

**Whitney Independent School District**  
**Whitney Elementary 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!

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	7
Perceptions .....	8
Priority Problem Statements .....	9
Comprehensive Needs Assessment Data Documentation .....	10
Goals .....	12
Goal 1: WES will provide rigorous instruction to prepare students for academic and post-secondary success. ....	12
Goal 2: WES 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. ....	23
Goal 3: WES will recruit, develop, and retain highly effective school leaders, teachers, and staff. ....	27
Goal 4: WES will increase the opportunities to build strong, trusting relationships with parents/guardians and our school community as we work together to support our students. ....	32
Site Based Decision Making Committee .....	35

# Comprehensive Needs Assessment

Revised/Approved: October 6, 2025

## Demographics

### Demographics Summary

Whitney Elementary School serves PK- 2nd grades. WES also houses a Preschool Program for Children with Disabilities. This program serves children ages 3-5 who have been identified through special education services who qualify for early intervention services.

Whitney Elementary demographic information from 2024-2025 includes:

WES Enrollment	387
JJAEP	0
Student Population Percentages	
African American	2.4
Anglo	68.7
Asian	0
American Indian/Alaska Native	0
Hawaiian/Pacific Islander	0
Two or more	3.9
Hispanic	25
Male	49.9
Female	50.1
Socioeconomic Status (percentage)	
Overall Dropout Rate	0
Average Daily Attendance Rate	93.407
Number of Discipline Referrals	115
Staff Population Percentages	
African American	2.3
Anglo	90.7
Hispanic	7
Other	0
Male	7
Female	93

WES Enrollment	387
Number of Staff Members	52
Estimated Average Experience of Professional Staff Members	9.8
Highly Qualified Paraprofessional Percentage	0
# of LEP Students	19
# of GT Students	5
% of Males in GT	60
% of Females in GT	40
% of LEP in GT	0
# of Special Ed Students	64
# of 504 Students	7
# of PPCD Students	8
Student /Teacher Ratio	15.2

### Demographics Strengths

Summer school is offered yearly for at risk students, as well as ESL students in prekindergarten and kindergarten.

ESL students are served in the regular education classroom under the instruction of an ESL certified teacher. WES also pulls EB students to work on Summit K12 with a reading interventionist.

Gifted and Talented students are served by classroom teachers that are G/T certified.

WES has a reading pullout program for students who are at risk in Reading in kindergarten, first, and second grade.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** WES had a increase in referrals for discipline intervention in the 2024-2025 school year.

**Root Cause:** WES has a Student Success Coordinator 2 days/week which limits connections and time to pull students. Intervention para is often pulled to sub in classrooms and unable to pull behavior intervention. Students display significant gaps in social and emotional regulation skills. Gaps and lacking skills in some classroom management. Increase in DOI certified teachers.

# Student Learning

## Student Learning Summary

In order to improve student achievement, WES campus personnel will review data on a regular basis. The campus principal is in the classroom monitoring instruction and will review lesson internalization weekly. Staff development is provided based on the needs assessments at the campus and district levels.

WES will utilize high quality instructional materials (HQIMs) for math and RLA and will adopt Bluebonnet Learning K-5 Math and Bluebonnet Learning K-5 RLA in 2025-2026.

## Student Learning Strengths

Grade level teachers plan together daily at a scheduled time focusing on instruction and alignment. Teachers pull students for RtI daily and progress monitor weekly. Teachers also check reading fluency and accuracy in first and second grade every three weeks. Students see their progress over time on line graphs. Phonemic awareness has shown significant improvement with the implementation of daily phonemic awareness routine.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** WES had 61% of 2nd grade students score at meets (70% or higher) or above on local end of year math benchmark assessment.

**Root Cause:** Eleven teachers at WES are currently working under DOI or in alternative certification program for certification. WES has an abundance of curriculum resources however the alignment is lacking. Teachers are self contained and responsible for multiple subjects and become overwhelmed with data collection and planning for instruction.

**Problem Statement 2:** WES had at 44-48% of each grade score below or well below on the end of year Mclass reading benchmark

**Root Cause:** Eleven teachers at WES are currently working under DOI or in alternative certification program for certification. Gaps in some Tier 1 instruction strategies and skills. Gaps in curriculum alignment and programs. Significant gaps in kindergarten readiness skills. 78% of kindergartners scored in the well below or below benchmark on beginning of year readiness assessment.

# School Processes & Programs

## School Processes & Programs Summary

Being successful in reading and math is a priority for each student at WES. Students are assessed 3 times per year with a universal screening called Mclass and NWEA MAP. Data from these assessments are used to determine weaknesses and strengths of each student in the area of reading and math. Parent conferences are held twice a year, fall and spring, at which time parents are informed of the child's progress in school. RTI meetings are held when a student is having difficulties in class. The classroom teacher(s), reading specialist, SSC, parent, and principal are members of the RTI committee. Students scoring below target on universal screening are taught by a reading specialist for an additional 25 minutes four times a week in kindergarten, first, and second grade.

## School Processes & Programs Strengths

The goals for the campus and the district are linked and aligned by the Whitney ISD C.A.T.S. initiative, vision, and mission. Professional learning communities are organized by grade and subject. Teachers, teams, and communities are responsible for keeping track of student progress by assessment. Schedules, routines, communications, campus-wide discipline techniques, are operations that reveal time management, class management and cooperation between educators. These do accommodate student and parent needs.

SPED teachers were trained in Reading by Design to serve students daily. In addition, the reading specialists receiving training in assessing students suspected of having dyslexia. Students that are identified with dyslexia are now served on this campus by a qualified instructor 4 days per week for 45 minutes each day.

The learning time assigned to each content area is determined by the state. Students needing more time to master a grade level objective are considered "at risk" and considered for RTI (Response to Intervention). When a student is not progressing as expected over a period of time, the RTI committee convenes to determine if student should be considered for further assessment in special ed services.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teacher support is needed for behaviors in the classroom which includes addressing the needs of students displaying significant gaps in social and emotional regulation skills.

**Root Cause:** WES & WIS share a Dean of Students, and the SEL support had to be moved due to staffing needs.

# Perceptions

## Perceptions Summary

At WES, we support and believe the district belief that every one of our students can achieve success when given adequate time and appropriate support. We also believe that parents play a major role in the education of their child. We are committed to creating classrooms where teachers, parents, and students will all work jointly to prepare our students to acquire the necessary skills to meet the challenges of the 21st century by making learning relevant, authentic, and engaging.

We also believe that we must create classrooms where students are challenged to solve problems as critical thinkers and collaborate with peers so they can be successful in a global society.

WES implements a variety of partnerships with local business, community members, and families.

## Perceptions Strengths

WES works daily to provide a safe school environment for all students and staff. Safety drills are performed regularly, visitors check in in the main office with their drivers license, and they wear a visitor sticker while visiting the campus. Parents, students, and teachers are informed of school events through various means of media. WES has a full time counselor to assist students, teachers, and parents. According to data from student surveys, most students indicated on the student survey that they feel safe at school and have not been bullied.

# Priority Problem Statements

**Problem Statement 1:** Teacher support is needed for behaviors in the classroom which includes addressing the needs of students displaying significant gaps in social and emotional regulation skills.

**Root Cause 1:** WES & WIS share a Dean of Students, and the SEL support had to be moved due to staffing needs.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

## Parent/Community Data

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

# Goals

Revised/Approved: November 3, 2025

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

**Performance Objective 1:** WIS/WES will increase the district's 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, benchmarking data, CCMR indicators, drop-out rate, attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WES administrators will ensure that district-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> Asst. Superintendent, Principal, Asst. Principal, Instructional Coach</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WES will provide frequent benchmarks and assessments that are aligned and common among grade levels/courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and close early academic gaps before 3rd grade; student growth on STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> WES 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> Asst. Superintendent, Director of State &amp; Federal Accountability, Principal, Asst. Principal, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</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> WES 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> Assistant Superintendent, Director of State &amp; Federal Accountability, Campus Principals, Instructional Coaches</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> WES administration 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> Principal, instructional coach</p> <p><b>Title I:</b> 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> WES 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 and PEIMS/Attendance Clerk</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</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> WES will provide targeted intervention through MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and close early academic gaps before 3rd grade; Monitor subgroup progress (emergent bilinguals, SPED, economically disadvantaged, etc.) to support future Domain 3 growth</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Director of State &amp; Federal Accountability, Campus Principals, Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> WISD has partnered with ESC Region 12 as our TIL VIP, and the WES Principal 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
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> WEIS 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> Principal, IC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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:** WES will provide rigorous instruction to prepare students for academic and post-secondary 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> WES will ensure 100% of all K-3 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> Assistant Superintendent, WES Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> WES will adopt and implement Bluebonnet ELAR instructional materials with fidelity at the K-2 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> Assistant Superintendent, State and Federal Programs Director, WES Principal</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>	<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, WISD will meet requirements of ESF (Effective Schools Framework) Grant at grades K-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> Assistant Superintendent (principal coach), Director of State &amp; Federal Programs (DCSI), WES &amp; WIS Campus Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> WES will focus on early literacy development by building strong phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> WES will ensure students exit 2nd grade reading on or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, IC, and Reading Specialists</p> <p><b>Title I:</b> 2.51, 2.53</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> WES 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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** WES will provide rigorous instruction to prepare students for academic and post-secondary 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> WES will adopt and implement Bluebonnet Math materials with fidelity at the K-5 levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned, high-quality instruction across grade levels for student growth in math.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, State and Federal Programs Director, WES principal</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>	<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, WISD will meet requirements of ESF (Effective Schools Framework) Grant at grades K-5 as a result of WIS being designated as a campus for Targeted Comprehensive Improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school systems resulting in student growth in math and overall school effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent (principal coach), Director of State &amp; Federal Programs (DCSI), WES &amp; WIS Campus Principals</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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> WES 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:** WES will provide rigorous instruction to prepare students for academic and post-secondary success.

**Performance Objective 4:** The percentage of graduates that meet the criteria for CCMR will increase from 81% to 91%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CCMR indicator data, TSIA, SAT/ACT data, dual credit data, CTE data, IBC certificates, ASVAB data, and Military DD4 forms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WES will provide opportunities for students to explore different college, career, and military options through lessons and schoolwide activities to help students begin thinking about their future.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student interest in gaining the knowledge and skills for future success in life.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Counselor, and Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 5:** WES 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><b>Strategy 1:</b> WES will provide iPads as an instructional resource for student learning as well as a computer lab with desktops for whole class typing instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Access to online instructional resources, increased knowledge, and acquisition of needed tech skills.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director, Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WES teachers will be provided iPads, laptops, and Clevertouch boards for each classroom. Paraprofessionals will receive iPads.</p> <p><b>Strategy's Expected Result/Impact:</b> Access to online instructional resources, increased knowledge, and communication within school community.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director, Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** WES 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:** WES 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			
<b>Strategy 1:</b> WES will have a full-time school security officer at the 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 Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> WES will form a Safe and Supportive School Program team at the 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 Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> WES 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	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> WES 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	<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> WES will have 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased protection and student/staff safety.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safety and Security, Superintendent, Campus Security Guards</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> WES staff and students will annually receive training 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>	<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> WES will maintain safety measures at the campus including controlled entry with video/voice features, safety screening on windows/doors, Raptor Emergency Management, 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>	<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:** WES 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:** WES 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> WES will have representatives serving on the 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, WISD Administration</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> WES will utilize WISD's partnership with Texas A&amp;M's TCHATT program to provide mental health services to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased professional support for students needing mental health services.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor and Principals</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> WES will have a paraprofessional implement SEL lessons during specials rotations to support the campus social &amp; emotional learning needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Counselor</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> WES will use resources from Quaver Ready and Choose Love to offer SEL curriculum to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student support and safety, positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Counselor</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> WES 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, teen dating violence prevention, drug &amp; alcohol abuse awareness and prevention</p> <p><b>Strategy's Expected Result/Impact:</b> Student support, intervention, and increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of State and Federal Program, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> WES will offer a school counseling program that works in conjunction with internal and external supports to meet the needs of students on the campus.</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>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> WES staff will be 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>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> WES will train students on grade appropriate bullying prevention and conflict resolution. Students and parents 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 webpage.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness, student safety.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Teams</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 1:** WES will strive to increase the number of certified teachers to at least 90% at the campus.

**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>	<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> WISD 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>	<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:** WES will recruit, develop, and retain highly effective school leaders, teachers, and staff.

**Performance Objective 2:** WES 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> Representatives from WES will serve on the Teachers' Voice committee to provide ongoing feedback and communication to district administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and stakeholder support</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</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> Various employees from WES will serve on a TIA Stakeholder Committee to develop WISD's local designation system. The Teacher Incentive Allotment program will help to recruit, reward, and retain high-quality instructional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The Teacher Incentive Allotment program will help to recruit, reward, and retain high-quality instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent and WISD TIA Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</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> WES admin will submit one employee to be recognized 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 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 3:** WES 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><b>Strategy 1:</b> WES will align professional development to campus and district goals.  <b>Strategy's Expected Result/Impact:</b> Improved student and staff performance, increased staff support.  <b>Staff Responsible for Monitoring:</b> Campus Principals, Superintendent, Asst. Supt, Director of State &amp; Federal Programs</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning</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> WES will employ ESC Region 12 to provide Tier 1 Behavioral Coaching to tiered teachers.  <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.  <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  <b>Problem Statements:</b> School Processes &amp; Programs 1</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>				

**Performance Objective 3 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** Teacher support is needed for behaviors in the classroom which includes addressing the needs of students displaying significant gaps in social and emotional regulation skills. **Root Cause:** WES & WIS share a Dean of Students, and the SEL support had to be moved due to staffing needs.

**Goal 4:** WES 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:** WES 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 sponsorships, survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> WES will partner with parent organizations to provide collaborative support for students and schools. <b>Strategy's Expected Result/Impact:</b> Increased parental/community involvement in schools, increased schools and student support. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> WES will host regular school events and advertise these events to increase parent and community involvement. <b>Strategy's Expected Result/Impact:</b> Increased event attendance in support of students. <b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> WES will include parents, community members, and local business owners as members of school committees including district and campus site-base, SHAC, and CTE. <b>Strategy's Expected Result/Impact:</b> Increased stakeholder involvement and feedback, increased school/student support <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 4:** WES 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:** WES 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> WISD will communicate with parents about student progress, grade reporting, and attendance through the Parent Portal system.  <b>Strategy's Expected Result/Impact:</b> Up-to-date student monitoring available to parents.  <b>Staff Responsible for Monitoring:</b> Campus PEIMS clerks, Secretaries, and Campus Principals</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> WISD and each campus will celebrate student and school successes and happenings through various methods including social media posts, the WISD website, and the local newspaper.  <b>Strategy's Expected Result/Impact:</b> Increased stakeholder communication, positive school culture and climate.  <b>Staff Responsible for Monitoring:</b> Principals, Secretaries, Extracurricular Coaches</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> WISD 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.  <b>Strategy's Expected Result/Impact:</b> Increased communication, informed stakeholder  <b>Staff Responsible for Monitoring:</b> Administration and Secretaries</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> WES will educate families on how to support early learning at home.  <b>Strategy's Expected Result/Impact:</b> Strong partnerships will increase student success and improve attendance and behavior.  <b>Staff Responsible for Monitoring:</b> Principal   <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Member	Joel Martinez	Community Member
Parent	Tolli Cheatham	Parent
Campus Professional Staff	Autumn Whitley	Paraprofessional
Campus Professional Staff	Bethany Laughlin	Paraprofessional
Teacher	Kristin Emery	Teacher
Teacher	Jessica Claridy	Teacher
Teacher	Alyssa Mitchell	Teacher
Teacher	Ahleasha Hope	Teacher
Teacher	Mary Corbin	Teacher
Campus Admin	Cindy Whitehead	Instructional Coach
Campus Admin	Yvette Lee	Dean Of Students
Campus Admin	Amanda Martinez	Principal