



Whitney Independent School District

Whitney Intermediate School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 16, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

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Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 12

How many district staff members will be responsible for capacity building with this campus?

2

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

LASO 4 funds are used to fund the following:

Region 12 = \$308,000.00

Instructional Coaches = \$131,989.00

Reading Interventionist = \$29,928.00

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we did not have the LASO 4 Grant funds, WISD would use local fund to employ the instructional coaches and reading interventionists. The district and WISD Board are committed to improving classroom instruction, enhancing student achievement, and building professional capacity.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Campus administration purposely redistributed teachers and other staff members based on student needs and teacher strengths. Reading interventionist FTE added, one SPED teacher and paraprofessional per grade level, instructional coaches for RLA and math.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

550

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

280

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

560

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

165

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Monthly	The campus data team and grade-level teams collaboratively analyze all RLA and mathematics unit and module assessment results to identify student learning gaps, monitor mastery of grade-level standards, and make data-driven instructional decisions. Assessment data is used to group students according to shared skill deficits and provide targeted, small-group instruction designed to address specific learning needs. Additionally, teams analyze performance trends across classrooms and grade levels to identify standards and skills requiring whole-group reteaching, instructional adjustments, or additional practice and reinforcement. The campus electronic data wall is updated following each unit and module assessment to provide an ongoing record of student performance, skill mastery, and academic growth.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/EOY	NWEA MAP Growth assessments are administered at the beginning, middle, and end of the school year to monitor individual student academic growth, identify learning gaps, and determine students requiring additional tiered instructional support through the MTSS framework. Campus leadership and grade-level teams analyze MAP data to evaluate student progress toward projected growth goals, identify trends in student achievement, and make data-driven decisions regarding instructional interventions and enrichment opportunities. MAP Growth data is also utilized to project student performance on STAAR assessments, identify students at risk of not meeting grade-level expectations, and guide targeted instructional planning to improve student outcomes. Additionally, MAP Growth results serve as a measure of student academic growth for the Teacher Incentive Allotment (TIA) program, in accordance with the district's approved TIA designation system.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Whitney Intermediate School will implement a systematic approach to tracking and monitoring student academic growth to ensure all students are making progress toward grade-level expectations and campus achievement goals. Student growth will be monitored through multiple data sources, including NWEA MAP Growth assessments (BOY, MOY, and EOY), STAAR assessment results, Bluebonnet Learning unit and module assessments, classroom formative assessments, and student work analysis.

The campus will develop and maintain an electronic data wall to track individual student performance, academic growth, and progress toward established goals. Data will be organized by grade level, content area, teacher, and student group to identify achievement trends, learning gaps, and students requiring additional instructional support. Student growth will be measured by comparing assessment results over time, monitoring progress toward MAP Growth projections, and analyzing performance on grade-level standards. The data wall is updated after BOY, MOY, EOY MAPS, EOY STAAR data, and after each Module/Unit assessment.

Regularly scheduled Professional Learning Communities (PLCs), led by campus administration and the instructional coach, will provide opportunities for teachers to collaboratively analyze student performance, identify instructional needs, and develop targeted action plans. Teachers will utilize student work analysis protocols and assessment data to evaluate the effectiveness of instruction, plan interventions, and adjust instructional practices.

The campus leadership team will conduct ongoing data reviews to monitor progress toward campus improvement goals, evaluate the effectiveness of interventions, and ensure accountability for student growth during weekly campus leadership meetings. Students receiving additional academic support will be monitored through the MTSS process, with instructional adjustments made based on documented progress.

Student growth data will be reviewed following each major assessment administration, during regularly scheduled PLCs, and at designated campus and district leadership meetings. Findings will guide instructional decisions, professional development, resource allocation, and targeted coaching support. This continuous cycle of data collection, analysis, instructional response, and progress monitoring will support increased student achievement and academic growth for all students.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

STAAR data and MAP testing is used to monitor student growth and identify tiered students for support. We use pull out interventionists to support reading. Math intervention is embedded into the Math block with the classroom teacher. We adjusted the master schedule to include a

skills class for both Math and Reading support.

We reorganized Special Education staff and assigned one teacher and para per grade level. We increased our content mastery time and small group instructional time.

Whitney Intermediate School will implement a comprehensive, data-driven intervention plan to provide targeted academic support for students performing below grade level and students identified within special populations. The campus will utilize a Multi-Tiered System of Supports (MTSS) framework to identify student needs, provide timely interventions, monitor academic progress, and adjust instructional support to ensure all students have opportunities for academic growth and success.

Student Identification and Intervention: Students requiring additional support will be identified through multiple data sources, including NWEA MAP Growth assessments, STAAR results, Bluebonnet Learning unit and module assessments, classroom formative assessments, teacher observations, and student work analysis. Teachers have the option to submit a Google form for the campus MTSS team to review and collect data. Teachers and campus leadership will collaboratively analyze student performance to identify specific skill deficits and develop targeted intervention plans aligned with individual student needs.

Targeted Instructional Support: The campus will provide differentiated instruction within Tier 1 classrooms, targeted small-group instruction, and additional intervention opportunities through designated skills classes and intervention periods. Instructional support will focus on foundational reading and mathematics skills, closing learning gaps, and strengthening students' ability to apply grade-level knowledge. Interventions will be designed to supplement, rather than replace, high-quality, grade-level instruction using the Bluebonnet Learning curriculum.

Support for Special Populations: Students receiving special education, Section 504, dyslexia, emergent bilingual, gifted and talented, and other specialized services will receive appropriate instructional supports based on their individual needs and program requirements. Campus leadership, general education teachers, interventionists, and specialized support personnel will collaborate to ensure accommodations, modifications, and individualized instructional plans are implemented with fidelity. Student progress will be monitored to evaluate the effectiveness of services and ensure access to rigorous, grade-level instruction. Teachers will utilize embedded supports for special populations as provided in the Bluebonnet Curriculum.

Progress Monitoring and Data Analysis: Student intervention progress will be monitored regularly through formative assessments, curriculum-based measures, classroom performance, and scheduled assessment checkpoints. During PLCs and MTSS meetings, teachers and campus leadership will review student growth data, evaluate intervention effectiveness, and determine whether instructional adjustments, increased intervention intensity, or additional support services are needed. Student progress will also be documented through the campus

electronic data wall and intervention tracking tools.

Leadership Oversight and Continuous Improvement: The principal, assistant principal, instructional coach, interventionists, and special program personnel will collaborate to monitor intervention implementation and student outcomes. Campus leadership will review intervention data to identify trends, allocate resources, provide targeted professional development, and ensure instructional practices are responsive to student needs.

Through a consistent cycle of early identification, targeted intervention, frequent progress monitoring, and collaborative problem-solving, Whitney Intermediate School will work to close achievement gaps, accelerate academic growth, and increase the percentage of students meeting or exceeding grade-level expectations.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content area for daily PLC.

How frequently will PLCs occur?

Daily

Who will facilitate PLCs?

The principal, instructional coach, and teacher leaders will facilitate PLCs, providing instructional leadership, guidance, and support to ensure meetings remain focused on student learning, data analysis, and continuous instructional improvement. Special education (SPED) team members will follow a rotating PLC schedule, alternating between participation in their assigned grade-level PLCs and collaborative meetings with the SPED team. This structure will promote alignment between general and special education instruction, strengthen collaboration, and ensure the academic and individualized learning needs of students receiving special education services are addressed.

Who is required to attend PLCs?

All classroom teachers are required to attend and actively participate in their assigned grade-level and content-area PLCs. The principal, instructional coach, and designated teacher leaders will facilitate PLC meetings and provide instructional guidance and support. Special education teachers will follow a rotating schedule, alternating between their assigned grade-level PLCs and SPED team PLCs to ensure collaboration, instructional alignment, and support for students with individualized learning needs. Interventionists and other instructional support personnel will participate in PLCs as appropriate based on student needs and instructional priorities.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Daily PLCs are embedded in the campus master schedule to provide teachers with consistent, protected time for meaningful collaboration, instructional planning, and continuous professional growth. These daily PLCs are strategically focused on lesson internalization, lesson rehearsal, targeted micro-professional development, and student work analysis. All PLC's will follow assigned agenda and protocols based on given PLC structure. Unit internalization

Unit/Module PLCs are intentionally scheduled to provide dedicated time for unit internalization, backward design, and a thorough review of the Bluebonnet Learning Know and Show documents. During this collaborative process, teachers identify priority standards, clarify what students are expected to know and demonstrate, analyze assessment expectations, and align instructional strategies, activities, and resources with intended learning outcomes. This structured approach ensures teachers develop a deep understanding of curriculum content, anticipate potential student misconceptions, and plan rigorous, high-quality instruction aligned with grade-level expectations.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	LIFT coaching with Norma Romero and Jill Owens from Region 12 School Improvement and TIP training at Region RBIS training Leaders Year 2 Bluebonnet learning academy Communities of Practice Monthly district observation, coaching, and data review with Jill Owens from Region 12 Accountability 101	Region 12	DCSI and Principal Manager
Principal	School Improvement and TIP training at Region RBIS training Leaders Year 2 Bluebonnet learning academy Communities of Practice Monthly district observation, coaching, and data review with Jill Owens from Region 12 Accountability 101	ESC Region 12	Teachers and Campus Administration
Teacher	Bluebonnet Year 1 and Year 2 Academy Reading Academy RBIS Tier 1 behavior coaching for tiered teachers with Ashlie Bramlett (Region 12) PLC+ Texas at Region 12	ESC Region 12	Teachers and Campus Administration
Other Campus Admin (Assistant Principals, Instructional Coaches)	Schoolwide Cultures and Routines at Region 12 Instructional Coaching Academy	ESC Region 12	Instructional Coach and Dean of Students

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

ESC Region 12 offers different levels of training. We tier our teachers for coaching feedback cycles and offer micro pd sessions before and after school. We create our training schedule/agenda based on the data from the coaching feedback cycles. We use walkthroughs and assessment data to determine areas of need.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Instructional Insights App, walkthrough data, and the student data wall information

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Teachers requiring intensive instructional support will receive weekly observations and feedback, while teachers needing targeted support will participate in biweekly observation and feedback cycles.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Having a designated special education teacher assigned to each grade level will strengthen collaboration and provide teachers with a consistent point of contact for addressing the instructional and individualized needs of students receiving special education services. This structure promotes timely communication, collaborative problem-solving, and alignment of instructional supports between general education and special education staff.

Additionally, Education Service Center (ESC) Region 12 will provide content-specific training focused on effectively utilizing embedded curriculum supports and accommodations to meet diverse student learning needs. Region 12 will also provide targeted behavioral intervention and classroom management training to strengthen staff capacity to support high-needs and at-risk students. These ongoing supports have equipped teachers with additional strategies and resources to address academic and behavioral challenges, improve instructional practices, and create more supportive and inclusive learning environments.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

The campus leadership team will review, revise, and implement a master schedule that ensures compliance with required instructional minutes and curriculum guidelines while providing designated daily PLC time for teachers to engage in collaborative planning, curriculum internalization, data analysis, and instructional improvement to support student achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of grade levels have a master schedule that meets instructional minute requirements and provides protected daily PLC time, as verified through leadership review and ongoing implementation monitoring.
Artifacts will include document with revised campus master schedule reflecting required instructional minutes and designated daily PLC

Support Needed – What training, coaching, resources, or tools are required?

District Curriculum Guidelines: Instructional minute requirements, curriculum pacing guides, and Bluebonnet Learning instructional recommendations.
Master Scheduling Tools: Scheduling templates, instructional minute calculators, and current campus schedules to analyze and adjust instructional blocks.

Milestone 2

Description – What specific action or deliverable will be completed?

The campus leadership team will collaborate with instructional coaches and grade-level teachers to develop and implement a comprehensive instructional scope and sequence for all core content areas. The scope and sequence will align with the Texas Essential Knowledge and Skills (TEKS), district curriculum guidelines, and instructional pacing expectations to ensure consistent curriculum delivery, appropriate instructional rigor, and adequate time for mastery of grade-level standards.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of core content areas in grades 3–5 will have a documented, TEKS-aligned instructional scope and sequence that is implemented, monitored, and adjusted throughout the school year to support consistent, high-quality instruction and student achievement.

Artifacts:

Instructional Scope and Sequence Documents: Completed scope and sequence for Reading Language Arts, Mathematics, Science, and Social Studies for grades 3–5.

TEKS Alignment Documentation: Curriculum alignment documents demonstrating coverage of grade-level standards and alignment with district-adopted instructional materials.

Curriculum Pacing Guides: Nine-week instructional pacing calendars identifying units, modules, instructional timelines, and assessment windows.

Support Needed – What training, coaching, resources, or tools are required?

Curriculum Resources: Texas Essential Knowledge and Skills (TEKS), Bluebonnet Learning curriculum materials, HMH Into Science, Studies Weekly Social Studies resources, and curriculum pacing guidelines.

Scope and Sequence Development Tools: Curriculum mapping templates, instructional calendars, TEKS alignment documents, and unit/module planning resources.

Professional Development: Training on curriculum alignment, instructional pacing, TEKS vertical alignment, and curriculum internalization.

Milestone 3

Description – What specific action or deliverable will be completed?

The campus leadership team will collaboratively develop, finalize, and publish a comprehensive Campus Culture Playbook that clearly defines campus expectations, routines, procedures, and systems aligned with the Wildcat Way. The playbook will be distributed to 100% of campus staff to establish a shared understanding of expectations, promote consistency in implementation, strengthen positive school culture, and foster a safe, supportive, and engaging learning environment for all students and staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Dean of Students

Evidence of Completion – What artifact, data, or observable action will verify completion?

The campus leadership team will provide evidence of the development, publication, and distribution of a comprehensive Campus Culture Playbook that clearly outlines campus-wide expectations, procedures, routines, and behavior management systems aligned with the Wildcat Way. Documentation will demonstrate that 100% of campus staff have received the playbook and participated in training to establish a shared understanding of campus expectations. Ongoing monitoring will provide evidence of consistent implementation of campus-wide systems and practices that promote a positive, safe, and supportive learning environment.

Artifacts:

Published WIS Campus Culture Playbook
Staff Distribution Documentation
Staff Training Agendas and Sign-In Sheets
Campus Expectations Visuals and Posters
Implementation Monitoring Documentation

Support Needed – What training, coaching, resources, or tools are required?

Campus Culture Resources: Wildcat Way expectations, campus behavior management procedures, PBIS frameworks, district policies, Wildcat Way Posters, and student handbook guidelines,

Playbook Development Tools: Collaborative planning templates, Google Docs, Canva, and digital publishing tools to create and distribute the Campus Culture Playbook.

Professional Development: Staff training on campus-wide expectations, classroom management, positive behavior interventions, restorative practices, and consistent implementation of routines and procedures.

Leadership Team Collaboration: Designated planning time for campus leadership to develop, review, and finalize the playbook while ensuring alignment with campus improvement goals.

Monitoring and Feedback Tools: Classroom walkthrough checklists, campus culture surveys, student behavior data, ClassDojo reports, staff feedback, and administrative evaluation Google Forms will be utilized to monitor and evaluate implementation effectiveness.

Milestone 4

Description – What specific action or deliverable will be completed?

The campus leadership team will develop and implement a structured Professional Learning Community (PLC) framework that establishes clear norms, expectations, and standardized agendas for each PLC structure, including Unit Internalization, Lesson Internalization, Data Analysis, Student Work Analysis Protocol (SWAP), and Lesson Rehearsal. This framework will promote purposeful collaboration, consistent instructional planning, data-driven decision-making, and continuous improvement in instructional practices to strengthen teacher effectiveness and increase student achievement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Coach, Principal, Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

The campus leadership team will provide evidence of the development and implementation of a structured Professional Learning Community (PLC) framework that includes established norms, clear expectations, and standardized agendas for each PLC structure: Unit Internalization, Lesson Internalization, Data Analysis, Student Work Analysis Protocol (SWAP), and Lesson Rehearsal. Documentation will demonstrate consistent implementation of PLC structures, active teacher collaboration, and the use of student performance data to guide instructional decisions. Ongoing monitoring and feedback will provide evidence of PLC effectiveness, alignment with campus instructional priorities, and continuous improvement in instructional practices.

Artifacts:

PLC Framework and Expectations

Standardized PLC Agendas

PLC Schedule

PLC Meeting Documentation

Curriculum Internalization samples

Data Analysis documentation

SWAP Documentation

Support Needed – What training, coaching, resources, or tools are required?

PLC Framework and Resources: Established norms, expectations, agenda templates, protocols, and PLC calendar

Professional Development: Training for teachers and PLC facilitators on PLC expectations and implementation.

Instructional Coaching: Support from Region 12, principal coach, DCSI, administrators, and instructional coaches to model PLC facilitation, guide discussions, provide feedback, and strengthen planning.

Data Analysis Tools: DMAC, NWEA MAP Growth, STAAR reports, student work samples, and data templates to identify learning gaps, monitor progress, and plan interventions.

SWAP and Lesson Rehearsal Tools: Protocols, student work samples, and rehearsal guides

Collaborative Planning Tools: Daily PLC time, shared Google Drive folders, Google Docs, agendas, and documentation forms

Leadership Monitoring Tools: PLC observation checklists, administrative Google Forms, teacher surveys, coaching notes, and PLC artifacts to monitor implementation and improvement.

Milestone 5

Description – What specific action or deliverable will be completed?

The campus leadership team will establish and implement differentiated classroom observation and feedback cycles based on individual teacher needs, with weekly, biweekly, or monthly observations and coaching support. These cycles will focus on identifying instructional strengths, providing timely and actionable feedback, setting targeted improvement goals, and monitoring progress to strengthen teacher effectiveness, improve instructional practices, and increase student achievement.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coach, Principal, Principal Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

100% of teachers will participate in differentiated observation and feedback cycles at a frequency aligned with their instructional needs. Each cycle will include documented observations, actionable feedback, and follow-up monitoring to measure teacher growth and improvement in instructional practices.

Artifacts:

Observation and feedback cycles schedule

Classroom observation documentation in Instructional Insights App

Observation tracking spreadsheets

Teacher reflection and feedback

Support Needed – What training, coaching, resources, or tools are required?

Observation and Feedback Training: Professional development on T-TESS dimensions, evidence-based observations, effective feedback practices, and identifying high-leverage instructional action steps

Leadership Coaching Support: Guidance from Region 12 and principal coach, to strengthen observation practices, coaching conversations, and feedback delivery.

Observation Tools: Instructional Insights app, T-TESS rubrics, walkthrough checklists, Google Forms, and observation templates aligned with campus instructional priorities.

Differentiated Coaching Resources: Individualized coaching plans and targeted professional development based on teacher needs.

Monitoring and Tracking Tools: Google Sheets trackers, calendars, and DMAC reports
PLC and Collaborative time included in the master schedule.

Micro-professional development schedule based on needs of staff.

Milestone 6

Description – What specific action or deliverable will be completed?

The campus leadership team will develop and implement an electronic data wall to systematically track, monitor, and analyze student academic achievement and growth across all grade levels and core content areas. The data wall will integrate multiple assessment measures, including STAAR, NWEA MAP Growth, and curriculum-based assessments, to identify student performance trends, monitor progress toward academic goals, and identify students requiring targeted interventions or enrichment. Through ongoing data analysis during PLCs and leadership meetings, teachers and administrators will utilize the electronic data wall to make informed instructional decisions, monitor intervention effectiveness, and improve student achievement.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal, Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Electronic Data Wall: Completed digital spreadsheet displaying student achievement, growth measures, and performance trends by grade level and content area.

Assessment Data Reports: STAAR, NWEA MAP Growth, and DMAC assessment reports used to populate and update the data wall.

PLC Data Analysis Documentation: Completed data analysis protocols, PLC agendas, and meeting notes demonstrating the use of data to identify instructional needs and plan next steps.

Leadership Team Meeting Documentation: Meeting agendas and minutes reflecting regular reviews of campus performance trends, instructional priorities, and progress toward achievement goals.

Intervention and Enrichment Plans: Documentation of instructional adjustments, targeted student interventions, enrichment opportunities, and progress monitoring based on data wall findings.

Support Needed – What training, coaching, resources, or tools are required?

Electronic Data Wall Tools: Google Sheets and data tracking templates to organize, display, and monitor student achievement and growth.

Data Analysis Training: Professional development on interpreting STAAR, NWEA MAP Growth, and DMAC assessment data Leadership Coaching Support: Guidance from Region 12, principal coach, DCSI, to develop effective data tracking systems and strengthen data-driven decision-making.

Assessment and Data Resources: STAAR performance reports, NWEA MAP Growth results, DMAC unit/module assessments, campus benchmarks, and curriculum-based assessment data.

PLC Training and Collaboration: Training on standardized data analysis protocols, student grouping, identifying learning gaps, developing intervention plans, and monitoring student progress during structured PLC meetings.

Data Management and Security: Training on accurate data entry, consistent updating procedures, student confidentiality, and secure access to electronic student performance records.

Milestone 7

Description – What specific action or deliverable will be completed?

Whitney Intermediate School will establish and implement structured instruction and PLC calibration walks to promote consistency in instructional expectations, classroom observations, and feedback practices across all grade levels and core content areas.

Through collaborative classroom walkthroughs, administrators, instructional coaches, and teachers will identify evidence of effective instructional practices, calibrate understanding of instructional rigor and curriculum implementation, and engage in reflective discussions to strengthen instructional alignment. Findings from calibration walks will guide PLC discussions, targeted coaching, and instructional adjustments to improve teacher effectiveness and student achievement.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Coach, Principal, Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

The campus leadership team will provide evidence of the implementation of structured PLC calibration walks designed to establish consistent instructional expectations, strengthen teacher collaboration, and improve instructional practices across all grade levels and core content areas. Documentation will demonstrate that administrators, instructional coaches, and teachers collaboratively observe classroom instruction, collect evidence aligned with campus instructional priorities.

Artifacts:

Instructional and PLC Calibration walk schedule

Calibration walk protocols

Classroom/PLC observation tools and checklist

Leadership monitoring and documentation: Documentation of pre-walk planning, post-walk calibration discussions, teacher reflections, and identified instructional priorities.

Support Needed – What training, coaching, resources, or tools are required?

Calibration Walk Training: Professional development on observation protocols, instructional look-fors, evidence collection, and effective post-observation discussions.

Leadership Coaching Support: Guidance from Region 12, principal coach, DCSI to model calibration walks, facilitate reflective discussions, and strengthen instructional alignment.

Observation Tools: T-TESS rubrics, standardized walkthrough checklists, Google Forms, and instructional look-for documents aligned with campus instructional priorities, Instructional Insights App

Curriculum and Instructional Resources: TEKS, Bluebonnet Learning curriculum materials, HMH Into Science, scope and sequence documents, and lesson internalization protocols to evaluate instructional alignment and rigor.

Bluebonnet Curriculum training for all administrators and teachers

Milestone 8

Description – What specific action or deliverable will be completed?

The campus leadership team will develop and implement a comprehensive back-to-school professional development plan for new employees and returning staff to establish consistent expectations, strengthen instructional practices, and ensure alignment with campus improvement goals. Professional development will target areas for growth identified through the Campus Needs Assessment, end-of-year student achievement data, classroom observation data, and findings from the end-of-year reflection and step-back process.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal, Assistant Principal, Instructional Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional Development Plan and Schedule: Comprehensive back-to-school professional development calendar, agendas, and training objectives aligned with campus improvement priorities.

Campus Needs Assessment: Documentation identifying instructional strengths, areas for growth, and professional development needs.

Professional Development Materials: Training presentations, instructional resources, handouts, protocols, and implementation guides provided to staff.

Staff Attendance and Participation Records: Sign-in sheets, attendance logs, and training completion documentation for new and returning employees.

New Employee Onboarding Documentation: Orientation agendas, campus procedures, instructional expectations, and onboarding checklists.

Staff Feedback and Evaluation: Professional development evaluation Google Forms, staff surveys, and feedback summaries to measure training effectiveness and identify additional support needs.

Support Needed – What training, coaching, resources, or tools are required?

Campus Data and Planning Resources: Campus Needs Assessment, end-of-year STAAR and NWEA MAP Growth data, classroom observation trends, staff feedback, and end-of-year step-back findings to identify professional development priorities.

Professional Development Resources: Training presentations, curriculum materials, TEKS alignment documents, PLC protocols, Campus Culture Playbook, and instructional planning resources.

Technology and Training Tools: Google Drive, Google Forms, presentation software, digital training materials, and staff attendance tracking tools to support professional development delivery and documentation.

Monitoring and Feedback Tools: Professional development evaluations, staff surveys, classroom walkthrough checklists, PLC documentation, and coaching feedback to evaluate training effectiveness and identify ongoing support needs.

Milestone 9

Description – What specific action or deliverable will be completed?

Whitney Intermediate School will conduct a comprehensive end-of-year (EOY) step-back process to systematically analyze student achievement and growth data, instructional practices, campus initiatives, and progress toward campus improvement goals. The process will include reviewing STAAR, NWEA MAP Growth, curriculum-based assessments, classroom observation data, and PLC implementation evidence to evaluate the effectiveness of instructional strategies and campus systems. Findings will be used to identify successes, areas for growth, and root causes of performance gaps to establish targeted priorities, action steps, and professional development needs for the upcoming school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Coach, Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Artifacts:

EOY Step-Back Agendas and Meeting Minutes: Documentation of leadership team discussions, data reviews, reflections, and identified priorities.

Student Achievement and Growth Reports: STAAR, NWEA MAP Growth, DMAC, and curriculum-based assessment data demonstrating student performance and academic progress.

Campus Improvement Plan Progress Review: Evaluation of campus goals, performance objectives, milestones, and implementation effectiveness.

PLC and Instructional Observation and Coaching Data: Classroom walkthrough trends, T-TESS observation data, coaching cycle documentation, and identified instructional strengths and needs.

Root Cause Analysis Documentation:

Staff and Family Feedback and Reflection: Family and staff survey data

Action Plan for the Upcoming School Year: Documented instructional priorities, professional development needs, measurable goals, and recommended adjustments to campus systems and practices.

Support Needed – What training, coaching, resources, or tools are required?

Leadership Coaching Support: Guidance from Region 12, principal coach, DCSI, district leadership, and content specialist to facilitate the EOY step-back process, analyze campus performance, and identify improvement priorities.

Student Achievement Data: STAAR performance reports, NWEA MAP Growth results, DMAC assessments, and curriculum-based assessment data to evaluate student achievement, academic growth, and instructional effectiveness.

Accountability and data analysis training: administration and teachers will have a clear understanding of interpreting data

Student Achievement Data: STAAR performance reports, NWEA MAP Growth results, DMAC assessments, and curriculum-based assessment data to evaluate student achievement, academic growth, and instructional effectiveness.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Clear expectations have been established for implementing the Texas Bluebonnet Curriculum with fidelity in both Math and Reading Language Arts (RLA) classrooms. Campus leadership has prioritized consistent curriculum implementation, high-quality instructional practices, and alignment with grade-level standards to support increased student achievement and academic growth.

Campus and district leaders collaborate regularly with Bluebonnet product advisors and our LIFT coach through scheduled support visits, instructional planning meetings, and professional development opportunities. During these visits, classroom walkthroughs are conducted to monitor curriculum implementation, assess instructional alignment, identify areas of strength, and provide targeted feedback and support to teachers. Walkthrough data and observations are used to identify instructional trends, address implementation challenges, and determine additional coaching or professional learning needs.

Campus leadership has also established clear expectations and consistent structures for Professional Learning Communities (PLCs). PLCs are facilitated by the principal and instructional coach, with an emphasis on collaborative planning, curriculum internalization, instructional delivery, and student achievement. Teachers engage in unit and lesson internalization, analyze student assessment data and student work, identify learning gaps, and collaboratively develop instructional strategies to address student needs.

Through ongoing monitoring, coaching, and structured PLC collaboration, campus leadership is working to ensure consistent implementation of the Bluebonnet Curriculum, strengthen teacher instructional practices, and improve student learning outcomes across all grade levels.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The DCSI and principal manager will be responsible for the progress of the plan and will collaborate with our ESC Rg. 12 reps and the principal to ensure that all elements of the plan are implemented with fidelity. Leaders will use observation/walkthroughs, data reviews, and using the Instructional Insights App Framework for our coaching. Data will be collected through multiple sources to capture implementation fidelity and impact. Leaders will document evidence during classroom walkthroughs, and PLC artifacts such as agendas, lesson plans, and student work will be reviewed. Coaching logs, notes from coaching sessions, and student outcome data, including assessments and CBAs, will also be collected and submitted regularly to track progress against the milestones.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

WISD will collect data through the campus electronic data wall, recorded PLC agendas/notes, monthly district administration meetings, and regularly scheduled visits with Rg 12 LIFT and product advisors with accompanying LIFT documentation.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership and relevant stakeholders through regularly monthly leadership meetings, campus improvement plan reviews, and ongoing progress monitoring updates. The campus leadership team will utilize student achievement data, classroom observation trends, PLC documentation, assessment results, and milestone completion evidence to communicate progress toward established campus improvement goals. Student progress monitoring tracked on the electronic data wall will be shared at district level administration meetings monthly. Benchmark results and milestone progress data will be shared at school board meetings at least twice a year. Progress updates will highlight accomplishments, identify areas needing additional support, and outline next steps for continuous improvement. Data will be reviewed collaboratively with district leadership, instructional coaches, teachers, and the Campus Site-Based Decision-Making Committee to ensure transparency, accountability, and alignment with district priorities. Feedback from stakeholders will be used to make data-driven adjustments to action steps, timelines, and resources to support successful implementation and improved student outcomes.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	45
Masters Grade Level	13

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	67
Meets Grade Level	33
Masters Grade Level	14

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	38
Masters Grade Level	14

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

18

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

12

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

7

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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