

**Wharton Independent School
District
Wharton Junior High 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:

October 29, 2026

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

[SI 26-27 Fall Stakeholder Survey \(Responses\).xlsx](#)

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

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

LIFT, LIFT PLC Support

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

Region 3

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.

Curriculum & Supplemental Intervention Programs (EMAT Funds): \$63,000
LIFT Implementation Support - Region 3 (LIFT Grant): \$425,000 District-wide
Direct Implementation Support - Payroll (LIFT Grant): \$100,000 District-wide

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?

WISD is relying heavily on LASO 4 funds to support this initiative. If we do not receive the continuation of the grant, it would impose a significant financial burden on the district. Nevertheless, WISD will persist in our school improvement efforts using local funds or other allowable grant funds. We are building internal leadership capacity to support initiatives Region 3 has been leading for us.

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

Wharton Junior High has an RLA and Math Instructional Coach. Being a single feeder pattern district, we do not have appropriately certified teachers at other campuses to move. We have submitted our data for TIA data validation. WJH staff submitted for designation includes 2 Exemplary Math, 2 Acknowledged Science, and 1 Acknowledged Special Education teacher. One of the TIA Acknowledged Science teachers previously taught Math and has been moved back to Math. The district uses T-TESS to evaluate our teachers, then review budget and master schedule to determine if there is any way to adjust staffing to address student performance.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

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?

240

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

Amplify Texas Literacy Program, Grades 6-8

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?

240

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)

Bluebonnet Learning, Secondary Mathematics Algebra 1

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?

240

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

Not applicable

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

172

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		District	Weekly	The campus uses daily exit tickets to assess overall learning of the day's lesson so that misconceptions can be addressed the following day. In addition, the campus uses the embedded Unit and/or Module Assessments as indicated in the scope and sequence of each curriculum, which may be weekly or biweekly. The information is used to identify curriculum implementation concerns that are discussed in PLC to determine reteach of concepts and/or where to spiral the information back in. In addition, individual student performance is analyzed to assist with intervention planning.
Other	NWEA MAP Growth Reading, Math, Science	District	BOY/MOY/EOY	The student data is used to identify students in need of Tier 2 and Tier 3 intervention. Once students are identified, additional diagnostic data is used to plan student-specific intervention. In addition, the data is used to identify overall grade level student performance by content so that curriculum implementation and intervention planning can be addressed holistically. The data is also used for TIA purposes as the student growth measure for each teacher. Student growth data and the correlation with teacher performance data is reviewed regularly by administration.

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

WISD monitors student data through DMAC. Teachers and campus administration review data after each assessment to determine areas that need to be spiraled back into future instruction and those that need to be addressed through intervention with specific students. District leadership reviews data monthly as part of our Performance Management Routine with LIFT DC. Students monitor their data as well for growth and areas of improvement and teachers hold student data talks so that students can own their learning and growth data.

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

All students who did not perform on grade level on previous year's STAAR in RLA or Math have been assigned an additional instructional block with a high-performing teacher to address gaps in skills, as well as reteach of concepts not mastered on local assessments. Special education and EB students receive push in support during content courses. All students also are provided with a daily WIN time for supplemental instruction utilizing our adopted curriculums (Lexia, Zearn, Summit K12 Language (EB) and Science, and Spring Math). The Special Education Director meets with campus administration monthly to review inclusive practices and complete classroom walks looking for effectiveness and fidelity of accommodation implementation.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by content and grade level.

How frequently will PLCs occur?

PLCs occur weekly, with additional PLCs incorporated as data from BOY/MOY/EOY and Unit or Module assessments becomes available.

Who will facilitate PLCs?

The Campus Administration and Instructional Coach facilitate PLCs with support from Region 3 specialists.

Who is required to attend PLCs?

All content teachers, including special education in-class support teachers, are required to attend PLCs.

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

The PLC protocol used at the campus follows the LIFT PLC agenda template provided by Region 3.

Upload PLC agenda (optional):

[Copy of WJH Math PLC Template .pdf](#)

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 Performance Management Routines, LIFT PLC Facilitation, LIFT Walkthrough Tools, Observation/ Feedback training, Bluebonnet Product Trainings, RBIS Math & RLA	Region 3 LIFT Coach & Implementation Specialists	Molli Bodungen
Principal	LIFT Performance Management Routines, LIFT PLC Facilitation, LIFT Walkthrough Tools, Observation/ Feedback training, Bluebonnet Product Trainings, RBIS Math & RLA	LIFT Coach & Region 3 Specialists	Courtney Carter, Dana Gray, Donna Grissom, Diana Bell
Other Campus Admin (Assistant Principals, Instructional Coaches)	LIFT Performance Management Routines, LIFT PLC Facilitation, LIFT Walkthrough Tools, Observation/ Feedback training, Bluebonnet Product Trainings, RBIS Math & RLA	LIFT Coach & Region 3 Specialists	Dyann Herrera, Catherine Hernandez, Alyssa Sessions-Owens, Kim Harris, Nemesis Reveles, Jennifer Raney, Monica Rath, Sara Beth Wind, Haley Miller

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

Inexperienced teachers with 1-2 years of experience are assigned a District PREP Mentor, with 12 additional hours of support and training as documented in the PREP Mentor tracker. Teachers in need of additional support are provided more frequent support from campus administration, including opportunities to observe high performing teachers, individualized coaching plans, and the opportunity to attend professional development specific to each teacher's needs. Campus leaders Tier their teachers to identify intensity of support needed, following the Observation/Feedback cycle with more frequent observations. Tier 3 teachers receive Walkthroughs once a week, Tier 2 receive bi-weekly, and all other core content receive monthly. New Special Education teachers receive additional support from district special education staff. Teachers serving EB students receive additional support from the District Coordinator of BE/ESL also.

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?

As part of LIFT implementation, in addition to the TTESS walkthrough tool, the LIFT walkthrough tool is used on campus. In addition, the LIFT Intervention and PLC tools are used to evaluate these systems. Campus leaders are evaluated using the T-PCESS process. Look-fors include student engagement, student discourse, differentiation, and frequent checks for understanding. Intervention walkthroughs utilize the Intervention protocol from LIFT. The Special Education Director walks classrooms to evaluate effectiveness of specialized instruction and accommodation implementation as well.

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

Monthly

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

WJH has been utilizing R3 Specialists to provide Co-Teach training for all campus staff, and specific PD for campus Special Education teachers. Sped teachers also participate in PLCs. In addition, teachers supporting EB students have been provided training in Summit K12. EB students also are grouped during intervention time for specific support. Teachers were provided PD in the new ELPS and Lead4ward resources, as well as the ELPS side-by-side available through Bluebonnet Resources. WJH engages with the Strategic Integration Liaison from Region 3 to support the campus MTSS system, with classroom walks to provide feedback to maximize intervention time.

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?

LIFT Performance Management Routine completed monthly with LIFT Coach and DCSI.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, ESC 3 DC, Campus Principal

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

The LIFT Performance Management Routine deck.

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

R3 DC, TEA Turn-key PM PD, DMAC data for student performance and classroom observations/feedback

Milestone 2

Description – What specific action or deliverable will be completed?

NWEA MAP BOY/MOY assessments (Math, Reading, Science) and student growth analysis by teacher to review correlation with teacher performance (T-TESS).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Testing Coordinator; Campus Testing Coordinator, Campus administration

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

NWEA MAPS student growth reports, MOY TIA preliminary validation review to determine correlation and inform campus leadership of any discrepancies.

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

NWEA PD as needed; data analysis protocols; TIA designation Excel tool

Milestone 3

Description – What specific action or deliverable will be completed?

All 1st and 2nd year teachers will be assigned a District PREP Mentor to provide targeted and intense support and PD (minimum 12 hours per semester).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Mentor Lead, District Mentors, Campus Principal

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

PREP Mentor support tracking log

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

PREP Mentor PD provided by our provider, Region 3; release time for mentees; PD as needs are identified

Milestone 4

Description – What specific action or deliverable will be completed?

Weekly PLCs facilitated by campus administration and/or Instructional Coaches with support of LIFT campus coaches to build campus capacity for effective PLCs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

LIFT CC, Campus leaders/ ICs assigned to PLCs, DCSI/District LIFT Lead,

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

PLC LIFT observation tool completion, agendas

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

R3 LIFT CC support, PLC Facilitation PD (completed), PLC observation LIFT protocol, Protected time on master schedule for weekly PLCs

Milestone 5

Description – What specific action or deliverable will be completed?

NWEA MAPS BOY to EOY student growth analysis by content, grade level, high focus groups, and teacher. Growth data reviewed to analyze correlation with teacher performance (T-TESS ratings).

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Testing Coordinator, Campus Testing Coordinators, District TIA Lead/Principal Manager, Campus Leaders

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

MAP Growth reports by teacher and high focus groups; DMAC T-TESS observation and walkthrough data; TIA Excel Designation/Data validation tool report

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

NWEA MAPS support as needed; Calibration with administrators; DMAC; Sibme (for walkthroughs/observations video documentation)

Milestone 6

Description – What specific action or deliverable will be completed?

Campus administration/T-TESS appraiser calibration completed monthly at ILT meetings utilizing district-captured Sibme videos and T-TESS rubric to insure fidelity of teacher evaluation ratings and improve feedback cycles for teacher growth.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Manager

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

Monthly ILT agendas and sign-in sheets, Sibme PD and sign in sheets; DMAC reports

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

Sibme PD to maximize program and calibration opportunities; DMAC reports; T-PESS evaluation process; Principal Manager support for campus leaders; LIFT DC as needed

Milestone 7

Description – What specific action or deliverable will be completed?

Data meetings after each Unit or Module assessment held during PLC designated time, with follow-up student data meetings for individual student data tracking.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, AP, IC's, LIFT CC/DC, DCSI, Teachers

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

Data PLC agendas; Data trackers

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

Protected time in master schedule; DMAC reports and PD when needed; student data tracking resources; data use PD when need identified

Milestone 8

Description – What specific action or deliverable will be completed?

Implementation of supplemental intervention resources (Lexia - Reading; Zearn & Spring Math - Math; Summit K-12 Science; Summit K-12 Language for EB students) during designated intervention/enrichment time as identified through the campus MTSS tiered intervention system.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leaders, IC's, with support from R3 SIL

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

LIFT Intervention observation walkthrough forms; DMAC T-TESS walkthroughs during intervention; Usage reports for each program; Student progress reports from programs; MTSS meeting notes

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

Specific program implementation and data analysis PD; IC support for teachers; designated time in master schedule; R3 MTSS SIL support

Milestone 9

Description – What specific action or deliverable will be completed?

Additional Math or Reading class period assigned to students who did not demonstrate "meets grade level" on previous year's STAAR to a Math or Reading lead by a high performing content teacher.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Counselor, Administrator, collaboration with R3 MTSS SIL

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

Class rosters; student growth data

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

PD for teachers as needed; curriculum resources; data tracking (DMAC and NWEA MAPS); R3 MTSS SIL support

Milestone 10

Description – What specific action or deliverable will be completed?

Campus-wide PD for all teachers regarding effective Co-teaching and Inclusive Practices for Special Population student support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus administration, R3 Sped Specialist

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

PD Agenda and sign-in sheets; classroom monitoring walks

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

Training from Region 3 Specialists; District support from Sped Director, Sped Staff and District C&I Department; Coaching for new Sped or Gen Ed teachers; PREP Mentor support for individual teachers; T-TESS evaluation review of Inclusion and Co-teachers.

Performance Management

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

District and campus leadership, in collaboration with our R3 LIFT DC, review plan implementation through our monthly Performance Management Routine deck.

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

Campus and district leadership review progress towards milestones monthly as we complete the the Performance Management Routine deck.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Progress milestone data is collected through DMAC regarding student academic performance and teacher (T-TESS) performance. NWEA MAPS reports are reviewed after each assessment as well. Supplemental program use and performance is monitored through each platform.

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

Milestone progress data is shared with district leadership and the Board through the monthly Performance Management Routine deck.

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	70
Meets Grade Level	45
Masters Grade Level	21

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	60
Meets Grade Level	32
Masters Grade Level	17

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	62
Meets Grade Level	36
Masters Grade Level	16

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?

12

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?

4

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?

8

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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