

WHARTON EL

Wharton Elementary Campus Improvement Plan 2025/2026

#WebeforeMe



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WHARTON EL

Mission

Our mission at Wharton Elementary School is dedicated to setting high expectations for all students to achieve academic growth by providing data-driven instruction and opportunities to build real-world student experiences. We embrace and value diverse cultures to increase community engagement and commit to upholding an atmosphere of respect, compassion and integrity. Our goal is to produce independent, self-motivated students who will become productive members of society.

Vision

Our goal at Wharton Elementary is to foster student growth, value diversity, and promote high expectations with accountability, while maintaining a respectful environment for lifelong learning.

Nondiscrimination Notice

WHARTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Leadership Team

Name	Position
Gray, Dana	Campus Principal
Herrera, DyAnn	Assistant Principal
Perkins, Vickie	Counselor
Reveles, Nemesis	Reading/SS Instructional Coach
Miller, Hayley	Math/Science Instructional Coach
May, Brenda	Second Grade Teacher
Busby, Valerie	Third Grade Teacher
Martinez, Samantha	Fourth Grade Teacher
Montalvo, Katie	Fifth Grade Teacher
Garza, Katie	Special Education Teacher
Fortenberry, Barbara	Community Business Member
Branch-Neal, Shandra	Parent
Barbee, Sheena	Parent
Molina, Monica	Community In Schools Liason
Rath, Monica	District Representative

Resources

Resource	Source
Title I	Federal
Local Funds	State

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 1. (High Quality 3-5 Reading Instruction) The percentage of 3rd through 5th grade students who score meets grade level or above on the STAAR reading will increase from 32% in August 2025 to 38% by May 2026 with an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily instructional PLCs with reading instructional supports by campus instructional leaders and weekly instructional PLCs with Region 3 specialist to internalize, prepare and plan using HQIM resources for rigorous instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4.4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(L)Grant	Criteria: Daily PLCs in master schedule, PLC Sign In Sheets, T-TESS evaluations, student assessment data (HQIM Assessments, STAAR Interims, NWEA MAPS screener)
2. Teachers will utilize researched based HQIM reading intervention resources to support student interventions and tutorials. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,4.4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal(s), Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(O)Local Districts - \$20,000	Criteria: PLC agendas, HQIM Assessments, STAAR Interim Assessments, student reports from digital intervention resources including Amplify Boost, Zearn, and Read 180.
3. The special education program (ABC, Life skills, and Inclusion) will be supported by Region 3 and the district Special Education department to improve classroom routines and procedures, classroom design, and instructional practices. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,4.4.1,5.5.1,5.2,5.4)	Assistant Principal(s), Director of Special Education, Principal(s), Region III - ESC Staff, Special Ed Teachers	August 2025-May 2026	(F)IDEA Special Education - \$2,000	Criteria: T-TESS, Region 3 SpEd Chort, and Region 3 Observations, Coaching, and Feedback.
4. Ensure EB students are receiving scaffolding language support found in the HQIM materials and K12 Summit intervention to support English Language learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ECD,BI,ESL,Migrant,EB) (Strategic Priorities: 2,4) (ESF: 1,1.2,3.3.1,3.3,3.4,4.4.1,5.5.1,5.3,5.4)	Assistant Principal(s), Lead Teacher, Principal(s), Teacher(s)	August 2025-May 2026	(S)Local Funds	Criteria: K-12 Summit student reports, TELPAS data, HQIM Assessments, NWEA MAPS Screener
5. Analyze data from NWEA MAPS, HQIM assessments, and STAAR Interim ssessments	Assistant Principal(s), Instructional Coach(es),	August 2025-May 2026		Criteria: Student assessment data, Data Dig agendas and sign

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 1. (High Quality 3-5 Reading Instruction) The percentage of 3rd through 5th grade students who score meets grade level or above on the STAAR reading will increase from 32% in August 2025 to 38% by May 2026 with an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
using student data tracker charts. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,4,4.1,5,5.1,5.3,5.4)	Principal, Region III - ESC Staff, Teacher(s)			in sheets, student data trackers and NWEA Data to Instruction Templates
6. Develop reading data wall in PLC room to monitor student progress. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.3)	Assistant Principal(s), Instructional Coach(es), Principal(s), Region III - ESC Staff, Teacher(s)	September 2025-May 2026	(F)Title I - \$500	Criteria: Data Wall in PLC room and Data Dig Sign In Sheets

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 2. (High Quality 3-5 Math Instruction) The percentage of 3rd through 5th grade students who score meets grade level or above on the STAAR math will increase from 19% in August 2025 to 25% by May 2026 with an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze data from NWEA MAPS, HQIM assessments, and STAAR Interim assessments using student data tracker charts.. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(S)Local Funds	Criteria: Student assessment data, Data Dig agendas and sign in sheets, student data trackers and NWEA Data to Instruction Templates
2. Develop math data wall in PLC room to monitor student progress. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.3)	Assistant Principal(s), Instructional Coach(es), Principal, Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(F)Title I	Criteria: Data wall in PLC room and Data Dig Sign In Sheets
3. Daily instructional PLCs with math instructional supports by campus instructional leaders and weekly instructional PLCs with Region 3 specialist to internalize, prepare and plan using HQIM resources for rigorous instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,4,5)	Assistant Principal(s), Instructional Coach(es), Principal	August 2025-May 2026	(L)Grant	Criteria: Daily PLCs in master calendar, Fundamental five walkthroughs and T-TESS evaluations, student assessments (CBAs, Benchmarks, STAAR, MAP screener assessments)
4. Teachers will utilize researched based HQIM math intervention resources to support student interventions and tutorials. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Region III - ESC Staff, Teacher(s)	August 2025 - May 2026	(F)Title I - \$1,500	Criteria: PLC agendas, HQIM Assessments, STAAR Interim Assessments, student reports from digital intervention resources including Amplify Boost, Zearn, and Read 180.
5. The special education program (ABC, Life skills, and Inclusion) will be supported by Region 3 and the district Special Education department to improve classroom routines and procedures, classroom design, and instructional practices. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF:	Assistant Principal(s), Director of Special Education, Dyslexia specialist, Principal, Special Ed Teachers, Teacher(s)	August 2025 - May 2026	(F)IDEA Special Education - \$550, (F)Title I - \$550	Criteria: Fundamental 5 instructional walks and T-TESS observations.

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 2. (High Quality 3-5 Math Instruction) The percentage of 3rd through 5th grade students who score meets grade level or above on the STAAR math will increase from 19% in August 2025 to 25% by May 2026 with an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3,3.1,3.2,3.3,4,4.1,5.1,5.2,5.4)				
6. Ensure EB students are receiving scaffolding language support found in the HQIM materials and K12 Summit intervention to support English Language learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ECD,BI,ESL,Migrant,EB) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,3.4,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Principal(s), Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(S)Local Funds	Criteria: K-12 Summit student reports, TELPAS data, HQIM Assessments, NWEA MAPS Screener

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 3. (High Quality 5th grade Science Instruction) The percentage of 5th grade students who score meets grade level or above on the STAAR science will increase from 29% in August 2025 to 32% by May 2026 with an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize Progress Learning, an online platform to assist students in mastering Science TEKS. (Title I SW Elements: 2.6) (Target Group: 5th) (Strategic Priorities: 4) (ESF: 4,4.1)	Assistant Principal(s), Instructional Coach(es), Principal(s), Teacher(s)	August 2025-May 2026	(O)Local Districts - \$5,000	Criteria: Progress Learning Data and NWEA MAPS & STAAR Interim Assessment Data
2. Beginning with the restructuring of the main schedule, 5th grade will have a dedicated Science learning block ensuring concentrated time for Science while streamlining teacher responsibilities. A teacher will be assigned specifically to this Science block, allowing for greater focus and targeted instruction. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: 5th) (Strategic Priorities: 1,4) (ESF: 5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Principal(s), Region III - ESC Staff, Teacher(s)	August 2025 - May 2026	(O)Local Districts	Criteria: NWEA MAPS-BOY, MOY, EOY, STAAR Interims, and McGraw Hill Assessment Data
3. Teachers will utilize NWEA MAPS for Science screening three times a year. (Title I SW Elements: 2.6) (Target Group: 5th) (Strategic Priorities: 4) (ESF: 4,4.1)	Assistant Principal(s), Instructional Coach(es), Principal(s), Teacher(s)	August 2025-May 2026		Criteria: NWEA MAPS Data and Science STAAR Interim Data

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 4. (High Quality 2nd Grade Reading Instruction) The percentage of 2nd grade students scoring on level or above on the Reading NWEA MAPS assessment will increase from 36% in September 2025 to 39% in May 2026 utilizing HQIM aligned curriculum and focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily instructional PLCs with reading instructional supports by campus instructional leaders, weekly PLC with Region 3 specialist to internalize, prepare and plan using HQIM resources for rigorous instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(O)Local Districts - \$5,000	Criteria: Daily PLCs in master calendar, PLC agendas and sign in sheets, T-TESS evaluations, student assessments (NWEA MAPS screener, Bluebonnet assessments, STAAR)
2. Teachers will utilize researched based HQIM reading intervention resources to support TIER II and TIER III interventions and tutorials. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal(s), Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(O)Local Districts - \$30,000	Criteria: PLC agendas & sign in sheets, T-TESS evaluations, student assessments (NWEA MAPS screener, Bluebonnet assessments, STAAR), and student reports from digital platforms-Amplify Boost & Zearn, and intervention resources-Read 180.

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 5. (High Quality 2nd Grade Math Instruction) The percentage of 2nd grade students scoring on level or above on the Math NWEA MAPS assessment will increase from 40% in September 2025 to 43% in May 2026 utilizing HQIM aligned curriculum and focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will use Zearn and other research-based math interventions during WIN Time and throughout the school year to close student learning gaps. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: 2nd) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Executive Director of Technology, Instructional Coach(es), Principal, Teacher(s)	August 2025-May 2026	(F)Title I - \$5,000	Criteria: T-TESS, Data Dig Sign In Sheets & Agendas and Assessment & Zearn Data
2. Provide additional training for Math teachers on how to use HQIM resources and Tier II and Tier II Reading intervention resources. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: 2nd) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal(s)	August 2025-May 2026	(O)Local Districts - \$30,000	Criteria: PLC Agendas & Sign In Sheets, NWEA MAPS and HQIM Assessment Data

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 6. (High Quality-Special Education) The special education program (ABC, Life Skills, and Resource) will be provided support through Region 3 to improve classroom routines and procedures, classroom design, and instructional practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The special education teachers (ABC, Life Skills, and Resource Pull Out) will be provided support through Region 3 to improve classroom routines and procedures, classroom design, and instructional practices. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Director of Special Education, Instructional Coach(es), Principal(s), Region III - ESC Staff, Special Ed Teachers	August 2025-May 2026	(F)IDEA Special Education - \$2,000	Criteria: T-TESS and Region 3 Coaching & Feedback

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 7. (High Quality-Emergent Bilingual (EB)) Emergent Bilingual (EB) students will show growth on 2 out of 4 of TELPAS proficiency domains-listening, speaking, reading, and writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure students are receiving scaffolding language support found in HQIM materials to support English language learning. (Target Group: BI,ESL,Migrant,EB) (Strategic Priorities: 2,4) (ESF: 4,4.1,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal(s), Teacher(s)	August 2025-May 2026		Criteria: TELPAS Data, NWEA MAPS and HQIM Assessment Data
2. Staff will utilize the K-12 Summit intervention program to support English language learners. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: BI,ESL,Migrant,EB) (Strategic Priorities: 2,4) (ESF: 4,4.1,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal(s), Teacher(s)	August 2025-May 2026		Criteria: K-12 Summit Data, TELPAS Data, and Assessment Data

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Goal 2. (Teacher Retention) By June of 2026, Wharton Elementary will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 15% and an increased number of certified teachers.

Objective 1. By June of 2026, Wharton Elementary will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 15% and continue to try to increase the number of certified teachers over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus leadership team will provide professional development opportunities to all staff especially training designed to meet the needs of new teachers to the district, WAFT teachers, and District of innovation teachers with 0- 3 years of teaching experience. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: SPED,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,3,3.1,4,4.1,5,5.1)	Assistant Principal(s), Instructional Coach(es), Lead Teacher(s), Mentor Teachers, Principal(s), Region III - ESC Staff, Teacher(s)	August 2025-May 2026	(S)Local Funds - \$1,000	Criteria: Professional development schedule and sign in sheets, TTESS evaluations, teacher certification data, and teacher retention rate.
2. Each new teacher will participate in the New Teacher Mentor Program with WISD. New teachers will be given opportunities to observe other teachers classes for effective practices, meet monthly with their mentor to set goals to grow in the practice as well as receive coaching support by lead teachers in their grade level/department. New to the campus teachers will be provided with a WES buddy. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,3,3.1,3.2,3.3,5,5.1,5.2)	Assistant Principal(s), Instructional Coach(es), Lead Teacher(s), Mentor Teachers, Principal, Teacher(s)	August 2025-May 2026	(F)Title I - \$500	Criteria: TTESS evaluations, teacher feedback survey data, and the end of year staff retention rate.
3. The Wharton Elementary Admin team will dissgregate the 24-25 Region 3 Empathy survey data in efforts to foster a postive culture and support all staff for the 25-26 school year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3.1)	Assistant Principal(s), Counselor(s), Principal(s)	August 2025-May 2026	(S)Local Funds - \$500	

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Goal 3. (Campus Safety and Parent Involvement) Wharton Elementary will ensure that students and staff are provided a safe and secure learning environment that promotes, nurtures, and facilitates learning, as well as, increased student and community involvement activities.

Objective 1. Wharton Elementary will implement comprehensive social and emotional learning programs, as well as, proactive tools to improve student behaviors. The goal is to improve student well-being and reduce behavioral issues by 20%, as measured by behavioral incident reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will conduct character-building lessons utilizing iLead. (Title I SW Elements: 2.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August 2025-May 2026	(S)Local Funds	Criteria: Campus discipline data, staff, students, and family surveys
2. Wharton Elementary Counselor and Community in Schools Counselor will implement SEL small groups and lunch bunch to address social emotional needs of students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2)	Assistant Principal(s), Counselor(s), Principal	August 2025-May 2026	(F)Title I - \$500	Criteria: Campus wide behavior and schoolwide climate and culture survey data
3. The Wharton Elementary staff will implement restorative approach practices for behavior using programs that include The Connection Driven Classroom, Conscious Discipline, and PBIS that promote self-regulation and positive behaviors. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,5,5.1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2025-May 2026	(L)Business Partnerships - \$1,000, (S)Local Funds - \$2,000	Criteria: Campus-wide discipline data
4. Wharton Elementary will conduct ongoing family engagement events throughout the year to promote parent involvement and student educational success. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Counselor(s), Instructional Coach(es), Parent Volunteers, Principal, Teacher(s)	August 2025-May 2026	(F)Title I - \$500	Criteria: WES Family Engagement Plan, Google Calendar-WES Calendar of Events, and Event Sign In Sheets
5. WES staff will implement Behavior Management System (PAWS Guideline) strategies throughout the school year. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2025-May 2026	(S)Local Funds	Criteria: Campus wide discipline data
6. Wharton Elementary staff will celebrate student accomplishments both academically and behaviorally through the use of various	Assistant Principal(s), Counselor(s), Parent Volunteers, Principal,	August 2025-May 2026	(F)Title I - \$5,000, (L)Business Partnerships - \$1,000, (S)Local Funds - \$4,000	Criteria: Campus wide discipline data, WES Family Engagement Plan, Google Calendar-WES

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Goal 3. (Campus Safety and Parent Involvement) Wharton Elementary will ensure that students and staff are provided a safe and secure learning environment that promotes, nurtures, and facilitates learning, as well as, increased student and community involvement activities.

Objective 1. Wharton Elementary will implement comprehensive social and emotional learning programs, as well as, proactive tools to improve student behaviors. The goal is to improve student well-being and reduce behavioral issues by 20%, as measured by behavioral incident reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
positive resources such as affirmations, PBIS points, Tiger Store, grading period awards, and EOY awards. Students will attend an educational field trip that connects real-world learning experiences to a core content area. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Teacher(s)			Calendar of Events, and Event Sign In Sheets

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Goal 3. (Campus Safety and Parent Involvement) Wharton Elementary will ensure that students and staff are provided a safe and secure learning environment that promotes, nurtures, and facilitates learning, as well as, increased student and community involvement activities.

Objective 2. (Student and Staff Safety) Plan, prepare, and practice for crisis situations in order to keep students and staff safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold School Safety Team meetings, provide safety training to students and staff, and conduct campus safety drills. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Chief of Police, Counselor(s), School Nurse, SRO Officer, Teacher(s)	August 2025-May 2026		Criteria: Safety Team Meeting Sign In Sheets and Agendas, Campus Safety Drills Schedule and Documentation

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Elementary consists of 495 Students in the 2025-2026 School Year. The student enrollment by race is 23.89% African American, 64.17% Hispanic, 9.31% White. The School consists of 73.28% Economically Disadvantaged, 16.8% English Language Learners, 13.77% Special Services, 5.87% 504/Dyslexia, and 10.73% GT.

Demographics Weaknesses

Wharton Elementary is one of four campuses in Wharton Independent School District. Wharton Elementary opened its doors in 2008, serving predominantly lower middle-class families. The needs of our students and families are increasing. The campus has struggled with retaining staff.

Demographics Needs

Increase the performance rating of our school.

Demographics Summary

Wharton Elementary is one of four campuses in Wharton Independent School District. Wharton Elementary opened its doors in 2008, serving predominantly lower middle-class families. The needs of our students and families are increasing. The campus has struggled with retaining staff. The campus now serves grades 2-5.

Student Achievement

Student Achievement Strengths

Wharton Elementary has shown a great interest and drive to improve our performance rating with the adoption of HQIM, specialist support and dedicated staff.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Student Achievement Weaknesses

The campus has earned the rating of "D" from the Texas Education Agency in 2024.

Student Achievement Needs

Needs for the campus include training in the areas of instruction with all new staff. Retaining and hiring highly qualified staff is very difficult. The campus will continue to use Bluebonnet with fidelity as well as K12 summit for ELL instruction.

Student Achievement Summary

All grade levels will effectively plan for all subject content areas during PLCs using the Fundamental 5 framework to continue to strengthen Tier 1 instruction to close the achievement gaps in all grade levels. Teachers will disaggregate data after every end of all module assessments to monitor student growth and determine intervention groups.

School Culture and Climate

School Culture and Climate Strengths

Due to a large turn over in staff, Wharton Elementary has already improved the school climate by implementing various activities in professional development activities, as well as Social Club which allows teachers to connect outside of school hours. In addition Regional Office conducted an Empathy survey to give Administration a better approach to addressing issues. The campus also has a mentor/mentee program to assist new teachers to education to provide support. Veteran teachers of Wharton Elementary and veterans from other campuses have noticed changes in the climate and culture. A new master schedule that includes daily instructional planning PLCs and a separate conference time based on feedback provided by teachers to give them more time together for planning and still have time to conduct parent/teacher conferences and grade student work.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

Teachers feel the strain of internalization Bluebonnet and being on a campus with a "D" rating.

School Culture and Climate Needs

Continue to focus on our strengths and support each other as we make a difference for children.

School Culture and Climate Summary

Wharton Elementary has already made great strides in this area. Improvements can be seen with how students are treating each other and children. Teachers report a more positive and focused learning environment. Teachers feel more supported with instruction and discipline. Teachers will need a better understanding of what it means to be a school in need of improvement and opportunities to contribute and buy in to the systems. There has been a focus on campus cleanliness and repairing areas of needs to demonstrate to the staff and students we value our learning environment.

Wharton Elementary School									
Start Time	End Time	Minutes	2nd	3rd	4th	5th	Specials		
7:00 - 7:40									
7:40 AM	7:45 AM	5	Instructional BLK I 7:40-8:25 (45 Minutes)	Instructional Block I 7:40-8:25 (45 minutes)	TADY BELL		4th Grade PLC 7:40 - 8:25 (45 Minutes)		
7:45 AM	7:50 AM	5							
7:50 AM	7:55 AM	5							
7:55 AM	8:00 AM	5							
8:00 AM	8:05 AM	5							
8:05 AM	8:10 AM	5							
8:10 AM	8:15 AM	5							
8:15 AM	8:20 AM	5							
8:20 AM	8:25 AM	5							
8:25 AM	8:30 AM	5							
8:30 AM	8:35 AM	5	PLC 8:25-9:10 (45 Minutes)			2nd Grade PLC 8:25 - 9:10 (45 minutes)			
8:35 AM	8:40 AM	5							
8:40 AM	8:45 AM	5							
8:45 AM	8:50 AM	5							
8:50 AM	8:55 AM	5							
8:55 AM	9:00 AM	5							
9:00 AM	9:05 AM	5							
9:05 AM	9:10 AM	5							
9:10 AM	9:15 AM	5							
9:15 AM	9:20 AM	5							
9:20 AM	9:25 AM	5	Instructional BLK I 9:10-10:10 (45 Minutes)	PLC 9:10 - 9:55 (45 Minutes)	Instructional Block I 9:25 - 10:15 (40 minutes)	4th Time 9:10-9:25 (20 minutes)	3rd Grade PLC 9:10 - 9:55 (45 minutes)	9:10-9:55 (45)	
9:25 AM	9:30 AM	5							
9:30 AM	9:35 AM	5							
9:35 AM	9:40 AM	5							
9:40 AM	9:45 AM	5							
9:45 AM	9:50 AM	5							
9:50 AM	9:55 AM	5							
9:55 AM	10:00 AM	5							
10:00 AM	10:05 AM	5							
10:05 AM	10:10 AM	5							
10:10 AM	10:15 AM	5	Recess 10:10-10:40 (30 minutes)	Instructional BLK I 9:55 - 10:45 (50 minutes)					
10:15 AM	10:20 AM	5							
10:20 AM	10:25 AM	5							
10:25 AM	10:30 AM	5							
10:30 AM	10:35 AM	5							
10:35 AM	10:40 AM	5							
10:40 AM	10:45 AM	5							
10:45 AM	10:50 AM	5							
10:50 AM	10:55 AM	5							
10:55 AM	11:00 AM	5							
11:00 AM	11:05 AM	5	Lunch 10:40-11:10 (30 Minutes)	4th Time 10:45 - 11:05 (20 minutes)	4th Time 10:45 - 11:05 (20 minutes)				
11:05 AM	11:10 AM	5							
11:10 AM	11:15 AM	5							
11:15 AM	11:20 AM	5							
11:20 AM	11:25 AM	5							
11:25 AM	11:30 AM	5							
11:30 AM	11:35 AM	5							
11:35 AM	11:40 AM	5							
11:40 AM	11:45 AM	5							
11:45 AM	11:50 AM	5							
11:50 AM	11:55 AM	5	Instructional BLK I 11:10-11:45 (35 Minutes)	Lunch 11:15-11:45 (30 minutes)	Specials/Conference 11:05 - 11:50 (45 minutes)	Instructional Block II 11:05-11:35 (30 minutes)	4th Grade Conference 11:05 - 11:50 (45 minutes)		
11:55 AM	12:00 PM	5							
12:00 PM	12:05 PM	5							
12:05 PM	12:10 PM	5							
12:10 PM	12:15 PM	5							
12:15 PM	12:20 PM	5							
12:20 PM	12:25 PM	5							
12:25 PM	12:30 PM	5							
12:30 PM	12:35 PM	5							
12:35 PM	12:40 PM	5							
12:40 PM	12:45 PM	5	Win Time 11:45 - 12:05 (20 minutes)	Recess 11:45-12:15 (30 minutes)	Lunch 11:50-12:20 (30 minutes)	Instructional Block III 11:55-12:25 30 minutes	Specials Teachers/Para Lunch 11:55-12:20		
12:45 PM	12:50 PM	5							
12:50 PM	12:55 PM	5							
12:55 PM	1:00 PM	5							
1:00 PM	1:05 PM	5							
1:05 PM	1:10 PM	5							
1:10 PM	1:15 PM	5							
1:15 PM	1:20 PM	5							
1:20 PM	1:25 PM	5							
1:25 PM	1:30 PM	5							
1:30 PM	1:35 PM	5	Win Time 1:10 - 1:30 (20 minutes)	Specials/Conference 1:10-1:55 (45 Minutes)	Instructional Block II 1:25 - 1:55 (25 minutes)		3rd Grade Conference 1:10 - 1:55 (45 minutes)		
1:35 PM	1:40 PM	5							
1:40 PM	1:45 PM	5							
1:45	1:50 PM	5							
1:50 AM	1:55 PM	5							
1:55 AM	2:00 PM	5							
2:00 AM	2:05 PM	5							
2:05 AM	2:10 PM	5							
2:10 AM	2:15 PM	5							
2:15 AM	2:20 PM	5							
2:20 AM	2:25 PM	5	Instructional BLK II 1:50-3:30 (90 minutes)	Instructional Block II 1:55-3:30 (90 minutes)			5th Grade PLC 1:55 - 2:40 (45 minutes)		
2:25 AM	2:30 PM	5							
2:30 AM	2:35 PM	5							
2:35 AM	2:40 PM	5							
2:40 AM	2:45 PM	5							
2:45 AM	2:50 PM	5							
2:50 AM	2:55 PM	5							
2:55 AM	3:00 PM	5							
3:00 AM	3:05 PM	5							
3:05 AM	3:10 PM	5							
3:10 AM	3:15 PM	5	Instructional BLK II 3:15-3:35 (20 minutes)						

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Wharton Elementary has some highly qualified staff with a blend of experienced teachers and teachers new to the profession. Teachers have been hired without teacher certifications due the teacher shortage. These teachers are locally certified the first year and are expected to get their alternative teacher certification in year two. These teachers do have a bachelor's degree. Our teachers of Gifted Talented students are GT certified. New teachers are assigned mentors to assist them with the transition and instructional best practices.

Staff Quality, Recruitment and Retention Weaknesses

The district has a high turn over rate although this year's turnover rate was better than last year. Some teachers leave before the end of their contract which leaves the classroom without a certified teacher (locally or state). New teachers are hired without any student teaching experience or with very little hands-on experience. The campus and district is responsible for training the new inexperienced teachers prior to school starting and continuing the support throughout the school year.

Staff Quality, Recruitment and Retention Needs

After providing consistent support and training to new teachers for a few years, teachers tend to move to larger school districts with higher salaries. The instructional coaches and mentor teachers provide most of the support. The instructional coaches (two) are split between classroom teaching and coaching. Wharton Elementary needs two full time instructional coaches to support our teachers with instruction.

Staff Quality, Recruitment and Retention Summary

This year Wharton Elementary has two administrators that will conduct classroom observations and weekly instructional rounds. We will continue to observe and give quality feedback to teachers during T-TESS walk-throughs and Fundamental 5 instructional walks (10 per administrator per week). During weekly meetings, the administration team will discuss the finding of the walkthroughs. We will work to recruit and retain high quality teachers.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers will use HQIM in the form of Bluebonnet and Instructional Playbook strategies to increase Tier 1 instruction. Teacher will have daily PLC's where lessons are planned and data is analyzed. Data analysis will look at strengths and weaknesses of student growth and which students need Tier II and Tier III support. All students qualifying for HB1416 tutoring will receive required intervention during WIN time which is held daily.

Curriculum, Instruction and Assessment Weaknesses

Wharton Elementary has a hard time hiring experienced teachers and retaining experienced teachers.

Curriculum, Instruction and Assessment Needs

Additional support with the coaching cycle with teachers new to the teaching profession.

Curriculum, Instruction and Assessment Summary

Wharton Elementary will increase learning time through formal and informal walk-throughs to check for student engagement and the first line of instruction. Teachers will use daily PLCs to ensure they are providing engaging lessons and planning quality instruction that is aligned with the district and state standards. This school year we will be implementing WIN Time for 40 minutes at the end of each learning block.

Family and Community Involvement

Family and Community Involvement Strengths

Wharton Elementary will increase family involvement by 50% through various activities. The data will be monitored through parent sign-in sheets, agendas and flyers. At the

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

beginning of the school year, families will meet and greet their child's teacher at Meet the Teacher Night a week before school begins. Open house will be held each semester in the fall semester. The school will to implement "Goodies and Grades" and "Grandparent Day". After school programs will be scheduled on the calendar in advance to increase parent participation. The programs will include: Veteran's Program, Black History, Winter Programs, Spring Program, and Hispanic Heritage.

Data will be used to track parent participation through a Google spreadsheet. A weekly parent communication newsletter will be sent to parents in English and Spanish by classroom teachers. The digital communication newsletter will monitor and track the time visitors visit the site. Teachers will utilize Class Dojo to send weekly grade level newsletters to parents.

Family and Community Involvement Weaknesses

Increasing participation in PTO

Family and Community Involvement Needs

We see a need to help parents support their students at home both academically and behaviorally. We have a full time CIS staff member to support families in need and to increase parent involvement with school programs. The campus may include a scheduled day each semester where parents can come observe classroom instruction so parents may better help their students at home.

Family and Community Involvement Summary

At the beginning of the school year, families will meet and greet their child's teacher a week before school begins. One open house event will be held each semester. The school will continue to implement the pastries with parents to increase parent involvement during Book Fair weeks. After school programs will be scheduled on the calendar in advance to increase parent participation. The programs will include: after school tutorials, open house events, literacy night, math night, Saturday school, etc...

Data will be used to track parent participation. Parent communication newsletter will be sent home weekly by teachers through Class Dojo.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

The campus utilizes a school wide PBIS strategies to prevent behavioral concerns and promote positive relationships in schools.

School Context and Organization Weaknesses

A weakness that we have seen at Wharton Elementary was a high number of student absences. We have made it a high priority to increase the attendance rate. The CIS primary goal is to increase attendance rate as well.

School Context and Organization Needs

Consistent implementation of PBIS strategies. Also consistent monitoring the campus attendance rate and continue to have student incentives.

School Context and Organization Summary

The administration will continue to support the staff and students with PBIS, organizational structure and instruction and monitor the campus attendance rate.

Technology

Technology Strengths

WES has one to one technology to student ratio in 2nd through 5th grades. Each child's goes to computer lab for 45 minutes twice a week during specials to work on typing skills. Students use Amplify Reading and Zearn daily for math and reading intervention and enhancement.

Technology Weaknesses

Effective monitoring of usage in classroom and computer labs.

Technology Needs

Comprehensive Needs Assessment

Purchase of new Chromebooks to replacing aging and broken ones. Creating stable and reliable internet structure.

Technology Summary

WES is moving to a technology rich environment.