

Whitney Independent School District
Whitney Middle School
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Be a Champion Today!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2024-2025 vs 2025-2026

- WMS ended the 2024-2025 school year with an enrollment of 329.
- WMS for the 2025-2026 school year currently has an enrollment of 354.
- During the 2024-2025 school year, the student population was 4.2% African American, 63.2% Anglo, 27.1% Hispanic, 5.1% Two or More Races, 0.3% Asian, 53.7% male, and 46.2% female.
- Currently, for the 2025-2026 school year, the student population is made up of 6.60% African American, 62.50% Anglo, 25.80% Hispanic, 3.61% Two or More Races, 0.27% Asian, 51.90% male, and 46.30% female.
- During the 2024-2025 school year, the socioeconomic status for WMS was 65.4% economically disadvantaged.
- Currently, for the 2025-2026 school year, the socioeconomic status for WMS is 58.6% economically disadvantaged.
- During the 2024-2025, WMS had 39 staff members.
- Currently, for the 2025-2026, WMS has 39 staff members.
- During the 2024-2025 school year, the overall drop-out rate for the campus was 0.0%.
- Currently, for the 2025-2026 school year, the overall drop-out rate for the campus is 0.0%.
- During the 2024-2025 school year, the average daily attendance rate for students was 94.040%.
- Currently, for the 2025-2026, the average daily attendance rate for students is 95%.
- During the 2024-2025 school year, WMS served 26 Emergent Bilingual students, 19 students in the Gifted and Talented program, and 55 students identified for 504 services. In addition, 63 students were supported through special education services at WMS.
- Currently, for the 2025-2026 school year, WMS will serve 7.2% of Emergent Bilingual students, 4.7% of students in the Gifted and Talented program, and 12.2% of students identified for 504 services. In addition, 85 students were supported through special education

services at WMS which is 23.61%.

Demographics Strengths

WMS continually maintains a 0.0% drop-out rate.

WMS continually maintains an attendance rate at or above the district and the state averages.

WMS continually maintains small class size as compared to the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The numbers of students with IEPs and 504 Plans continues to increase causing difficulties in scheduling appropriate levels of support.

Root Cause: With increasing enrollment , special education and 504 numbers have also increased while the amount of on campus special education teachers and paras have decreased. The master schedule is elective-driven due to the number of teachers shared with other campuses.

Problem Statement 2 (Prioritized): Whitney ISD has experienced difficulty with recruitment and hiring of certified professional staff.

Root Cause: Teacher shortage across the state, fewer students pursuing education degrees, difficulty competing with higher salaried surrounding districts.

Student Learning

Student Learning Summary

WMS utilizes multiple data progress monitoring tools

-Pre/Post Tests

-Unit Tests

-Benchmarks

-STAAR

-Accelerated Instruction (HB1416)

-Online Programs

-Summit K12

-TELPAS

Regular weekly/biweekly PLC's are led by campus administrators.

The teachers, faculty, and staff do walkthroughs of other teachers twice per semester.

Student Learning Strengths

On 2024 STAAR tests, WMS students scored 71% at the Approaches level or Higher in 6th grade Math & 72% at the Approaches Level or Higher in Reading; 7th grade scored 62% at the Approaches level or Higher in Math & 74% at the Approaches level or Higher in Reading; 8th grade scored 83% at the Approaches level or Higher in Math, 90% in Reading, 75% in Science, and 72% in Social Studies..

WMS overall Reading STAAR test in 2024 showed relatively consistent progress in the African American, Hispanic, White, Economically Disadvantaged, Emergent Bilingual, and Special Education sub-populations at the Approaches level. The Hispanic, White, Economically Disadvantaged and Special Education sub-populations performance showed relatively consistent progress at the Meets level. At Masters level, the Hispanic, White, Economically Disadvantaged, Emergent Bilingual, and Special Education sub-populations showed relatively consistent progress

WMS overall Math STAAR test in 2024 showed relatively consistent progress in the African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, and Special Education sub-populations at the Approaches level. The African American, Hispanic, and Special Education sub-populations performance showed relatively consistent progress at the Meets level. At the Masters level, the African

American, Hispanic, Emergent Bilingual, and Special Education sub-populations showed relatively consistent progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): WMS is identified for targeted support and improvement in Math & Reading for Academic Achievement. WMS is identified for targeted support and improvement in Math in Growth and Student Success.

Root Cause: Our student groups have not performed at the expected level for two consecutive years in these areas.

Problem Statement 2: WMS EB students perform lower than their peers on STAAR testing and are not progressing as expected on TELPAS.

Root Cause: Students lack vocabulary skills needed to be successful in the classroom and testing specific to the TELPAS.

Problem Statement 3: Students in need of intervention frequently need intervention in multiple subjects, and CIT time does not provide enough time to fully target their needs.

Root Cause: Scheduling, time, and staff constraints have created the problem where there is not enough time to fully target students in need of intervention.

School Processes & Programs

School Processes & Programs Summary

All classroom teachers and instructional paraprofessionals are state qualified at WMS. However, some teachers have been locally certified under DOI and do not hold Texas certification in the content they are teaching. The process of selecting effective personnel begins with us posting the positions on websites in the district, with Region 12, and with TASA. We then select the best candidates for interviews. Our interview committee reviews the candidates, and we hire the best person for our needs.

Professional Development needs are driven by data, new programs, and state mandates. WMS provides professional development before the school year on campus, as well as throughout the year through staff development days and workshops at the Region 12 Education Service Center.

The impact of WMS staff quality is measured by student achievement/success. Teachers and administrators gather data and discuss in PLC meetings. Data drives decisions and defines needs. All teachers are provided time to plan and prepare together as a department every other week. All teachers follow TEKS Resource System as a curriculum source, as well as being guided by the District Curriculum Coordinator.

Whitney ISD's curriculum is tightly aligned with state standards through the TEKS. Teachers develop their lessons that target essential knowledge and skills. WMS teachers collaborate with one another on cross-curricular assignments at each grade level. Technology, in the form of WISD CATS Initiative, supports 21st-century skills in a knowledge-based world. Teachers identify TEKS in their lesson plans in order to ensure coverage. Used in conjunction with textbooks and supplementary materials, the TEKS Resource System ensures WISD teachers that students are not missing any important pieces of the state required curriculum and are on-target with concepts, ideas, and subject matter.

Students are identified for RtI based on STAAR scores, performance in class, and teacher feedback. Students may receive intervention during CATS time.

STAAR scores are also used to identify students for a Masters-level class in RLA and Math where they learn at a faster pace.

We have a dedicated class for GT students where they work on student-driven projects and activities with a teacher that has been trained in GT.

All students have access to online programs used to supplement instruction.

School Processes & Programs Strengths

The scores of WISD on state STAAR testing reflect a strength in that many of them are at and/or above state averages.

WMS has incorporated rewards for success for our students. PTO provides treats for honor roll students, and positive office referrals are given by administration, and teachers.

CATS time is a period in the master schedule for each grade level. During CATS time, teachers are able to provide intense instruction, help students with makeup work, and correct tests and other assignments. This intervention time also allows time for teachers to document student progress and provide feedback for parents. Character lessons from Choose Love, typing, study skills, vocabulary acquisition are among other uses for this time period.

WMS students have checked-out laptops individually so students have access to technology at all times during the school day. This allows for more technology to be incorporated into lessons and eases teacher frustration caused by having to share laptops. Providing technology, instructional technology training, and tech help support helps create a positive experience for teachers elevating lessons using technology. Teachers have access to Clever Touch boards and have utilized these during instruction for a more hands on approach to instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More instructional support is needed to assist campus level administrators in the coaching/feedback cycle for improved classroom instruction.

Root Cause: Higher number of DOI teachers at all campuses, teacher support needed for lesson internalization and implementation of newly adopted curriculum at WMS, extra intervention needed to help move out of Targeted Support designation.

Perceptions

Perceptions Summary

In summary, Whitney Middle School (WMS) has effective support for students and their families. Communication is frequent with 3-week progress reports as well as report cards at the end of each grading period. Report cards for students with failing grades are posted to ensure parents get a copy. Families feel welcome in the front office and the attendance office. Teachers can be reached by phone in the front office or by email from the school's website. WMS hosts a "meet the teacher" night at the beginning of each new school year, which is well attended. Families can be updated on their child's progress through the Parent Portal.

The local newspaper regularly publishes the honor roll as well as highlighting great things that are happening at WMS. Special needs students' families are involved in ARD committee meetings. The school has a website as well as a Facebook page for effective communication. Teachers at the school frequently call home directly or use the Blackboard Connect program. Our attendance clerk also calls home in case of absences. Upcoming events are highlighted on the school marquee. The principal sends a parent newsletter every week via Facebook and Blackboard Connect.

Students are updated daily by the administration through morning announcements. Teachers as well as administrators monitor students in the hallways and in the cafeteria. Through this interaction, appropriate relationships can be fostered between staff and students that will impact student outcomes.

Student input about the campus is provided to the principal through a student-led principal committee which meets monthly.

The principal meets with parents for an open dialogue opportunity through "Pastry with Page" which is held monthly.

Parents and students have access to the Ascender Student and Parent Portals to view their grades and attendance.

WMS uses an anonymous reporting system for situations involving bullying. The link to the form is available on the WISD and WMS websites.

Perceptions Strengths

- Students feel welcome to visit with the counselor, assistant principal, and principal about issues they may be having with other students.
- Students and families feel like the campus is a place kids want to be.
- Parents are contacted and informed of any situation involving bullying and are appreciative of the efforts made by administration to ensure students feel safe and supported at school.
- The Blackboard Connect system is used during emergencies for both individual or mass communication, sending emails, texts, and phone calls from teachers or school administrators to parents.
- Parents appreciate Facebook updates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher and staff salary continue to be the highest reported concern in the district.

Root Cause: District salaries are below most surrounding districts.

Problem Statement 2: There is a need for more mental health resources at the campus level as well as for families in the community.

Root Cause: Increased student needs, budget constraints, failed recruitment efforts, lack of resources in rural community.

Problem Statement 3: WISD needs more resources for student behavioral support and staff training

Root Cause: Increased extremity of behaviors beyond typical classroom infractions, need for more classroom support and classroom management training, lack of guidance and assistance from the State.

Priority Problem Statements

Problem Statement 1: Whitney ISD has experienced difficulty with recruitment and hiring of certified professional staff.

Root Cause 1: Teacher shortage across the state, fewer students pursuing education degrees, difficulty competing with higher salaried surrounding districts.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The numbers of students with IEPs and 504 Plans continues to increase causing difficulties in scheduling appropriate levels of support.

Root Cause 2: With increasing enrollment , special education and 504 numbers have also increased while the amount of on campus special education teachers and paras have decreased. The master schedule is elective-driven due to the number of teachers shared with other campuses.

Problem Statement 2 Areas: Demographics

Problem Statement 3: WMS is identified for targeted support and improvement in Math & Reading for Academic Achievement. WMS is identified for targeted support and improvement in Math in Growth and Student Success.

Root Cause 3: Our student groups have not performed at the expected level for two consecutive years in these areas.

Problem Statement 3 Areas: Student Learning

Goals

Revised/Approved: November 3, 2025

Goal 1: WMS will provide rigorous instruction to prepare students for academic and post-secondary success.

Performance Objective 1: WMS will increase the district's State Accountability Rating from an overall expected "68" to an "80" by focusing on student improvement and growth in all areas.

High Priority

Evaluation Data Sources: TEA Accountability, STAAR data, bench-marking data, CCMR indicators, drop-out rate, attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will attend professional development on the State Accountability A-F system for training to better understand rating calculations in all Domains.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Director of State & Federal Accountability, Asst. Superintendent, Campus Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will ensure that district-approved instructional materials are implemented with fidelity in all classrooms by doing walk-throughs with productive feedback.</p> <p>Strategy's Expected Result/Impact: TEKS aligned lesson plans with internalization of those plans so that all students are receiving rigorous, grade-level instruction.</p> <p>Staff Responsible for Monitoring: Campus Principal, & Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: WMS will provide strategically placed benchmarks and assessments that are aligned and common among grade levels/courses.</p> <p>Strategy's Expected Result/Impact: Student growth on STAAR test</p> <p>Staff Responsible for Monitoring: Asst. Superintendent, Director of State & Federal Accountability, Campus Principal, Dean of Students</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: WMS will ensure multiple sources of data are being used to track individual student progress and provide instructional interventions and enrichment based on student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in the classroom and on STAAR test.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent, Director of State & Federal Accountability, Campus Principal, Dean of Students</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: WMS will provide Accelerated Learning Instruction for students who did not meet standard on STAAR for grades 6-8 which is required by HB 1416.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Asst. Superintendent, Director of State & Federal Accountability, Campus Principal, Dean of Students</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: WMS will ensure instructional materials and resources are specifically designed to provide appropriate accommodations, modifications, and/or supports for EB students and students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and provision of student supports for student success.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent, Director of State & Federal Accountability, Campus Principal, Dean of Students</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: WMS Principal will serve as an instructional leader and schedule regular PLC meetings to focus on student progress and formative data.</p> <p>Strategy's Expected Result/Impact: Increased observation, feedback, and tracking of student data resulting in targeted intervention strategies and student growth.</p> <p>Staff Responsible for Monitoring: Assistant Supt., Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: WMS will monitor student attendance and truancy data and provide interventions, supports, and incentives to increase time in classrooms for all students.</p> <p>Strategy's Expected Result/Impact: Increased instructional time, improved student performance, closing the gaps.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Dean of Students, and Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: WMS will provide rigorous instruction to prepare students for academic and post-secondary success.

Performance Objective 2: WMS will increase the district's State Accountability Rating in Domain I from a "71" to an "80" by focusing on STAAR preparation and individual student intervention.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will utilize the curricular resources and participate in Grade Level data meeting on Monday staff days.</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to be more engaged in their learning, this will lead to improved student achievement.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will utilize IXL and morning tutorials for re-teaching opportunities to ensure that all students are mastering necessary content.</p> <p>Strategy's Expected Result/Impact: Students will feel more comfortable with the content and retain information better, this will lead to better STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Teachers, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: WMS will provide rigorous instruction to prepare students for academic and post-secondary success.

Performance Objective 3: WMS will increase the district's State Accountability Rating in Domain II A from a "58" to a "75" by implementing consistent and targeted intervention/enrichment for all students.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will adopt and implement IXL as our targeted intervention/enrichment program. This will be carried out during the CIT period.</p> <p>Strategy's Expected Result/Impact: Aligned, high-quality instruction across grade levels for student growth in math.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, State and Federal Programs Director, Campus principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All 6th and 7th grade students will be enrolled in a Reading and a Writing class to ensure they receive dedicated instruction on the two disciplines..</p> <p>Strategy's Expected Result/Impact: Student will get more ELAR instruction and practice leading to improved Reading/Writing knowledge.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Dean of Students</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: WMS will provide rigorous instruction to prepare students for academic and post-secondary success.

Performance Objective 4: WMS will provide 100% of all students and staff with the resources needed to integrate technology with instruction for acquisition of 21st century skills.

Evaluation Data Sources: Technology department device data, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will provide 1:1 devices for students and staff 6-8 per district technology plan.</p> <p>Strategy's Expected Result/Impact: Access to online instructional resources, increased knowledge, and acquisition of needed tech skills.</p> <p>Staff Responsible for Monitoring: Technology Director, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and teachers will have access to online platforms (Varsity Tutor, Vocabulary.com, Flocabulary, Education.com, IXL, and Khan Academy) that support learning.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in various instructional manners to expand the learning opportunity.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, & Dean of Students</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: WMS will provide rigorous instruction to prepare students for academic and post-secondary success.

Performance Objective 5: The campus will implement HQIM (High Quality Instructional Materials) with Bluebonnet Math to assist with improved tier I instruction.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores

Goal 2: WMS will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 1: WMS will make the physical safety of students and staff our top priority and implement systems to monitor, maintain, and protect all members of the school community.

High Priority

HB3 Goal

Evaluation Data Sources: Incident reports, personnel data, training certificates, monitoring and reporting data, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS with the aid of Central Administration will hire a school security officer for the WMS campus. Strategy's Expected Result/Impact: Increased monitoring and safety. Staff Responsible for Monitoring: Superintendent, Director of School Safety an Security, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WMS will form a Safe and Supportive School Program team with 100% fully trained members who will follow protocol and meet for potential threats to student safety. Strategy's Expected Result/Impact: Increased student monitoring and safety. Staff Responsible for Monitoring: Assistant Superintendent, Director of Safety and Security, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: WMS will use the Raptor Alert system for student, parent, and visitor sign in. Strategy's Expected Result/Impact: Increased security and monitoring of all persons on campuses. Staff Responsible for Monitoring: Campus office staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: WMS will implement the Guardian Plan as passed by Texas Legislature in 2013 and have designated, trained staff members armed to defend students and staff prior to the arrival of law enforcement in the event of an active shooter on campus. Strategy's Expected Result/Impact: Increased student safety and quick response in the event of incident. Staff Responsible for Monitoring: Director of Safety and Security, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: WMS will have emergency Go-Kits in every classroom as well as black boxes in every classroom and office stocked with defense supplies for staff to use in the event of an emergency. Strategy's Expected Result/Impact: Increased protection and student/staff safety. Staff Responsible for Monitoring: Director of Safety and Security, Superintendent, Campus Security Guard</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: WMS will annually train all staff and students in emergency response protocols, including Stop the Bleed, and participate in all required safety drills throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased safety and security</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Superintendent, Campus Principal & Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: WMS will maintain safety measures on campus by having controlled entry with video/voice features, safety screening on windows, TEAM Alert on all desktops, SNOMES phone alerts, and security cameras to monitor activity.</p> <p>Strategy's Expected Result/Impact: Increased safety and security.</p> <p>Staff Responsible for Monitoring: Campus administrators, Security guard</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: WMS will provide learning environments that are safe, drug-free, and conducive to learning by promoting the physical, emotional, and social well-being of students and staff.

Performance Objective 2: WMS will promote the positive social, emotional, and physical health of all students and staff.

High Priority

Evaluation Data Sources: Meeting agendas/minutes, sign-in sheets, reporting data, schedules, and use of Choose Love Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: WISD will form an active School Health Advisory Council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education program. WMS will give faculty, staff and parents the opportunity to participate on the SHAC committee.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder input, improved programs to strengthen student health and academic achievement.</p> <p>Staff Responsible for Monitoring: Director of Nursing, WISD Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WISD will partner with Texas A&M's TCHAT program to provide mental health services to students on the WMS campus.</p> <p>Strategy's Expected Result/Impact: Increased professional support for students needing mental health services.</p> <p>Staff Responsible for Monitoring: Principal & Dean of Students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: WMS will implement the Choose Love program to offer SEL curriculum to students in grades 6-8. Strategy's Expected Result/Impact: Student support and safety, positive school culture and environment Staff Responsible for Monitoring: Campus Principal, Dean of Students, & Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: WMS will provide teachers and staff with compliance training and tools necessary to support the needs of students in the following areas: Grief & trauma-informed care in education, suicide prevention, bullying prevention & awareness, child abuse, trafficking, & maltreatment of children, mental health, teen dating violence prevention, drug & alcohol abuse awareness and prevention</p> <p>Strategy's Expected Result/Impact: Student support, intervention, and increased student achievement Staff Responsible for Monitoring: Assistant Superintendent, Director of State and Federal Program, & Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: WMS will provide teachers with opportunities and support for discipline training and coaching to cover a variety of topics including: Discipline management, Positive behavior interventions & supports, Trauma informed care, Conflict resolution, Violence prevention, Sexual Harassment.</p> <p>Strategy's Expected Result/Impact: Awareness and safe, supportive school environment Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Director of State and Federal Programs, and Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: WMS will train students on grade appropriate bullying prevention and conflict resolution. Students will be provided with varied options available for reporting bullying or threatening behaviors including "See Something, Hear Something, Say Something" and "Bully Reporting" forms available on the school web-page.</p> <p>Strategy's Expected Result/Impact: Increased awareness, student safety. Staff Responsible for Monitoring: Campus Administration Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: WMS will use the BARK program to monitor student online activity from school devices to notify campus and district administrators of flagged content.</p> <p>Strategy's Expected Result/Impact: Increased online awareness, student safety Staff Responsible for Monitoring: Campus Administrators, Technology Director</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: WMS will recruit, develop, and retain highly effective school leaders, teachers, and staff.

Performance Objective 1: WMS will strive to increase the number of certified teachers to at least 95% at the campus.

High Priority

Evaluation Data Sources: Teaching certificates, enrollment data from alternative certification programs, attendance in the Wildcat Academy

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will promote Teachworthy and Indiana Wesleyan University to support a Whitney ISD Grow Your Own Program - CATS (Certified Alternative Teacher System).</p> <p>Strategy's Expected Result/Impact: Provides opportunity for district employees to earn a bachelors degree and teaching certificate while working in the classroom.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Program Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: WMS will recruit, develop, and retain highly effective school leaders, teachers, and staff.

Performance Objective 2: WMS will provide a supportive, positive, and rewarding work environment in order to retain effective teachers and staff.

High Priority

Evaluation Data Sources: Staff resignation data, exit survey results, staff surveys, committee and staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will make appropriate cuts and adjustments to create a healthy budget with the goal of increasing salaries. Strategy's Expected Result/Impact: Higher pay, increased retention rates Staff Responsible for Monitoring: Campus Administration and stakeholders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WMS will support the districts in the state's Teacher Incentive Allotment program to identify and designate outstanding teachers based on student growth and classroom observation. Strategy's Expected Result/Impact: Increased teacher salaries, increased teacher retention, extra funding for district Staff Responsible for Monitoring: Central Administration, Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WMS will recognize one employee at each school board meeting. Strategy's Expected Result/Impact: Staff recognition and increased morale Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: WMS will recruit, develop, and retain highly effective school leaders, teachers, and staff.

Performance Objective 3: WMS will deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of all students.

Evaluation Data Sources: PD certificates, surveys, TTESS/TPSS, student data

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will align professional development to district and campus goals. Strategy's Expected Result/Impact: Improved student and staff performance, increased staff support. Staff Responsible for Monitoring: Superintendent, Asst. Supt, Director of State & Federal Programs, Campus Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WMS will provide required trainings that will inform staff of best practices in order to support the needs of all students. (Section 504, Establishing Positive Relationships, Teen Dating Violence, Child Maltreatment, Cyberbullying, FERPA, Human Trafficking, Mental Health, Trauma Informed Care, Suicide Awareness, Bloodborne Pathogens) Strategy's Expected Result/Impact: Increased staff knowledge and awareness. Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WMS Math teachers will attend RBIS training and Bluebonnet training. Strategy's Expected Result/Impact: Teachers will develop a deep understanding of evidence-based teaching techniques and strategies tailored to Math implementation. Staff Responsible for Monitoring: Assistant Superintendent, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: WMS RLA teachers will attend RBIS training.</p> <p>Strategy's Expected Result/Impact: Teachers will develop a deep understanding of evidence-based teaching techniques and strategies tailored to RLA</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<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: WMS will increase the opportunities to build strong, trusting relationships with parents/guardians and our school community as we work together to support our students.

Performance Objective 1: WMS will provide a variety of ways for parents/guardians, community members, and businesses to become active partners in the education of our students.

Evaluation Data Sources: PTO and Booster agendas/minutes, treasury reports, school event schedules and attendance, school/extracurricular sponsorship, survey results, Friends of the Wildcat Program, Pastry w/Page, Parent Academy, Weekly Newsletter.

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS campus will partner with parent organizations and extracurricular booster clubs to provide collaborative support for students and schools.</p> <p>Strategy's Expected Result/Impact: Increased parental/community involvement in schools, increased schools and student support.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WMS will host regular school events and advertise these events on multiple platforms to increase parent and community involvement.</p> <p>Strategy's Expected Result/Impact: Increased event attendance in support of students.</p> <p>Staff Responsible for Monitoring: Campus Administration and stakeholders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: WMS will include parents, community members, and local business owners as members of school committees including district and campus site-base, SHAC, and CTE.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder involvement and feedback, increased school/student support</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: WMS will increase the opportunities to build strong, trusting relationships with parents/guardians and our school community as we work together to support our students.

Performance Objective 2: WMS will provide timely, ongoing communication with parents and the school community.

High Priority

Evaluation Data Sources: Survey results, social media comments, parent/community feedback, three-positive phone calls a week, weekly newsletter

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will communicate with parents about student progress, grade reporting, and attendance through the Parent Portal system, email, phone, and face-to-face meetings.</p> <p>Strategy's Expected Result/Impact: Up-to-date student monitoring available to parents.</p> <p>Staff Responsible for Monitoring: Campus PEIMS clerk, Secretaries, and Campus Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WMS will celebrate student and school successes and happenings through various methods including social media posts, the WMS website, and the local newspaper.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder communication, positive school culture and climate.</p> <p>Staff Responsible for Monitoring: Principal, Secretaries, Extracurricular Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WMS will provide timely communication about school emergencies, severe weather, school closing, and other school happenings through automated call-outs, email, text, and postings on social media and the WISD website.</p> <p>Strategy's Expected Result/Impact: Increased communication, informed stakeholder</p> <p>Staff Responsible for Monitoring: Administration and Secretaries</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus principal will have an open forum "Breakfast w/ Mr. Adkins" to allow community stakeholders to come in and offer feedback.</p> <p>Strategy's Expected Result/Impact: To get another perspective of the happenings on the WMS campus.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The principal will craft a weekly newsletter that is distributed to parents, staff and students.</p> <p>Strategy's Expected Result/Impact: Allow all stake holders to be informed of weekly activities and any additional campus information.</p> <p>Staff Responsible for Monitoring: Campus principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: WMS will increase the opportunities to build strong, trusting relationships with parents/guardians and our school community as we work together to support our students.

Performance Objective 3: WMS will improve administrative procedures to increase efficiency.

High Priority

HB3 Goal

Evaluation Data Sources: Surveys, stakeholder feedback, campus/department data

Strategy 1 Details	Reviews			
<p>Strategy 1: WMS will develop or acquire district and campus procedures to utilize with fidelity on campus. Strategy's Expected Result/Impact: This will streamline procedures on WMS campus as well as across district by confirming the same administrative procedures are utilized on all campus'. Staff Responsible for Monitoring: Central Administration, Campus Administration, Director of Special Programs, PEIMS Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will have regular leadership meetings with grade level representatives and content representatives. Strategy's Expected Result/Impact: To receive feedback from stakeholders to make decisions that align with campus and district expectations. Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				