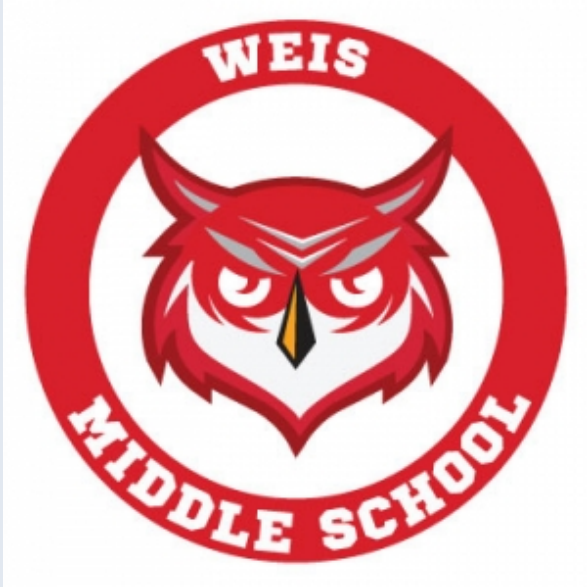


Galveston Independent School District



Weis Middle School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Mathematics, Postsecondary
Readiness

2026-2027 Campus Improvement Plan

Mission Statement

Caring Community Members [One Love + One Community]

*We're one community and there's a special bond we have on the island.
We're all different, but we work hard to understand, celebrate, and learn from each other.
It's cool to be kind, and here, there's nothing but love.*

Courageous Learners [Confident in our Abilities + Fearless in the Face of Failure]

*We're confident in our abilities. If we're not great at something—yet!—we keep working at it.
We're not afraid to take risks, and when we fail, we learn from it.
We keep trying, because we're not afraid of getting knocked down.
We always get back up. Stronger.*

Confident Leaders [We Own Our Actions + We Lead Our Academic Journeys]

*We're confident in who we are and we know we're in control of how we show up each day.
We manage our emotions and regulate our behaviors.
We are the leaders of our academic journeys—we own our learning and advocate for what we need to ensure we're on track for unlimited choices for the future.*

Vision

Where every student achieves excellence in every experience.

Value Statement

At Weis Middle School, we do things the **RITE** way:

Respect

We respect one another's right to safety and dignity at school. We will speak to each other with calmness, politeness, and civility.

Integrity

We exercise the moral courage to do the right thing at all times.

Trustworthiness

We are honest in our communication and in our conduct. We follow through on what we say we will do and when we say we will do it.

Effort

We recognize that learning is hard but we can reach our learning goals with the guidance of our teachers and the support of our friends.

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Comprehensive Needs Assessment

Demographics

Summary

Over the past several years, the inequitable access to rigorous instruction and disparities in student data across the middle schools has become a growing community concern. The community requested a different approach to ensure equitable access to rigorous instruction for all students in Galveston. In response, the district leadership brought in a neutral consultant to facilitate a task force and learn what the community wanted for middle school students. The outcome was clear. The community believed that a change in configuration was needed in order to ensure all students on the island would have access to an equitable, high-quality education.

Based on the community feedback, district leaders made the recommendation to the board that the middle schools in the district be reconfigured to serve fifth and sixth grade on one campus and seventh and eighth grade on another campus—uniting all students across the island for this reconfiguration. Because there was not currently a school facility large enough to house both the fifth and sixth graders on one campus, the decision was made to launch a fifth-grade campus at Weis Middle School, a sixth-grade campus at Austin Middle School and a seventh-and-eighth grade campus at Central Middle School. All students across the island begin their secondary journey together in the fifth grade at Weis Middle School as of August 2022.

In the 2022-2023 school year, Weis Middle School was opened as a fifth-grade only campus, serving a diverse population from three distinct school communities. We saw this as an opportunity to provide all students on the island with an extraordinary, equitable educational experience to begin their middle-school journey. The community we serve is diverse, with students who present us with many opportunities to innovate in order to serve their unique learning needs. Our assets are the students we serve and our passionate, student-centered educators. Our greatest challenge is to build one collaborative, inclusive team of students, families, and staff that have come together at Weis.

The 2026-2027 school year will be year five for the realignment and the third year that both 5th and 6th grade will be on one campus. Weis Middle School will serve more than 830 students in grades 5 and 6.

The student population is 27% African-American, 18% White, 2% Asian, 50% Hispanic, and 81% economically disadvantaged. The average daily 2025-26 attendance rate was 92%.

Weis Middle School serves approximately 234 Emergent Bilingual students, 63 Gifted and Talented students, 66 students that received dyslexia services, 66 students identified for 504 services, and 189 students served through special education services (21%) .

Student Achievement

Summary

Weis Middle School begins the school year with with an accountability rating of "C" for the 2025-2026 school year.

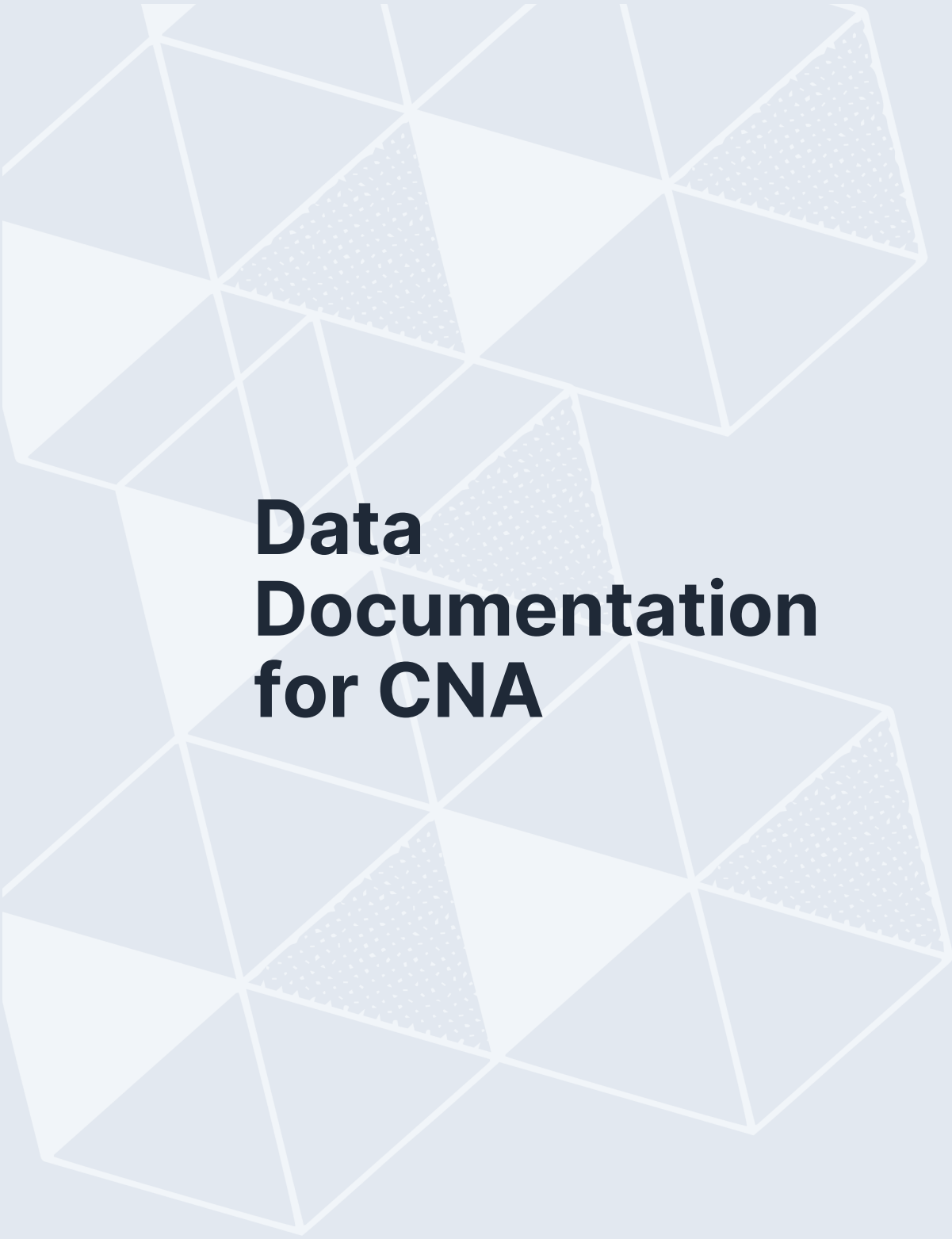
Strengths

Weis Middle School will be going through a major change in how education is perceived among the students and staff. The focus for this year will be centered around growing our students and having high expectations.

School Culture and Climate

Strengths

The focus for the school year will be on creating a positive culture where students and staff feel pride when they attend Weis Middle School.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data



Goals

Goal 1

Weis Middle School will achieve a "B" under the STAAR Accountability System. (Academic Rigor & Closing Gaps)

Performance Objective 1 High Priority HB3 Goal

ELAR/Literacy: Increase 6th-grade STAAR ELAR Meets from 43% to 50% and reduce 0-point ECR scores in 5th/6th grade by 50% by July 2027.

Evaluation Data Source: STAAR performance
MAP Growth
Unit Tests / CBAs

Strategy 1 Targeted Support Strategy

Implement daily High-Quality Instructional Materials (HMH Into Reading) paired with cross-curricular writing frameworks (Releasing Writers) to drive Tier 1 literacy and constructed responses.

Strategy's Expected Result/Impact: Increased writing proficiency and higher Meets/Masters performance on STAAR ELAR.

Staff Responsible for Monitoring: ELAR Instructional Coach, ELAR Teachers.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Conduct weekly data-driven PLCs to analyze common assessments, establish targeted small-group Tier 2/3 interventions, and conduct individual student growth goal-conferencing.

Strategy's Expected Result/Impact: Closing learning gaps and increasing student progress measures.

Staff Responsible for Monitoring: Principal, ELAR Instructional Coach, ELAR Teachers.

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority HB3 Goal

MATH: Increase 5th-grade STAAR Math Meets from 37% to 45% and annual growth from 58% to 67% by July 2027.

Evaluation Data Source: STAAR performance
Unit Tests / CBAs

Strategy 1 Targeted Support Strategy

Execute daily TEKS-aligned conceptual math instruction using HQIM (Bluebonnet/STEMscopes/McGraw Hill) integrated with adaptive blended learning modalities (IXL).

Strategy's Expected Result/Impact: Deepened problem-solving skills and higher STAAR Meets performance.

Staff Responsible for Monitoring: Math Instructional Coach, Math Teachers.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Conduct weekly data-driven PLCs to analyze common assessments, establish targeted small-group Tier 2/3 interventions, and conduct individual student growth goal-conferencing.

Strategy's Expected Result/Impact: Increased student growth and elimination of foundational skill deficits.

Staff Responsible for Monitoring: Principal, Math Instructional Coach, Math Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 High Priority HB3 Goal

SCIENCE: Increase 5th-grade STAAR Science Meets from 19% to 30% and 6th-grade Social Studies proficiency by July 2027.

Evaluation Data Source: STAAR performance
Unit Tests / CBAs / Benchmarks

Strategy 1 Targeted Support Strategy

Integrate hands-on inquiry learning, science lab exploration, and cross-curricular non-fiction literacy strategies using HQIM (HMH: IntoScience, EduSmart).

Strategy's Expected Result/Impact: Improved academic vocabulary and conceptual understanding in science

Staff Responsible for Monitoring: Science Instructional Coach, Science Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 2

Weis Middle School with achieve a "C" in Closing the Gaps under the STAAR Accountability System. (Emergent Bilinguals and Special Education)

Performance Objective 1 High Priority

EMERGENT BILINGUALS: Increase TELPAS progress measure to 30% and overall EB STAAR growth to 67% by July 2028.

Evaluation Data Source: TELPAS scores, STAAR performance, LPAC records.

Strategy 1 Targeted Support Strategy

Provide language-focused intervention with an emphasis on listening and speaking skills using sheltered instruction (ELPS/Ellevation) across all content areas.

Strategy's Expected Result/Impact: Elevated TELPAS composite scores and improved academic performance in core subjects.

Staff Responsible for Monitoring: EB Interventionist, Content Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Establish continuous LPAC monitoring routines and professional development in language acquisition strategies for all core teachers.

Strategy's Expected Result/Impact: Consistent delivery of language accommodations in general education classrooms.

Staff Responsible for Monitoring: Principal, EB Interventionist

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

SPECIAL EDUCATION: Increase Special Education STAAR growth measure to 60% by July 2028.

Evaluation Data Source: STAAR, IEP Goal Mastery Data, MAP Growth.

Strategy 1 Targeted Support Strategy

Deliver research-based specialized accelerated programs (Read180/Math180) during dedicated intervention blocks.

Strategy's Expected Result/Impact: Acceleration of foundational reading and math skills for SPED students.

Staff Responsible for Monitoring: SPED Lead, Instructional Coaches, Principal.

Title I: 2.5.2

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Strengthen co-teaching and inclusive instructional models through joint planning between general education and special education staff.

Strategy's Expected Result/Impact: Higher access to grade-level TEKS in the least restrictive environment.

Staff Responsible for Monitoring: Principal, SPED Lead, Core Teachers.

Title I: 2.5.2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Goal 3

Weis Middle School will recruit, develop, and retain exceptional personnel to assure a life of excellence for each student.
(HUMAN CAPITAL MANAGEMENT)

Performance Objective 1

STAFF RETENTION AND CAPACITY: 100% of core classes will be taught by certified, highly qualified personnel, and teacher retention will increase by May 2027.

Evaluation Data Source: Human Resources Reports, T-TESS Evaluations, PD Records.

Strategy 1

Provide job-embedded professional development, instructional coaching, and daily collaborative planning times aligned to TEKS and content-area needs.

Strategy's Expected Result/Impact: Increased teacher effectiveness and job satisfaction.

Staff Responsible for Monitoring: Principal, Instructional Coaches.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

Implement a systematic GT training program to ensure 100% compliance for teachers serving gifted students.

Strategy's Expected Result/Impact: Enhanced depth and complexity in instructional delivery for advanced learners.

Staff Responsible for Monitoring: District Advanced Academics Specialist, Principal.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 2

SCHOOL CULTURE & PBIS: Maintain a positive campus environment by reducing discipline referrals from 35% to 25% by May 2027.

Evaluation Data Source: Discipline Data, PBIS Self-Assessments, CKH Survey.

Strategy 1

Implement multi-tiered positive behavior systems (PBIS, Capturing Kids' Hearts, CHAMPS, House System) campus-wide.

Strategy's Expected Result/Impact: Reduced behavioral disruptions and improved student sense of belonging.

Staff Responsible for Monitoring: Assistant Principals, Counselors, PBIS Committee.

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Utilize explicit Social-Emotional Learning (SEL) instruction and multi-tiered behavioral interventions (RTI-Behavior).

Strategy's Expected Result/Impact: Improved student self-regulation skills and proactive conflict resolution.

Staff Responsible for Monitoring: Counselor, Assistant Principals.

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 4

Weis Middle School will develop a systemic approach to address the holistic needs of students and families. (WHOLE CHILD)

Performance Objective 1

ATTENDANCE AND WRAP-AROUND SERVICES: Increase student attendance from 92% to 94% and expand wrap-around service access.

Evaluation Data Source: Attendance Records, Communities in Schools (CIS) Logs, Teen Health Data.

Strategy 1

Coordinate multi-tiered attendance interventions, student incentive programs, and partnership initiatives with Communities in Schools (CIS).

Strategy's Expected Result/Impact: Reduction in chronic absenteeism.

Staff Responsible for Monitoring: Assistant Principals, CIS Representative.

Title I: 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Provide comprehensive wrap-around services for vulnerable populations, including students in foster care and those experiencing homelessness.

Strategy's Expected Result/Impact: Mitigation of non-academic barriers to student achievement.

Staff Responsible for Monitoring: Campus Social Worker, Counselors, Homeless Liaison.

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2

PARENT AND COMMUNITY ENGAGEMENT: Achieve 90% parent participation in school events and build 5 strategic community partnerships by May 2027.

Evaluation Data Source: Event Sign-in Sheets, Communication Logs

Strategy 1

Implement a multi-channel family engagement strategy (ParentSquare, Title I events, PTO, Site-Based Committee) to foster partnership.

Strategy's Expected Result/Impact: Increased parent involvement and trust.

Staff Responsible for Monitoring: Principal, Family Engagement Liaison.

Title I: 2.5.2, 2.5.3

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Strategy 2

Partner with local organizations (e.g., Bryan Museum, Moody Gardens, UTMB) to provide real-world learning and community service opportunities.

Strategy's Expected Result/Impact: Enhanced experiential learning and community integration.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I: 2.5.2

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Performance Objective 3

ENRICHMENT, FINE ARTS, & PHYSICAL HEALTH: 100% of students will participate in fine arts showcases,

physical fitness assessments, and/or STEM/GT enrichment opportunities.

Evaluation Data Source: Fine Arts Event Logs, FitnessGram Data, GT Showcase Projects.

Strategy 1

Expand fine arts, elective, and STEM programs (PLTW, VEX Robotics, Art, Music) through performance opportunities and hands-on materials.

Strategy's Expected Result/Impact: Well-rounded student development and increased school connection.

Staff Responsible for Monitoring: Principal, Elective Teachers.

Title I: 2.5.2

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Strategy 2

Facilitate daily physical activity and FitnessGram administration to foster lifelong health and wellness.

Strategy's Expected Result/Impact: Improved physical fitness levels and healthy habits.

Staff Responsible for Monitoring: PE Department, Principal

Title I: 2.5.2

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Goal 5

Weis Middle School will optimize resource for students and maximize current facilities to support and enhance student excellence and campus performance. (FUNDING, FINANCE, & FACILITIES)

Performance Objective 1 High Priority

CAMPUS SAFETY AND FACILITIES: Maintain a safe learning environment and systematically upgrade campus physical spaces by May 2027.

Evaluation Data Source: Safety Audit Reports, Furniture Replacement Logs, Science Audit Logs.

Strategy 1

Enhance physical security systems through integrated technology systems (EPIC Audio Enhancement, panic systems) and updated emergency protocols.

Strategy's Expected Result/Impact: Faster emergency response times and increased campus safety.

Staff Responsible for Monitoring: Principal, Campus SRO.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

Modernize science lab equipment, classroom furniture, and library spaces to establish flexible, collaborative learning spaces.

Strategy's Expected Result/Impact: Improved instructional space functionality and lab safety.

Staff Responsible for Monitoring: Principal, Science Instructional Coach

Title I: 2.5.2

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Performance Objective 2

TECHNOLOGY INFRASTRUCTURE AND RESOURCE ALLOCATION: Ensure 100% of students utilize digital learning platforms to support instruction and optimize fiscal resources.

Evaluation Data Source: Canvas Analytics, Technology Inventories, Budget Reports.

Strategy 1

Maintain 1:1 digital instructional integration through Canvas LMS, adaptive learning software, and regular technology hardware refreshes.

Strategy's Expected Result/Impact: Seamless blended learning and equity in digital tools.

Staff Responsible for Monitoring: Principal, MIS Department

Title I: 2.5.2

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Align state, local, and federal Title I funding streams to directly support targeted student interventions and instructional resources.

Strategy's Expected Result/Impact: Maximum fiscal efficiency directly tied to academic outcome goals.

Staff Responsible for Monitoring: Principal, District Finance.

Title I: 2.5.2

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Strategy 3

Conduct continuous evaluation of instructional tools, vendor platforms, and operational resources to prioritize high-yield academic programs.

Strategy's Expected Result/Impact: Data-backed resource allocation prioritizing student achievement.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Title I Summary

Title I