



Whitesboro Intermediate School



Campus Improvement Plan

2024-2025

Mission Statement:

The mission of Whitesboro Intermediate School, where children are treasured, is to foster a love of learning in an innovative, cooperative climate and to ensure that all students achieve their full potential as independent thinkers through educational experiences within a nurturing and motivating environment to become productive citizens in an ever-changing society.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. GOAL

#3: The students in the public education system will demonstrate exemplary performance in the understanding of science. GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state’s students will demonstrate exemplary performance in comparison to national and international standards. Objective

#7: School campuses will maintain a safe and disciplined environment conducive to student learning. Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning. Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development.

Site Based Planning and Decision Making Committee

Date of Meeting: September 25, 2024

4:00 WIS Cafeteria

Name	Position Parent, Business, Community, Teacher, etc	Signature
Sally Garrett	Community Representative	
Sandra Huffhines	Community Representative	
Jessica Miles	Parent Representative	
Jamie Oakley	Parent Representative	
Katee Bratcher	Business Representative	
Lindsay Rand	Business Representative	
Michael Peterson	District Representative	
Kayla Garrett	Counselor	
Megan Bennett	Classroom Teacher	

Kara Farmer	Classroom Teacher	
Lauren Hartless	Classroom Teacher	
Haley Ross	Classroom Teacher	
Sonya Worley	Classroom Teacher	

Comprehensive Needs Assessment Summary

Data Sources Reviewed:

- Benchmark Assessments/MAP/MClass
- Classroom Assessments
- Communication Documentation with Staff and Parents
- Demographic Data
- Duty Roster
- Economically Disadvantaged Students
- Enrollment
- Master Schedule
- T-TESS Data
- Professional Development Data
- Professional Development/Support for Technology
- Program/Services Offered
- Promotion/Retention Rates
- Federal Report Card
- Questionnaires
- Scope and Sequence Documents
- Site Base Agendas and Minutes
- Student and Community Engagement Accountability
- Teacher Certification/Qualifications
- Teacher Surveys
- Teacher-Student Ratio
- Technology Hardware, Software, Infrastructure, Network
- Technology Policies and Procedures
- Vertical and Horizontal Team Collaboration
- TAPR

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> -District policy for G/T identification -Attendance rate -Teacher/student ratio 	<ul style="list-style-type: none"> - High number of students labeled economically disadvantaged -Outreach programs for economically disadvantaged students -Additional Special Education staff needed -Assistance to families in need 	<ul style="list-style-type: none"> -Continuation and addition of outreach programs for economically disadvantaged students and ESL parents -Decrease number of at-risk students through Rtl and intervention.
Student Achievement	<ul style="list-style-type: none"> -UIL participation and performance -Tier II and Tier III Interventions -Accelerated Reader -Recorder choir -Bearcat choir -STEM Club 	<ul style="list-style-type: none"> -Growth in Academics -Growth for ESL and SPED students -Increased number of students reach meets on STAAR tested subjects -Improvement in the area of writing 	<ul style="list-style-type: none"> - Accelerated Instruction and Interventions -Targeted instruction in the area of writing -Intervention Hour -Improved Rtl process

School Culture and Climate	<ul style="list-style-type: none"> -Students are well monitored in transitions which develops safe environment -Student and staff-centered culture -Regular crisis drills -Growth mindset -Weekly SEL lessons -Upgraded camera system 	<ul style="list-style-type: none"> -Support and training for teachers with potential high-risk discipline -Initiative for community/school cultural climate -High level of expectations for all students 	<ul style="list-style-type: none"> -Continue to monitor and improve in all areas of safety and security -T-TESS -High level of teacher training and support
Staff Quality/ Professional Development	<ul style="list-style-type: none"> -Increased contribution towards health insurance -100% completion of compliance training -18 hours of comp time completed -Completion of training for teachers for all new systems to be implemented during that year -PLC's 	<ul style="list-style-type: none"> -Additional ESL and Behavior Trainings for Teachers -Improve teacher retention rate 	<ul style="list-style-type: none"> -In order to maintain and recruit good teachers, we must continue to seek ways to keep salary schedules and benefits competitive with other schools in our area -Staff in contact with students that have a potential of high risk behavior problems need adequate training
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> -MAP, MClass, and benchmarks to analyze student achievement and drive instruction decisions -CKLA, Eureka, HMH, and Studies Weekly for Tier I classroom instruction -Reading and Math interventions -Scheduled Rtl meetings 	<ul style="list-style-type: none"> -Continued vertical alignment to prepare for future instruction -Focused use of Intervention Hour to fill in gaps in learning -All certified teachers to hold ESL certification 	<ul style="list-style-type: none"> -Admin pulls MAP, MClass, benchmark data consistently -Vertical alignment with Primary Campus -Continued support and training for curriculum programs -Determine intervention needs based on data -Continued tracking of Rtl data

Family and Community Involvement	<ul style="list-style-type: none"> -High percentage of attendance at Meet the Teacher Night -Communication through the use of Dojo, Facebook, and Messenger -Daily High School mentors -Canned Food Drive to give back to the community -Thanksgiving/Grandparent's Day/Veteran's Day events -Site Based Committee -Book Fairs -Monthly SEL Newsletter -Bearcat Creed -Updated Website -Yearly Parent/Teacher Conferences 	<ul style="list-style-type: none"> -After School Programs -Parent Education opportunities -Literacy and Math Nights 	<ul style="list-style-type: none"> -Parent night/training to cover computer use, communication, and academic involvement -PTO partnership -Coordinate with PTO for Family Events -Family Involvement Nights
School Context and Organization	<ul style="list-style-type: none"> -Behavior Procedures -Student-centered positive atmosphere 	<ul style="list-style-type: none"> -Vertical alignment across grade levels 	<ul style="list-style-type: none"> -Reading, math, and science curriculum training to continue vertical alignment improvement -Vertical alignment meetings across campuses and grade levels

			<ul style="list-style-type: none"> -Teacher involvement in SEL lessons
Technology	<ul style="list-style-type: none"> -1:1 Chromebooks grades 3-5 -Interactive Panel in every core classroom -Library Media Specialist on campus -Online assessments and numerous web tools provided -Updated infrastructure to support internet and technology needs -WIS Facebook, messenger, and Dojo use -Online instructional programs 	<ul style="list-style-type: none"> -Improved student typing and test-taking accommodations use during assessment -Not all students have a device and internet at home -Provide quality time for teachers/staff to practice and train with new tools available 	<ul style="list-style-type: none"> -Teachers and staff increased opportunities to learn and apply technology skills/tools that apply to their grade level and subject area. -Continued training for staff that is new or new to district -Targeted and focused student use of technology and online instructional programs -Use of keyboarding program and practice using digital skills in computer rotations

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program

- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years;
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; ● has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; ● is a student of limited English proficiency, as defined by Section 29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

2024-2025 Funding Sources

		Goal 1 Strategies	Goal 2 Strategies	Goal 3 Strategies	Goal 4 Strategies
Title I		1,2,5,7		6	
Dyslexia Reading Specialist	\$56,250				
Interventionist	\$63,190				
Indirect Costs (SS/TRS/Insurance/WC)	\$19,598				
Reflex/Progress Learning/IXL/MAP	See WISD DIP				
TOTAL Title I	\$139,038				

State Comp Ed		2,3,5,6,7		5,6	
Professional Salaries	\$629,451				
Paraprofessional Salaries	\$24,025				
Indirect Costs (SS/TRS/Insurance/WC)	\$114,142				
GT/SPED/Dyslexia Supplies	\$1,750				
TOTAL State Comp Ed	\$769,369				

These guidelines can be found on the District website located [HERE](#) or at the following address:

https://www.whitesboroisd.org/apps/pages/index.jsp?uREC_ID=455641&type=d&termREC_ID=&pREC_ID=859541

Goal 1: All students will strive to reach their full potential academically. All staff members will strive to reach their full potential instructionally. Objective(s):

- Students will be encouraged and challenged to meet their full educational potential
- Faculty members will work collaboratively to find and implement best practices.
- Provide programs to meet the needs of our ESL and ED population.
- Promote real life experiences.

Strategies and Action

Responsible Person(s)
Resources
Timelines
Evidence of

Implementation
Evidence of Impact Formative/ Summative

Steps					
1) Teachers will identify and monitor student performance	Principals Teachers Interventionists	MAP, MClass, Unit assessments, Report cards Title I	Nine Weeks Scheduled PLCs Scheduled Rtl meetings	Report cards Meeting agendas	Increase student performance and student growth Increased grade level collaboration
2) Meets ratings on STAAR will increase in Reading, Math, and Science to 50% for the 2024-2025 school year	Principals Teachers Interventionists Curr. Director	Scheduled Unit Assessments CKLA, Eureka, HMHCurriculum MAP/MClass Growth Data Title I/Comp Ed	End of Year	Unit Tests Lesson Plans	Meets level of 50%
3) Teachers will utilize verbs and vocabulary from TEKS	Principal Teachers Curr. Director	TEKS Resource System CKLA, Eureka, HMHCurriculum Comp Ed	Weekly	Lesson Plans	STAAR scores MAP Data Unit Tests

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
4) Support students for advanced academics and enhance all around school experience	Principal Sponsors Curr Director Asst. Principal Counselor Coaches	G.T. Program UIL Academics Student Council Counselor's Corner STEM Club	Fall UIL Season Spring GT testing Counselor's Corner	Agendas & UIL documentation	Number of students who participate in activities

			STEM Club		
5) Identify and support special populations students	Principal Counselor Teachers ESL Teacher ESL Coordinator	STAAR scores, MAP,RtI, MClass, IXL, TELPAS, Amplify, Language and Literacy Title I/Comp Ed	Weekly	Lesson Plans Usage Reports	MAP Growth Reports, MClass Progress Monitoring, report cards, STAAR
6) Use of TEKS aligned curriculum	Principals Teachers Curr. Director	TEKS Resource System, Eduphoria, CKLA, Eureka, HMH, Social Studies Weekly Comp Ed	Scheduled PLCs Grade level Teacher meetings	Lesson Plans, Meeting documentation	Increased student performance on local assessments and Unit Tests which are aligned to the scope and sequence
7) RtI plans for all students not mastering the grade level TEKS or with behavior needs	Principals Teachers Curr. Director	Interventions, MAP, MClass, Edgenuity, Amplify, Bridges Math, Orton Gillingham, Eduphoria, RtI forms, after school tutoring Title I/Comp Ed	BOY, MOY, EOY assessment s Formative Assessments Unit tests	RtI plans for students struggling to master the curriculum RtI plans for behavior Tutoring sign-in sheets	Student RtI progress

Goal 2: Facilities at Whitesboro ISD will be conducive for a positive learning environment with a special emphasis on ensuring campuses are safe and secure.

Objective(s):

- Promote a safe and secure school environment for all students, parents, and staff through management plans and practice drills.
- Provide programs and resources which ensure appropriate physical, behavioral, and emotional development.
- Promote strong parental involvement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
1) Parent and community input	Principal Parents Teachers	Site Based Committee Meetings Parent Teacher Organization (PTO) Parent/Teacher Conferences Thanksgiving Feast, Veteran's Day Breakfast, and Grandparent's Lunch	Yearly	Agendas, Minutes, Sign in Sheet Parent/Teacher Conference sign-in sheets Thanksgiving, Veteran's Day, and Grandparent's Day sign-in sheets	Increased parent and community decision making for campus
2) Perform drills to ensure appropriate procedures are in place as outlined in Safety Management Plan	Principals Campus Staff Counselor WISD Police	Texas School Safety Guidelines, Campus EOP, County Emergency Guidelines, WISD Policy and Procedures	Monthly	Documentation of drills and occurrences Staff Emergency Bags Stop the Bleed kits Red Folder/ Emergency Plan	Increase efficiency of executing drills & procedures

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
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3) Continue to improve school climate through student and staff recognition	Principal Counselor Teachers Staff Sunshine Committee	Staff Meetings, Student and Teacher of the Month, Bearcat Buddies, Spirit Days	Weekly Monthly	Activity Calendar, Sunshine Committee meetings, Faculty meeting notes, Teacher and Student of the month, small group counseling	Increased positive school climate and culture
4) Provide character education program that promotes safety awareness and Social Emotional Learning	Counselor Teachers	Counselor's Corner	Weekly	Master Calendar, Counselor Lesson Plans, Student recognitions, Counselor Kudos, morning announcements	Lessons taught throughout the year, Red Ribbon Week, daily announcements, increased safe and positive school climate, decreased student behavior reports
5) Provide swift investigation and appropriate consequences for high-level behaviors and threats	Principal Safety Committee Campus staff District Police Dept.	WISD Policy and Procedures, Texas School Safety Guidelines, Campus EOP	Daily	Ascender data	Fewer discipline referrals, fewer placements, increased positive school climate and culture
6) Drug and Bully Awareness and Intervention	Principal Counselor Teachers Staff	Theme day activities, Red Ribbon Week, Counselor's Corner, WHS role models, athletes, band members	August 2024-May 2025	Theme Days Character posters Red Ribbon Week McGruff/Drug Awareness Program Counselor's Corner	Increased student awareness

7) Continue background checks for all visitors and volunteers who will work with students	Principal Office Staff	Background check form RaptorWare and scanned identification	As needed	Background check forms Parent sign-in data	Increased number of positive feedback from parents/staff
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Goal 3: Technology equipment will be updated in order to enable implementation of 21st century learning-expansion of the learning environment to the virtual world, community and business partnerships with emphasis on critical thinking, problem solving, communication, innovation, and collaboration.

Objective(s):

- Evaluated all technology equipment to ensure students are capable of participating in 21st century learning
- Provide high-quality and ongoing professional development opportunities that foster technology integration, communication, critical thinking, collaboration, and creativity for teachers, principals and paraprofessionals.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
1) Staff will receive training to assist in implementation of technology into their lessons	Library Media Specialist, Curr. Director	Eduphoria, MClass/Map/Amplify training, Eureka/CKLA/HMH training	Yearly ongoing	Lesson plans, walk throughs, T-TESS	Increase of student and staff technology readiness and utilization
2) Staff will receive training on data disaggregation	Curr. Director Principals	MAP/MClass/Unit Assessment Professional Development, CRS training in meetings	Yearly ongoing	Sign-in sheets	Increase teacher preparedness based on student needs

3) Technology will be utilized for communication between school, parents, and community	Principal Office staff Teachers LMS	Class Dojo, WIS Facebook page, WISD and WIS website, School Messenger	ongoing	Agendas, training	Increased number of staff and parent communications using Dojo, School Messenger, Facebook, and website to send messages and other information
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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
4) Students will use technology programs to increase knowledge of TEKS	Principal Teachers Curr. Director	Amplify, Readworks, IXL, Reflex Math, MobyMax, Accelerated Reading, Kahoot, Blooket Comp Ed	ongoing	As scheduled	Targeted student use of the technology programs
5) Teachers will use technology programs and data to assess student learning and growth to drive instruction	Principals Teachers Curr. Director	MAP, MClass, Unit Assessments, technology program data, CRS (Centralized Reporting System) Title I/Comp Ed	ongoing	Data reports, lesson plans	Increased student growth

Goal 4: The district will provide relevant and useful staff development so that the teachers may

implement 21st century learning. Objective(s):

- **Identify and implement staff development in alignment with district goals and objectives.**
- **Implementation of quality professional development to ensure all staff have the knowledge and skills to educate each student.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
1) Ensure teachers, administrators, counselor, and paraprofessionals maintain required certifications and training	Principals Nurse Curr. Director SPED Coordinator	Region 10 and other ESCs, Eduphoria, Instructional Technologist	yearly	Documentation and certificates from training	Teachers use multiple teaching strategies
2) Educators will continue training for improvement in creative and innovative instructional methods	Principals Teachers Library Media Specialist	Region 10 and other ESCs, The Hub, District Technology, Instructional Technologist	yearly as needed	Documentation from training in Eduphoria, lesson plans, program usage reports	Teachers use multiple teaching strategies
3) New Teacher Inservice and Mentor Program for new teachers to WISD	Principals Teachers Curr. Director	New Teacher Inservice scheduled on the district calendar	monthly	T-TESS principal walkthroughs	Address new teacher needs and areas for improvement Knowledge of WISD protocols
4) House Bill 3 requires Reading Academy for K-3 teachers	Principal Curr. Director	Canvas	August 2024- May 2025		Increase in Growth in K-3 reading AP and STAAR assessments
5) Specific training for paraprofessionals for behavior and specific student needs	Principals Curr. Director SPED Coordinator	Region 10 and other ESCs, The Hub	yearly as needed	Documentation from training in Eduphoria	Paraprofessionals use multiple strategies when working with students