

Willis Independent School District



2025-2026 District Improvement Plan

Mission Statement

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

Vision

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

Value Statement

We believe every child counts; every child learns.

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

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

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

For the 2025-26 school year, the district will serve approximately **9,313** students. Student population consists of **47.08%** White students, **38.74%** Hispanic students, and **8.91%** Black students. Students of economic disadvantage comprise **59.38%** of the student population and students considered at-risk comprise **32.63%**, Emergent Bilingual students comprise **18.14%** and Special Education students comprise **14.56%** of the student population.

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

Strengths

District enrollment is growing in response to housing and economic growth in Willis. The current enrollment is up 600 students (eight percent) from this time last year (Sept. 2024-2025).

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

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

Population growth and wealth distribution

2



Student attendance has increased; however, reaching a district-wide 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing that it is not consistent.

3

Willis ISD is experiencing significant enrollment growth, resulting in an increasing number of students requiring special education services. This rapid growth has strained the district's ability to provide timely evaluations, appropriate staffing, and individualized services, which impacts compliance, student achievement, and equitable access to specialized support.

The district's infrastructure, staffing levels, and professional development systems have not expanded at the same pace as student enrollment, leading to shortages of qualified special education personnel, increased caseloads, limited physical space for specialized programs, and inconsistent capacity for delivering high-quality, legally compliant services across campuses.

4

The rapid growth of Willis ISD has led to a significant increase in the number of Emergent Bilingual (EB) students, creating challenges in providing consistent, high-quality language development support and equitable access to academic content across all campuses. This impacts language acquisition, academic achievement, and long-term student success.

The district's capacity--including staffing of certified ESL/bilingual educators, instructional resources, and professional development--has not kept pace with the rising Emergent Bilingual population. This results in inconsistent language supports, limited differentiated instruction, and gaps in meeting the academic and linguistic needs of diverse EB learners.

5

With the rapid growth of Willis ISD, the number of students identified as At-Risk has increased, placing added pressure on the district's ability to provide timely interventions, academic support, and wraparound services. This contributes to gaps in academic performance, attendance, behavior, and graduation rates for these vulnerable students.

The district's intervention systems, staffing, and support structures have not expanded proportionally to meet the diverse needs of the growing At-Risk population. Contributing factors include limited availability of interventionists, inconsistent implementation of evidence-based practices, and insufficient access to mental health, behavior, and family engagement supports.

 = Priority

Student Achievement

Summary

Willis ISD is committed to maintaining rigorous academic standards to prepare all students for graduation and post-secondary success. Our objective is to meet or exceed state accountability standards across all subject areas, graduation rates, and college and career readiness indicators.

Willis ISD received a C rating for the 2024-2025 school year in the STAAR A-F Accountability system. This shows continued improvement from the last Accountability Letter Grade of a D for the 22-23 school year. The Texas Education Agency has not released the official accountability ratings for the 2023-2024 school due to a pending lawsuit. The increase in performance ratings reflects areas where we are focusing our improvement efforts., particularly in the areas of student achievement.

In terms of College, Career, and Military Readiness (CCMR), 85.7% of students in Willis ISD met the criteria for the class of 2023 (reported on the 2024 Texas Academic Performance Report, TAPR) and early projections indicate 91% of the 2024 graduating class (to be reported on the 2025 TAPR) will meet CCMR projections, demonstrating our commitment to preparing students for life beyond high school.

Additionally, the graduation rate for the class of 2024 is reported as, 95% a 2% increase from 2023.

The district will continue to focus on meeting the needs of each individual student and campus to ensure academic success. We regularly disaggregate data from state-level, district-level, and teacher-created assessments. This approach enables our staff to engage in data-responsive instructional practices, ensuring our students have opportunities to enhance their learning.

[STAAR Scores](#)

[READING MAP Scores](#)

[READING \(SPANISH\) MAP Scores](#)

[MATH MAP Scores](#)

[SCIENCE MAP Scores](#)

Strengths

1. Willis ISD continues to improve our CCMR score increasing from 49.7% of the 21-22 graduates earning a CCMR point, to 85.7% of the 22-23 graduates earning a CCMR point, to 91% of the 23-24 graduates earning a CCMR point which is reflected on our 24-25 TAPR report. Much of this increase can be attributed to using Texas College Bridge as well as the increased offerings in an aligned CTE Pathway with a corresponding IBC.

2. Although, Willis High School maintained their performance on the STAAR EOC exams from 23-24 to 24-25, they did increase the percentage of students who achieved Meets and Masters on the STAAR EOC

exams for Algebra I, Biology and US History.

3. Willis ISD has shown academic improvement this year. Lynn Lucas showed an increase in their Growth Data in all levels of Math, Reading, and Science. Brabham Middle School increased their Growth Data in all levels of Reading and Science and in 7th and 8th Grade Math. In addition, Brabham increased the number of students who meet approaches grade level for 6th, 7th, and 8th Grade STAAR Reading, 6th and 7th Grade STAAR Math, and 8th Grade STAAR Science. Lynn Lucas increased the number of students who meet approaches grade level for 7th and 8th Grade STAAR Reading, 6th and 7th Grade STAAR Math, and 8th Grade STAAR Science.

4. Willis ISD Elementary Schools also saw an increase in academic achievement this year. 4 out of 6 of the elementary schools will increase their Domain I Accountability score. The other two elementary schools will maintain their current Domain I Accountability score. In addition, 61% of the MAP growth areas in Reading increased for all elementary campuses grades 3-6, and 50% of the elementary campus increased their Science MAP growth for grade 5.

5. More first year students are scoring Intermediate or above on TELPAS than in 23-24. In addition, more students scored Advanced High in Reading, Writing, Speaking, and Listening in 2025 than the previous year.

6. The Graduation Rate increased to 95% in 2024 and has maintained that rate in 2025.

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1
★

On the 2025 STAAR results, only Biology and US History achieved 90% or more Approaching Grade Level. All other tested areas did not achieve the 90/60/30 performance targets (90% Approaches, 60% Meets, 30% Masters), indicating that the majority of students are not demonstrating readiness for the next grade level or post-secondary success.

Tier 1 instruction lacked consistency and rigor across content areas, resulting in limited opportunities for students to engage with grade-level standards at the depth required for Meets and Masters performance. Additionally, data was not systematically used to adjust instruction or provide targeted interventions, particularly for students on the bubble between performance levels.

2
★

Only 14% of grade levels across Willis ISD elementary campuses are achieving mean RIT scores at or above the national norm on the NWEA MAP assessment for Math and Reading. Specifically, only 1 grade level at Lagway Elementary and 3 at Meador Elementary met the national average in Math, while only 2 grade levels at Lagway and Meador Elementary and 1 at Parmley met the national average in Reading.

Core instruction is not consistently aligned to the depth and rigor of MAP expectations, and tiered intervention systems lack sufficient frequency, focus, and fidelity to accelerate students performing below grade level. Additionally, limited use of real-time MAP data in instructional planning has reduced opportunities to address gaps proactively across grade levels.

3
★

Although Willis ISD is making overall progress toward meeting its HB 3 goal of 60% of 3rd grade students achieving Meets Grade Level on STAAR Reading and Math by 2027, two elementary campuses experienced a decline in the percentage of students meeting the standard on the 2024 3rd Grade STAAR assessments.

There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.

4
★

Although Willis ISD has steadily increased the percentage of graduates earning a CCMR indicator, less than 25% of students are TSI-compliant, resulting in a significant portion of students not meeting the criteria for Outcome Bonus funding.

TSI preparation and testing opportunities are not systematically embedded into the instructional day or student support systems, and there is limited alignment between classroom instruction and TSI readiness standards. Additionally, lack of targeted interventions for near-pass students and inconsistent early exposure to college readiness benchmarks contribute to the low attainment.

5★

TELPAS results indicate only 21% of EB students progressed one proficiency level, and just 4% progressed two levels. Additionally, only 19% achieved Advanced High in reading, 5% in speaking, 4% in writing, and 26% in listening. Critically, 75% of students who have been in US schools for 1 year or longer showed no progress in their composite rating, indicating stagnation in language acquisition.

There is a lack of consistent, high-quality academic language instruction embedded across content areas, and teachers have limited training and support in implementing targeted language scaffolds aligned to the ELPS. Furthermore, language development is often treated as a standalone responsibility of ESL staff, rather than a shared instructional priority across all classrooms.

 = Priority

District Culture and Climate

Summary

Willis Independent School District (WISD) is situated along the I-45 corridor, just north of Houston, in the heart of a close-knit and steadily growing community. As part of rapidly expanding Montgomery County, the district benefits from its strategic location—offering residents access to world-class medical care, shopping, and entertainment while preserving a small-town atmosphere.

WISD serves a diverse and expanding student population, supported by a deeply rooted staff that includes many long-time residents and multigenerational families. This strong community connection fosters a family-oriented school culture built on trust, tradition, and support.

To prioritize student and staff safety, WISD maintains its own dedicated police force through a partnership with the Montgomery County Sheriff's Office. Officers are stationed across campuses and collaborate closely with local emergency services to ensure a safe and responsive learning environment.

Strengths

Willis ISD is a growing, student-centered district dedicated to preparing all learners for life beyond graduation. The district offers a wide range of Career & Technology Education (CTE) programs and dual credit opportunities that provide students with real-world skills, certifications, and college credit—giving them a competitive advantage in both higher education and the workforce.

Driven by energized new leadership and a five year Strategic Design Plan, WISD is implementing a clear vision focused on academic excellence, innovation, and continuous improvement. The expansion of Collaborative Teams across campuses has enhanced collaboration among educators, improved instructional planning, and encouraged the use of data to personalize student learning.

WISD also prioritizes technology integration to support 21st-century learning. Campuses are equipped with modern devices, digital tools, and instructional platforms that enhance student engagement and support blended and remote learning when needed.

Beyond the classroom, WISD offers a wide range of extracurricular opportunities including athletics, fine arts, academic clubs, and leadership programs that promote student involvement, school pride, and social-emotional development.

The district works closely with local businesses, higher education institutions, and civic organizations to expand learning opportunities, support student internships, and strengthen ties between schools and the broader community.

These strengths are validated by feedback from recent stakeholder surveys, which highlight high levels of support for expanded career readiness programs, confidence in district leadership, and enthusiasm for the district's direction. Together, these elements reflect Willis ISD's commitment to creating meaningful, future-ready educational experiences that empower students to succeed in a rapidly changing world.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement	Root Cause
<p>1 Campus access for community members is inconsistently applied across the district. While some schools follow open access policies, others impose unclear or restrictive practices, leading to confusion, inequity, and diminished community trust.</p>	<p>Lack of clear, district-wide guidelines and enforcement around community access policies.</p>
<p>2 A growing population of students who have experienced trauma and crisis contribute to the heightened need for safe and supportive school strategies.</p>	<p>Schools require continuous education and up to date practices to identify, assess, and address potential school safety issues as well as foster an environment that supports both mental and physical for all students and staff.</p>
<p>3 The District continues to face high teacher vacancy rates in the area of Bilingual and special education, which impacts its ability to provide adequate support and resources to students who require specialized instruction.</p>	<p>The pool of available Bilingual and special education certified teachers is insufficient to meet the needs of the District.</p>
<p>4 There is a need for improved sharing of foundational-level behavioral strategies, prevention, and intervention practices to effectively address schoolwide, classroom, and individual student needs.</p>	<p>There is a need for additional structures, instruction, and targeted interventions to address behavioral and motivational challenges.</p>
<p>5 As Willis ISD continues to grow rapidly, the increasing student population and expansion of district facilities have heightened the need for enhanced safety and security measures. The current safety infrastructure, staffing, and emergency preparedness efforts face challenges in keeping pace with the district's growth, creating potential risks to student and staff safety.</p>	<p>The district's safety protocols, physical security measures, and emergency response training have not scaled at the same rate as enrollment growth and facility expansion. Contributing factors include limited dedicated safety personnel, inconsistent training across campuses, and the need for ongoing investment in security technology and facility upgrades to ensure comprehensive protection for all</p>

6

The effectiveness of communication between the schools and parents is inconsistent, with many parents reporting delayed or irregular responses from teachers. This has contributed to diminished trust and reduced family engagement in student learning and school events.

There is a lack of district-wide protocols and expectations for timely teacher-parent communication. Additionally, teachers face competing instructional and administrative demands, which limits their capacity to engage consistently with families.

7

A lack of consistent respect between students, and between students and teachers, is negatively impacting the school climate. Perceptions of disrespect contribute to a toxic environment, undermining student's' emotional well-being, sense of safety, and willingness to engage in learning.

There is an absence of a district-wide framework for explicitly teaching, modeling, and reinforcing respectful behavior. Inconsistent expectations, varied discipline practices, and limited social-emotional learning (SEL) support contribute to gaps in how respect is understood and practices across campuses.

8



Despite information being shared on websites, in newsletters, through press releases, and/or on social media, anecdotal data and email comments suggest parent are not seeing the information.

Willis ISD uses a variety of software programs resulting in families having to visit multiple platforms to receive information.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

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

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

For the 2023-24 school year, Willis ISD employed 538 teachers with an average base salary of \$62,536.36.

087 Retention Rates ⓘ	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Campus	[-] = No Data					
170904 - District Rates	77.7%	78.2%	63.8%	60.1%	64.0%	72.3%

Strengths

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

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

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

The district is entering into year 1 of the Teacher Incentive Allotment. The TIA is meant to support Willis ISD in building, expanding, and sustaining a strategic compensation system that is able to differentiate teacher effectiveness in all content and grade areas. This system will prioritize teacher learning and student outcomes; connect to campus and district best practices; incentivize teachers to stay; support more robust recruitment; and make the educator profession more desirable.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
<p>1 ★ Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas. The need is greatest with our special populations including special education and emergent bilingual.</p>	<p>The number of available highly qualified teacher is not keeping up with the demand since COVID. Many of the candidates that we are hiring are entering education through alternative certification and are not qualified to support our special populations.</p>
<p>2 Willis ISD struggles to keep pace with neighboring districts around salary for staff members.</p>	<p>Willis ISD is a fast growth district requiring the addition of staff when opening new buildings and facilities. This leads to tight budgets and makes budgeting for personnel and consistent raises difficult.</p>

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Willis ISD is aligned 100% to the Texas Essential Knowledge and Skills and utilizes the TEKS Resource System to provide a curriculum management framework for instruction in grades K-12. Instruction in prekindergarten is aligned to the Texas Prekindergarten Guidelines. Classroom instructional materials are selected from state board of education approved list. Willis ISD collected data through the Effective Schools Framework Academic Diagnostics Reviews during the 2024-2025 school year to determine the quality of current instructional materials in Reading Language Arts and Mathematics. Diagnostic data showed a strong need for more rigorous and research-based student materials in the corresponding subject areas.

Willis ISD uses a balanced assessment system to measure student growth and learning by analyzing data collected through diagnostic assessments, universal screeners, district common assessments, benchmarks and state testing.

Strengths

- Curriculum Management System - TEKS Resource System
- Newly adopted instructional materials for science
- Newly adopted foundational language curriculum for in K-2 RLA
- Scope & Sequence; Pacing Guides; Pacing Calendars
- Professional Learning Community framework and master schedules in place for teams/teachers planning instructional delivery
- Common Assessments (Middle of Unit/End of Unit; TEMI, TX KEA, STAAR Interim, DRA, NWEA MAP)
- Effective School Framework and TIL: Observation and Feedback
- Utilization of Education Service Center 6
- Instructional coaching support at all levels

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Instructional materials are aligned to the TEKS but are not consistently aligned to Research Based Instructional Strategies or considered high quality.	Lack of standardized materials that meet the new state requirements to be considered HQIM.
2 There is a wide variance in the interpretation of grade level rigor from classroom to classroom.	Utilization of instructional materials at the lesson level.
3 Emergent bilingual students are performing lower when compared to All Student	Lack of instructional materials and resources to support language acquisition of academic content.
4 Teacher time and capacity to implement all components of instructional resources provided	Autonomy across the district in instructional material decisions led to an overabundance of resources and inconsistency in aligned expectations.

 = Priority

Family and Community Engagement

Summary

As a district, we have recognized the critical role that parents and families play in the academic success of our students. To this end, we have begun to place a greater emphasis on fostering meaningful involvement from parents and families in their children's educational journey. By creating opportunities for parents to actively participate in academic activities and school events, we aim to build a supportive community that enhances student learning and achievement.

In our commitment to providing a robust educational foundation, we are implementing high-quality instructional materials in key subject areas. For our K-5 students, we are focusing on Reading Language Arts (RLA) to ensure that they develop strong literacy skills from an early age. Additionally, we are enhancing our K-Algebra 1 Math curriculum to equip students with the mathematical understanding necessary for future academic success. These materials are carefully selected to align with educational standards and best practices, ensuring that our students receive the highest quality education.

While our district is fortunate to have a high level of parental involvement, we have identified a need to transform this involvement into genuine engagement. It is not enough for parents to simply be present; we want them to be actively engaged in their children's learning processes. By providing parents with the tools and resources they need to support their children's education at home, we hope to create a collaborative environment where parents feel empowered to contribute to their child's academic growth.

Strengths

One of our key strengths is the involvement of parents in our school community. While parents are actively involved, we recognize the opportunity to deepen their engagement. By fostering a more interactive and participatory environment, we can enhance the educational experience for both students and their families, ensuring that parents feel more connected and invested in their children's learning journey.

Our school events are another area of strength, particularly those that feature student performances or showcases. These events are highly attended, demonstrating the community's strong support and interest in student achievements. However, we acknowledge the need to maintain this level of enthusiasm and attendance for all school events, regardless of whether they include a performance component, to ensure a well-rounded support system for all school activities.

Additionally, we are committed to supporting families who are new to the country. Recognizing the diverse backgrounds of our community, we strive to provide comprehensive assistance to these families, ensuring that all communications and resources are available in Spanish. This approach not only facilitates a smoother transition for new families but also promotes inclusivity and accessibility within our school environment.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Our parents and families are involved, but are not engaged in their students academics.</p>	<p>Need to educate our parents on the differences on being engaged vs involved. Parents and families need the resources to be engaged in their students academics.</p>
<p>2 ★</p> <p>Families who are new to the country entering the district do not have support.</p>	<p>Willis ISD does not have a New to Country Center for parents to receive the same resources district wide.</p>
<p>3</p> <p>Parent/family attendance is lacking at events that their student is involved in (ie. performance)</p>	<p>Events when students are not apart of it make it easier to justify not attending.</p>

★ = Priority

District Organization

Summary

The district is governed by an elected seven-member Board of Trustees, which establishes policies and ensures alignment with the community's educational goals. The day-to-day operations are overseen by the **Superintendent of Schools**, who leads a Cabinet comprised of district-level administrators responsible for key operational and academic functions.

Willis ISD is organized into several major departments, each tasked with specific responsibilities to support student achievement and district operations:

- **Office of the Superintendent:** Provides overall leadership, strategic planning, and governance.
- **Teaching and Learning (Curriculum & Instruction):** Drives curriculum development, instructional practices, professional development, counseling, special education, Section 504, and safety/security, including emergency management protocols.
- **Operations:** Manages transportation, facilities, maintenance, child nutrition, and construction.
- **Technology Services:** Supports digital learning, network infrastructure, and device management.
- **Human Resources:** Handles recruitment, staffing, employee relations, and compliance.
- **Business and Finance:** Oversees budgeting, financial planning, and fiscal accountability.
- **Communications:** Ensures effective internal and external communication with families, staff, and the broader community.

The district's organizational structure is designed to foster collaboration between schools and central administration, with a strong emphasis on instructional leadership, equitable access, and continuous improvement. Each campus is led by a principal who is supported by assistant principals, instructional coaches, and campus support staff to meet the diverse needs of Willis ISD students.

As Willis ISD continues to grow, maintaining organizational efficiency, academic excellence, and safe learning environments remains a top priority. The District Needs Assessment process helps identify areas for improvement, resource allocation, and strategic planning to ensure that every student is prepared for success in college, career, and life.

Strengths

- Strong Community Support
- Growing Enrollment and Facilities Development
- Focus on Safety and Security
- Commitment to Continuous Improvement

Problem Statements Identifying District Organization Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Willis ISD has a challenge keeping up at the same pace as population growth with district resources (personnel, buildings, instructional materials, and transportation).</p>	<p>Rapid growth in student enrollment in Willis ISD.</p>
<p>2</p> <p>Willis ISD has an insufficient Leadership Pipeline.</p>	<p>There is no formal system in place for identifying and developing future leaders, resulting in limited continuity in district leadership.</p>

★ = Priority

Technology

Summary

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

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


Strengths

- Single Sign On for entire district
- Digital resources such as Google suite, Eduphoria, online textbooks etc.
- laptops for all teachers
- student devices for all core classrooms K - 8
- 1 to 1 Chromebook Ratio for High School Students
- promethean boards for PreK, Calfee, Hardy are full outfitted. Parmley and Cannan have a few grade levels that have received promethean boards.
- monthly professional development opportunities across the district
- Curipod has begun to be implemented district-wide.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1 ★	Students are struggling with writing online for their assessments.	Prior to 2022 assessments were paper based and didn't require students to type and collect their thoughts digitally.
2	Classroom instruction is being disrupted with technical issues, for both teachers and students.	Students and staff face hardware and software issues on a daily basis

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our parents and families are involved, but are not engaged in their students academics.

Need to educate our parents on the differences on being engaged vs involved. Parents and families need the resources to be engaged in their students academics.

2
★

Families who are new to the country entering the district do not have support.

Willis ISD does not have a New to Country Center for parents to receive the same resources district wide.

3
★

Student attendance has increased; however, reaching a district-wide 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing that it is not consistent.

4
★

Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas. The need is greatest with our special populations including special education and emergent bilingual.

The number of available highly qualified teacher is not keeping up with the demand since COVID. Many of the candidates that we are hiring are entering education through alternative certification and are not qualified to support our special populations.

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★

Students are struggling with writing online for their assessments.

Prior to 2022 assessments were paper based and didn't require students to type and collect their thoughts digitally.

6
★

Willis ISD has a challenge keeping up at the same pace as population growth with district resources (personnel, buildings, instructional materials, and transportation).

Rapid growth in student enrollment in Willis ISD.

7
★

On the 2025 STAAR results, only Biology and US History achieved 90% or more Approaching Grade Level. All other tested areas did not achieve the 90/60/30 performance targets (90% Approaches, 60% Meets, 30% Masters), indicating that the majority of students are not demonstrating readiness for the next grade level or post-secondary success.

Tier 1 instruction lacked consistency and rigor across content areas, resulting in limited opportunities for students to engage with grade-level standards at the depth required for Meets and Masters performance. Additionally, data was not systematically used to adjust instruction or provide targeted interventions, particularly for students on the bubble between performance levels.

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9
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There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.

10
★

Although Willis ISD has steadily increased the percentage of graduates earning a CCMR indicator, less than 25% of students are TSI-compliant, resulting in a significant portion of students not meeting the criteria for Outcome Bonus funding.

TSI preparation and testing opportunities are not systematically embedded into the instructional day or student support systems, and there is limited alignment between classroom instruction and TSI readiness standards. Additionally, lack of targeted interventions for near-pass students and inconsistent early exposure to college readiness benchmarks contribute to the low attainment.

11
★

TELPAS results indicate only 21% of EB students progressed one proficiency level, and just 4% progressed two levels. Additionally, only 19% achieved Advanced High in reading, 5% in speaking, 4% in writing, and 26% in listening. Critically, 75% of students who have been in US schools for 1 year or longer showed no progress in their composite rating, indicating stagnation in language acquisition.

There is a lack of consistent, high-quality academic language instruction embedded across content areas, and teachers have limited training and support in implementing targeted language scaffolds aligned to the ELPS. Furthermore, language development is often treated as a standalone responsibility of ESL staff, rather than a shared instructional priority across all classrooms.

12



Despite information being shared on websites, in newsletters, through press releases, and/or on social media, anecdotal data and email comments suggest parent are not seeing the information.

Willis ISD uses a variety of software programs resulting in families having to visit multiple platforms to receive information.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Parent/Community Data

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



Goals

Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1 High Priority HB3 Goal

Willis ISD students will reach high academic standards, in the area of Reading Language Arts with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025 - 2026 accountability year.

Evaluation Data Source: NWEA MAP and locally created MOU and EOU

Strategy 1

Willis ISD will measure and progress monitor students' Reading Language Arts by disaggregating and analyzing data from district designated assessments and support campuses in using data to make instructional decisions throughout the 25-26 school year.

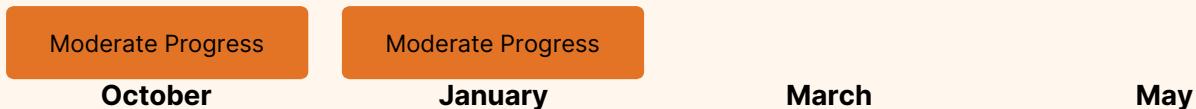
Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 2, 3

Funding Sources: Title II, , IMA,

Formative Reviews



Strategy 2

Willis ISD Reading Language Arts (RLA) department will coordinate collaborative meetings with RLA instructional coaches bi-monthly to support campuses in providing high-quality Tier 1 instruction through the internalization process of units and lessons for Savvas (Elem. & High School) and HMH (Middle School) with teachers, plan professional development, and disaggregate data to inform instructional decisions that improve student achievement.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Funding Sources: Title II,

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Willis ISD will strengthen Tier-1 literacy instruction for K-5 by implementing the Strong Foundations Initiative roll out, which includes full adoption of HQIM (Savvas) and the district literacy framework (based on Research Based Instructional Strategies -RBIS), aligned professional learning and high-quality progress monitoring tools.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Funding Sources: Title II,

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 4

Willis ISD will strengthen Tier-1 literacy instruction for Grades 6 - English IV by implementing the Strong Foundations Initiative roll out, which includes utilizing the district literacy framework (based on Research Based Instructional Strategies -RBIS), aligned professional learning and high-quality progress monitoring tools.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30%.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Funding Sources: Title II,

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Only 14% of grade levels across Willis ISD elementary campuses are achieving mean RIT scores at or above the national norm on the NWEA MAP assessment for Math and Reading. Specifically, only 1 grade level at Lagway Elementary and 3 at Meador Elementary met the national average in Math, while only 2 grade levels at Lagway and Meador Elementary and 1 at Parmley met the national average in Reading.

Core instruction is not consistently aligned to the depth and rigor of MAP expectations, and tiered intervention systems lack sufficient frequency, focus, and fidelity to accelerate students performing below grade level. Additionally, limited use of real-time MAP data in instructional planning has reduced opportunities to address gaps proactively across grade levels.

3

Although Willis ISD is making overall progress toward meeting its HB 3 goal of 60% of 3rd grade students achieving Meets Grade Level on STAAR Reading and Math by 2027, two elementary campuses experienced a decline in the percentage of students meeting the standard on the 2024 3rd Grade STAAR assessments.

There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.

Performance Objective 2 High Priority HB3 Goal

By the end of the 2025-2026 school year, the percentage of Willis ISD 3rd grade students who meet or exceed grade-level expectations on STAAR Reading will increase from 54% in 2025 to 58% in 2026.

Evaluation Data Source: This progress supports HB3 literacy goals and improves Willis ISD's accountability ratings in Student Achievement and Closing the Gaps.

Strategy 1

Willis ISD will implement evidence-based literacy instruction by ensuring all teachers use the district-adopted HQIM (Savvas) to provide daily phonics, fluency, vocabulary, and comprehension lessons aligned with the Science of Reading.

Strategy's Expected Result/Impact: All teachers will implement research based instructional strategies utilizing grade level text and strategies ensuring every student receives consistent grade level support. All students will demonstrate consistent growth in foundational literacy skills, leading to improved reading comprehension and overall achievement on district and state assessments.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews



Strategy 2

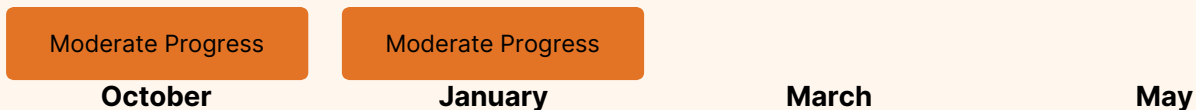
Willis ISD will implement progress monitoring and targeted interventions by using MAP Growth, STAAR, and EOU data to identify students performing below benchmark, and will provide aligned small-group or one-on-one instruction at least three times per week.

Strategy's Expected Result/Impact: Students receiving targeted support will close skill gaps more quickly, resulting in higher rates of proficiency and fewer students performing below grade level.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews



Strategy 3

Willis ISD will provide ongoing coaching and PLCs focused on unit and lesson internalization, small-group instruction, and data-driven lesson planning, while ensuring all K-3 teachers complete Reading Academies and integrate those practices into daily instruction.

Strategy's Expected Result/Impact: All teachers will strengthen instructional practices and confidence in delivering evidence-based literacy instruction, resulting in more effective classroom instruction and improved student outcomes.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 1, 3

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

Willis ISD will promote family and community engagement by hosting family literacy nights, providing take-home resources to support reading fluency and comprehension at home, and sharing student progress with parents..

Strategy's Expected Result/Impact: Families will be equipped to support literacy development at home, leading to stronger school-home partnerships and improved student fluency, comprehension, and overall reading achievement.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1</p> <p>On the 2025 STAAR results, only Biology and US History achieved 90% or more Approaching Grade Level. All other tested areas did not achieve the 90/60/30 performance targets (90% Approaches, 60% Meets, 30% Masters), indicating that the majority of students are not demonstrating readiness for the next grade level or post-secondary success.</p>	<p>Tier 1 instruction lacked consistency and rigor across content areas, resulting in limited opportunities for students to engage with grade-level standards at the depth required for Meets and Masters performance. Additionally, data was not systematically used to adjust instruction or provide targeted interventions, particularly for students on the bubble between performance levels.</p>
<p>3</p> <p>Although Willis ISD is making overall progress toward meeting its HB 3 goal of 60% of 3rd grade students achieving Meets Grade Level on STAAR Reading and Math by 2027, two elementary campuses experienced a decline in the percentage of students meeting the standard on the 2024 3rd Grade STAAR assessments.</p>	<p>There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.</p>

Performance Objective 3 High Priority HB3 Goal

Willis ISD students will reach high academic standards in the area of Mathematics, with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025 - 2026 accountability year.

Evaluation Data Source: NWEA MAP, locally created MOUs and/or EOUs, Math Benchmarks

Strategy 1

Willis ISD will measure students' Mathematics progress by disaggregating data from district designated assessments for the 25-26 school year and communicating data to campuses weekly.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 2, 3

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

Through district collaborative meetings, the math department will coordinate with math instructional coaches bi-monthly to support campuses in incorporating high-quality Tier 1 instruction through internalizing Bluebonnet Math modules and lessons with teachers, planning professional development, and disaggregating data to improve student achievement.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Willis ISD will strengthen Tier-1 math instruction for K-Algebra 1 by implementing the Strong Foundations Grant initiatives, which include full adoption of HQIM (Bluebonnet Math), aligned professional learning, and high-quality progress monitoring tools.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches, Campus Administrators

Problem Statements: Student Achievement 3

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 4

Willis ISD will increase 3rd-5th grade student performance in mathematics reporting category 2

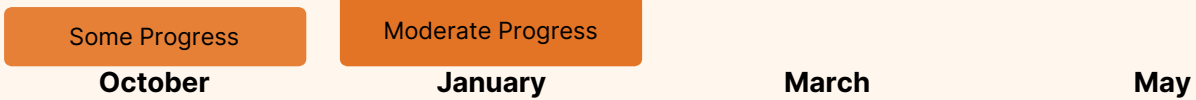
(Computations and Algebraic Relationships) from 54% to 59% by providing professional development on, and monitoring the use of, the district numeracy and fact fluency resource.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews



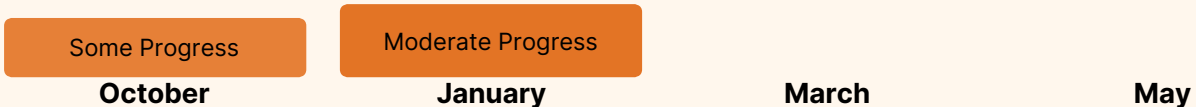
Strategy 5

Willis ISD will increase 6th-Algebra 1 student achievement in the STAAR Performance Category Level Meets from 30% to 40% by using High-Quality Instructional Material (HQIM) and providing ongoing instructional coaching that promotes best practices in math for all student groups for the 2025-2026 school year.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>2 Only 14% of grade levels across Willis ISD elementary campuses are achieving mean RIT scores at or above the national norm on the NWEA MAP assessment for Math and Reading. Specifically, only 1 grade level at Lagway Elementary and 3 at Meador Elementary met the national average in Math, while only 2 grade levels at Lagway and Meador Elementary and 1 at Parmley met the national average in Reading.</p>	<p>Core instruction is not consistently aligned to the depth and rigor of MAP expectations, and tiered intervention systems lack sufficient frequency, focus, and fidelity to accelerate students performing below grade level. Additionally, limited use of real-time MAP data in instructional planning has reduced opportunities to address gaps proactively across grade levels.</p>
<p>3 Although Willis ISD is making overall progress toward meeting its HB 3 goal of 60% of 3rd grade students achieving Meets Grade Level on STAAR Reading and Math by 2027, two elementary campuses experienced a decline in the percentage of students meeting the standard on the 2024 3rd Grade STAAR assessments.</p>	<p>There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.</p>

Performance Objective 4 High Priority HB3 Goal

By the end of the 2025-2026 school year, the percentage of Willis ISD 3rd grade students who meet or exceed grade-level expectations on STAAR Math will increase from 49% in 2025 to 54% in 2026.

Evaluation Data Source: This progress supports HB3 math goals and improves Willis ISD's accountability ratings in Student Achievement and Closing the Gaps.

Strategy 1

Willis ISD will implement High-Quality Instructional Material (Bluebonnet Math) that provides consistent math problem-solving routines daily in class that emphasize reasoning, modeling, and multiple solution pathways with productive struggle.

Strategy's Expected Result/Impact: Increasing the rigor in class with HQIM and productive struggle

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

Willis ISD will utilize data-driven small group instruction by providing targeted small group instruction for Tier 2 and Tier 3 students at least 3 times per week for students below grade level based on MAP, MOUs, EOUs, or Benchmarks.

Strategy's Expected Result/Impact: Students will receive additional time and support to get them to on or above grade level in math

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Principals

Problem Statements: Student Achievement 3

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 3

Willis ISD will strengthen 3rd grade mathematics achievement by incorporating daily math fact fluency and number sense instruction through the use of Fluency from Bluebonnet Math and Hand2Mind Fact Fluency Kits, ensuring students apply multiple strategies and models to build computational proficiency.

Strategy's Expected Result/Impact: Student work samples and assessments will show multiple strategies and models

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 3

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>3</p> <p>Although Willis ISD is making overall progress toward meeting its HB 3 goal of 60% of 3rd grade students achieving Meets Grade Level on STAAR Reading and Math by 2027, two elementary campuses experienced a decline in the percentage of students meeting the standard on the 2024 3rd Grade STAAR assessments.</p>	<p>There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.</p>

Performance Objective 5

Willis ISD students will reach high academic standards, in the area of Science with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on state assessments for the 2025 - 2026 accountability year.

Evaluation Data Source: NWEA MAP, locally created EOU, Science Benchmarks, Curriculum Checkpoints

Strategy 1

Willis ISD will measure students' Science progress by disaggregating data from district designated assessments for the 25-26 school year and communicating data to campuses weekly.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 1

Formative Reviews



Strategy 2

Willis ISD will continue to provide professional development on the new science standards rolled out for the 2024-25 school year and the adopted science curriculum throughout the year. Willis ISD science teachers will participate in professional development on the 5E / Inquiry Models and Emergent Bilingual strategies. Professional development will occur on district PD days and in

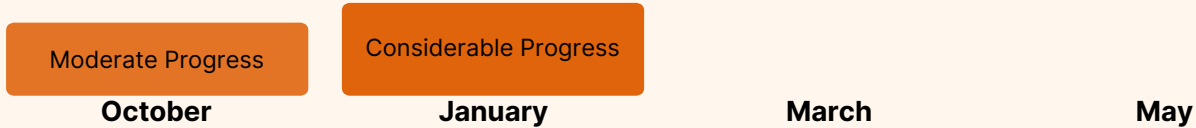
collaborative team meetings throughout the year.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 1

Formative Reviews



Strategy 3

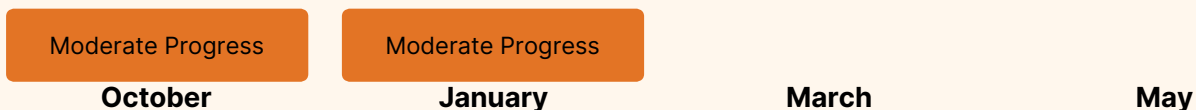
Through district wide professional and collaborative meetings, the science department will support campus science coaches bi-monthly to incorporate high-quality Tier I instruction into their lessons to improve student mastery of the content TEKS. Coaches will work with teachers to implement research based best practices for science instruction. Coaches will review student exemplars and model lessons and strategies. District EOUs will be used as formative assessments to evaluate and improve student performance for all students as well as the STAAR test in tested grade levels.

Strategy's Expected Result/Impact: Increase student performance to 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Problem Statements: Student Achievement 1

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>1</p> <p>On the 2025 STAAR results, only Biology and US History achieved 90% or more Approaching Grade Level. All other tested areas did not achieve the 90/60/30 performance targets (90% Approaches, 60% Meets, 30% Masters), indicating that the majority of students are not demonstrating readiness for the next grade level or post-secondary success.</p>	<p>Tier 1 instruction lacked consistency and rigor across content areas, resulting in limited opportunities for students to engage with grade-level standards at the depth required for Meets and Masters performance. Additionally, data was not systematically used to adjust instruction or provide targeted interventions, particularly for students on the bubble between performance levels.</p>

Performance Objective 6

Willis ISD students will demonstrate strong academic achievement in Social Studies, with a minimum of 90% reaching the Approaches level, 60% achieving Meets, and 30% attaining Masters or above on state assessments during the 2025-2026 accountability year.

Evaluation Data Source: locally created MOU and EOU

Strategy 1

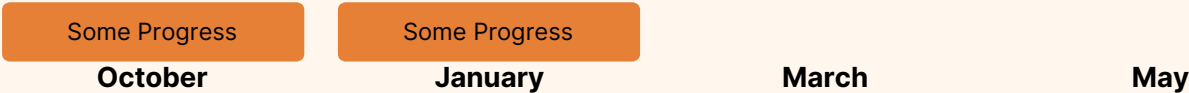
Willis ISD will closely monitor student progress in Social Studies during the 2025-2026 school year by strategically disaggregating data from district-designated assessments per the district assessment calendar to identify trends, address learning gaps, and drive targeted instructional decisions.

Strategy's Expected Result/Impact: Increase of student performance to 90% attaining Approaches-, 60% attaining Meets-, and 30% attaining Masters-level.

Staff Responsible for Monitoring: IT&L SS Coordinator

Problem Statements: Student Achievement 1

Formative Reviews



Strategy 2

Effectively implement a newly acquired, TEKS-aligned Social Studies resource from ESC Region IV by providing comprehensive training and ongoing support to ensure high-quality instruction and student engagement, creating and curating activities using that resource with instructional teams.

Strategy's Expected Result/Impact: Increase of student performance to 90% attaining Approaches-, 60% attaining Meets-, and 30% attaining Masters-level.

Staff Responsible for Monitoring: IT&L SS Coordinator

Problem Statements: Student Achievement 1

Funding Sources: Title II,

Formative Reviews

Some Progress

October

No Progress

January

March

May

Strategy 3

Equip educators with a robust Social Studies, Reading, Writing, and Assessment resource, NewsELA through targeted professional development and implementation support, fostering instructional consistency and improved student outcomes, curating specific articles and formatives to be shared with instructional teams, by grade/content area, which are level aligned with state standards and units per the district pacing calendar.

Strategy's Expected Result/Impact: Increase of student performance to 90% attaining Approaches-, 60% attaining Meets-, and 30% attaining Masters-level.

Staff Responsible for Monitoring: IT&L SS Coordinator

Problem Statements: Student Achievement 1

Funding Sources: Interactive Online Learning Grant,

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

On the 2025 STAAR results, only Biology and US History achieved 90% or more Approaching Grade Level. All other tested areas did not achieve the 90/60/30 performance targets (90% Approaches, 60% Meets, 30% Masters), indicating that the majority of students are not demonstrating readiness for the next grade level or post-secondary success.

Tier 1 instruction lacked consistency and rigor across content areas, resulting in limited opportunities for students to engage with grade-level standards at the depth required for Meets and Masters performance. Additionally, data was not systematically used to adjust instruction or provide targeted interventions, particularly for students on the bubble between performance levels.

Performance Objective 7  **High Priority**  **HB3 Goal**

Students receiving special education services in Willis ISD will demonstrate a 10% increase in STAAR performance in all areas by the end of the 2025 school year.

Evaluation Data Source: STAAR Results., Benchmarks, NWEA MAP Data, Campus Assessments

Strategy 1

Expand Implementation of Evidence-Based Interventions (Really Great Reading & Moby Max) by providing Special Education Inclusion teachers in grades K-8 with training, resources, and ongoing support for full implementation of Really Great Reading and Moby Max to deliver targeted, skill-based reading and math interventions aligned to individual student needs and STAAR expectations.



Strategy's Expected Result/Impact: Special Education Inclusion teachers in grades K-8 will implement Really Great Reading and Moby Max as supplemental instructional materials, resulting in improved targeted instruction and intervention aligned to critical areas of weakness and attainment of foundational skills.

Staff Responsible for Monitoring: Director of Special Education

Problem Statements: Student Achievement 2

Funding Sources: IMA,

Formative Reviews

			
October	January	March	May

Strategy 2 **Results Driven Accountability**

Strengthen inclusive practices by increasing the number of students with disabilities served in general education settings and equipping general and special education teachers with tools to implement effective differentiation strategies that support access to grade-level TEKS and STAAR rigor.



Strategy's Expected Result/Impact: An increased number of students with disabilities will be successfully served in general education classrooms with appropriate supports, leading to greater access to grade-level TEKS and exposure to STAAR-aligned instruction. As a result, students will demonstrate improved academic performance and engagement.

Staff Responsible for Monitoring: Director of Special Education

Problem Statements: Student Achievement 2

Funding Sources: 224 - IDEA-B, , 199 - General Fund,

Formative Reviews

	
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Strategy 3

Provide high-quality professional development for special and general education staff focused on instructional strategies, behavior supports, accommodations, and inclusive practices that enhance student engagement and learning outcomes for students with disabilities.

Strategy's Expected Result/Impact: Special and general education staff will demonstrate increased knowledge and application of effective instructional strategies, behavior supports, accommodations, and inclusive practices. This enhanced capacity will lead to improved student engagement, more individualized support, and higher academic achievement for students with disabilities.

Staff Responsible for Monitoring: Director of Special Education

Problem Statements: Student Achievement 2

Funding Sources: 224 - IDEA-B, , 199 - General Fund,

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 7 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Only 14% of grade levels across Willis ISD elementary campuses are achieving mean RIT scores at or above the national norm on the NWEA MAP assessment for Math and Reading. Specifically, only 1 grade level at Lagway Elementary and 3 at Meador Elementary met the national average in Math, while only 2 grade levels at Lagway and Meador Elementary and 1 at Parmley met the national average in Reading.

Core instruction is not consistently aligned to the depth and rigor of MAP expectations, and tiered intervention systems lack sufficient frequency, focus, and fidelity to accelerate students performing below grade level. Additionally, limited use of real-time MAP data in instructional planning has reduced opportunities to address gaps proactively across grade levels.

Performance Objective 8 High Priority HB3 Goal

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

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

Strategy 1

Willis ISD will implement high-impact instructional strategies focused on developing foundational literacy skills in grades PK - 2 utilizing HQIM Savvas, Heggerty-Bridge to Reading, and Just Right Readers and professional development.

Strategy's Expected Result/Impact: Increase student foundational skills as measured by MAP Fluency.

Staff Responsible for Monitoring: Campus Principals, Content Coordinators, Campus Instructional Coaches.

Problem Statements: Student Achievement 2

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 2

Implement high-impact instructional strategies focused on building strong foundational literacy skills and comprehension in grades 3-5 utilizing HQIM Savvas and Just Right Readers and professional development.

Strategy's Expected Result/Impact: Increase student comprehension of on-grade-level text as measured by End of Unit assessments and MAP Reading Growth.

Staff Responsible for Monitoring: Campus Principals, Content Coordinators, Campus Instructional Coaches.

Problem Statements: Student Achievement 3

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Strategy 3


Willis ISD will implement NWEA MAP Fluency (K-2) and NWEA MAP Reading Growth (2-5) to track and support student achievement and growth.

Strategy's Expected Result/Impact: Increase student foundational skills and comprehension and close gaps in reading levels


Staff Responsible for Monitoring: Campus Principals, Content Coordinators, Campus Instructional Coaches.

Problem Statements: Student Achievement 2


Formative Reviews

 Accomplished

October

 Accomplished

January

 Accomplished

March

May

Strategy 4

Willis ISD will implement a systematic literacy monitoring process in which a clear flowchart will guide educators in the administration of literacy assessments and outline specific next steps based on the results

Strategy's Expected Result/Impact: This will ensure consistency across the district so that all students receive appropriate support and intervention. This consistency provides equity across all campuses to support an increase in student foundational skills and comprehension skills and close gaps in reading levels

Staff Responsible for Monitoring: Executive Director of Elementary Education, Director of Teaching & Learning & Professional Development, Content Coordinator, Instructional Coaches

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 8 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
<p>2 Only 14% of grade levels across Willis ISD elementary campuses are achieving mean RIT scores at or above the national norm on the NWEA MAP assessment for Math and Reading. Specifically, only 1 grade level at Lagway Elementary and 3 at Meador Elementary met the national average in Math, while only 2 grade levels at Lagway and Meador Elementary and 1 at Parmley met the national average in Reading.</p>	<p>Core instruction is not consistently aligned to the depth and rigor of MAP expectations, and tiered intervention systems lack sufficient frequency, focus, and fidelity to accelerate students performing below grade level. Additionally, limited use of real-time MAP data in instructional planning has reduced opportunities to address gaps proactively across grade levels.</p>
<p>3 Although Willis ISD is making overall progress toward meeting its HB 3 goal of 60% of 3rd grade students achieving Meets Grade Level on STAAR Reading and Math by 2027, two elementary campuses experienced a decline in the percentage of students meeting the standard on the 2024 3rd Grade STAAR assessments.</p>	<p>There is inconsistent implementation of high-impact, evidence-based instructional practices in early literacy and math, particularly in Tier 1 core instruction. In addition, data-driven instructional adjustments and intervention practices were not consistently applied with fidelity, leading to missed opportunities to accelerate learning for students approaching the Meets threshold.</p>

Performance Objective 9 High Priority HB3 Goal

The percent of graduating seniors who earn a CCMR point and demonstrate College Ready will increase from 14% in May of 2025 to 25% in May of 2026.

Evaluation Data Source: TSAI2, SAT, ACT, PEIMS, OnData Suite, nTeal CCMR Data Tracker and Verifier, AP Exams, and Dual Credit Transcripts

Strategy 1

TSIA2 will be administered to 80% or more of the enrolled students in Grade 10.

Strategy's Expected Result/Impact: Students will earn a CCMR point through the TSIA2, teachers will use the data to determine areas of focus, and the district will earn additional OutCome Bonus money.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, and College and Career Counselor

Problem Statements: Student Achievement 4

Formative Reviews

Some Progress

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 2

School Day SAT will be administered in the Spring of 2025 to 80% or more of the enrolled students in Grade 11.

Strategy's Expected Result/Impact: Students will earn a CCMR point through the SAT, teachers will use the data to determine areas of focus, and the district will earn more OutCome Bonus money.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, and College and Career Counselor

Problem Statements: Student Achievement 4

Formative Reviews

No Progress

October

Some Progress

January

March

May

Strategy 3

School Day ACT will be offered in the Fall of 2025 to all seniors who have not demonstrated College Readiness.

Strategy's Expected Result/Impact: Students will earn a CCMR point through the ACT, teachers will use the data to determine areas of focus, and the district will earn additional OutCome Bonus money.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, and College and Career Counselor

Problem Statements: Student Achievement 4

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 4

Beginning January 2026, Math and English teachers will analyze data from the Fall TSIA2, SAT, and ACT administrations to implement two scaffolded, college-readiness warm-up activities per week aligned to identified student needs.

Strategy's Expected Result/Impact: Increase the percentage of students who are college ready by graduation.

Staff Responsible for Monitoring: Campus Principal, Associate Principal, and College and Career Counselor

Problem Statements: Student Achievement 4

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 9 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

4

Although Willis ISD has steadily increased the percentage of graduates earning a CCMR indicator, less than 25% of students are TSI-compliant, resulting in a significant portion of students not meeting the criteria for Outcome Bonus funding.

TSI preparation and testing opportunities are not systematically embedded into the instructional day or student support systems, and there is limited alignment between classroom instruction and TSI readiness standards. Additionally, lack of targeted interventions for near-pass students and inconsistent early exposure to college readiness benchmarks contribute to the low attainment.

Performance Objective 10 HB3 Goal

By the end of May 2026, 80% of Emergent Bilingual students who have been in the Bilingual/ESL program for three or more years will advance at least one proficiency level annually in listening, speaking, reading, and writing as measured by TELPAS by strengthening students' language proficiency through TELPAS-focused instruction.

Evaluation Data Source: TELPAS Performance Results Benchmarks, NWEA MAP Data, Campus Assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Provide professional development in embedded ESL strategies such as QSSSA strategy across all content areas in both secondary and elementary campuses.

Strategy's Expected Result/Impact: May 2026

Staff Responsible for Monitoring: Bilingual/ESL Coordinator

Problem Statements: Student Achievement 5

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

Sheltered instruction practices will be implemented to ensure content is comprehensible while fostering the development of academic language. Additionally, students will participate in TELPAS training facilitated by a consultant to provide targeted strategies that support their success on TELPAS. Emergent Bilingual students will also demonstrate: Increased performance on STAAR and MAP Growth due to improved comprehension, vocabulary, and academic language.

Strategy's Expected Result/Impact: May 2026

Staff Responsible for Monitoring: Bilingual/ESL Coordinator

Problem Statements: Student Achievement 5

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Performance Objective 10 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

5

TELPAS results indicate only 21% of EB students progressed one proficiency level, and just 4% progressed two levels. Additionally, only 19% achieved Advanced High in reading, 5% in speaking, 4% in writing, and 26% in listening. Critically, 75% of students who have been in US schools for 1 year or longer showed no progress in their composite rating, indicating stagnation in language acquisition.

There is a lack of consistent, high-quality academic language instruction embedded across content areas, and teachers have limited training and support in implementing targeted language scaffolds aligned to the ELPS. Furthermore, language development is often treated as a standalone responsibility of ESL staff, rather than a shared instructional priority across all classrooms.

Performance Objective 11 High Priority

Willis ISD will increase the Average Daily Attendance (ADA) from 92.9% in May of 2025 to 94% in May of 2026.

Evaluation Data Source: PEIMS, OnDataSuite, TAPR, Campus Attendance Reports, Behavior Coalition Agenda

Strategy 1

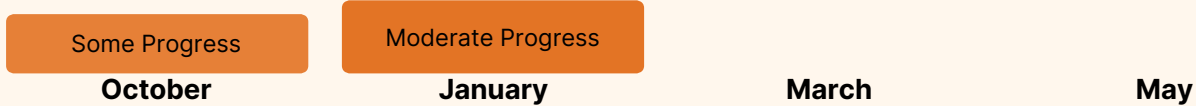
Review ADA monthly by campus and report quarterly to the cabinet.

Strategy's Expected Result/Impact: Increased awareness of attendance on each campus.

Staff Responsible for Monitoring: Campus Principals, and IT&L

Problem Statements: Demographics 2

Formative Reviews



Strategy 2

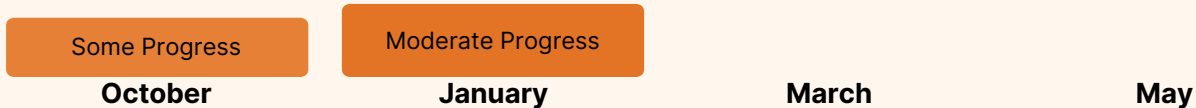
Award Attendance Incentive at monthly Board Meeting to a deserving campus.

Strategy's Expected Result/Impact: Increased attendance on each campus.

Staff Responsible for Monitoring: Campus Principals. IT&L

Problem Statements: Demographics 2

Formative Reviews



Strategy 3

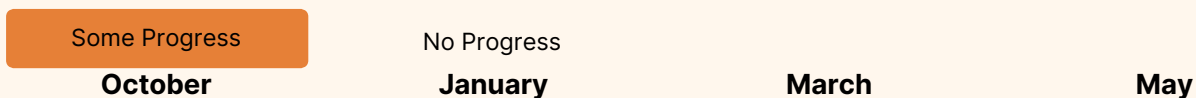
Require all campuses to establish and implement through their Behavior Coalition Tier I, Tier II, and Tier III intervention strategies to reduce Chronic Absenteeism.

Strategy's Expected Result/Impact: Increased attendance.

Staff Responsible for Monitoring: Campus Principals, Behavior Coalitions, and IT&L

Problem Statements: Demographics 2

Formative Reviews



Strategy 4

Implement district wide early warning attendance dashboards at all campuses with the introduction of a new Student Information System beginning in January of 2026.

Strategy's Expected Result/Impact: Increased attendance and parental awareness.

Staff Responsible for Monitoring: Campus Principals, IT&L

Problem Statements: Demographics 2

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Performance Objective 11 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Student attendance has increased; however, reaching a district-wide 96% attendance rate remains a priority.

Communication between home and school is essential to reflect the school's investment in each student's success; however, we are seeing that it is not consistent.

Performance Objective 12

By the start of the 2025-26 school year, Willis ISD will establish a student code of conduct for elementary and secondary campuses that reflects behavior expectations for students on Willis ISD campuses. The student code of conduct will be developed in collaboration with campus leaders and will be communicated to all stakeholders through campus meetings, newsletters, and the district website. The student code of conduct will be implemented with 100% fidelity across all campuses during the 2025-26 school year.

Strategy 1 Results Driven Accountability

Elementary and Secondary campuses will develop clear discipline expectations that are age and developmentally appropriate and focus on progressive discipline prior to the start of the 2025-26 school year.

Strategy's Expected Result/Impact: Alignment of campus leaders around appropriate consequences for behaviors that do not meet the campus and district expectations for students in Willis ISD.

Staff Responsible for Monitoring: Executive Director of Secondary and Executive Director of Elementary Schools
Campuses Principals

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 2 Results Driven Accountability

Behavior Coalitions will meet monthly to monitor behavior data, creating campus level plans to address problematic behavior and ensure alignment across all classrooms.

Strategy's Expected Result/Impact: Reduction in campus-wide problematic behaviors.

Staff Responsible for Monitoring: Executive Director of Elementary and Secondary Schools
Campus Assistant Principals, Deans, and Associate Principals

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 13

By May 2026, Willis ISD will strengthen the safety and maintenance of all campuses by ensuring that 100% of schools implement and follow clearly documented safety protocols (including Standard Response Protocol training, visitor procedures, and emergency drills) and that all campuses achieve at least a 95% compliance rate on quarterly safety and maintenance inspections, as measured by internal audits and Texas School Safety Center requirements.

Strategy 1

Increase Safety Compliance Monitoring Willis ISD will strengthen safety compliance monitoring by conducting quarterly internal safety and maintenance audits at every campus. Campuses that fall below a 95% compliance rate will be required to submit a corrective action plan within 10 business days, ensuring that deficiencies are addressed quickly and effectively. To improve accountability, the district will implement a centralized tracking system to record inspection results, monitor progress, and document completed corrective actions.

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 2

Ensure Campus Maintenance & Facility Readiness To maintain safe and operational learning environments, Willis ISD will implement a preventive maintenance schedule for all campuses,

with an emphasis on high-traffic and high-risk areas. Maintenance staff will complete weekly walk-throughs with campus principals to identify and correct safety hazards in a timely manner. In addition, the district will dedicate funds to support urgent repairs and safety upgrades, ensuring that facilities remain secure, functional, and well-maintained throughout the school year.

Formative Reviews

No Progress

Some Progress

October

January

March

May

Strategy 3

Strengthen Communication & Collaboration Willis ISD will enhance communication and collaboration around school safety by sharing regular safety updates and reminders with staff, parents, and students through newsletters, email, and the district website. A Safety & Security Committee, including district personnel, parents, students, and local law enforcement representatives, will meet regularly to review safety procedures and provide input. To further strengthen partnerships, the district will host at least two joint safety meetings annually with city officials, law enforcement, fire, and EMS to align emergency response practices and coordinate community-wide safety efforts.

Formative Reviews

Some Progress

Some Progress

October

January

March

May

Strategy 4

Build a Culture of Safety Awareness To build a culture of safety awareness, Willis ISD will launch a district-wide safety campaign that promotes preparedness and accountability among students and staff. The district will encourage proactive communication by promoting the use of the anonymous alert system for reporting concerns, ensuring that issues are addressed quickly and confidentially. To reinforce positive practices, Willis ISD will recognize campuses with exemplary safety practices and compliance through a "Safe Campus Award" program, encouraging continuous improvement and celebrating excellence in campus safety.

Formative Reviews

Moderate Progress

Moderate Progress

October

January

March

May

Performance Objective 14

By May 2028, Willis ISD will develop and implement best practices for integrating technology and artificial intelligence (AI) into classroom instruction, with at least 80% of teachers trained and using these tools to enhance student learning.

Evaluation Data Source: classroom observations
sign in sheets
software reports

Strategy 1

Technology staff attends professional development sessions/conferences (such as TCEA) with a focus on AI and implementation of AI programs.

Strategy's Expected Result/Impact: gain knowledge in the field
prepare staff to support students in AI usage

Staff Responsible for Monitoring: ITL, Executive Director of Technology, Digital Integration Coordinator

Formative Reviews



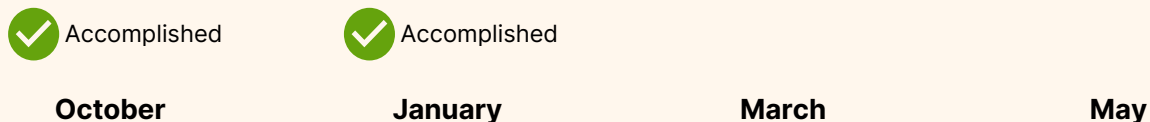
Strategy 2

Provide training for all core teachers on Curipod.

Strategy's Expected Result/Impact: improvement in writing

Staff Responsible for Monitoring: instructional coaches, technology coaches

Formative Reviews



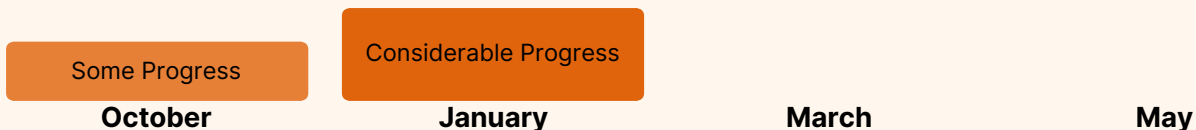
Strategy 3

All core teachers create at least 1 lesson using curipod.

Strategy's Expected Result/Impact: improve writing exposure for students to AI software

Staff Responsible for Monitoring: Digital Integration Coordinator, technology coaches, instructional coaches

Formative Reviews



Performance Objective 15

By May 2026, 100% of campus instructional staff will implement and consistently reinforce classroom climate norms, routines, and procedures that promote productive struggle.

Evaluation Data Source: Walkthrough data, emotional intelligence lesson plans, Behavior Coalition agendas and behavior observation tools aligned with the Behavior Coalition framework.

Strategy 1

Provide targeted professional development to all administrators on the Behavior Coalition framework.

Strategy's Expected Result/Impact: Alignment of campus leaders around the district's Behavior Coalition framework.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Guidance & Counseling, District Behavior Coordinator

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Strategy 2

All campuses will establish and facilitate monthly campus-based Behavior Coalition meetings to collaboratively review behavior data, monitor implementation of classroom climate norms, share best practices, and identify targeted supports to strengthen routines and promote productive struggle.

Strategy's Expected Result/Impact: Alignment of all campuses around the district's Behavior Coalition framework.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Guidance & Counseling, District Behavior Coordinator

Formative Reviews

Some Progress

October

Considerable Progress

January

March

May

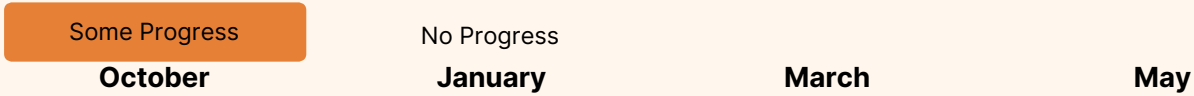
Strategy 3

Campus Behavior Coalitions will regularly assess the impact of emotional intelligence lessons by analyzing student behavior trends, engagement data, and teacher feedback to make data-informed adjustments that enhance lesson effectiveness and support positive classroom climate.

Strategy's Expected Result/Impact: Alignment of emotional intelligence lesson around the district's Behavior Coalition framework.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Guidance & Counseling, District Behavior Coordinator

Formative Reviews



Strategy 4

All campuses will develop and implement a comprehensive three-tiered behavior support system before the first day of school, ensuring Tier 1 universal expectations are explicitly taught and reinforced campus-wide, Tier 2 interventions provide targeted support for at-risk students, and Tier 3 interventions offer individualized strategies for students with intensive behavioral needs--promoting consistency, equity, and positive student outcomes.

Strategy's Expected Result/Impact: Alignment of all campuses around the district's Behavior Coalition framework.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Guidance & Counseling, District Behavior Coordinator

Formative Reviews



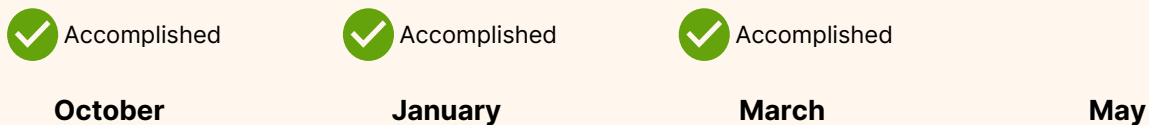
Strategy 5

All campuses will deliver comprehensive training on behavior expectations to all staff during beginning-of-year inservice, ensuring alignment with the campus-wide behavior framework, consistent implementation of expectations and routines, and preparedness to reinforce a positive, supportive learning environment from day one.

Strategy's Expected Result/Impact: Alignment of all campuses around the district's Behavior Coalition framework and ensure all staff are implementing behavioral expectations.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Guidance & Counseling, District Behavior Coordinator

Formative Reviews



Strategy 6

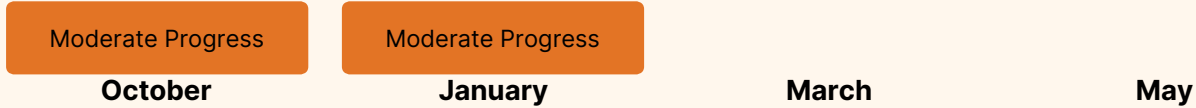
All campuses will have staff complete a district developed Tier 1 Classroom Practices Survey at the beginning, middle, and end of the year to assess implementation of PBIS strategies. Based

on survey results, staff will collaboratively identify at least two areas for improvement and develop targeted action steps to enhance Tier 1 classroom practices throughout the school year.

Strategy's Expected Result/Impact: Alignment of all campuses around the district's Behavior Coalition framework and improved PBIS strategy implementation.

Staff Responsible for Monitoring: Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Guidance & Counseling, District Behavior Coordinator

Formative Reviews



Performance Objective 16

Ensure that for all students served by Pregnancy Related Services (PRS) and receiving Compensatory Education Home Instruction (CEHI), attendance is recorded in the Public Education Information Management System (PEIMS) with 100% accuracy.

Evaluation Data Source: Print out of PEIMS attendance sheets - Monthly

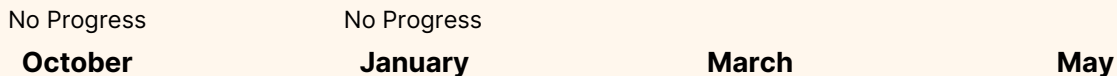
Strategy 1

At the end of each month, review all Compensatory Education Home Instruction attendance documentation to ensure completion and accuracy.

Strategy's Expected Result/Impact: Accurate attendance recording in PEIMS.

Staff Responsible for Monitoring: High School Counselors and Director of Special Programs

Formative Reviews



Performance Objective 17

The District McKinney-Vento Liaison will ensure that 100% of students identified as homeless under the McKinney-Vento Act are immediately enrolled, receive a needs assessment within 5 school days, and are provided targeted academic and social-emotional support services within 10 school days of identification. Additionally, the campus staff and registrars will be provided a training to increase awareness, compliance, and early identification efforts.

Evaluation Data Source: Intake Forms
Monthly attendance sheets
Sign-In sheets for trainings

Strategy 1

Utilize monthly attendance monitoring reports to flag McKinney-Vento students at risk of disengagement and work with campus teams to resolve barriers.

Strategy's Expected Result/Impact: By utilizing monthly attendance monitoring reports to identify McKinney-Vento students at risk of disengagement and collaborating with campus teams to address barriers, the district will achieve a reduction in chronic absenteeism among McKinney-Vento students by at least 5% over the school year. This proactive approach will also lead to earlier interventions, improved student engagement, and increased instructional time, ultimately supporting better academic and social-emotional outcomes for identified students.

Staff Responsible for Monitoring: Director of Special Programs and Assistant Principals

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2 Results Driven Accountability

Coordinate with district and campus staff to provide academic tutoring, mental health counseling, transportation, and basic necessities.

Strategy's Expected Result/Impact: By coordinating with district and campus staff to provide academic tutoring, mental health counseling, transportation, and basic necessities, McKinney-Vento students will experience increased school stability, resulting in 5% improvement in attendance, a reduction in disciplinary referrals, and increased academic performance as measured by progress reports and benchmark assessments. Access to these wraparound supports will also lead to improved social-emotional well-being and higher rates of school engagement and retention.

Staff Responsible for Monitoring: Director of Special Programs and Assistant Principals

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Goal 2

We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

By May, 2026, the Transportation Department will reduce the number of preventable bus accidents by 20% compared to the 2024-2025 school year average, as measured by accident investigation reports and driver safety records, ensuring a safer commuting environment for students and staff.

Evaluation Data Source: Preventable Accident Reports: Monthly/annual count and classification of preventable accidents.

Accident Severity Data: Tracking injuries, property damage, and related costs.

Driver Training Completion: Records of driver participation and scores in safety training programs.

Vehicle Inspection Logs: Documentation of successful safety checks and maintenance actions.

Telematics Data: Analysis of driving behavior trends (e.g., reduction in harsh driving events).

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with training for all drivers while ramping up recruitment

Strategy 1

By May, the Transportation Department will reduce the average daily number of late bus arrivals to school campuses by 15% compared to the 2024-2025 school year average, as measured by bus GPS tracking data and school attendance records, leading to improved student instructional time.

Strategy's Expected Result/Impact: This objective directly supports Student Learning and Achievement by maximizing instructional time, promotes Equitable Access to education, and contributes to Operational Efficiency, aligning with TEA's emphasis on fiscal responsibility and data-driven

Staff Responsible for Monitoring: Director of Transportation and Transportation Supervisors

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 2

By August 2026, Willis ISD will make 100% of debt payments in a timely manner. Willis ISD will review facility assessment reports to determined long range plan to future Bond Referendums. Willis ISD will also track market interest rates to determine if bond refundings are appropriate in order to save interest on debt.

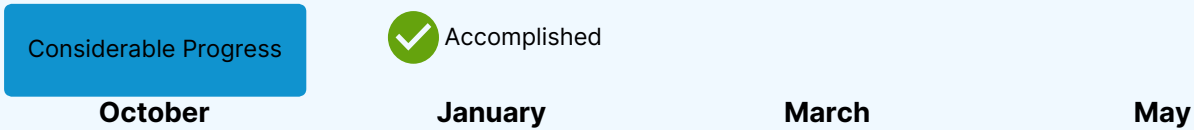
Strategy 1

Evaluate market conditions to determine bond refunding.

Strategy's Expected Result/Impact: Refund Bonds to lower interest payments and reduce overall debt.

Staff Responsible for Monitoring: Garrett Matej

Formative Reviews



Performance Objective 3

Willis ISD will fully integrate ClearGov budget and transparency tools into its website by November 2025. These tools will enhance community access and understanding of financial data. The district will continue to refine these tools throughout the 2025-2026 school year to ensure clarity and engagement.

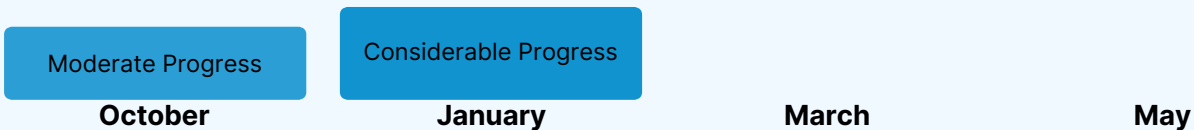
Strategy 1

Willis ISD will implement ClearGov budget and transparency tools on its website by November 2025 through a strategic plan involving platform integration, staff training, and community outreach.

Strategy's Expected Result/Impact: ClearGov Live on website by November.

Staff Responsible for Monitoring: Garrett Matej

Formative Reviews



Performance Objective 4

Develop and maintain a data collection financial reporting system that is comprehensive and timely, that is clearly expressed.

Evaluation Data Source: Financial System that timely, easily, accurately and clearly provides data for :
Texas Education Agency Financial Accountability System Resource Guide (FASRG)
Public Education Information Management Systems (PEIMS)
Federal Compliance Reports (Title I, IDEA, E-rate, Child Nutrition Reports)

Measurable:
100% Compliant with above reports
95% Accuracy in Financial Data with zero material audit findings
Reports available to Stakeholders within 3 Business Days

Strategy 1

The district will develop and maintain a comprehensive and timely financial data collection and reporting system by standardizing data processes, automating workflows, and aligning with TEA compliance standards. This includes assessing current systems, implementing integrated tools for accurate and efficient data entry, and establishing clear reporting templates and schedules.

Strategy's Expected Result/Impact: Increase Efficiency of annual audit and state reportings

Staff Responsible for Monitoring: Garrett Matej

Formative Reviews



Performance Objective 5

By the end of the 2025-2026 school year, Willis ISD will enhance financial transparency by increasing community engagement through partnerships, local publications, and socially available media by 25%, as measured by community feedback surveys, publication reach, and social media analytics.

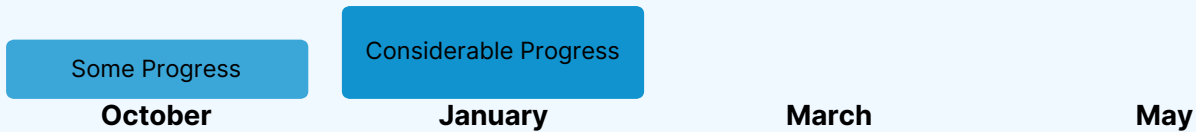
Strategy 1

The district will post financial updates on social media platforms like X or Facebook while maintaining a dedicated website section with updated financial reports and user-friendly infographics.

Strategy's Expected Result/Impact: Community Engagement and Involvement

Staff Responsible for Monitoring: Garrett Matej

Formative Reviews



Performance Objective 6 High Priority

Willis ISD will implement a long-term roadmap to support enrollment growth, facility expansion, and maintenance while ensuring fiscal responsibility through strategic planning and resource allocation.

Evaluation Data Source: PEIMS, PASA Report, Facility Master Plan, Budget and Financial Report, and Long Range Planning Committee Reports

Strategy 1

Willis ISD will complete a comprehensive facility assessment of all campuses and support buildings by September 20, 2025, including capacity, condition, safety, and maintenance needs. The final report with recommendations will be presented to the Board of Trustees for approval at the October 2025 board meeting.

Strategy's Expected Result/Impact: The facility assessment will provide the Board and district leadership with accurate, up-to-date data to guide decisions on enrollment growth, facility expansion, and maintenance priorities.

Staff Responsible for Monitoring: Mr. Robert Eaton, Chief of Operations and Construction

Problem Statements: District Organization 1

Formative Reviews



Strategy 2

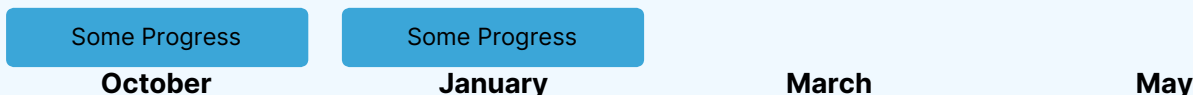
Willis ISD will establish a Long-Range Planning Committee by September 30, 2025, composed of district staff, parents, and community stakeholders to address enrollment growth and facility needs. The committee will meet bi-monthly and submit a comprehensive long-range plan to the Board of Trustees for approval by the January 2026 board meeting.

Strategy's Expected Result/Impact: The Long-Range Planning Committee will provide a collaborative, community-informed roadmap that prioritizes enrollment growth, facility expansion, and maintenance needs. This process will strengthen transparency, build stakeholder trust, and ensure the Board has clear recommendations to guide fiscally responsible long-term decisions.

Staff Responsible for Monitoring: Mr. Robert Eaton, Chief of Operations and Construction

Problem Statements: District Organization 1

Formative Reviews



Strategy 3

The Long-Range Planning Committee will review available funding sources and use the PASA demographic report to prioritize district initiatives related to facilities. By the end of the fiscal year (August 2026), the committee will present recommendations to the Board of Trustees for

renovations, new construction, or building expansions.

Strategy's Expected Result/Impact: The Long-Range Planning Committee will deliver fiscally responsible, data-driven recommendations that align facility investments with projected enrollment growth.

Staff Responsible for Monitoring: Mr. Robert Eaton, Chief of Operations and Construction

Problem Statements: District Organization 1

Formative Reviews

No Progress

Some Progress

October

January

March

May

Performance Objective 6 Problem Statements Identifying District Organization

Problem Statement

Root Cause

1

Willis ISD has a challenge keeping up at the same pace as population growth with district resources (personnel, buildings, instructional materials, and transportation).

Rapid growth in student enrollment in Willis ISD.

Performance Objective 7 High Priority

By May 2026, Willis ISD will increase the retention rate of highly qualified and certified teachers by 10%, while strengthening recruitment efforts in hard-to-staff areas through the implementation and expansion of performance-based incentives aligned to the Teacher Incentive Allotment (TIA) program.

Evaluation Data Source: PEIMS, HR Retention Reports, SBEC, Growelab Reports and TIA Reports

Strategy 1 Equity Plan

Attend a minimum of 4 regional and state job fairs targeting Special Education, Bilingual, and STEM candidates.

Strategy's Expected Result/Impact: Recruit more highly qualified and certified teachers in areas of greatest need.

Staff Responsible for Monitoring: Coordinators, IT&L

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 2 Equity Plan

Implement a mentoring and induction program for all first year teachers.

Strategy's Expected Result/Impact: Retain more highly qualified teachers.

Staff Responsible for Monitoring: Campus Principals, Executive Directors

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 3 Equity Plan

Provide professional development aligned to campus goals and teacher growth areas.

Strategy's Expected Result/Impact: Improved teacher retention rates and increased student outcomes.

Staff Responsible for Monitoring: Campus Principals, IT&L Staff

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Some Progress

October

Some Progress

January

March

May

Strategy 4 Equity Plan

Use TTESS, NWEA MAP and STAAR Data to qualify all eligible teachers (3-8 Math and Reading, and all EOC tested areas) for a designation and extra compensation through the Teacher Incentive Allotment (TIA).

Strategy's Expected Result/Impact: Recruit retain, and reward highly qualified teachers.

Staff Responsible for Monitoring: Executive Director for Accountability, Research and Evaluations

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 7 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

Willis ISD as well as many districts in Texas are struggling to recruit and retain highly qualified teachers for all content areas. The need is greatest with our special populations including special education and emergent bilingual.

The number of available highly qualified teacher is not keeping up with the demand since COVID. Many of the candidates that we are hiring are entering education through alternative certification and are not qualified to support our special populations.

Performance Objective 8

By May 2026, Willis ISD will increase the district-wide substitute teacher fill rate by 5% by enhancing recruitment and retention strategies, including the implementation of targeted incentives, streamlined communication systems, and ongoing training and support to ensure adequate classroom coverage during teacher absences.

Evaluation Data Source: TEAMS reports: shows number of jobs filled and not filled
Sign-in sheets from substitute training

Strategy 1

Establish a Substitute Engagement and Development Program - Willis ISD will launch a comprehensive engagement program that includes targeted recruitment events, access to professional development (such as classroom management training), and increase the existing substitute recognition initiative. This program will foster a sense of belonging and professionalism among substitutes, increasing both their availability and commitment to the district.

Strategy's Expected Result/Impact: An increase in the number of substitutes available and the overall fill rate

Staff Responsible for Monitoring: Executive Director of Human Resources; Leave/Substitute Specialist

Funding Sources: 199 - General Fund,

Formative Reviews

No Progress

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Some Progress

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Strategy 2

Develop a Tiered Incentive Pay for High-Need Days and Campuses - Willis ISD will develop a tiered incentive structure that offers higher daily rates for substitute teachers who accept jobs at hard-to-fill campuses, in specialized subject areas, or on high-absence days (e.g., Mondays, Fridays, or days adjacent to holidays). 2025-2026 will be a research/planning year to gather data.

Strategy's Expected Result/Impact: An increase in the fill rate at hard-to-fill campuses

Staff Responsible for Monitoring: Executive Director of Human Resources; Leave/Substitute Specialist

Funding Sources: 199 - General Fund,

Formative Reviews

No Progress

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Performance Objective 9

By August 2026. Willis ISD will ensure all adopted funds in Willis ISD are balanced by aligning revenues and expenditures to achieve a zero-fund balance variance, maintaining compliance with Texas Education Agency standards.

Evaluation Data Source: Frontline Budget Reporting

Strategy 1

Conduct quarterly budget reviews and maintain fund balance reserves at 60-90 days of operational expenditures to ensure fiscal stability.

Strategy's Expected Result/Impact: Balanced Budgets for the 2025-2026 Fiscal Year

Staff Responsible for Monitoring: Garrett Matej

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

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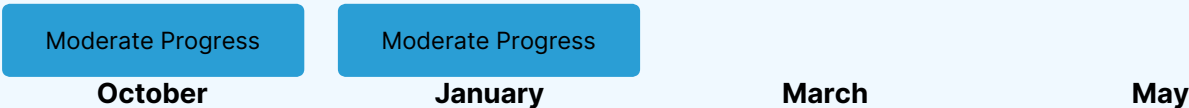
Performance Objective 10

By August 2026, Willis ISD will maintain 100% compliance with all federal and state grant requirements by ensuring that 100% of required reports are submitted on time, all grant-related documentation is maintained with 100% accuracy, and campuses demonstrate full adherence to program guidelines, as measured by external audits, state and federal monitoring reviews, and district-level grant compliance tracking.

Strategy 1

Willis ISD will maintain grant compliance by establishing a district-wide grant compliance calendar that outlines all reporting deadlines, submission dates, and review checkpoints. The district will conduct quarterly internal audits of grant expenditures, documentation, and program activities to ensure adherence to federal and state requirements. To streamline recordkeeping and promote transparency, all grant-related documentation will be stored in a centralized digital filing system accessible to authorized staff.

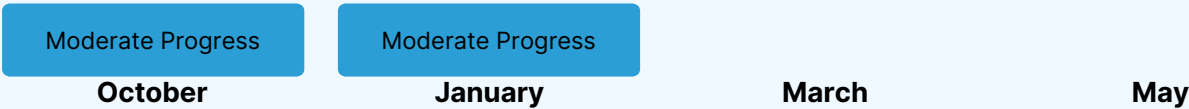
Formative Reviews



Strategy 2

Willis ISD will strengthen collaboration by holding monthly coordination meetings between the federal programs office, business office, and campus administrators to review grant progress and address concerns. Campuses and departments will submit monthly expenditure reports tied to grant allocations for review and verification. Two-way communication channels will be maintained to ensure that staff can ask compliance-related questions and receive timely guidance.

Formative Reviews



Strategy 3

The district will guarantee timely and accurate reporting by requiring that all draft reports are completed at least one week prior to submission deadlines for internal review. A multi-level review process, including campus, federal programs office, and business office review, will be implemented before submission. The grant compliance calendar will track report submissions and approvals to verify that deadlines are consistently met.

Formative Reviews

Moderate Progress

October

Moderate Progress

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Strategy 4

The district will track findings and corrective actions from external audits and implement necessary changes promptly. Campuses and departments demonstrating exemplary compliance practices will be recognized through a district compliance recognition program, encouraging adherence to standards and fostering accountability.

Formative Reviews

Some Progress

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Moderate Progress

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Development

Goal 3

We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

Performance Objective 1

Willis ISD will increase instructional effectiveness and student outcomes by implementing aligned professional development focused on HQIM, RBIS, the Effective Schools Framework, and Texas Instructional Leadership for 100% of instructional staff.

Evaluation Data Source: Sign-in sheets, eduphoria registration, grant compliance spreadsheets

Strategy 1

100% of instructional staff will participate in beginning of year product activation training for newly adopted and currently implemented instructional materials for reading language arts, mathematics, science and social studies with connections to RBIS, HITS and content specific best practices on district professional development days.

Strategy's Expected Result/Impact: Ensuring staff understand how to access, navigate, and implement high-quality instructional materials with fidelity.

Staff Responsible for Monitoring: Innovation Teaching and Learning CAO, Executive Directors and Content Coordinators

Formative Reviews

Considerable Progress

October



Accomplished

January



Accomplished

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Strategy 2

Provide ongoing job embedded professional learning opportunities through collaborative team structures, teacher classroom support, and leader learning walks utilizing district ITL staff, instructional coaches and instructional materials product support teams.

Strategy's Expected Result/Impact: Offers real-time feedback, modeling, and coaching that directly address classroom needs and student learning outcomes.

Staff Responsible for Monitoring: Innovation Teaching and Learning CAO, Executive Directors and Content Coordinators

Formative Reviews

Considerable Progress

October

No Progress

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Strategy 3

Provide professional learning support through Effective Schools Framework, Strong Foundation Implementation and Texas Instructional Leadership to increase capacity in WISD district and campus leadership.

Strategy's Expected Result/Impact: Build leadership capacity at both district and campus levels to implement and sustain high-quality instructional practices that correlate to positive student outcomes.

Staff Responsible for Monitoring: Innovation Teaching and Learning CAO, Executive Directors and Content Coordinators

Formative Reviews

Considerable Progress

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No Progress

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Performance Objective 2

Establish a career mentor program at all grade levels that utilizes staff, students, and community members

Evaluation Data Source: Data-base participation rates across staff, community members, and business and industry partners.

Strategy 1

Leverage CTE Advisory Board to recruit mentors that align to pathways. The CTE Advisory Board will meet 4 times during the 2025-26 school year with a goal of having every 100% participation from community partners aligned to each CTE pathway.

Strategy's Expected Result/Impact: Align CTE instruction to industry standards; align mentor participation to pathway needs across all pathways offered at Willis High School

Staff Responsible for Monitoring: Executive Director of Secondary Schools; WHS Assistant Principal of CTE

Formative Reviews

Some Progress

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Performance Objective 3

By May of 2026, students will develop individualized pathways and trackers to obtain personal and/or career goals for 100% of WISD students in grades 6 - 12 grade

Evaluation Data Source: Major Clarity data for career assessments
Canvas for career portfolios
Completion of 4-year programs of study

Strategy 1

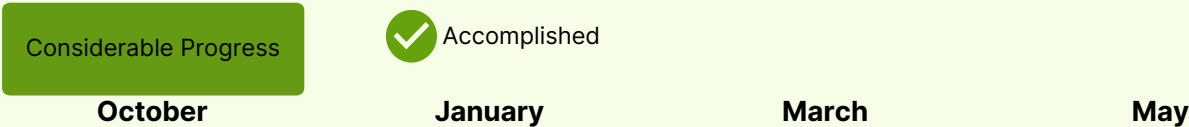
By May of 2026, students will complete personality assessments and learning style inventory through Major Clarity starting in 6th grade

Strategy's Expected Result/Impact: Increase student perceptions around career and college readiness and awareness
Increase completers for all 4-year programs of study

Staff Responsible for Monitoring: Executive Director of Accountability
Executive Director of Secondary
Director of Guidance and Counseling

Problem Statements: Student Achievement 4

Formative Reviews



Strategy 2

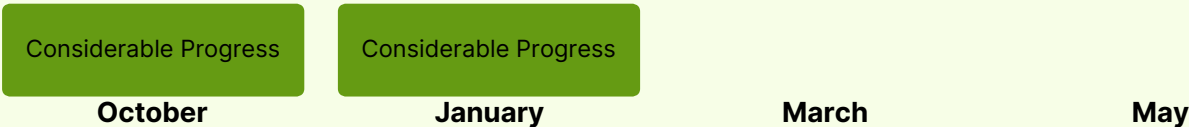
By May of 2026, students will develop Career Portfolios in 7th grade

Strategy's Expected Result/Impact: Increase student perceptions around career and college readiness and awareness
Increase completers for all 4-year programs of study

Staff Responsible for Monitoring: Executive Director of Accountability
Executive Director of Secondary
Director of Guidance and Counseling

Problem Statements: Student Achievement 4

Formative Reviews



Strategy 3

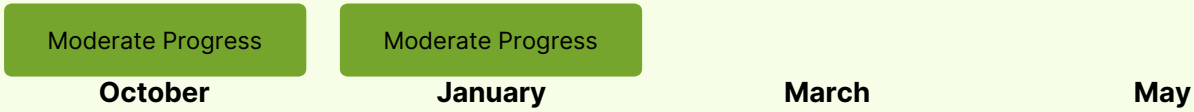
Integrate career information into Emotional Intelligence (EQ) lessons k-8.

Strategy's Expected Result/Impact: Increase student perceptions around career and college readiness and awareness
 Increase completers for all 4-year programs of study

Staff Responsible for Monitoring: Executive Director of Accountability
 Executive Director of Elementary
 Executive Director of Secondary
 Director of Guidance and Counseling

Problem Statements: Student Achievement 4

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
4	Although Willis ISD has steadily increased the percentage of graduates earning a CCMR indicator, less than 25% of students are TSI-compliant, resulting in a significant portion of students not meeting the criteria for Outcome Bonus funding.
	TSI preparation and testing opportunities are not systematically embedded into the instructional day or student support systems, and there is limited alignment between classroom instruction and TSI readiness standards. Additionally, lack of targeted interventions for near-pass students and inconsistent early exposure to college readiness benchmarks contribute to the low attainment.

Performance Objective 4

Willis ISD will track and utilize data to determine needs for enrichment, intervention, and remediation based on student individualized needs based on NWEA MAP data for growth and end-of-unit assessments for student achievement.

Evaluation Data Source: Assessment clanders, Eduphoria Aware, local assessment trackers and NWEA MAP Reports.

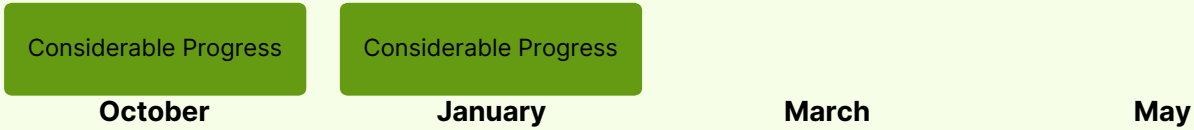
Strategy 1

Willis ISD district Teaching and Learning Department will create a local assessment tracker to record and disaggregate NWEA MAP data over beginning-, middle- and end-of-year terms. ITL will utilize the data tracker to communicate and discuss with campus leaders data trends and actions plans for student success.

Strategy's Expected Result/Impact: Ensure data conversations focus on actionable trends across grade levels, content areas, and student groups and early identification of learning gaps and strengths.

Staff Responsible for Monitoring: Innovation Teaching and Learning CAO, Executive Directors and Content Coordinators

Formative Reviews

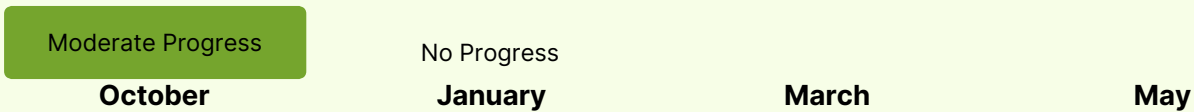


Strategy 2

Willis ISD district Teaching and Learning Department will disaggregate and present end-of-unit assessment data trends at weekly dedicated ITL data meetings and communicate district data trends to campuses through weekly principal collaboratives, TLC/Principal meetings and one-to-one meetings with executive directors.

Strategy's Expected Result/Impact: Ensure principals and leaders have timely, clear, and actionable insight into student learning trends.

Formative Reviews



Performance Objective 5

By May 2026, the district will create and maintain a community directory to connect stakeholders with campuses, increasing opportunities for community members to participate in classroom lessons, field trips, and student experiences. Success will be measured by the completion and distribution of the directory, the number of campuses utilizing it, and documented community participation across at least 50% of campuses during the 2025-2026 school year.

Evaluation Data Source: directory completion and use data

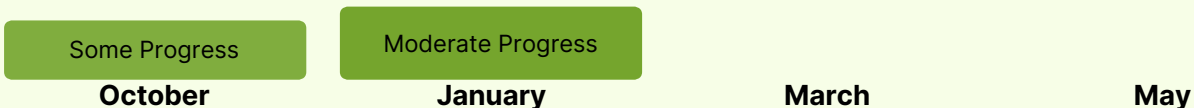
Strategy 1

The Communications Department will advertise a new community directory via all communication platforms multiple times each semester.

Strategy's Expected Result/Impact: Increased engagement and involvement between the community and campuses.

Staff Responsible for Monitoring: Director of Communications

Formative Reviews



Strategy 2

The Communications Department will educate campus leaders about the existence and purpose of the directory.

Strategy's Expected Result/Impact: Increased collaboration between schools and the community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

No Progress
October

No Progress
January

March

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Goal 4

We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

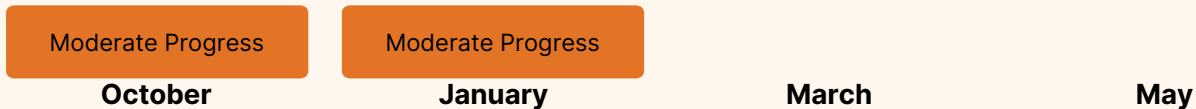
Performance Objective 1

By May 2026, Willis ISD will implement consistent district-wide safety protocols and inclusive practices so that 100% of campuses demonstrate full implementation of SRP and visitor management procedures, and at least 90% of students, staff, and parents report in annual surveys that they feel physically safe, emotionally supported, and respected, as measured by safety audit results, drill compliance records, and district climate survey data.

Strategy 1

Willis ISD will ensure consistent safety practices across all campuses by providing annual Standard Response Protocol (SRP) training for staff and students and conducting monthly safety drills to reinforce preparedness for emergencies. Compliance will be monitored through district audits to guarantee fidelity of implementation. To further strengthen secure campuses, the district will require consistent use of the Raptor visitor management system at all entry points. Additionally, semester refresher trainings will be provided to staff to reinforce emergency response and safety procedures throughout the year.

Formative Reviews



Strategy 2

To foster an environment where all stakeholders feel emotionally supported and respected, Willis ISD will provide professional development in trauma-informed practices, cultural responsiveness, and de-escalation strategies. The district will also expand access to counseling services, social-emotional learning opportunities, and mental health supports to better serve the diverse needs of students. Campuses will be encouraged to implement peer support programs and student leadership opportunities that promote belonging and respect, while also ensuring student voice is represented in district and campus safety and climate committees.

Formative Reviews



Strategy 3

Willis ISD will build trust and transparency by providing regular safety and climate updates to families through newsletters, social media, and district communication platforms. To evaluate progress, the district will conduct annual climate and safety surveys with students, staff, and parents, using results to guide improvement efforts. In addition, the district will host two annual stakeholder forums focused on safety, inclusivity, and emotional well-being. Stakeholders will also have access to anonymous reporting systems to share concerns regarding safety or climate without fear of retaliation.

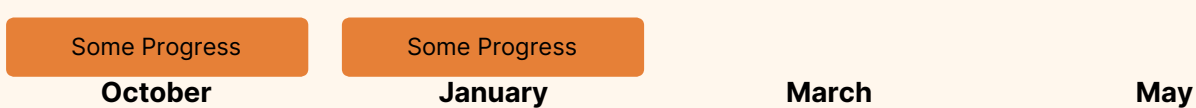
Formative Reviews



Strategy 4

To ensure accountability and continuous improvement, Willis ISD will conduct quarterly campus safety and climate reviews, incorporating both walkthroughs and stakeholder feedback. The district will closely monitor discipline data, bullying reports, and counseling referrals to identify trends and respond proactively. Campuses that demonstrate exemplary safety and inclusive practices will be recognized through a "Safe & Supportive Campus" designation, celebrating their commitment to stakeholder well-being. Progress updates on safety and climate goals will be reported to the School Board and the Safety & Security Committee twice annually.

Formative Reviews



Performance Objective 2

During the 25-26 school year, WISD campus administrators will promote an engaging relationship between the school district and community.

Evaluation Data Source: Campus Artifacts

Strategy 1

Each campus will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.

Strategy's Expected Result/Impact: Improve school to community connections
Improve parent engagement with their child's school
Improve district/campus to business connections

Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Special Programs

Formative Reviews

No Progress

October

Some Progress

January

March

May

Strategy 2

Each campus will identify and participate in one community service project during the school year.

Strategy's Expected Result/Impact: Improve school to community connections
Improve parent engagement with their child's school
Improve district/campus to business connections

Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Special Programs

Formative Reviews

No Progress

October

Some Progress

January

March

May

Strategy 3

Share campus-based outreach activities and community service projects with the broader WISD community through social media, district newsletter, and partnerships with news outlets.

Strategy's Expected Result/Impact: Improve school to community connections
Improve parent engagement with their child's school
Improve district/campus to business connections

Staff Responsible for Monitoring: Campus Principals, Executive Directors of Elementary and Secondary Education, Director of Special Programs, Director of Communications

Formative Reviews

Considerable Progress

October

Considerable Progress

January

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Performance Objective 3

Strengthen educators' skills in building genuine relationships and effective mentorship to support student success and a collaborative school environment.

Strategy 1

Plan and implement New Teacher Academy for all new to Willis ISD Teachers providing sessions to support teachers at all levels of experience in July 2025.

Strategy's Expected Result/Impact: Equipping staff with knowledge of district instructional expectations, curriculum resources, and classroom management strategies before the school year begins.

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March

May

Strategy 2

Provide support to all beginning teachers new to the profession through the WISD Beginning Teacher Program with 100% assigned mentors in their area of teaching along with monthly support activities to engage in.

Strategy's Expected Result/Impact: Ensure beginning teachers feel supported, connected, and equipped to meet classroom challenges.

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

By December 2025, the District will conduct surveys of families to identify the most frequently used communication platforms. Results will be analyzed and shared with campus and District leaders to guide alignment of communication practices, with at least 65% family participation across the District.

Evaluation Data Source: ThoughtExchange Surveys

Strategy 1

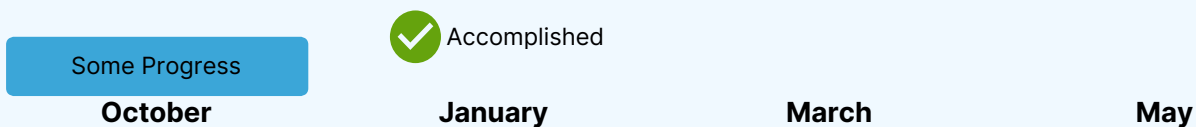
Families at all campuses will be surveyed through ThoughtExchange on a variety of communication topics to determine communication preferences.

Strategy's Expected Result/Impact: Communication will be targeted to most preferred method.

Staff Responsible for Monitoring: Communications Director

Problem Statements: District Culture and Climate 8

Formative Reviews



Performance Objective 1 Problem Statements Identifying District Culture and Climate

Problem Statement

Root Cause



Despite information being shared on websites, in newsletters, through press releases, and/or on social media, anecdotal data and email comments suggest parent are not seeing the information.

Willis ISD uses a variety of software programs resulting in families having to visit multiple platforms to receive information.

Performance Objective 2

By March 2026, the district will utilize data from family communication surveys to analyze and streamline district and campus messaging and platforms, ensuring communication is consistent, efficient, and

accessible to all families.

Evaluation Data Source: Thought Exchange Surveys

Strategy 1

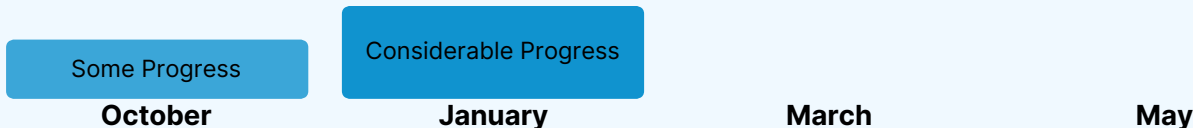
The Communications Department will work with ThoughtExchange analysts on a strategies during monthly meetings to comprehensively analyze data across campuses.

Strategy's Expected Result/Impact: a more thorough understanding of the data for our various school communities

Staff Responsible for Monitoring: Director of Communications

Problem Statements: District Culture and Climate 8

Formative Reviews



Performance Objective 2 Problem Statements Identifying District Culture and Climate

Problem Statement

Root Cause



Despite information being shared on websites, in newsletters, through press releases, and/or on social media, anecdotal data and email comments suggest parent are not seeing the information.

Willis ISD uses a variety of software programs resulting in families having to visit multiple platforms to receive information.

Performance Objective 3

By May 2026, the Communications Department will develop and implement District-wide norms for communication platforms and messaging to ensure consistency, clarity, and accessibility across all campuses and departments. Success will be measured by the adoption of communication guidelines with 100% of campuses and departments receiving training, and monitoring of platform usage for alignment with established norms.

Evaluation Data Source: training rosters and communication samples

Strategy 1

By May 2026, 100% of campuses will have been trained on the two-way communication feature in the District's app.

Strategy's Expected Result/Impact: a designated communication platform to build efficiency

Staff Responsible for Monitoring: Communications Director

Problem Statements: District Culture and Climate 8

Formative Reviews

No Progress

October

Some Progress

January

March

May

Strategy 2

By May 2026, 100% of the Communications Department content creators will complete accessibility certification training and provide accessibility training for campus and department webmasters.

Strategy's Expected Result/Impact: more accessible communication products

Staff Responsible for Monitoring: Director of Communications

Problem Statements: District Culture and Climate 8

Formative Reviews

Moderate Progress

October

Considerable Progress

January

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Performance Objective 3 Problem Statements Identifying District Culture and Climate

Problem Statement

Root Cause

8

Despite information being shared on websites, in newsletters, through press releases, and/or on social media, anecdotal data and email comments suggest parent are not seeing the information.

Willis ISD uses a variety of software programs resulting in families having to visit multiple platforms to receive information.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance