

# Willis Independent School District



## Willis High School

## 2025-2026 Campus Improvement Plan

# Mission Statement

At Willis High School, our focus is on developing minds and empowering success.

# Vision

We are committed to ensuring that all students learn at high levels and become productive members of a global society.

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# Comprehensive Needs Assessment





# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

## workforce readiness

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

## Parent/Community Data

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

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



# Goals

# Goal 1

At Willis High School, we will foster student success by establishing safe learning environments that enhance engagement and achievement for all

## Performance Objective 1

By June 2026, at least 90% of Willis High School students will score Approaches, 60% will score Meets, and 30% will score Masters or above on all EOC state assessments, as measured by official state testing data."

**Evaluation Data Source:** TEA Interim Assessments, locally created MOU and EOU

### Strategy 1

WHS will provide training to teachers on the STAAR EOC exam and its role in campus accountability.

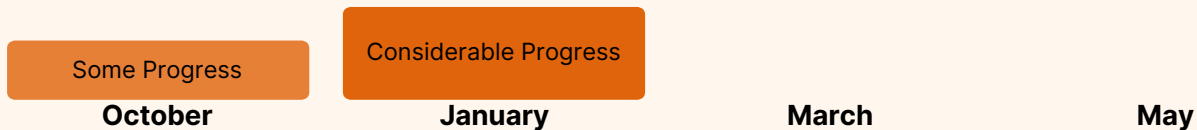
**Strategy's Expected Result/Impact:** Practical training will connect classroom instruction to state accountability measures, ensuring that teachers understand how their instructional practices directly impact student achievement, subgroup performance, and the overall campus rating. This alignment fosters collective responsibility, targeted support, and stronger instructional systems to drive student outcomes.

**Staff Responsible for Monitoring:** C&I Associate: Dr. Willie Kelley, Assistant Principal S. Breed, Instructional Coach L. Miller, Department Chair D. Slovak, Principal Eric King

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews



### Strategy 2

All teachers will participate in ongoing training focused on the internalization of High-Quality Instructional Materials (HQIM) aligned to Willis ISD curriculum content and organizational frameworks. Training will emphasize deep understanding of unit plans, daily lesson structures, and assessment components to ensure teachers can implement the curriculum with fidelity.

**Strategy's Expected Result/Impact:** Raise performance for each student on E.O.C. areas.

**Staff Responsible for Monitoring:** Principal Eric King, C&I Dr. Willie Kelley, Assistant Principal S.Breed, Instructional Coach L.Miller, Department Chair D.Slovak, English 1 and English 2 teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 3

Teachers will meet using collaborative opportunities and backward design to analyze data and create data-informed action steps for classroom instruction.

**Strategy's Expected Result/Impact:** raise ELAR performance for each student.

**Staff Responsible for Monitoring:** Principal Eric King, C&I Associate -Dr.Willie Kelley, Assistant Principal - S. Breed, Instructional Coach - Lindsay Miller, Department Chair - D. Slovak.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

Moderate Progress

October

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## Strategy 4

Teachers will consistently monitor and track individual student growth throughout the school year, with a targeted focus on Emergent Bilingual (EB) students and students with special education needs, as these groups often require additional support to close learning gaps. Data will be collected through formative assessments, classroom performance, and state/local benchmarks.

**Strategy's Expected Result/Impact:** Improved student growth in academic and EOC performance.

**Staff Responsible for Monitoring:** Principal - Eric King, C&I associate -Dr. Willie Kelley, Assistant Principal - S. Breed, Instinctual Coach - Lindsay Miller, Department Chair - D. Slovak.

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

Some Progress

October

Moderate Progress

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## Strategy 5

Instructional Coaches will build teacher capacity through modeling lessons, providing feedback , pulling small groups, and providing intervention to students scoring below grade level on campus, district, or STAAR assessments.

**Strategy's Expected Result/Impact:** Improved student growth in academic performance.

**Staff Responsible for Monitoring:** Principal - Eric King, C&I Associate -Dr. Willie Kelley, Assistant Principal - S. Breed, Instructional Coach Lindsay Miller, Department Chair - Lindsay Miller

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Some Progress

October

Moderate Progress

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## Strategy 6

HB 1416 students will receive additional targeted instruction during Wildkat Way to address known historical defects and review the most frequently missed concepts. Students identified as capable of moving from Meets to Masters will be provided targeted instruction and extension during Wildkat Way during the spring semester.

**Strategy's Expected Result/Impact:** improved student growth on EOC performance.

**Staff Responsible for Monitoring:** Principal - Eric King , C&I Associate -Dr.Willie Kelley, Assistant Principal -S. Breed, Instructional Coach - Lindsay Miller, English 1 teachers, English 2 teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Some Progress

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## Strategy 7

We will identify EB students using historical STAAR and TELPAS performance data to create targeted interventions to close learning gaps in Reading including creating a specified EB support Wildkat Way for Advanced High scoring TELPAS students.

**Strategy's Expected Result/Impact:** increased student growth on TELPAS

**Staff Responsible for Monitoring:** Principal - Eric King, C&I - Dr. Willie Kelley, Assistant Principal - S. Breed, Instructional Coach - Lindsay Miller, ESL Specialist - L. Hobbs, Sheltered Teachers

**TEA Priorities:** Build a foundation of reading and math

## Formative Reviews

Some Progress

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Some Progress

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## Strategy 8

WHS will build the efficacy of Highly Effective Collaborative Teams (HECTs) by expanding professional learning for teachers through sustained training on PLC practices and PLC leadership roles. Teams will set campus-wide and collective commitments aligned to the mission and vision, establish norms, and clarify teacher roles within PLCs to strengthen collaboration and impact student achievement.

### **Strategy's Expected Result/Impact:** Student Achievement

By June 2026, at least 90% of students will score Approaches, 60% will score Meets, and 30% will score Masters on STAAR/EOC assessments, supported by targeted PLC-driven instructional planning.

PLC-developed common formative assessment (CFA) results will improve by 10% each nine weeks in core content areas, as evidenced by team data trackers.

### Instructional Practices

By December 2025, 100% of PLCs will submit documented agendas, norms, and protocols that are aligned with the campus mission/vision.

Walkthrough data will show a 15% increase in observable high-yield instructional strategies (learning targets, discourse, checks for understanding, rigor) by May 2026.

85% of teachers will demonstrate effective use of data-driven instructional adjustments (as evidenced in PLC minutes and lesson plans) by Spring 2026.

### Collaboration & Teacher Growth

By May 2025, 100% of teachers will actively participate in a PLC leadership role or collaborative responsibility (facilitator, data lead, intervention lead, etc.).

Quarterly PLC surveys will reflect a 90% satisfaction rate among teachers regarding clarity of roles, shared norms, and effectiveness of collaboration.

Teacher retention within PLC teams will increase by 5% annually as measured in HR data by June 2026.

### Student Engagement & Support

Student engagement data (via walkthroughs and student surveys) will show a 10% increase in students reporting active participation in collaborative and rigorous learning activities by May 2026.

By Spring 2026, PLCs will implement and monitor at least two targeted intervention cycles per semester, resulting in a minimum of 70% of students served meeting growth targets.

**Staff Responsible for Monitoring:** Principal - Eric King, C&I Associate - Dr. Willie Kelley Assistant Principals, Department Chairs, Instructional Coach - Lindsay Miller and Marci Wilson

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

Some Progress

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Some Progress

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### Strategy 9

WHS will focus on strengthening the quality of Tier 1 instruction by ensuring all teachers plan and deliver data-informed, highly engaging, and practical lessons aligned to grade-level TEKS and campus expectations. This will be accomplished by emphasizing clear learning targets and success criteria, utilizing high-yield instructional strategies, purposeful differentiation, active student engagement, ongoing formative assessment, and maintaining consistent classroom routines that reflect high expectations. Teachers will internalize curriculum and develop minute-by-minute lesson plans within PLCs, which will be monitored through classroom walkthroughs, lesson plan reviews, and data discussions. The Associate Principal of Curriculum and Instruction, along with department chairs and instructional coaches, will own this process and provide feedback to ensure fidelity, accountability, and continuous improvement.

**Strategy's Expected Result/Impact:** targeted, intentional, and aligned instructional planning in all EOC content areas.

**Staff Responsible for Monitoring:** WHS Administration, Department Chairs, and both instructional coaches

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

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Some Progress

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### Performance Objective 2 High Priority

By June 2026, Emergent Bilingual students at Willis High School will demonstrate a 7% increase in performance on MAP, TELPAS, and STAAR assessments, as measured by official testing data and progress reports.

**Evaluation Data Source:** EOY MAP  
STAAR  
TELPAS

### Strategy 1

Teachers will receive ongoing training and coaching to internalize High-Quality Instructional Materials (HQIM) with a specific focus on scaffolding, vocabulary development, and language supports for EB students. Weekly PLCs will dedicate time to reviewing EB student data (MAP, TELPAS, STAAR) and adjusting lesson delivery to ensure access to grade-level content while building English proficiency.

**Strategy's Expected Result/Impact:** Accelerated Language Development

Improving Academic Performance  
Targeted and Data-Driven Instruction

**Staff Responsible for Monitoring:** Administration

ESL Coordinator  
Willis ISD

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

Some Progress

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**Strategy 2**

Willis High School will implement structured, data-driven intervention systems to address specific EB needs identified through MAP, TELPAS, and classroom assessments. Supports will include small-group instruction, sheltered instruction strategies, and extended learning opportunities focused on language domains (listening, speaking, reading, writing).

**Strategy's Expected Result/Impact:** Improve Instructional Quality for EB Students

Increased Teacher Capacity  
Academic Growth and Language Acquisition

**Staff Responsible for Monitoring:** ESL Coordinator

Administration  
Staff at Willis High School (Core)

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

Some Progress

October

Some Progress

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**Performance Objective 3**  **High Priority**

Willis High School will maintain a student attendance rate of 96% during the 2025-2026 school year.

**Evaluation Data Source:** Attendance Data

**Strategy 1**

Develop and implement a campus-wide, data-driven system that tracks daily attendance and

provides tiered interventions based on student attendance trends and individual needs.

**Strategy's Expected Result/Impact:** Ensure accurate monitoring of the attendance at WHS  
Reduce Chronic Absenteeism  
Drive Accountability across Campus Teams

**Staff Responsible for Monitoring:** Alpha Offices  
Attendance Office.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

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## Strategy 2

Cultivate a school culture where daily attendance is valued, recognized, and reinforced through consistent messaging, rewards, and student involvement.

**Strategy's Expected Result/Impact:** Increase student Motivation to attend daily  
Improve Overall Campus Attendance  
Build Positive Peer Influence Around Attendance

**Staff Responsible for Monitoring:** Attendance Office  
Sunshine Committee  
Attendance Committee  
Administration  
Counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

October

Some Progress

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## Performance Objective 4 High Priority

By June 2026, students receiving special education services at Willis High School are expected to increase their overall STAAR performance by 3% across all assessments, as measured by official state testing data.

**Evaluation Data Source:** EOC  
MOU  
EOU  
MAP EOY  
MAP MOY

### Strategy 1

Implement specialized, small-group interventions that are aligned with STAAR-tested content and IEP goals, using data to drive instruction and reteach foundational skills.

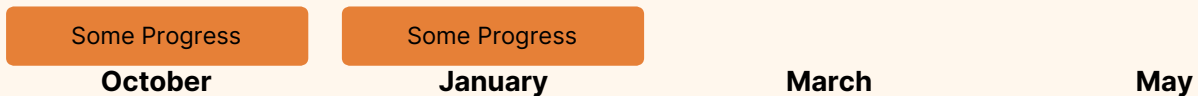
**Strategy's Expected Result/Impact:** Increased STAAR Scores for SPED students  
Increased Confidence and Engagement  
Enhanced Collaboration and Instructional Alignment

**Staff Responsible for Monitoring:** Testing Coordinator  
Special Education Office  
Associate of Curriculum and Instruction

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews



### Strategy 2

Build capacity among general and special education teachers to deliver rigorous, differentiated Tier 1 instruction that meets the diverse needs of SPED students within the least restrictive environment.

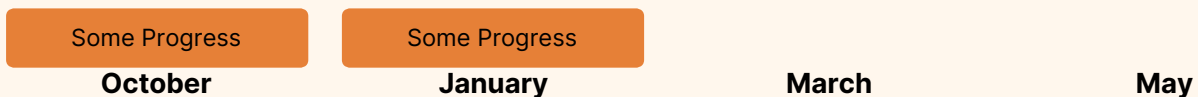
**Strategy's Expected Result/Impact:** Increased Access to Grade-Level Content for SPED Students  
Enhanced Co-Teaching and Collaboration  
Improved Academic Outcomes Through Inclusive Practices

**Staff Responsible for Monitoring:** Special education office  
Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews



### Performance Objective 5 High Priority

By June 2026, Willis High School will achieve a 93% College, Career, and Military Readiness (CCMR) rate, as measured by state accountability reports.

**Evaluation Data Source:** TSI  
Dual Credit  
Advanced Placement Exams  
Associate Degrees  
Industry Based Certifications  
Military Enlistment

### Strategy 1

Develop and maintain a real-time student tracking system that monitors progress toward CCMR indicators and ensures timely interventions for students at risk of not meeting CCMR benchmarks.

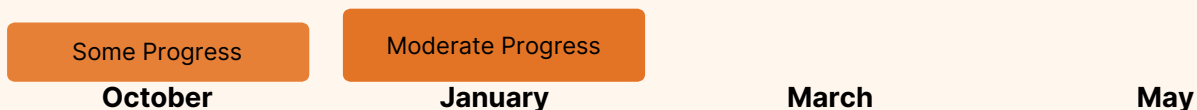
**Strategy's Expected Result/Impact:** Early Identification for At-Risk Students  
Increased CCMR Completion Rates  
Transparency and Ownership for Students and Families

**Staff Responsible for Monitoring:** Administration  
CCMR Coordinator

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews



### Strategy 2

Ensure that all students have equitable access to multiple CCMR opportunities--including dual credit, CTE certifications, military readiness, and college entrance exams--through strategic scheduling and targeted support systems.

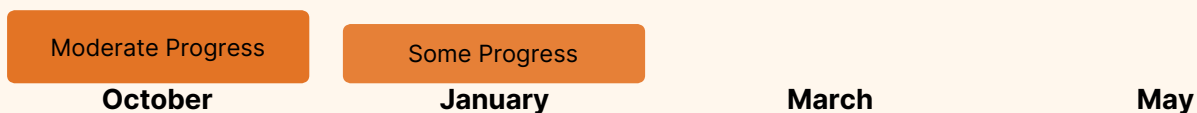
**Strategy's Expected Result/Impact:** Increased participation in CCMR Pathways  
Equity in Access Across all student groups  
Increased Awareness

**Staff Responsible for Monitoring:** Staff  
CCMR Coordinator  
Administration

**TEA Priorities:** Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews



### Strategy 3

Willis High School will provide targeted instruction, interventions, and resources to ensure Emergent Bilingual (EB) students are academically prepared and successful on the Texas Success Initiative Assessment (TSIA2), a key indicator of college readiness. Teachers will embed TSI-aligned skills (reading comprehension, academic writing, quantitative reasoning) into daily instruction and provide small-group tutorials and after-school/Saturday prep sessions tailored to EB needs. Progress will be monitored through TSI practice assessments, MAP, and classroom data, with adjustments made in PLCs to close gaps. EB students who demonstrate readiness will be supported in accessing dual credit and college pathway opportunities. Parents will be engaged through bilingual workshops on TSI expectations and available supports.

**Strategy's Expected Result/Impact:** By June 2026, EB students at Willis High School will show a 7% increase in TSI pass rates, with at least 100% of 11th graders having taken a practice assessment and set readiness goals by Fall 2025. Additionally, 80% of EB seniors who meet TSI standards will successfully enroll in dual credit, workforce certifications, or postsecondary opportunities, ensuring stronger college readiness outcomes.

**Staff Responsible for Monitoring:** Administration, Department Heads, Teachers, CCMR Coordinator

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

#### Formative Reviews

No Progress

Some Progress

October

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### Performance Objective 6

By the end of the 2025-2026 school year, Willis High School will implement the MTSS system into our school to better serve and help find students in need of enrichment and intervention.

**Evaluation Data Source:** MTSS tracking system, MTSS committee, Minga data, Minga data

### Strategy 1

Willis High School's administration will utilize MTSS behavioral data and teacher feedback from the MTSS Committee to track student behavioral trends, identify students who are not meeting the secondary code of conduct, and implement targeted Tier 2 and Tier 3 interventions. This data-driven approach will allow the campus to address behavior proactively, reduce repeated infractions, increase instructional time, and create a safer, more supportive learning environment that strengthens relationships, improves equity, and raises overall student achievement.

**Strategy's Expected Result/Impact:** Improve student behaviors for academic success

**Staff Responsible for Monitoring:** Campus administration, Associate of Operations, MTSS committee

**Funding Sources:** Minga 211 - Title 1-A, \$21,000

**Title I:** 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

No Progress

Some Progress

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## Strategy 2

The Associate of Curriculum and Instruction will lead monthly MTSS Committee meetings to analyze assessment performance, attendance, behavior trends, and teacher feedback to identify students requiring Tier 2 and Tier 3 interventions, monitor and adjust supports, provide equitable scaffolds and resources, and improve student outcomes by aligning interventions with Willis ISD curriculum expectations and the secondary code of conduct.

**Strategy's Expected Result/Impact:** By systematically pulling and utilizing MTSS data through monthly committee meetings, Willis High School will increase the timeliness and accuracy of interventions, reduce repeat behavioral infractions, and raise student performance by ensuring that struggling students receive the support they need before gaps widen.

**Staff Responsible for Monitoring:** Associate of Curriculum and Instruction, Campus Administration

**Title I:** 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

No Progress

Some Progress

**October**

**January**

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**May**

## Performance Objective 7

Throughout the school year, Willis High School will implement a safe learning environment with clear safety and maintenance protocols, ensuring that Willis High School staff comply 100% of the time.

**Evaluation Data Source:** Walkthrough data, Safety audits, Monthly evaluations

## Strategy 1

Create and implement an ongoing safety plan to ensure compliance with the Texas Safety Center Guidelines by September 26, 2025.

**Strategy's Expected Result/Impact:** Improved campus safety

**Staff Responsible for Monitoring:** Administration

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

Considerable Progress

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Considerable Progress

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## Strategy 2

Provide comprehensive support to 100% of students and staff to address substance use awareness, violence prevention, bullying, and mental health awareness.

**Strategy's Expected Result/Impact:** Reduced instances of the listed actions

**Staff Responsible for Monitoring:** Administration

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Performance Objective 8

By September 2, 2025, 100% of classrooms at Willis High School will have an approved and targeted established classroom routine and procedures that are essential to an environment in which students can feel safe in an academic setting.

**Evaluation Data Source:** Teacher feedback

Walks

Minga

## Strategy 1

During staff development, Willis High School teachers will receive coaching and the opportunity to create their own minute-by-minute plans for classroom procedures and expectations that promote a safe classroom environment.

**Strategy's Expected Result/Impact:** Increased engaging learning for student success  
Decreased behavioral issues

**Staff Responsible for Monitoring:** Administration

MTSS committee

Coaches

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

October

Considerable Progress

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## Strategy 2

Willis High School will hold monthly Behavior Coalition meetings that are established to review and evaluate data tied to school safety.

**Strategy's Expected Result/Impact:** Improved teacher morale  
Improved student success  
Improved campus safety

**Staff Responsible for Monitoring:** Administration  
Behavior Coalition members

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Considerable Progress

October

Considerable Progress

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## Performance Objective 9

By June 2026, Willis High School will enhance student engagement and achievement by ensuring that 100% of instructional staff integrate at least one district-approved digital tool or platform (e.g., Canvas, Nearpod, or Eduphoria) into weekly instruction, as evidenced by lesson plans, walkthrough data, and student work samples.

**Evaluation Data Source:** Student Work Samples  
Teacher Self-Reporting  
Classroom Walk-throughs and Observations  
Lesson Plan Reviews

## Strategy 1

Design and deliver ongoing, hands-on professional development that equips teachers with the skills and confidence to integrate district-approved digital tools (e.g., Canvas, Nearpod, Eduphoria) into their weekly instruction to support student engagement and academic growth.

**Strategy's Expected Result/Impact:** Improved student outcomes  
Enhanced student engagement  
Improved teacher efficacy

**Staff Responsible for Monitoring:** Technology coach  
Administration  
Teachers

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

**October**

Considerable Progress

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### Strategy 2

Establish a structured coaching and monitoring system to ensure consistent implementation of technology tools and provide real-time feedback and support to staff.

**Strategy's Expected Result/Impact:** Enhanced student engagement

Increased instructional quality

Increased teacher confidence

**Staff Responsible for Monitoring:** Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Moderate Progress

**October**

Moderate Progress

**January**

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# Goal 2

We will promote transparency in campus financial resources to enhance community awareness, foster support, encourage growth, and advance student success.

## Performance Objective 1

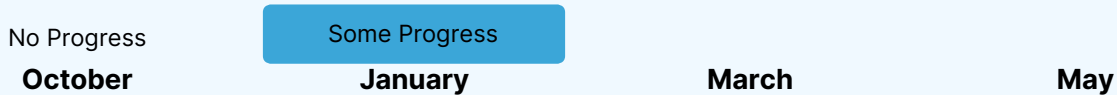
By May 2026, Willis High School will increase transparency and stakeholder engagement by conducting at least two public financial forums and publishing quarterly budget summaries to inform staff, families, and the community about campus expenditures and priorities.

### Strategy 1

Organize and promote biannual public financial forums led by campus leadership to review budget allocations, funding priorities, and progress toward financial goals. These forums will include opportunities for Q&A and stakeholder feedback to foster open dialogue and build trust.

**Staff Responsible for Monitoring:** District Financial Officer, Campus Principal, Campus/Community Stakeholders

#### Formative Reviews

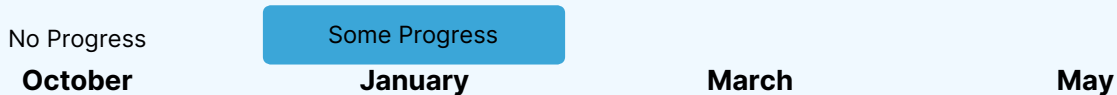


### Strategy 2

Create and disseminate quarterly digital and print budget summaries that outline campus spending, funding sources, and alignment with academic priorities. These summaries will be shared with staff, parents, and district officials.

**Staff Responsible for Monitoring:** District Financial Officer, Campus Principal, Campus/Community Stakeholders

#### Formative Reviews



## Performance Objective 2

By the end of the 2025-2026 school year, Willis High School will allocate 100% of discretionary funds in

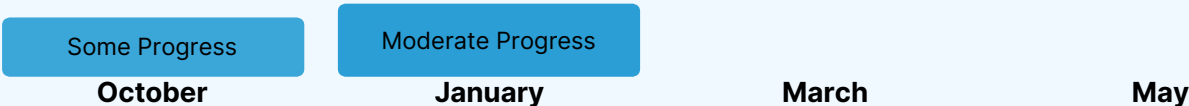
alignment with identified academic priorities, including EOC performance, CCMR readiness, and special population support, as documented in budget planning records.

### Strategy 1

Establish a campus-guided coalition to review academic performance data (EOC results, CCMR indicators, and special population progress) and ensure all discretionary spending directly supports goals outlined in the Campus Improvement Plan. Funding requests must be justified with data and linked to specific academic outcomes.

**Staff Responsible for Monitoring:** District Financial Officer, Principal, CCMR coordinator, SPED Coordinator, 504 Coordinator, EB Coordinator, Executive Director of Secondary Schools.

#### Formative Reviews

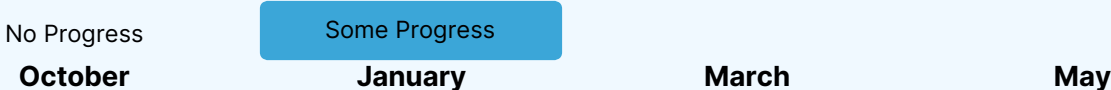


### Strategy 2

Develop and maintain a tracking system to monitor how discretionary funds are spent throughout the year. Require quarterly reviews to evaluate whether funded initiatives are producing measurable results, with adjustments made as needed to ensure alignment with academic priorities.

**Staff Responsible for Monitoring:** District Financial Officer, Principal, CCMR coordinator, SPED Coordinator, 504 Coordinator, EB Coordinator, Executive Director of Secondary Schools.

#### Formative Reviews



### Performance Objective 3

By June 2026, Willis High School will evaluate and document the impact of at least 90% of major purchases and funded programs on student outcomes (e.g., academic growth, attendance, or engagement) through end-of-year financial audits and performance reports.

### Strategy 1

Develop and implement a standardized evaluation process requiring all major purchases and funded programs to include clearly defined success metrics tied to student outcomes. This framework will guide data collection, monitoring, and reporting throughout the year.

**Staff Responsible for Monitoring:** District Financial Officer, Campus Principal, Campus/Community Stakeholders

## Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

## Strategy 2

Schedule quarterly financial audits and impact reviews to assess the effectiveness of expenditures and programs. Use the findings to adjust resource allocation as needed and produce an end-of-year report that summarizes the correlation between spending and student achievement, attendance, and engagement.

**Staff Responsible for Monitoring:** District Financial Officer, Campus Principal, Department Heads, Attendance Clerk.

## Formative Reviews

No Progress

October

Some Progress

January

March

May

## Performance Objective 4

By June 2026, Willis High School will implement and monitor a strategic recruitment and retention plan aimed at increasing teacher retention, with the goal of at least 75% of certified instructional staff choosing to return to Willis High School for the 2026-2027 school year.

**Evaluation Data Source:** Staff surveys  
Teacher feedback

## Strategy 1

Develop and implement a year-long staff support system that encompasses regular check-ins, professional development opportunities, wellness initiatives, and recognition programs.

**Strategy's Expected Result/Impact:** Increased teacher morale  
Increased teacher growth

**Staff Responsible for Monitoring:** Administrators  
Sunshine Committee

**ESF Levers:** Lever 2: Strategic Staffing

## Formative Reviews

Some Progress

October

Some Progress

January

March

May

## Strategy 2

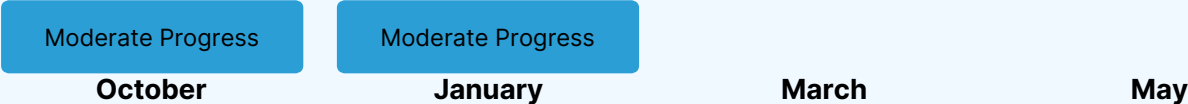
Enhance the on boarding process and pair all first- and second-year teachers with trained mentor teachers to support instructional practices, school culture acclimation, and retention.

**Strategy's Expected Result/Impact:** Increase teacher retention  
Increase a family atmosphere  
Increase mentorship

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches

**ESF Levers:** Lever 2: Strategic Staffing

### Formative Reviews



# Goal 3

We will enhance instructional effectiveness and student success by providing targeted professional development, fostering a positive campus culture, and promoting growth for both staff and students.

## Performance Objective 1

By June 2026, 100% of instructional staff will participate in at least three targeted professional development sessions focused on high-impact instructional strategies, as documented in training attendance records and post-session evaluations.

### Strategy 1

Create and distribute a comprehensive PD calendar at the start of the school year that schedules at least three targeted sessions on high-impact instructional strategies. Ensure sessions are varied in format (in-person, virtual, workshops) to maximize staff participation.

#### Formative Reviews

No Progress  
**October**

Some Progress  
**January**

**March**

**May**

### Strategy 2

Implement a system to track attendance and gather feedback through post-session evaluations. Provide ongoing support and coaching to staff based on evaluation results to reinforce the application of new instructional strategies in the classroom.

#### Formative Reviews

Moderate Progress  
**October**

Moderate Progress  
**January**

**March**

**May**

## Performance Objective 2

By the end of the 2025-2026 school year, student and staff climate survey results will reflect at least a 10% increase in positive responses related to campus culture and engagement compared to the previous year.

## Strategy 1

Create and distribute a comprehensive PD calendar at the start of the school year that schedules at least three targeted sessions on high-impact instructional strategies. Ensure sessions are varied in format (in-person, virtual, workshops) to maximize staff participation.

### Formative Reviews

Moderate Progress

October

Moderate Progress

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May

## Strategy 2

Pair instructional coaches with staff to provide personalized support and facilitate peer collaboration groups where teachers can share best practices and reflect on implementing high-impact instructional strategies learned during professional development.

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Performance Objective 3

By May 2026, at least 85% of staff will demonstrate growth in their professional goals, as measured by annual evaluations, and student academic performance will improve by at least 5% in key assessments, such as EOCs and STAAR.

## Strategy 1

Require all staff to develop and monitor individualized professional growth plans aligned with campus and district goals. Administrators and instructional leaders will provide regular feedback and coaching to support progress and ensure alignment with student achievement priorities.

### Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

May

## Strategy 2

Facilitate regular data meetings where teachers analyze student assessment data (e.g., benchmarks, STAAR, EOCs) to adjust instruction, identify intervention needs, and align strategies with both professional growth goals and academic performance targets.

## Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Performance Objective 4

By June 2026, Willis High School will implement a structured mentorship program that supports the development, retention, and leadership growth of both novice teachers and aspiring campus leaders, resulting in improved instructional capacity and an increase in teacher leadership participation by 25% as measured by leadership team rosters, mentorship feedback, and staff retention data.

**Evaluation Data Source:** Administration  
Aspiring Leaders feedback  
Mentor Program feedback  
Guided Coalition

### Strategy 1

Pair all new and early-career teachers with trained mentor teachers who will provide ongoing support in instructional planning, classroom management, and professional growth.

**Strategy's Expected Result/Impact:** Increased teacher retention  
Teacher growth  
Decreased classroom management concerns

**Staff Responsible for Monitoring:** Mentor teachers via feedback  
Administration

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

### Strategy 2

Identify and cultivate future campus/district leaders through targeted leadership development opportunities and campus-based internships aligned to administrative competencies.

**Strategy's Expected Result/Impact:** Build a Sustainable Leadership Pipeline  
Strengthen Campus Capacity and Distributed Leadership  
Improve Staff Retention and Morale

**Staff Responsible for Monitoring:** Campus Administration  
Counselors  
Instructional Coaches

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

October

Considerable Progress

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May

## Performance Objective 5

By June 2026, Willis High School will implement a structured, campus-wide student goal-setting initiative integrated into daily routines, where 100% of students will set, track, and reflect on academic and personal goals, with at least 85% of students demonstrating measurable progress toward one or more goals, as evidenced by student portfolios, reflection journals, and SEL surveys.

**Evaluation Data Source:** Progress Monitoring from teachers and administration

Student Surveys

Tracking Sheets

Teacher Surveys

Reflection Journals

## Strategy 1

Leverage a daily advisory or embedded SEL time for students to set weekly academic and personal goals, track progress, and engage in structured reflection, supported by digital or physical goal-setting tools.

**Strategy's Expected Result/Impact:** Increased Student Ownership and Accountability  
Improved Academic Progress and Classroom Engagement  
Positive School Culture and Relationships

**Staff Responsible for Monitoring:** WHS Teachers  
Administration  
Counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Some Progress

October

Moderate Progress

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March

May

## Strategy 2

Develop a year-long curriculum that is developmentally appropriate, incorporating mini-lessons, discussion prompts, and reflection activities that emphasize the importance of goal setting, self-management, and perseverance.

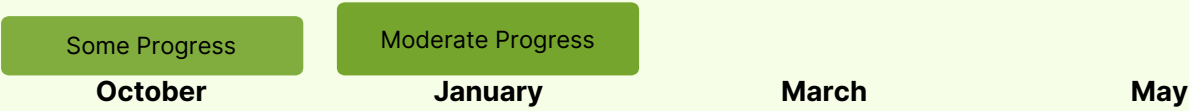
**Strategy's Expected Result/Impact:** Implementation Fidelity  
Student Participation and Engagement

**Staff Responsible for Monitoring:** Campus Behavior Coalition  
Administration  
Counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Formative Reviews**



# Goal 4

We will foster genuine relationships to create a safe, inclusive environment where staff, families, students, and the community are engaged partners in education.

## Performance Objective 1

By May 2026, 100% of staff will participate in at least two campus-wide relationship-building initiatives (e.g., mentorship programs, advisory sessions, or classroom community-building activities) designed to strengthen student connections, as tracked by participation logs and feedback surveys.

### Strategy 1

Launch a structured advisory program where staff meet with small groups of students regularly to build relationships, support social-emotional learning, and foster a sense of belonging. Provide training and resources to guide meaningful interactions.

#### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

### Strategy 2

Schedule monthly, campus-wide relationship-building events (e.g., "Wildkat Connection Days," student-teacher team-building games, or cultural celebrations) that promote connection among staff and students. Track participation and gather informal feedback.

#### Formative Reviews

Some Progress

October

Some Progress

January

March

May

### Strategy 3

Create a recognition system that highlights staff engagement in relationship-building initiatives. Share success stories in staff newsletters and meetings to encourage ongoing participation and model best practices.

## Formative Reviews

Some Progress

October

Some Progress

January

March

May

## Performance Objective 2

By April 2026, Willis High School will increase family participation in school events by 20% compared to the previous year, as measured by sign-in sheets and event attendance records.

### Strategy 1

Host a variety of family events (e.g., curriculum nights, cultural celebrations, student showcases) during flexible hours, including evenings and weekends, to accommodate different schedules and increase accessibility for working families.

#### Formative Reviews

Some Progress

October

Some Progress

January

March

May

### Strategy 2

Utilize multiple communication platforms (email, social media, Remind, flyers, and the school website) to promote upcoming events in English and Spanish. Provide regular reminders and highlight the purpose and benefits of attending.

#### Formative Reviews

Moderate Progress

October

Moderate Progress

January

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May

### Strategy 3

Incorporate student performances, raffles, or food into events to encourage attendance. Additionally, offer interactive sessions where families can actively engage with their child's learning and provide feedback on campus initiatives.

#### Formative Reviews

Moderate Progress

Moderate Progress

## Performance Objective 3

By June 2026, the campus will establish at least five new partnerships with local businesses, organizations, or civic groups to support student learning, internships, or mentorship, as documented in partnership agreements.

### Strategy 1

Develop a structured outreach plan to identify and contact local businesses, organizations, and civic leaders. Use personalized invitations, networking events, and informational materials to promote partnership opportunities aligned with student learning and workforce readiness.

#### Formative Reviews

No Progress

Some Progress

October

January

March

May

### Strategy 2

Organize a quarterly event to bring potential and current partners onto campus to learn about student programs, internship needs, and mentorship goals. Use this platform to present collaboration ideas and secure formal commitments through partnership agreements.

#### Formative Reviews

Some Progress

Some Progress

October

January

March

May

### Strategy 3

Assign a staff member or committee to serve as the point of contact for identifying, managing, and maintaining external partnerships. This team will facilitate communication, monitor progress, and ensure partnerships are aligned with campus goals and student needs.

#### Formative Reviews

Moderate Progress

Moderate Progress

October

January

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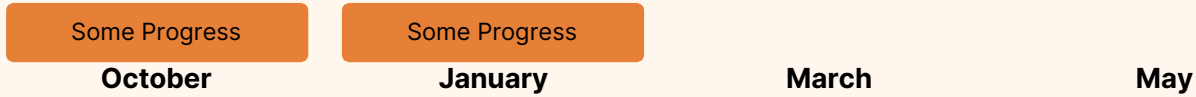
## Performance Objective 4

By March 2026, student and staff climate survey results will show a 10% increase in positive responses related to feeling safe, respected, and supported on campus compared to the 2024-2025 school year.

### Strategy 1

Integrate SEL activities and wellness check-ins into advisory periods and school-wide programming to promote emotional safety, empathy, and a respectful school climate. Provide SEL training for staff to model and reinforce positive behaviors.

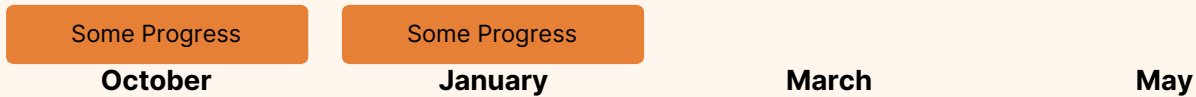
#### Formative Reviews



### Strategy 2

Create a diverse committee of students and staff to regularly review climate data, gather feedback, and recommend improvements related to school safety, respect, and support. This group will also help design and promote initiatives that strengthen a positive school culture.

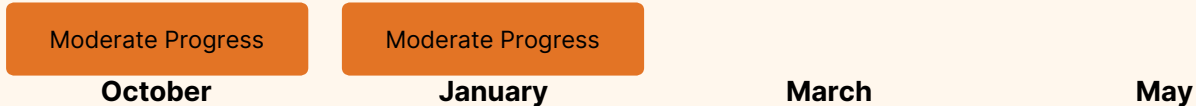
#### Formative Reviews



### Strategy 3

Expand staff and student recognition efforts (e.g., "Wildkat Shout-outs," student spotlight boards, and peer recognition programs) to celebrate respectful behavior and community contributions. Increase visibility of these efforts to reinforce a culture of support and appreciation.

#### Formative Reviews



### Performance Objective 5

By May 2026, Willis High School will implement a quarterly stakeholder feedback cycle (surveys, forums, or digital input forms), achieving at least a 30% response rate from families, staff, and students, with results used to inform campus decisions and practices.

## Strategy 1

Create brief, targeted surveys for families, staff, and students using tools like Google Forms, Remind, and QR codes. Distribute surveys through multiple communication channels (email, text, website, and social media) to maximize reach and accessibility.

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 2

Organize in-person and virtual forums each quarter to gather direct input from stakeholders. Structure sessions around key topics (e.g., safety, academics, communication) and use discussion summaries to guide decision-making and follow-up actions.

### Formative Reviews

Some Progress

October

Some Progress

January

March

May

## Strategy 3

After each feedback cycle, share a summary of survey results and explain how the feedback is being used to inform campus decisions. Use newsletters, social media, and campus meetings to close the feedback loop and encourage ongoing participation.

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Performance Objective 6

By June 2026, Willis High School will implement and monitor comprehensive, campus-wide safety protocols to ensure that 100% of students and staff report feeling physically safe, emotionally supported, and respected, as measured by end-of-year safety and climate survey results, incident data, and stakeholder feedback.

**Evaluation Data Source:** Climate Survey's Safety Audits

## Strategy 1

Develop a cross-functional team of administrators, counselors, teachers, and safety officers who meet monthly to proactively address safety concerns, evaluate incident trends, and implement physical and emotional safety measures.

**Strategy's Expected Result/Impact:** Proactive Identification and Resolution of Safety Concerns  
Improved Physical Safety on Campus  
Increased Stakeholder Confidence

**Staff Responsible for Monitoring:** SRO's  
Counselors  
Teachers  
Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

No Progress

Some Progress

October

January

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May

## Strategy 2

Incorporate structured social-emotional learning (SEL) and restorative practices into the school day to build trust, respect, and emotional safety across all stakeholder groups.

**Strategy's Expected Result/Impact:** Strengthened Student-Adult and Peer Relationships  
Improved Student Behavior and Conflict Resolution

**Staff Responsible for Monitoring:** Campus Behavior Coalition  
Administration

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture

### Formative Reviews

Some Progress

Some Progress

October

January

March

May

## Performance Objective 7

By June 2026, Willis High School will strengthen mutual relationships with families and the broader community by increasing family and community engagement participation by 20% through consistent outreach, collaborative events, and two-way communication, as measured by event attendance logs, parent surveys, and partnership documentation.

**Evaluation Data Source:** Monthly Pulse Checks  
Attendance Logs  
Sign-in sheets

## Strategy 1

Design and execute a campus-wide engagement calendar that includes academic nights, cultural events, parent workshops, and student showcases that are accessible and aligned to family needs.

**Strategy's Expected Result/Impact:** Increased Family Participation and Connection to the School  
Stronger Relationships and Trust with Stakeholders  
Structured, Consistent, and Measurable Outreach

**Staff Responsible for Monitoring:** Administration  
Teachers  
Community Stakeholders

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 2

Establish formal partnerships with local businesses, higher education institutions, and civic organizations to support career pathways, mentorship, internships, and enrichment opportunities for students.

**Strategy's Expected Result/Impact:** Expanded College, Career, and Military Readiness (CCMR)  
Opportunities  
Increased Student Engagement and Relevance of Learning

**Staff Responsible for Monitoring:** Administration  
Counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

October

Some Progress

January

March

May

# Goal 5

We will strengthen campus communication by ensuring all messaging is purposeful, consistent, and accessible to all stakeholders, fostering greater clarity, trust, and engagement.

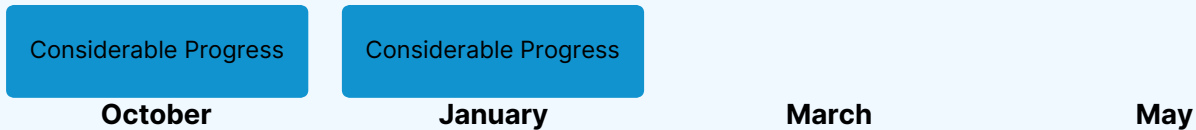
## Performance Objective 1

By September 2025, develop and implement standardized communication protocols for all campus announcements and updates, ensuring 100% of messaging aligns with clarity, consistency, and accessibility standards, as verified through an administrative audit.

### Strategy 1

Establish a team of administrators, teachers, and support staff to develop clear communication protocols, including guidelines for tone, frequency, and platform usage to ensure messages are consistent and accessible.

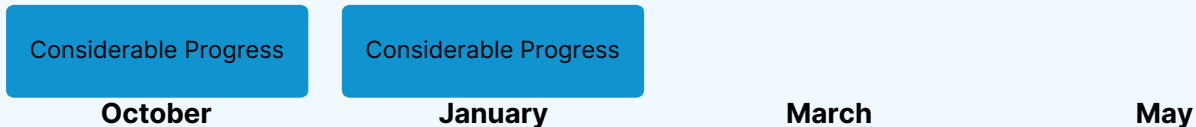
#### Formative Reviews



### Strategy 2

Develop and distribute a comprehensive handbook detailing standardized messaging procedures, templates, and best practices for all campus communications to guide staff in producing clear and consistent content.

#### Formative Reviews



### Strategy 3

Conduct training sessions for all staff by August 2025 focused on the new communication standards, tools, and accessibility requirements to ensure understanding and proper implementation.

## Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

## Strategy 4

Set up an administrative review system to audit campus communications regularly for adherence to established protocols, providing feedback and support to improve clarity and consistency as needed.

## Formative Reviews

Moderate Progress

October

Some Progress

January

March

May

## Performance Objective 2

By May 2026, achieve at least a 15% increase in stakeholder satisfaction regarding campus communication, measured by an annual survey distributed to families, staff, and students.

## Strategy 1

Expand and promote multiple communication platforms (e.g., newsletters, social media, texting apps) that encourage stakeholders to provide feedback, ask questions, and receive timely responses, fostering engagement and trust.

## Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

## Strategy 2

Develop a consistent schedule for sharing concise, meaningful updates on academic programs, events, and campus initiatives tailored to families, staff, and students, ensuring messaging is relevant and easy to understand.

## Formative Reviews

Moderate Progress

Moderate Progress

October

January

March

May

### Strategy 3

Host quarterly workshops and virtual forums for families, staff, and students to discuss communication preferences and provide input on messaging effectiveness, using the feedback to continuously refine communication practices.

#### Formative Reviews

No Progress

Some Progress

October

January

March

May

### Performance Objective 3

By June 2026, ensure 95% of campus communications are distributed through at least three accessible platforms (e.g., email, social media, school website, text alerts) to maximize stakeholder engagement, as tracked by communication logs and platform analytics.

### Strategy 1

Create a detailed communication plan that outlines which messages will be distributed through email, social media, the school website, and text alerts to ensure broad and consistent reach across diverse stakeholder groups.

#### Formative Reviews

Considerable Progress

Considerable Progress

October

January

March

May

### Strategy 2

Provide training sessions for staff responsible for campus communications on effectively crafting messages tailored for different platforms and monitoring engagement data to optimize communication strategies.

#### Formative Reviews

Considerable Progress

Considerable Progress

October

January

March

May

### Performance Objective 4

By November 2025, Willis High School will conduct stakeholder surveys to identify the top 3 most frequently used and preferred communication platforms among families, students, and staff. It will utilize that data to ensure that 100% of campus-wide communications are delivered through at least two of the top-identified platforms, as measured by survey results and communication logs. -

**Evaluation Data Source:** Teacher Pulse Checks  
Community Pulse Checks

### Strategy 1

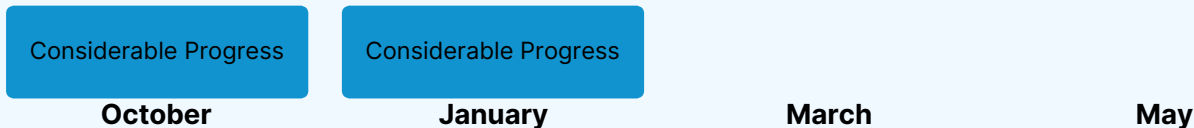
Create and distribute brief, multilingual surveys to students, staff, and families to gather data on preferred communication tools (e.g., email, Remind, social media, newsletters, parent portals).

**Strategy's Expected Result/Impact:** Improves the effectiveness and equity of communication efforts. Ensures no major stakeholder group is left out due to platform access or preference. Strengthens trust and transparency by using data-informed outreach.

**Staff Responsible for Monitoring:** Administration  
Communications Department for Willis ISD

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews



### Strategy 2

Based on survey data, create a standardized communication protocol that ensures all schoolwide messages are sent through the top 2 platforms identified by stakeholders.

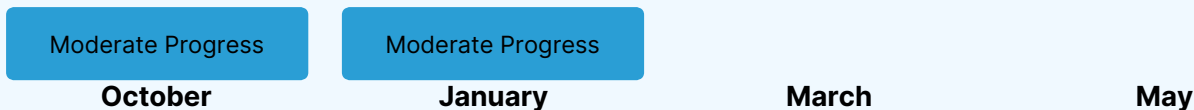
**Strategy's Expected Result/Impact:** Enhances family engagement. Increases the reach, clarity, and consistency of school messaging.

**Staff Responsible for Monitoring:** Administration  
Communications Department at Willis ISD

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews





# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Joseph Villarreal	Associate Principal		
Shaquelle Breed	Assistant Principal		
Willie Kelley	Associate Principal		