

**Whitney Independent School District**  
**Whitney Intermediate 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

## Needs Assessment Overview

### Needs Assessment Overview Summary

The purpose of the Campus Needs Assessment (CNA) is to identify areas of strength and areas requiring improvement in order to increase student achievement and close performance gaps. Based on current state accountability ratings, this campus is identified as under performing and in need of targeted improvement efforts. The CNA process included input from multiple stakeholders including campus leadership, teachers, parents, and district support staff. Data sources reviewed included state assessment results (STAAR), TELPAS, attendance data, discipline reports, local benchmark assessments, and stakeholder surveys.

### Student Achievement

Data indicates that overall student performance on STAAR assessments falls below the state average in reading, math, and science. Significant achievement gaps exist among economically disadvantaged students, English learners, and students receiving special education services. Student growth measures also reflect limited progress toward grade-level expectations. Instructional practices need to be strengthened to ensure effective differentiation, small-group instruction, and data-driven interventions.

### School Culture and Climate

Survey data and discipline records suggest that student engagement and behavior management are ongoing concerns. Chronic absenteeism and tardiness impact academic performance. While staff are committed and relationships with students are positive, there is a need for consistent implementation of campus-wide behavior and attendance systems that promote accountability and student ownership of learning.

### Staff Quality, Recruitment, and Retention

Teacher turnover has been high over the past two years, impacting instructional continuity. Several core content areas have been staffed with inexperienced teachers or long-term substitutes. Professional development has been offered but lacks alignment with specific campus needs. There is a need for more targeted coaching, mentoring, and professional learning communities (PLCs) that focus on instructional strategies and data analysis.

### Curriculum, Instruction, and Assessment

Instructional alignment to the Texas Essential Knowledge and Skills (TEKS) and depth of knowledge are inconsistent across grade levels. Data analysis practices are developing, but instructional adjustments based on data are not yet systematic. There is a need for stronger implementation of evidence-based instructional materials, progress monitoring, and tiered interventions through MTSS/RTI systems.

### Family and Community Engagement

Parent participation in school activities and decision-making committees remains low. Communication systems need improvement to ensure parents are informed and engaged in their child's learning. Expanding partnerships with community organizations could provide additional support for student needs and enrichment opportunities.

### School Context and Organization

The master schedule and resource allocation do not fully support intervention time or collaborative planning. There is a need to refine systems for instructional monitoring, ensure equity in access to academic resources, and strengthen leadership structures that promote accountability for student outcomes.

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### **Summary of Priority Needs**

1. Increase student achievement and growth across all content areas, with emphasis on reading and math.
2. Strengthen Tier 1 instruction and ensure alignment to TEKS and high-quality instructional materials.
3. Improve teacher retention through mentoring, coaching, and professional learning.
4. Enhance student engagement and reduce chronic absenteeism through consistent systems and positive behavior supports.
5. Strengthen family and community engagement to support student learning and accountability.

# Demographics

## Demographics Summary

Whitney Intermediate School serves students in grades 3-5.

The following demographic information was reported from the 2024-2025 school year:

WIS Enrollment	301
JJAEP	0
<b>Student Population Percentages</b>	
African American	3.6
Anglo	64.2
Asian	0
American Indian/Alaska Native	1
Hawaiian/Pacific Islander	0
Two or more	4.3
Hispanic	26.9
Male	53.5
Female	46.5
<b>Socioeconomic Status (percentage)</b>	
Overall Dropout Rate	0
Average Daily Attendance Rate	94.6
Number of Discipline Referrals	242
<b>Staff Population Percentages</b>	
African American	0
Anglo	100
Hispanic	0
Other	0
Male	18.5
Female	81.5
<b>Number of Staff Members</b>	
Number of Staff Members	46
Estimated Average Experience of Professional Staff Members	10.1
Highly Qualified Paraprofessional Percentage	0
# of LEP Students	24
# of GT Students	11
% of Males in GT	54.55

WIS Enrollment	301
% of Females in GT	45.45
% of LEP in GT	0
# of Special Ed Students	78
# of 504 Students	21
# of PPCD Students	0

### Demographics Strengths

WIS has experienced a decrease in enrollment numbers with 300 students reported in the 2024-2025 school year. This is commensurate with a decrease in enrollment across the district.

WIS offers summer school to students who are struggling academically and Saturday school for students who struggle with attendance.

WIS has an enrollment of less than 20 LEP students in the same grade level on the campus; therefore, WIS provides an English as a second language (ESL) program to all students of limited English proficiency in grades 3-5. Within the ESL program, students receive specified periods of instruction aimed at the development of English language acquisition skills, with a primary focus on communication and learning the Texas Essential Knowledge and Skills.

The inclusion based co-teach model to serve special education students within the general education setting and on curriculum grade level is continued for the 2024-2025 school year. WIS added additional resource instruction in math and reading within the master schedule to accommodate the needed changes within the special education environment. The addition of resource instruction in the content areas of math and reading will allow students to receive scaffolded instruction to reduce knowledge and comprehension gaps to improve student mastery of grade level TEKS. WIS has also built into the schedule specific intervention time for reading and math. Guided instructional interventions will be embedded within the schedule and this time is used to address HB1416 minutes as well as enrichment.

In order to provide more individualized instruction and maximize learning time within our four-day instructional week, a four-teacher rotation model will be implemented in grades three through five. This schedule includes a designated skills-based block, which allows for targeted support and intervention. All special programs will pull from this skills block to ensure that students do not miss core instruction.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** A large number of WIS teachers are hired under the district's DOI plan and working towards certification through various alternative certification programs.

**Root Cause:** Difficulty recruiting and retaining certified teachers.

# Student Learning

## Student Learning Summary

In order to improve student and campus achievement, campus personnel attend accountability training on an annual basis. The superintendent, assistant superintendent, curriculum director, and principals are also members of various cooperatives at the Region 12 Education Service Center and attend staff development which is focused on instructional leadership management, organizational leadership management, curriculum planning, and instructional issues that will impact classroom instruction and student achievement. Likewise, principals are in the classrooms monitoring instruction and review lesson internalization on a regular basis. Finally, staff development is provided based on the need's assessments at the district and campus levels.

WIS also worked on the process of improving appraisal practices. During this process, WIS completed the following activities:

- Administrator obtained T-TESS certification through Teach for Texas online assessment tool.
- Administrators enter T-TESS walkthrough and observation data in DMAC online system
- Administrator supports lesson scope and sequence through the framework of the Bluebonnet RLA and math curriculum. Established guidelines for weekly internalization and PLC expectations
- Administrator provided training of staff for the T-TESS Evaluation System

The State of Texas accountability system uses a scaled score index framework that considers three areas:

- **Student Achievement** – Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. *(All Students)*
- **Student Progress** – Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student group. *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*. Relative performance emphasizes advanced academic achievement of the economically disadvantaged student group.
- **Closing Performance Gaps** – Emphasizes student achievement of 14 student groups at each campus or district. *(All Students; Student Groups by Race/Ethnicity)*

WIS Accountability Rating Summary 2024:

*Domain 1 (Student Achievement): WIS scale score = 58*

*Domain 2 (Student Progress): Part A - Academic Growth - WIS scale score - 57*

*Part B - Relative Performance - 58*

*Domain 3 (Closing Performance Gaps): WIS scale score - 54*

## Student Learning Strengths

WIS utilized personnel in the area of reading intervention in order to remediate students on an individual level to improve fluency, vocabulary, and comprehension.

Teachers used progress learning and Summit K12 to remediate struggling students in order to close knowledge gaps.

WIS used common assessments in Reading, Math, Science and Social Studies to tier students for the RtI program and to assess instructional presentation of curriculum.

Progress Learning online program for Reading, Math, and Science was purchased for the 2024-2025 school year as a supplemental curriculum piece to enhance retention of learned material and address HB 1416 minutes and remediation.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Currently, 48% of teachers on campus are uncertified, which impacts student learning outcomes by potentially limiting access to effective pedagogical practices.

**Root Cause:** This lack of certified teaching staff contributes to inconsistencies in content delivery, reduced student engagement, and lower academic achievement across core areas.

**Problem Statement 2:** Our campus is experiencing inconsistencies in the implementation of curriculum and the rigor of assessments across grade levels and content areas. These variations have led to unequal learning experiences and expectations for students, impacting instructional alignment and overall academic growth.

**Root Cause:** During the school year, three teachers left their teaching assignments mid-year, resulting in necessary adjustments to class schedules and instructional delivery. Additionally, the assistant principal's mid-year resignation increased the workload and responsibilities of the remaining campus administrators. This created challenges in maintaining instructional consistency, support, and stability.

# School Processes & Programs

## School Processes & Programs Summary

Whitney Intermediate School's teachers and paraprofessionals all meet state mandated qualifications and certifications. When jobs need to be filled the positions are posted on the WISD website, ESC 12 website, TASB website and applications are taken at education job fairs. WIS strives to maintain a positive and rewarding work place in order to retain employees on the campus.

WIS implemented the **Amplify Reading** and **Eureka Math** curriculum during the 2024–2025 school year. This decision was driven by the need for a rigorous and aligned curriculum to promote consistency in instruction across the campus.

### Benefits of Using Amplify Reading Curriculum

- **Strong Focus on Knowledge Building:** Amplify connects literacy with science, history, and other content areas to strengthen comprehension.
- **Research-Based Phonics Instruction:** Explicit and systematic phonics lessons support early literacy development.
- **Rich Vocabulary Development:** Authentic texts and discussions build academic vocabulary naturally.
- **Interactive Learning:** Students engage through storytelling, experiments, and multimedia activities.
- **Assessment Tools:** Ongoing formative and summative assessments help monitor reading progress and comprehension.
- **Digital Access:** Interactive lessons and reading supports are available online for in-class or remote learning.

### Benefits of Using Eureka Math

- **Deep Conceptual Understanding:** Lessons emphasize “why” math works, not just “how,” promoting true mastery.
- **Coherent Progression:** Concepts are introduced logically, building upon prior learning to strengthen understanding.
- **Multiple Representations:** Students learn to use visual models, manipulatives, and real-world examples to solve problems.
- **Strong Emphasis on Problem Solving:** Encourages critical thinking and reasoning through real-world applications.
- **Supports for Diverse Learners:** Includes scaffolds and extensions to meet students at their level.
- **Teacher and Student Resources:** Provides detailed lesson guides, homework helpers, and family tip sheets for at-home support.

In the 2025-2026 school year WIS will transition to Bluebonnet Math and RLA curriculum. The campus will be supported by Region 12 product advisors as part of the LASO Grant.

The campus utilized Class Dojo as an option for parent communication during the 2024–2025 school year. However, consistent and timely communication has been a challenge across the campus, as evidenced by program documentation. The inconsistent use of school-to-home communication has resulted in misunderstandings and gaps in information.

## **School Processes & Programs Strengths**

Whitney Intermediate School's administration monitors and supports teachers through conversations, conferences, and coaching to ensure professional growth and development.

Whitney Intermediate School is also supported through the Hill County Shared Services Arrangement (Hill Co. SSA) and utilizes its staff to aid the growth and development of students who qualify for special education services.

In order to meet our goals of becoming student-centered and preparing our students for the 21st century, WIS started the implementation of the Whitney ISD designs, implements, and follows a specific system for RtI (Response to Intervention) processes. Administrators work closely with district curriculum coordinator and teachers to ensure proper data collection and lesson alignment is attained for optimal student success. Each teacher and administrator in WISD is provided a laptop/computer for professional use and data disaggregation.

The DMAC system is also being utilized as an administrative tool for walkthroughs and observations to aid teachers in recognizing instructional presentation strengths and weaknesses as well as timely feedback from administration to assist professional growth. For the 2024-2025 school year common assessments were utilized as a measure for student achievement through reports generated from data within the DMAC system and for tier establishment within the campus intervention plan.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Our campus is working to develop and align systems for instructional processes, student support, and program implementation.

**Root Cause:** Lack of these systems creates inconsistencies in student experiences, resource utilization, and staff collaboration. The absence of streamlined, clearly communicated procedures hinders our ability to effectively support diverse student needs and ensure equitable access to quality programs

# Perceptions

## Perceptions Summary

WIS continued to implement multiple strategies to ensure open and effective communication between home and school during the 2024–2025 school year. Communication with staff, parents, and community members occurred through newsletters, marquee messages, the WISD website, three-week progress reports, report cards, surveys, the WIS Parent Portal, Remind/Class Dojo apps, the WISD Facebook page, PTO updates, phone calls, meetings, student programs, and the annual Meet the Teacher event.

WIS provided numerous opportunities for parents and community members to be actively involved in school programs through participation in the PTO, volunteering, and ACE Parent Involvement activities. Additionally, parents and community representatives were invited to participate in the campus planning process as members of the Site-Based Decision Making (SBDM) Committee.

To further strengthen communication, WIS maintained a campus website, an active Facebook page, and Google Classroom platforms to facilitate the exchange of information between school and home.

## Perceptions Strengths

WIS's goal is to provide a safe school environment for students and staff. Therefore, teachers and administrators are expected to be visible and accessible to our student body and parents/guardians.

WIS has a good working relationship with local law enforcement agencies and the volunteer fire department establishing a partnership for the safety of all stakeholders.

Planning and communication through multiple means of media and announcements ensure that students and parents are informed and understand school procedures.

Visitors to the campus are required to pass through security doors, provide proof of identification, and wear a visitor's badge to ensure the safety of our students.

WIS has a part time dean of students to assist the needs of students, teachers, and parents/guardians.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our campus is currently addressing challenges related to stakeholder perceptions, as varying levels of trust, engagement, and satisfaction among students, parents, staff, and community members influence our overall school culture and collaboration. Strengthening these relationships is essential to building a positive and inclusive environment where all stakeholders feel valued.

**Root Cause:** This perception gap may hinder effective communication, reduce stakeholder involvement in school initiatives, and limit shared ownership of student success.

# Priority Problem Statements

**Problem Statement 1:** A large number of WIS teachers are hired under the district's DOI plan and working towards certification through various alternative certification programs.

**Root Cause 1:** Difficulty recruiting and retaining certified teachers.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our campus is working to develop and align systems for instructional processes, student support, and program implementation.

**Root Cause 2:** Lack of these systems creates inconsistencies in student experiences, resource utilization, and staff collaboration. The absence of streamlined, clearly communicated procedures hinders our ability to effectively support diverse student needs and ensure equitable access to quality programs

**Problem Statement 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS
- Intervention data
- Other
  - NWEA Maps Data (RLA, Math, Science)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

#### **Employee Data**

- Professional learning communities (PLC) data
- 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
- T-PESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

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

- Parent surveys and/or other feedback
- Parent activity evaluations and feedback data

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

# Goals

Revised/Approved: November 3, 2025

**Goal 1:** WIS will provide rigorous instruction to prepare students for academic success.

**Performance Objective 1:** WIS will increase the campus' State Accountability Rating from an overall "F" to a "C" by focusing on student improvement and growth in all areas.

**High Priority**

**Evaluation Data Sources:** TEA Accountability, STAAR data, benchmark data, attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All WIS administrators and instructional coach will attend professional development on the State Accountability A-F system for training to better understand rating calculations in all Domains.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Asst. Principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS administrators will ensure that campus-approved instructional materials are implemented with fidelity in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> TEKS aligned lesson plans with internalization of those plans so that all students are receiving rigorous, grade-level instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS will implement all module and unit assessments from the Bluebonnet RLA and Math curriculum to maintain rigorous instructional standards and ensure alignment with curriculum expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth on STAAR test and overall percentage of students who classify as Meets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coach</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WIS 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement in the classroom and on STAAR test.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Instructional Coach, Dean of Students, Reading Interventionists</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> WIS will provide Accelerated Learning Instruction for students who did not meet standard on STAAR in grades 3 and 4 as required by HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Instructional Coach, Reading Interventionists</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> WIS 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><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness and provision of student supports for student success.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Director of State &amp; Federal Accountability, Campus Principals, Instructional Coaches, Dean of Students</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> WIS Principals will serve as instructional leaders and schedule regular PLC meetings to focus on student progress and formative data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased observation, feedback, and tracking of student data resulting in targeted intervention strategies and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> WIS will monitor student attendance and truancy data and provide interventions, supports, and incentives to increase time in classrooms for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional time, improved student performance, closing the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, and PEIMS clerk</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> WIS will strengthen instructional practices by implementing a consistent observation, feedback, and coaching cycle to provide teachers with actionable feedback that improves classroom instruction and student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase effective instructional strategies. Improve student assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional coach</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> WIS will adjust the campus master schedule to provide teachers with daily PLC time and ensure adequate instructional minutes for all core subjects and intervention, supporting collaboration, data analysis, and targeted student support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase internalization of lessons will improve daily instruction. Increase student achievement scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coach</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> WISD has partnered with ESC Region 12 as our TIL VIP, and the WIS Principal and the IC will be included in the monthly sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Allison Mercier will provide monthly campus-based coaching sessions for the DCSI, Principal Manager, Principals, and Instructional Coaches to foster continuous improvement by helping grow instructional leadership skills in the areas of observation and feedback, student culture, HQIM material internalization, and data-driven instruction.</p> <p><b>Staff Responsible for Monitoring:</b> DCSI, Principal Manager</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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:** WIS will provide rigorous instruction to prepare students for academic success.

**Performance Objective 2:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 36% to 46%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIS will ensure 100% of all 3rd grade teachers and principals complete the Reading Academies as outlined in HB 3 by the 86th Legislature.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and principals will have increased knowledge and skills relating to the science of reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, teachers, and instructional coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS will adopt and implement Bluebonnet RLA instructional materials with fidelity at the 3-5 levels which includes instruction in phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned, high-quality instruction across grade levels for student growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of the 2026 school year, WIS will meet requirements of ESF (Effective Schools Framework) Grant at grades 3-5 as a result of WIS being designated as a campus for Target Comprehensive Improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school systems resulting in student growth in reading and overall school effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> WIS Campus Principals, Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WIS will employ ESC Region 12 to provide instructional coaching with Bluebonnet Product Advisors.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted coaching to support the high-fidelity implementation of the Bluebonnet Learning instructional materials</p> <p><b>Staff Responsible for Monitoring:</b> Principal and IC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, 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:** WIS will provide rigorous instruction to prepare students for academic success.

**Performance Objective 3:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% to 49%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIS will adopt and implement Bluebonnet Math materials with fidelity at the 3-5 levels.  <b>Strategy's Expected Result/Impact:</b> Aligned, high-quality instruction across grade levels for student growth in math.  <b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coach</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By the end of the 2026 school year, WIS will meet requirements of ESF (Effective Schools Framework) Grant at grades 3-5 as a result of WIS being designated as a campus for Target Comprehensive Improvement.  <b>Strategy's Expected Result/Impact:</b> Improved school systems resulting in student growth in math and overall school effectiveness.  <b>Staff Responsible for Monitoring:</b> WIS Campus Principals, Instructional Coach</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS will employ ESC Region 12 to provide instructional coaching with Bluebonnet Product Advisors.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted coaching to support the high-fidelity implementation of the Bluebonnet Learning instructional materials</p> <p><b>Staff Responsible for Monitoring:</b> Principal and IC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** WIS 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:** WIS 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, discipline committee, site base committee, campus leadership committee

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS will use the Raptor Alert system for student, parent, and visitor sign in.  <b>Strategy's Expected Result/Impact:</b> Increased security and monitoring of all persons on campuses.  <b>Staff Responsible for Monitoring:</b> Campus office staff</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 2: Strategic Staffing, Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WIS 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.  <b>Strategy's Expected Result/Impact:</b> Increased student safety and quick response in the event of incident.  <b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Superintendent</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> WIS will supply emergency Go-Kits in every classroom as well as install black boxes in every classroom and office stocked with defense supplies for staff to use in the event of an emergency.  <b>Strategy's Expected Result/Impact:</b> Increased protection and student/staff safety.  <b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Superintendent, Campus Security Guards</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> WIS 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><b>Strategy's Expected Result/Impact:</b> Increased safety and security</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Superintendent, Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> WIS will maintain safety measures on our campus including controlled entry with video/voice features, safety screening on windows, Raptor alert system on all desktops, SNOMES phone alerts, and security cameras to monitor activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety and security.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Security guards</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 2:** WISD will 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIS will participate in 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder input, improved programs to strengthen student health and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Nursing, WIS Administration, WISD Administration, Campus Nurse</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WISD will provide compliance training and tools necessary to support the needs of students in the following areas: Grief &amp; trauma-informed care in education, suicide prevention, bullying prevention &amp; awareness, child abuse, trafficking, &amp; maltreatment of children, mental health, online safety</p> <p><b>Strategy's Expected Result/Impact:</b> Student support, intervention, and increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Dean of Students</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS will offer a comprehensive school counseling program that works in conjunction with internal and external supports to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student support services</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent, Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WIS will provide opportunities and support for discipline training and coaching to cover a variety of topics including: Discipline management, Positive behavior interventions &amp; supports, Trauma informed care, Conflict resolution, Violence prevention, Sexual Harassment.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness and safe, supportive school environment</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent, Director of State and Federal Programs, and Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> WIS 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><b>Strategy's Expected Result/Impact:</b> Increased awareness, student safety.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Teams, Bully Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> WIS will use the BARK program to monitor student online activity from school devices and notify campus and district administrators of flagged content.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased online awareness, student safety</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Technology Director</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** WIS will strive to increase the number of certified teachers to at least 85%.

**High Priority**

**Evaluation Data Sources:** Teaching certificates, enrollment data from alternative certification programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WISD will partner with Teachworthy and Indiana Wesleyan University to create a Whitney ISD Grow Your Own Program - CATS (Certified Alternative Teacher System).</p> <p><b>Strategy's Expected Result/Impact:</b> Provides opportunity for district employees to earn a bachelors degree and teaching certificate while working in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principals, Program Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS will partner with Teachworthy Alternative Certification program to enroll teachers with a bachelors degree (working under our DOI plan) in order to become a certified teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of certified teachers improving student instruction in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent and Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** WIS 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><b>Strategy 1:</b> WIS will join in the state's Teacher Incentive Allotment program to identify and designate outstanding teachers based on student growth and classroom observation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher salaries, increased teacher retention, extra funding for district</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent ,WISD TIA Team, Campus Principals, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS will recognize one employee at each school board meeting and reward them with a covered day off from work.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff recognition and increased morale</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 3:** WIS 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/TPESS, student data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIS will align professional development to district and campus goals.  <b>Strategy's Expected Result/Impact:</b> Improved student and staff performance, increased staff support.  <b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Supt, Director of State &amp; Federal Programs, Campus Principals</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS will provide required training 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, Cyberbullies, FERPA, Human Trafficking, Mental Health, Trauma Informed Care, Suicide Awareness, Blood borne Pathogens)  <b>Strategy's Expected Result/Impact:</b> Increased staff knowledge and awareness.  <b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing  - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS will employ ESC Region 12 to provide Tier 1 Behavioral Coaching to tiered teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Ashlie Bramlett will provide training to teachers and administrators to help improve school climate and reduce problem behaviors, effectively improving instructional success.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of State and Federal Programs, and Principal</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> A large number of WIS teachers are hired under the district's DOI plan and working towards certification through various alternative certification programs.</p> <p><b>Root Cause:</b> Difficulty recruiting and retaining certified teachers.</p>

**Goal 4:** WIS 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:** WIS 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The WIS campus will partner with parent organizations and extracurricular booster clubs to provide collaborative support for students and schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental/community involvement in schools, increased schools and student support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS campuses will host regular school events and advertise these events to increase parent and community involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased event attendance in support of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS will include parents, community members, and local business owners as members of campus committees including campus site-base and SHAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder involvement and feedback, increased school/student support</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></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:** WIS 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:** WIS will provide timely, ongoing communication with parents and the school community.

**High Priority**

**Evaluation Data Sources:** Survey results, social media comments, parent/community feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIS will communicate with parents about student progress, grade reporting, and attendance through the Parent Portal system.</p> <p><b>Strategy's Expected Result/Impact:</b> Up-to-date student monitoring available to parents.</p> <p><b>Staff Responsible for Monitoring:</b> Campus PEIMS clerks, Secretaries, and Campus Principals</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIS and each campus will celebrate student and school successes and happenings through various methods including social media posts, the WISD website, Class Dojo, and the local newspaper.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased stakeholder communication, positive school culture and climate.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Secretaries, Extracurricular Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> WIS 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, and Class Dojo.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication, informed stakeholder</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Secretaries</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> 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:** WIS 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:** WIS 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><b>Strategy 1:</b> WIS will implement Effective Schools Framework goals according to lever 1 as well as work with ESC 12 TIL representatives to create and monitor effective systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear and effective campus systems and operations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Instructional coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				