outcomes for students on STAAR/EOC assessments and NWEA MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching, Learning, and Professional Development.</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize district instructional coaching model to provide ongoing professional development, classroom support, teacher feedback, and resources to reinforce implementation of high impact instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional coaching support for teachers. Increased academic outcomes for students on STAAR/EOC assessments and NWEA MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching, Learning, and Professional Development, Content Coordinators</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize district content coordinators to monitor and provide professional development, classroom support, campus feedback, and resources to reinforce implementation of high impact instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional coaching support for teachers. Increased academic outcomes for students on STAAR/EOC assessments and NWEA MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Elementary, Executive Director of Secondary Education, Director of Teaching, Learning, and Professional Development,</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**





Student Achievement
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>
District Context and Organization
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 5: Effective Instruction**

**Performance Objective 2:** 100% implementation of the Effective Schools Framework at all Willis ISD campuses.

**High Priority**

**Evaluation Data Sources:** ESF Diagnostics from ESC6

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Education Service Center Region 6 to create implementation timeline for Effective Schools Framework components.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional support for teachers. Increased academic outcomes for students on STAAR/EOC assessments and NWEA MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director Teaching &amp; Learning &amp; Professional Development, Executive Director of Elementary, Executive Director of Secondary Education</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Education Service Center Region 6 to provide professional development for WISD district and campus leadership to successfully implement Effective Schools Framework Levers into district and campus systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional support for teachers. Increased academic outcomes for students on STAAR/EOC assessments and NWEA MAP assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director of Teaching &amp; Learning &amp; Professional Development, Executive Director of Elementary, Executive Director of Secondary Education</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**





<b>District Context and Organization</b>
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 5: Effective Instruction**

**Performance Objective 3:** 100% of classrooms will implement the locally adopted curriculum.

**Evaluation Data Sources:** Classroom observation, walkthrough form data, assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create content area pacing guides and calendars that support the district curriculum and provide teacher access through the WISD website for the 2024-2025 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of the locally adopted curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching &amp; Learning &amp; Professional Development, and Content Coordinators</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor classroom implementation and pacing of curriculum through weekly walkthroughs for the 2024-2025 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching &amp; Learning &amp; Professional Development, and Content Coordinators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor classroom implementation and pacing of curriculum through the administration and data disaggregation of MOU/EOU curriculum assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching &amp; Learning &amp; Professional Development, and Content Coordinators</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide ongoing professional development and support over the curriculum management system, local curriculum documents, and instructional resources aligned with the state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teaching &amp; Learning &amp; Professional Development, and Content Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>
<b>District Context and Organization</b>
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 5: Effective Instruction**

**Performance Objective 4:** 100% of district campuses will use the MTSS model to identify students in need of tier 2 and tier 3 intervention and enrichment.





**Evaluation Data Sources:** State and local assessment data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All campus administrators and counselors will receive Professional Development on the MTSS model and how to successfully implement Tier II and Tier III strategies on their campus.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All district teachers will receive Professional Development on Tier 1 best practices as well as the referral procedures for RtI.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5: Effective Instruction**

**Performance Objective 5:** 100% of core subject areas will utilize district funded digital resources.

**Evaluation Data Sources:** classroom observations, usage reports,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional development by offering regular training sessions to teachers in core subject areas, focusing on how to effectively integrate district-funded digital resources into their curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will become familiar with the digital resources and will be able to use with minimal assistance</p> <p><b>Staff Responsible for Monitoring:</b> Principals, District Coordinators, Instructional Coaches, Technology Coaches</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Pull monthly reports to identify areas where additional support or resources are needed to ensure 100% participation across core subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that all core areas are using the district funded digital resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, District Coordinators</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 5 Problem Statements:**

District Context and Organization
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 5: Effective Instruction**





**Performance Objective 6:** Willis ISD will increase by 20% TEKS based CTE and co-curricular Fine Art experiences at the secondary level for the 2024-2025 school year.

**Evaluation Data Sources:** Classroom observations and local assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of Willis High School students will take at least one CTE course during high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will graduate with a better understanding of job expectations, resume building and interview skills.</p> <p><b>Staff Responsible for Monitoring:</b> High School counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase TEKS based co-curricular Fine Arts secondary enrollment by 20% for the 2024-2025 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of WISD students who will benefit from the structure, rigor and culture of fine arts experiences.</p> <p><b>Staff Responsible for Monitoring:</b> High School counselors, Associate for Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5: Effective Instruction**

**Performance Objective 7:** 100% of the district teachers will use data to drive highly effective instructional strategies in the classroom.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Willis ISD campuses will support teacher data use through the implementation of campus data protocols based on district provided components focused on effective instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director of Teaching &amp; Learning &amp; Professional Development, Executive Director of Elementary, Executive Director of Secondary Education</p> <p><b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 7 Problem Statements:**





Student Achievement
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 2:</b> Campuses and District Leadership need to understand the accountability system and how our sub populations impact our accountability rating. <b>Root Cause</b> : Lack of understanding of the accountability system and how to use it to create change and growth at the campus and district levels.</p>

**Goal 6: Fiscal Responsibility**

**Performance Objective 1:** Develop and manage an operating budget that reflects 100% of the objectives of the District Improvement Plan.

**High Priority**

**Evaluation Data Sources:** Budget and Financial Documents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Business Services:</p> <ol style="list-style-type: none"> <li>Budget developed based on Board Goal Setting Workshop and enrollment and revenue projections.</li> <li>Monitor revenues and expenditures by preparing monthly budgets to actual financial reports.</li> <li>Present quarterly budget review to the Board of Trustees for approval.</li> <li>Monitor state legislature to anticipate issues that may affect funding.</li> <li>Prepare two-year projections.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Budget that supports District Improvement Plan and Board Monitoring Goals</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain underlying bond ratings from major bond rating agencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Moody's AA1 rating, Standard &amp; Poor's AA rating, Fitch AA rating</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>District Context and Organization</b>
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

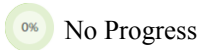
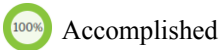
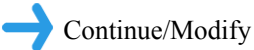

**Goal 6: Fiscal Responsibility**

**Performance Objective 2: Maintain an appropriate and balanced operating fund balance.**

**High Priority**

**Evaluation Data Sources:** Budget and Financial Documents/Frontline

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Business Services:</b></p> <ol style="list-style-type: none"> <li>1. Develop and adopt a fiscally responsible budget to meet Board and instructional goals.</li> <li>2. Maintain a working long-range budget.</li> <li>3. Monitor revenues and expenditures by preparing monthly budgets to actual financial reports.</li> <li>4. Present quarterly budget review to the Board of Trustees for approval.</li> <li>5. Analyze the current budget to actual for evaluation of revenues and expenditures</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> General Fund Balance  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May

**Performance Objective 2 Problem Statements:**

<b>District Context and Organization</b>
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

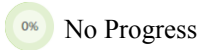
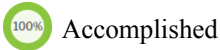
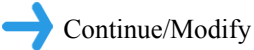

**Goal 6: Fiscal Responsibility**

**Performance Objective 3: Maintain investment grade bond ratings from major bond rating agencies.**

**High Priority**

**Evaluation Data Sources:** Bond & Financial Documents

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Business Services:</b>                      1. Monitor post-issuance and disclosure compliance with all bond transactions.                      2. Maintain a general fund balance of at least 25% of operating expenditures.                      3. Monitor market and bond call dates to maximize refunding opportunities.  <b>Strategy's Expected Result/Impact:</b> Moody's AA1 rating, Standard &amp; Poor's AA rating, Fitch AA rating  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer   <b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May

**Performance Objective 3 Problem Statements:**

<b>District Context and Organization</b>
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>


**Goal 6: Fiscal Responsibility**


**Performance Objective 4:** Provide funding for facilities, technology, and program needs by selling bonds.


**High Priority**


**Evaluation Data Sources:** Bond Documents

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Business Services:</b>                      1. Structure bond sales to meet District needs while minimizing the effect on the I&amp;S tax rate.                      2. Sell bonds compliant with long-range facilities assessments to provide funding for facilities, technology, and program needs.                      3. Utilize project spend-down schedules to invest bond proceeds to maximize interest revenue while monitoring arbitrage implications.</p> <p><b>Strategy's Expected Result/Impact:</b> Bond sales according to established timeline/schedule  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Problem Statements:</b> District Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Performance Objective 4 Problem Statements:**

<b>District Context and Organization</b>
<p><b>Problem Statement 1:</b> Willis ISD is growing rapidly and district resources (personnel, buildings, instructional materials, and transportation) are struggling to keep up at the same pace. <b>Root Cause:</b> Increased cost of housing and lack of housing options south on I45.</p>

**Goal 6: Fiscal Responsibility**

**Performance Objective 5:** Maintain 100% compliance on all grant programs awarded during the 2024-2025 school year.

**High Priority**





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Employ grant staff to maintain compliance measures during the school year</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance requirements being met</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Compliance and Grants</p> <p><b>Funding Sources:</b> - 211 - Title 1-A, - Title II, - Title III - Bilingual/ESL, - Title IV - Innovative Grant</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 7: Collaborative Culture**

**Performance Objective 1:** Willis ISD will improve Parent/Family Engagement in their students academic success by having 15% more engaged parents by the end of the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** Surveys, Attendance at PFE events, and CEIC participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will increase Parent/Family Engagement activities by 20% for the 2024-2025 school year.  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Problem Statements:</b> District Culture and Climate 2 - Parent and Community Engagement 2  <b>Funding Sources:</b> Supplies&amp;Materials - 211 - Title 1-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Willis ISD will increase district-wide Parent/Family Engagement activities by 20% for the 2024-2025 school year.  <b>Strategy's Expected Result/Impact:</b> More Parent/Family Engagement  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Compliance and Grants</p> <p><b>Problem Statements:</b> District Culture and Climate 2 - Parent and Community Engagement 2  <b>Funding Sources:</b> Supplies&amp;Materials - 211 - Title 1-A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Willis ISD will create and have a Parent/Family Engagement committee meet quarterly during the 2024-2025 school year.  <b>Strategy's Expected Result/Impact:</b> Formal processes and procedures  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Compliance and Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**District Culture and Climate**

**Problem Statement 2:** Willis ISD needs to improve the school/parent connection on topics related to academics. **Root Cause:** Need more education on the importance on their involvement.





**Parent and Community Engagement**

**Problem Statement 2:** Willis ISD needs to improve the school/parent connection on topics related to academics. **Root Cause:** Need more education on the importance on their involvement.

**Goal 7: Collaborative Culture**

**Performance Objective 2:** Ensure 100% of our McKinney-Vento students are informed of and provided the opportunity to access resources from the Wildkat Resource Center.

**Evaluation Data Sources:** Sign-in sheets from Wildkat Resource Center and McKinney Vento Intake forms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All McKinney-Vento parents or adult students will be personally contacted to complete an intake form . This form assists with finding out any resources needed and direct them to assistance. The WISD Wildkat Resource Center provides our homeless students with many resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Student needs will be met or other outside resources will be provided. When psychological needs are met, student and parents will have a more positive outlook on life and their education.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p> <p><b>Problem Statements:</b> Demographics 2 - District Culture and Climate 3 - Parent and Community Engagement 3</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All WISD Counselors and Registrars will view the McKinney-Vento Video on EduHero by the end of September 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge on meeting expectations for our homeless population in Texas schools. The student's will have a greater opportunity to have educational success.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Willis ISD needs to improve their ability to engage parents and families in multiple languages. <b>Root Cause:</b> Need a better plan for translation services district-wide.</p>
District Culture and Climate
<p><b>Problem Statement 3:</b> Willis ISD needs to improve their ability to engage parents and families in multiple languages. <b>Root Cause:</b> Need a better plan for translation services district-wide.</p>





**Parent and Community Engagement**

**Problem Statement 3:** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

**Goal 7: Collaborative Culture**

**Performance Objective 3:** Increase parent and staff participation on district-wide surveys by 15%.

**Evaluation Data Sources:** Completion of district-wide surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordinate surveys to be conducted multiple times throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Increased communication and input with the community  <b>Staff Responsible for Monitoring:</b> Director of Communication</p> <p><b>Problem Statements:</b> District Culture and Climate 2 - Parent and Community Engagement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Share survey results and relevant actions with parents and staff.  <b>Strategy's Expected Result/Impact:</b> Increased communication and input from the community.  <b>Staff Responsible for Monitoring:</b> Director of Communication</p> <p><b>Problem Statements:</b> District Culture and Climate 2 - Parent and Community Engagement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use algorithms to establish appropriate timing and methods of distribution for surveys.  <b>Strategy's Expected Result/Impact:</b> Increased communication and input from the community.  <b>Staff Responsible for Monitoring:</b> Director of Communication</p> <p><b>Problem Statements:</b> District Culture and Climate 2 - Parent and Community Engagement 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>District Culture and Climate</b>
<p><b>Problem Statement 2:</b> Willis ISD needs to improve the school/parent connection on topics related to academics. <b>Root Cause:</b> Need more education on the importance on their involvement.</p>

**Parent and Community Engagement**





**Problem Statement 2:** Willis ISD needs to improve the school/parent connection on topics related to academics. **Root Cause:** Need more education on the importance on their involvement.

**Goal 7: Collaborative Culture**

**Performance Objective 4:** Increase use of translated district-wide materials by 25% to improve accessibility and engagement of the bilingual community.

**High Priority**

**Evaluation Data Sources:** Distribution of translated district-wide materials.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use translation company to formally translate materials for district-wide use.  <b>Strategy's Expected Result/Impact:</b> Increased communication and input from marginalized groups.  <b>Staff Responsible for Monitoring:</b> Director of Communication</p> <p><b>Problem Statements:</b> Demographics 2 - District Culture and Climate 3 - Parent and Community Engagement 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure printed materials, emails, and school promotional flyers and posters are presented in multiple languages.  <b>Strategy's Expected Result/Impact:</b> Increased communication and participation from marginalized groups.  <b>Staff Responsible for Monitoring:</b> Director of Communication</p> <p><b>Problem Statements:</b> Demographics 2 - District Culture and Climate 3 - Parent and Community Engagement 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Willis ISD needs to improve their ability to engage parents and families in multiple languages. <b>Root Cause:</b> Need a better plan for translation services district-wide.</p>
<b>District Culture and Climate</b>
<p><b>Problem Statement 3:</b> Willis ISD needs to improve their ability to engage parents and families in multiple languages. <b>Root Cause:</b> Need a better plan for translation services district-wide.</p>

**Parent and Community Engagement**

**Problem Statement 3:** Willis ISD needs to improve their ability to engage parents and families in multiple languages. **Root Cause:** Need a better plan for translation services district-wide.

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	5	1			\$0.00
7	1	1	Supplies&Materials		\$0.00
7	1	2	Supplies&Materials		\$0.00
<b>Sub-Total</b>					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
6	5	1			\$0.00
<b>Sub-Total</b>					\$0.00
Title III - Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	5	1			\$0.00
<b>Sub-Total</b>					\$0.00

**Title IV - Innovative Grant**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	3	1	Care Solace		\$29,250.00
6	5	1			\$0.00
<b>Sub-Total</b>					\$29,250.00

**TIMA**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	1	Major Clarity		\$9,262.00
<b>Sub-Total</b>					\$9,262.00