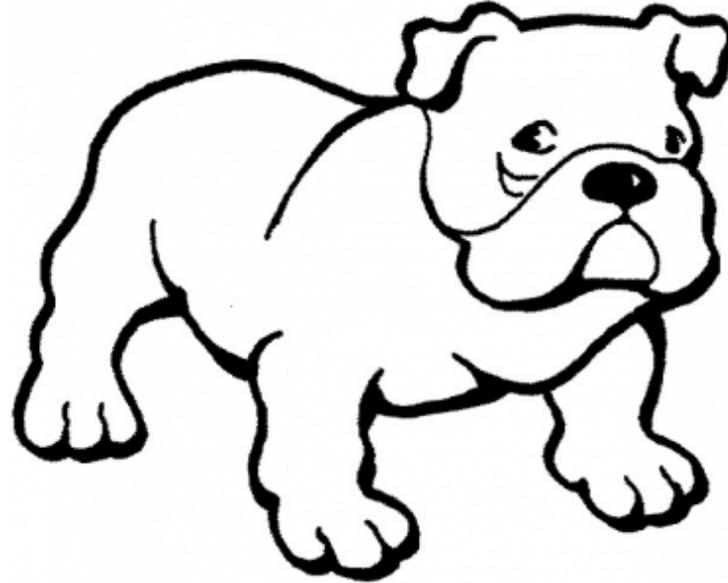


Waller Independent School District
Waller High School
2020-2021 Campus Improvement Plan



Mission Statement

We at Waller High School believe that all students can become productive members of the world. Our goal is to provide all students with opportunities to develop the skills necessary to graduate and begin careers or enroll into college to pursue degrees.

Vision

Waller High School (WHS) believes that ALL students will be successful learners and graduate with skills that will allow them to compete in the 21st century workplace. It is therefore the intent of WHS to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of the world.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2020

Demographics

Demographics Summary

School Profile

Due to the Covid Pandemic, Texas Public Schools did not receive accountability ratings for 2019-2020. Therefore, this CNA will share the prior year's data for the Demographics Summary. Waller High School has a current enrollment of 2126. Student count for school year 2018-2019 was 2031 students, 53% are Hispanic, 33% are White, 10% are African American, and 4% are in other races. Special education student percentage is 3%, Gifted and Talented 6%, and ELL 15%. The student population consists of 59% economically disadvantaged students and 47% identified as at-risk. Approximately 80% of Waller High School students are enrolled in one or more Career and Technology Education classes.

Waller High School had an attendance rate of 94% for the 2017-18 school year. The graduation rate was 96.7%.

Special Programs

Our School wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, Saturday credit recovery, assessment tutorials, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers/tutors, the DAEP center, instructional aides to assist at-risk students, the credit recovery program (Hope Academy), pregnancy related services, home-bound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff inside the district, as well as, consultants hired outside the district to provide professional development.

Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, district professional development and parent involvement activities.

Counselors offer college and career information and assistance afterschool twice weekly. The opportunities are also available to community member and parents.

Our Carl Perkins program consists of supplies, materials, equipment and professional development for the following programs of study: Agriculture Food and Natural Resources; Architecture and Construction; Arts, AV, Technology, and Communication; Business, Finance and Marketing; Education and

Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; and Manufacturing.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

- Increase in number of student taking AP and/or dual credit courses
- Increase in number of students who scored above criterion on AP exams
- Increase in average ACT score
- Increase in the SAT average score
- Increase in students taking the PSAT

Student Achievement

Student Achievement Summary

Waller High School Accountability Performance

Waller High School received an accountability rating of Met Standard and one distinction designations, for Top 25%: Comparative Closing the Gaps. Waller High School met standard on all three of the accountability measures: Student Achievement, Student Progress, Closing Performance Gaps. Waller High School received an overall summary for the 2019 Accountability Rating of an 86.

Performance Indicators

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The disaggregated performance measures and safeguard targets are calculated for the performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial / Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Language Learners (ELL). The indicators for the 2018-19 testing indicated the following were sub populations did not met the criteria in the area listed: (Reading/Math for White and Special Ed for Reading).

Overview

Waller High School STAAR data shows passing percentages above the state in in English I, English II, Algebra I and Biology. The US History lagged behind the state within 1-4 percentage points in the Meets and Masters Grade Level. Special Education, African American and ELL populations continue to perform below the other subgroups for each tested subject. Based on these findings Waller HS continues to provide a new arrival center, intervention programs and academic tutoring which focuses on the identified students.

Student Achievement Strengths

- Sheltered Instruction Training – Designated ELL Teachers
- Interventions:
 - Sheltered English 3 and 4 classes
 - New Arrival Center Newcomers' Course
 - Academic Advisory
 - Academic Tutors
 - Edgenuity - Online Course
 - After School Tutoring
 - Saturday School - Tutoring
- Campus Accountability Rating: Met Standard
- Teachers meet in subject/department PLC's

- Teacher local assessment data entered in AWARE
- Increase in Benchmark scores in the areas of English and Social Studies

School Culture and Climate

School Culture and Climate Summary

Students and staff were surveyed to identify the strengths and weaknesses of the campus culture and climate. Overall, students and staff feel safe at school. Some students indicated that class size was a concern, but felt that staff managed the classroom. Some teachers report feeling overwhelmed with so many District initiatives, but speak positively about the support they receive from administrators and instructional coaches.

School Culture and Climate Strengths

- PBIS put in place for student protocols and to make school a safe and orderly place for learning
- Bulldog Bliss Builders was created to promote staff morale and planned monthly team building events/gatherings
- Spirit and College Days for staff promote Bulldog Pride
- Temperature checks for staff to be able to communicate wants and needs to administration

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to the Covid Pandemic, we will still list previous DNA statistics for this section. Based on the 2018-19 TAPR report, Waller High School had a total 169 professional staff of which 126 are teachers, 13 are Professional Support, 9 administrators, and 21 Educational Aides. Total minority staff numbers 42. The percentage breakdown of staff is 9% African American, 12% Hispanic, 77% White, 1% are American Indian, 45% are males and 55% are females. The average years of experience of teachers is 12 years, 26% had one to five years experience, 15% had six to ten years experience, 30% had eleven to twenty years experience and 20% had more than twenty years experience. Average actual salary of Teachers is \$62,038.

Staff Quality, Recruitment, and Retention Strengths

- Enlist Curriculum coordinators with vertical alignment
- Hire academic tutors with potential to hire as full time staff
- Identify trained staff to provide staff development
- Utilize teacher/student positive notes
- Hire teachers/staff who meet certification requirements
- Incorporate hiring panels with department team members
- Established Professional Learning Communities
- Core coordinators invited to interview panel

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waller High School continues to focus on instructional engagement and improvement in student achievement. Continuous staff development is provided to improve teaching practices. In line with District goals and objectives, all core teachers received training in ESL strategies. Staff also received training in the DBQ process for social studies. In 2020-21, emphasis will continue on Tier I instruction, especially for English I and English II. Teachers will receive intensive professional development throughout the year on high yield instructional strategies for both reading literacy, comprehension and writing. The Professional Learning Community structure continues to support Curriculum, Instruction and Assessment conversations in and across subject levels. The realignment of school administrators will support curriculum and instruction, as there will be more support and increased accountability for the PLC process. English I teachers will have a designated PLC period. The use of Google Classroom will be utilized to coordinate online learners and on campus learners with mirrored expectations and lessons.

Curriculum, Instruction, and Assessment Strengths

- Teacher collaboration in instructional planning
- Professional Learning Community Structure
- Increase in district-provided technology to help teachers with instruction
- Google Classroom model for Face to Face and Online Learners
- Staff curriculum days assigned by the district level during the school year
- Interventions during the school day
- Increase in vertical meetings both on and off campus
- Instructional Facilitator for English I and English II/History
- Instructional Facilitator for Math and Science

Parent and Community Engagement

Parent and Community Engagement Summary

Waller High School believes that a strong relationship with families and community is important. Parent meetings for each grade level are held during the school year. Additionally, all freshmen parents were provided an opportunity to conference with a counselor regarding HB5 changes and pathway choices prior to the end of school. The district offers Skyward Parent Portal which allows parents on-line access to check their child's grades, attendance and discipline and it is widely used with Waller parents. New TEA portal for parents to review assessment data will be linked to district website. School Messenger (in English and Spanish), Counselor's Corner Newsletter, Twitter, Remind, Face-book and the Waller ISD website are used monthly for communication updates for parents and students. A High School Elective Expo is held for all students. FISH Camp is held prior to the beginning of the upcoming school year for freshmen to tour campus. Waller students continue to provide community service through organizations such as National Honor Society, Spanish Club, and Student Council. Parents participated in our Comprehensive Needs Assessment and provided valuable insight. They will continue to be part of the development and implementation of our campus plan.

Parent and Community Engagement Strengths

- Skyward Parent Portal Access
- Volunteers In Public Schools (as appropriate for the Covid pandemic)
- Community Service provided by students
- Parent partners on Campus Improvement Plan Committee
- Annual High School Elective Expo for incoming Freshmen
- Senior Camp Day in summer to prepare seniors for final high school year and career/college prep
- HB5 Pathway conferences with counselors and all students and parents
- FISH Camp for all incoming freshmen
- Active Facebook, Twitter, Remind, school website and frequent use of School Messenger for communication purposes
- Meet the teacher night
- Career Day and College Night are supported and attended by the community
- Increased utilization of Google/Remind accounts to inform parents of academic assignments, due dates and events
- Core Teachers are using Google Classroom
- Counselor's Coffee Chat monthly for parents

School Context and Organization

School Context and Organization Summary

Waller High School staff recognizes the need to move the campus forward. The PLC process has helped to provide a structure for focusing on the important work of collaboration; PLC meetings are top priority. Instructional initiatives have contributed to the previous year's performance improvements. Campus focus continues to place importance on supporting staff with resources to impact student learning. Defining the structure and needs of our school through the campus planning process in terms of a clear focus, clear priorities and a safe and productive campus will help our school move from an environment of "discussed" values to "accomplished" values.

School Context and Organization Strengths

- Variety of elective courses direct pathways to endorsements
- Campus Planning Process that involves staff and community
- PLC structure that allows for examination of curriculum, instruction and assessment data
- Ongoing professional development to support initiatives to improve instruction
- Bell Schedule that supports collaborative time for teachers to meet in PLC's and as a Department
- Advisory allows for interventions, tutorials and master schedule flexibility
- Teachers continue to refine their common assessments both on campus and vertically across campuses
- District-supported curriculum planning days

Technology

Technology Summary

Waller High School is committed to making the effective use of technology high priority in the areas of instruction, communication and administration. Chrome carts have become essential technology components, since designated computer labs have become classrooms due to the enrollment growth. The four core departments plus the Languages other English have five mobile laptop computer systems. The CTE Teachers all have mobile carts due their curriculum requires technology use daily. Teachers are eager to learn new technology, as well as, they often bring suggestions to the administration. Campus librarian and technologists are very instrumental in seeking new, innovative software products for teacher resources and to enhance student projects. Technology assistance is only keystrokes away with the help desk request system.

Technology Strengths

Waller High School has moved to 1:1 for devices. All students will be issued a Chromebook.

- New printers
- New mounted in-focus machines in all classrooms
- Increased bandwidth
- Security cameras installed and operational for entire campus
- District sponsored Core class sets of Chrome books
- CTE computerized wood and metal cutting equipment
- Smart boards provided to all core teachers and several Career Technology Educators

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Waller High School will continue to develop a strong academic culture in which all students are successful on a broad range of performance measures to include state assessments, campus designed assessments and college readiness exams. Waller HS will receive two distinction designations and exceed the state's assessment performance by 2% points on each tested subject.

Evaluation Data Sources: STAAR test data, AWARE data, and college ready exam score reports.

<p>Strategy 1: Study student performance data (2018-19) identifying key areas for strengths, needs, and trends impacting student success: targeting sub-populations African American, Hispanic, Eco Disadvantage, LEP and Special Education.</p> <p>Strategy's Expected Result/Impact: Student performance increase by 6% each targeted sub-populations.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration, Curriculum Facilitator, Academic Coordinators, Dept. Chairs, Team Leaders, Teachers and students</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
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<p>Strategy 2: Study staff instructional performance data for strengths, needs, and trends impacting student success</p> <p>Strategy's Expected Result/Impact: Walk Through reports, T-TESS Evaluation Observations, grade analysis report and AWARE data with indicators marked for implementation of targeted classroom strategies.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Facilitator, Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 3: Using TITLE III Funds to support EL students with New Arrival Center (NAC) concepts with resources such as Headsets that would accelerate English Language Acquisition (WELLS/WOW and AC Language). ESL Dictionaries for Sheltered Instruction ELA classrooms from BARNES & NOBLE for EL's to supplement learning strategies. Use of visual posters and word walls to assist in questioning strategies created by KWIK KOPY . Use of Sirius US History EOC STAAR Preparation and Practice books. Title III will fund for our teachers of EL students and NAC Students with Seidlitz Education PD & materials-7 Steps books (\$1907.65) for Tier I research based strategies, and continued training (3567.34) of Part II & III 7 Steps, and refresher course for Secondary new and current teachers, coordinators, AP's, and Principals . Title III will purchase from Barnes / Noble Bookseller Velazquez Dictionaries (142.20) and Oxford Dictionaries (2988.57) for NAC students and parents. Welcoming Newcomer kits from (1320.59) from Saddleback Education. Title III will fund PD & books(814.50) Seidlitz Workshop for NAC Teachers-Pathway to Greatness. John Seidlitz Group-Boosting Achievement Books for teacher's & Para's training also paid w/ Title III funds (150.92). dual credit books will be funded by Title III and purchased at Barnes & Noble (\$603.77)////////2020-2021 Title III Funds will continue to funds LEP Student's college course books (DC) from vendor Amazon \$206.81</p> <p>Strategy's Expected Result/Impact: Student Transcript indicating course credit earned and STAAR data showing passing standard.</p> <p>Staff Responsible for Monitoring: NAC teachers, Bilingual/ESL Director/Coordinator, STAAR Tutor, Instructional Facilitator</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Title III (263) - \$7,438.77</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Campus Staff conduct before and after school conferences with parents to collaboratively work toward student achievement.</p> <p>Strategy's Expected Result/Impact: Utilize the following to determine the frequency of parent visits; review for trends: Calendar notices, parent conference form and graduation plan documents.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Teachers, Parent Liaison, Attendance and Receptionist</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Students will be encouraged to register for more challenging courses and encouraged to take dual credit courses. Continue to identify GT students.</p> <p>Strategy's Expected Result/Impact: Compare student rosters and test data to determine if there is a 10% increase in participation and performance.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, Teachers, Parents</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: Waller High School will increase ACT/SAT participation rates from 81% to meet the state participation rate of 85%.

Evaluation Data Sources: 2018-2019 ACT/SAT participation rates will meet or exceed the state ACT/SAT participation rates.

Strategy 1: Work with teachers on better aligning curriculum and instruction to address student weaknesses on the ACT/SAT. Strategy's Expected Result/Impact: Increase in student scores on campus assessments aligned to the ACT/SAT. Staff Responsible for Monitoring: Campus Instructional Facilitators, Campus Administration, Content Coordinators	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Implement ACT/SAT prep sessions, study sessions, review materials, as well as practice tests for students. Strategy's Expected Result/Impact: Increase in student scores on campus assessments aligned to the ACT/SAT. Staff Responsible for Monitoring: Campus Instructional Facilitators, Campus Administrators, Content Coordinators	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Establish vertical alignment for advanced courses in core subjects. Strategy's Expected Result/Impact: Improved performance on campus based assessments, level 3 on STAAR and increased scores on national tests. Review of data from CBAs, STAAR results and national score reports. Staff Responsible for Monitoring: Academic Achievement Coordinator and Department Chair	Formative Reviews		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: Waller High School will increase participation for the PSAT and NMSQT from 70% to 80%.

Evaluation Data Sources: 2018-2019 PSAT/NMSQT rates will increase by 3%.

Strategy 1: Implement PSAT/NMSQT prep sessions, study sessions, review material, as well as practice test for students. Strategy's Expected Result/Impact: Increase in number of students participating on assessments. Staff Responsible for Monitoring: Counselors	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 4: Students who do not master EOC/ELAR STAAR will be provided with intervention instruction during the summer prior to summer EOC/ELAR STAAR administration.

Targeted or ESF High Priority

Evaluation Data Sources: Spring 2019 STAAR EOC scores

<p>Strategy 1: Build a foundation of reading and math</p> <p>Students and teachers will receive supplies to create manipulatives to learn, reinforce and enrich reading and writing strategies that students can utilize on the STAAR test and in classroom activities and assessments.</p> <p>Strategy's Expected Result/Impact: Improvement in STAAR EOC scores.</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators, Principal, Instructional Facilitator</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 5: Students who do not master EOC/Biology STAAR will be provided with intervention instruction during the summer prior to summer EOC/Biology STAAR administration.

Evaluation Data Sources: 2020 Spring STAAR EOC scores

<p>Strategy 1: Build a foundation in science</p> <p>Students and teachers will receive supplies and manipulates to reinforce and enrich the comprehension, and strategies that students can utilize on the STAAR test and in classroom activities and assessments.</p> <p>Purchases to support instruction: Amazon \$17.70 Office Depot \$65.04 3-D Modular Designs \$62.00 Flinn Scientific \$245.45 Carolina Science \$312.00</p> <p>Strategy's Expected Result/Impact: Increase passing rate on STAAR EOC. Staff Responsible for Monitoring: Curriculum Coordinators, Principal, Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

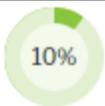
Goal 2: Waller ISD and Waller HS will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: Waller High School will provide a challenging curriculum that ensures all students master state and federal academic and assessment standards. Waller HS will increase 3% on Level III performance on state assessment tests.

Evaluation Data Sources: STAAR test data and EOY assessment data

<p>Strategy 1: Ensure instruction and aligned assessments are at the appropriate level of rigor and complexity as indicated by TEKS for subject and grade.</p> <p>Strategy's Expected Result/Impact: Review of the following: Lesson Plans, Classroom observations (formal & informal), Assessment Documentation, Student products, Benchmark Testing /(CBA)</p> <p>Staff Responsible for Monitoring: Content Coordinators, Campus Administrators, Department Chairs, Instructional Facilitators, and Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Provide intensive instructional support to identify at risk populations and subgroups of economically disadvantaged, LEP, African American, Hispanic and special education students.</p> <p>Strategy's Expected Result/Impact: Increase of 3% on EOC performance in students in the sub-populations and those identified as at risk.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administrators, Department Chairs, Instructional Facilitators, Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Bil/ESL Director/EL Coordinator will provide trainings and/or utilizing information acquired by attending campus PD's - John Seidlitz Education -funded by Title III, and also paid by TITLE III-Purpose Driven Professional Learning Educational Consulting with Tracy Dennis, M.Ed. Dr. Dennis will conduct training using technology which increases learning time with full engagement implementing brain-based strategies for EL's</p> <p>Strategy's Expected Result/Impact: Certificates of participation, training sign-in sheets and implemented strategies observed in classroom.</p> <p>Staff Responsible for Monitoring: Bil/ESL Director/EL Coordinator</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Provide professional development to ensure ESL strategies at the secondary level with AC Language. Also, provide staff with appropriate knowledge to meet the needs of recent immigrants.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, monitoring of strategies within classrooms</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director, ELL Coordinator, teachers, counselors, registers</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 5: Provide professional development to ensure reading and writing best practices are used effectively in the ELAR classroom. The ELAR Coordinator will provide opportunities for teachers to attend trainings at HCDE, Region 4, along with other consultants such as Alana Morris, Linsey McCoun, and Amy Rasmussen which will support reading and writing workshop; materials provided to teachers are a composition notebook and RENEW! by Shawna Coppola to use during PD and during the school year.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, frequent monitoring of strategies used in the classroom</p> <p>Staff Responsible for Monitoring: ELAR Coordinator, Instructional Facilitator, and Campus Administrators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Provide professional development to science teachers to enhance their content area/instructional strategies/data analysis/targeted sub population. The Science Coordinator will provide opportunities for teachers to attend training's at HCDE, Region IV Service Center Training, Rice University Science Training and the CAST conference.</p> <p>A) Science Training-Exchange Day</p> <p>a. June 6, 2019 Break-Out! Creating Escape Games for the Science Classroom". Training for grades 3-12 teachers. Presenter, Laurel Frank from Region 4, District PD Campus cost: \$130 Session ID#: 1459663</p> <p>b. Teachers in attendance will receive "Escape Room Games in the Classroom Kit - by SMARTpath EDUCATION". Amazon is the vendor for the purchased kits. District PD, Campus cost is \$445.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, frequent monitoring of strategies used in the classroom.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators Other: Laurel Frank, Lisa Felske</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 7: Provide professional development to social studies teachers relating to content area, instructional strategies, data analysis, and targeted sub population.</p> <p>*Lead4Ward *HCDE Training *AC Language *The DBQ Project *Region IV Service Center Training *Rice University *Social Studies Success *S3 Strategies</p> <p>Strategy's Expected Result/Impact: Sign in sheets, frequent monitoring of strategies used in the classroom</p> <p>Staff Responsible for Monitoring: Social Studies Coordinator, ELL Coordinator, Instructional Facilitators, Campus Administrators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 8: Saturday school and after school Blitz days planned to review students on critical student expectation that will be assessed on both the December retest and spring test for English I, English II and Algebra. Both activities will support and enhance Tier I instruction.</p> <p>Strategy's Expected Result/Impact: The percentage of Waller High School students the "approaches grade level" standard on STAAR ELA will increase from 67%</p> <p>Staff Responsible for Monitoring: English and Math District Coordinators, Campus Administrators, Instructional Facilitators</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 9: Provide professional development to Algebra 1 , Geometry, Pre-AP Geometry, Algebra II, Pre-AP Algebra II, Pre-Calculus and Pre-AP Pre-Calculus teachers relating to content area, instructional strategies, deep understanding of TEKS and vertical alignment through embedded professional development throughout the school year as well as a summer math institute with Mathlink Consulting (\$5400). The summer math institute training will utilize Kendall Hunt Publishing Discovering Geometry, Algebra II, and Pre-Calculus. These instructional materials will be integrated into the high school math curriculum.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, frequent monitoring of strategies used in the classroom</p> <p>Staff Responsible for Monitoring: Math District Coordinator, Campus Administrators, Instructional Facilitators Mathlink Consulting</p> <p>Funding Sources: - Title One (211) - \$5,400</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 10: Provide professional development to Math and Science teachers utilizing the Texas Instruments Nspire CX, TI-Navigator System, and Vernier Probes to facilitate student learning through the use of technology. This will enhance Tier 1 instruction through engaging and motivating students and providing immediate student feedback.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, frequent monitoring of strategies used in the classroom.</p> <p>Staff Responsible for Monitoring: Math and Science District Coordinator, Instructional Facilitator, Campus Administrators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 11: Provide professional development through Professional Learning Communities -(PLC) conference attendance to English/Math teachers and campus curriculum support staff to enhance their content area/instructional strategies/data analysis/targeted sub population.</p> <p>Strategy's Expected Result/Impact: Improvement in EOC scores due to implemented strategies in teaming, lesson planning, and data analysis.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administrators, Instructional Facilitators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 12: Provide professional development to ensure that the teaching of mathematics best practices are effectively in the math classroom. The math teachers will be provided opportunities to attend trainings at HCDE, Region 4, along with other consultants such as Garland Linkenhoger, Patti Nicodemo and Nicole Shanahan which will provide support the teaching of mathematics best practices. These training will include but not limited to the WISD Mathematics Framework and the focus of Number Talks and Closure for each lesson.</p> <p>Strategy's Expected Result/Impact: The Waller ISD Mathematics Framework will be implemented in every classroom to include a number talk, closure and including strategies that are part of the training.</p> <p>Staff Responsible for Monitoring: Math Coordinator, Instructional Facilitator for Math, Campus Administrator for Math</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: 100% of staff will complete all required compliance trainings.

Evaluation Data Sources: Staff certificates of completion/Sign in Sheets

<p>Strategy 1: District will utilize Region 10 on-line compliance training's and resources for</p> <ul style="list-style-type: none"> a.)Anaphylaxis and Auto-Injectors b.)Bloodborne Pathogens c.)Bullying Prevention for Administrators, Teachers, & Staff d.)Child Abuse, Sexual Abuse, and Other Maltreatment of Children e.)Concussions-Everything You Need to Know f.)Copyright Law g.)Diabetes Overview h.)FERPA i.)Illegal Steroid Use j.)Just In Case-Emergency Bus Evacuation k.)Section 504 l.)Sexual Harassment m.)Suicide Prevention n.)Teen Dating Violence Prevention o.)Texas Educators' Code of Ethics p.)Use of Restraints q.)Use of Time-outs <p>Strategy's Expected Result/Impact: Certificates of completion Staff Responsible for Monitoring: Campus Administrators</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Mental Health training-Mental Health First Aid to all new employees (\$187.50)</p> <p>Strategy's Expected Result/Impact: Certificates of completion and sign in sheets. Staff Responsible for Monitoring: Campus Administrators and Lead Counselor Funding Sources: - Title IV (289) - \$187.50</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: WISD will provide staff with Boundary Training each year.</p> <p>Strategy's Expected Result/Impact: Certificates of completion and sign in sheets Staff Responsible for Monitoring: Campus Administrators</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 2: 100% of Waller HS will provide for the emotional and physical safety of our students.

Evaluation Data Sources: Certificates of completion, campus written plan, comparison of discipline from year-to-year

Strategy 1: Maintain a social and emotional program for students and teachers through Character Strong Curriculum. (Title IV \$1333.33) Strategy's Expected Result/Impact: Weekly Lessons Staff Responsible for Monitoring: Campus Administrators and Designated Staff Funding Sources: - Title IV (289) - \$1,333.33	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: All campuses will maintain a school-wide positive behavioral support system. Strategy's Expected Result/Impact: Written plan and matrix Staff Responsible for Monitoring: Campus Administrators and designated committee members.	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Provide campus-wide bully prevention and campus wide aggression and harassment prevention and awareness activities. Strategy's Expected Result/Impact: Staff development agendas, sign-in sheets, Skyward Discipline reports, Region 10 Certificate of completion. Staff Responsible for Monitoring: Campus administrators, Counselors	Formative Reviews		
	Nov	Jan	Mar
Strategy 4: Monitor and provide support to homeless students identified in the district. To make sure homeless students are prepared for class instruction, Title I funds will be used to purchase each homeless student a backpack and school supplies (Amazon 700.49). Strategy's Expected Result/Impact: Homeless students are monitored throughout the year with a tracking sheet. Signature Receipt Document Staff Responsible for Monitoring: Campus Administrators and Counselors Funding Sources: Purchase backpacks and school supplies for homeless students. - Title One (211) - \$700.49	Formative Reviews		
	Nov	Jan	Mar
Strategy 5: Provide staff development for what constitutes emotional safety for disparate population groups within the campus general population (suicide prevention, conflict resolution, violence prevention and intervention, sexual abuse, sex trafficking maltreatment of children.) Staff Responsible for Monitoring: Campus Administrators and Counselors	Formative Reviews		
	Nov	Jan	Mar
Strategy 6: Transitional activities planned by counselors between campuses for students moving from one campus to another. *Fish Camp at WHS *Meet the Teacher Night at each campus *8th Grade parent orientation meetings with HS principals and counselors. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, Counselors and designated staff	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: Waller HS will achieve 100% compliance with emergency drills and security audits as well as implement other incident prevention and response measures to increase student and staff safety.

Evaluation Data Sources: Emergency drill logs and security audit report

<p>Strategy 1: Campus drills are completed monthly and security audits are completed as required by state guidelines.</p> <p>The purchase of hand held radios from Motorola for the Office staff, to have immediate communication during an emergency.</p> <p>Strategy's Expected Result/Impact: Logs and audit report</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: - School Safety and Security Grant (429) - \$10,420</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: Waller High School will increase staff capacity through certification attainment by 98% of staff receiving training in areas of identified needs.

Evaluation Data Sources: Certificates of completion with a compiled list of courses created to compare to future professional development needs.

<p>Strategy 1: Empower staff confidence by providing campus based resources, off site professional development and contracted services to effectively impact staff use of technology, curriculum resources and classroom instruction.</p> <p>Strategy's Expected Result/Impact: Certificates of completion, lesson plans, professional development materials</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Technologist, District Coordinators, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Certify that teachers who serve gifted and talented students receive initial required thirty hours and six hour update by deadlines. Develop a plan to increase the number of teachers to receive these qualifications.</p> <p>Strategy's Expected Result/Impact: Training records, certificates of completion</p> <p>Staff Responsible for Monitoring: Gifted and Talented Coordinator, Campus Administrators, Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Provide teachers with the ability to become ESL certified to support LEP students and the LEP population.</p> <p>Strategy's Expected Result/Impact: Certificates of completion</p> <p>Staff Responsible for Monitoring: Bilingual Directors, ELL Coordinators, Curriculum Directors, LPAC Coordinator and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 2: Retain highly qualified, motivated, high energy, committed teachers a turnover rate of less than 5%.

Evaluation Data Sources: Review of staff state certifications, certificates of professional development, district required ESL and Gifted and Talented certification and campus survey.

<p>Strategy 1: 1. Content Coordinators provide embedded professional development throughout the year by utilizing information acquired by attending conferences such as TASM, CREST, CAST, CAMT, TSELA, TCTELA, ESC training, HCDE trainings, History Alive, Lead4ward, Region 4, Region 6, John Seidlitz and Stetson & Associates, TABE</p> <p>Strategy's Expected Result/Impact: Review of documentation: Professional Development Requisitions Certification of Attendance Student Artifacts Meeting Minutes Agendas Sign in sheets</p> <p>Staff Responsible for Monitoring: Curriculum Director, Content Coordinators, Instructional Facilitator, Bilingual Director, ELL Coordinator, Lisa Felske, Laurel Frank</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Provide on-going positive reinforcement for all staff and strong mentors/buddies for new teachers.</p> <p>Strategy's Expected Result/Impact: Staff survey and positive referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Facilitators, Department Chairs and Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: Waller High school will provide learning environments and structures designed to promote a physical, emotional and cultural focus on safety, wellness and order.

Evaluation Data Sources: Implementation will be measured through the completed Campus Climate Survey with the anticipation of a 10% increase in the staff and students who feel safe at school.

<p>Strategy 1: Counselor coordinated informative sessions for all students regarding dating violence, bullying, and sexual harassment by contracted services.</p> <p>Strategy's Expected Result/Impact: Student assemblies, counselor center bulletins, counselor/contractor presentation evaluation forms.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Create a school culture that recognizes and represents campus demographics that supports the learning process and the academic success of all students.</p> <p>Strategy's Expected Result/Impact: Promote diversity through club sponsored events or class projects. Review lesson plans and school calendar for an increase in the number of events and projects.</p> <p>Staff Responsible for Monitoring: Principals, Campus Administration, Counselors, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Monitor student behavior and premises for unsafe activities, unhealthy behaviors, and premise condition.</p> <p>Strategy's Expected Result/Impact: Additional camera installation, key-less entries, staff duty roster, random drug testing data, V-soft Id system report, drug-canine inspection reports, staff training sign in sheet, and certificates of first aid/CPR training.</p> <p>Staff Responsible for Monitoring: Superintendent, Chief of Schools, Principal, Campus Administration, Counselors, School Resource Officers, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Equip all classrooms and offices with a standard first aid emergency kit in personalized WHS bags. Assign hallway and duty stations for before/after school and lunches. Train staff in Emergency Operation Plan.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of referrals and tardies by 10% per six weeks and the congregation in egress pathways during passing periods.</p> <p>Staff Responsible for Monitoring: School Resource Officer (SRO), Campus Administrators, Campus Staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: All staff complete compliance bundle that includes training in the following content: Bullying, Sexual Harassment, Code of Ethic, Blood borne Pathogens, Child Abuse, Darkness to Light, FERPA, 504, Anaphylaxis, Diabetes, Suicide Prevention and Teen Dating Violence.</p> <p>Provide training in CPR/AED/First Aid for students (Health class only), administrators and adult sponsors.</p> <p>Strategy's Expected Result/Impact: Certificates of completion.</p> <p>Staff Responsible for Monitoring: Principal, Athletic Director, Athletic Coordinator, Campus Administrators</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 2: Waller High School will achieve a non-disproportional ratio between student populations by a reduction in campus discipline referrals.

Evaluation Data Sources: Reduction in discipline referrals by 4%.

<p>Strategy 1: Build relationships with students and encourage extra-curricular membership by hosting expo fair and cafeteria expo. Strategy's Expected Result/Impact: Review class rosters to determine students who are not connected to a club, organization or extra curricular activity. Staff Responsible for Monitoring: Principal, Campus Administration, Sponsors, Counselors, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Maintain a core team trained in Texas Behavior Support in protocol, policy and procedures. Strategy's Expected Result/Impact: Implementation provided by sign in sheets from training and certificates of completion. Staff Responsible for Monitoring: Principals.</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Monitor discipline records to emphasis the procedures for discipline referrals, guided practices for specific behaviors and the implementation of corrective actions available to teachers in the classroom. Strategy's Expected Result/Impact: Reduction (4% decrease) in the number of referrals within each ethnicity reported population. Staff Responsible for Monitoring: Principal, Campus Administrations, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Waller ISD and Waller HS will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: Waller High School will provide appropriate technology based resources to support academic success.

Evaluation Data Sources: Evidence of utilization will be documented through multiple sources including lesson planning, student work and teacher developed assessments.

<p>Strategy 1: Students will have access to numerous technology based intervention programs (Study Island, Unique, Edgenuity, Dream Box, and Read 180/System 44).</p> <p>Strategy's Expected Result/Impact: Student rosters, progress measures and activity reports. Teacher observations, lesson plans and walk thorough documents.</p> <p>Staff Responsible for Monitoring: District Coordinators, Campus Administrators, Campus Instructional Facilitators, and Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Teachers will utilize technology to create engaging instruction and for assessing learning. The Career and Technical Education (CTE) teachers will use iCEV (web based) resources for classroom instruction.</p> <p>Strategy's Expected Result/Impact: Teacher observations, lesson plans and walk through documents.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Teachers will become proficient with Google based services, Zoom, and Eduphoria to support Online Learning/Learners.</p> <p>Strategy's Expected Result/Impact: Google certifications, PD sign in and logs.</p> <p>Staff Responsible for Monitoring: District Technology Coordinators, Technologists, Campus Instructional Facilitators, Campus Administration and Teachers.</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Waller ISD and Waller HS will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: Establish a parent, student, school partnership to share responsibility for increased student achievement as reflected in the School Parent Compact and written Parental Involvement Policy.

Evaluation Data Sources: Feedback from campus survey, parent participation sign sheets, and volunteer logs.

<p>Strategy 1: Maintain current campus communication through website, calendar, social media, Blackboard Messenger system, Remind, notes on progress/six weeks report cards.</p> <p>Strategy's Expected Result/Impact: Newsletters, report cards, district website, and recorded Skylerts.</p> <p>Staff Responsible for Monitoring: Principal, Campus Technologist, Athletic Director Administrative Assistant, Principal's Administrative Assistant, Counselors, club /organization sponsors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Provide opportunities to equip parents with information to help support appropriate school attendance, behavior and instruction.</p> <p>Strategy's Expected Result/Impact: 100% of Student Handbook/Code of Conduct student /parent acknowledgement forms signed and returned</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration, Instructional Facilitator, Counselors, Career and College Coordinator, Parent Liaison and After School Coordinator.</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Counselors have parent meetings, "Coffee Chats", held to provide parents an opportunity to discuss academics, attendance, and behavior. Title I funds will be used to purchase brochures and support materials to address common topics.</p> <p>Strategy's Expected Result/Impact: Increased parent attendance, reduce number of students needing attendance contracts, student increase in seeking counselor help, and decrease in student incidents.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 8: Waller ISD and Waller HS will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Waller High School will use funding to ensure all student needs are being met with supplemental interventions specific to a student's age, capacity, and desired mastery level.

Evaluation Data Sources: Student achievement data indicating an increase of 3% in student populations identified by Title funding.

<p>Strategy 1: CTE program will utilize program funds to include both state allotment and Federal Carl Perkins Funding to provide integrated programs of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for students who are pregnant, teen parents and/or those at risk of dropping out of school.</p> <p>Strategy's Expected Result/Impact: Invoices indicating the courses supported by the purchased resources, rosters of students receiving interventions and sign in sheets from Saturday class and after school credit recovery.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director, CTE Coordinator, Counselors and CTE Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: State compensatory funding used to supplement at risk LEP students, tutorials for students still developing English language, grade placements, and students who have failed an area of EOC.</p> <p>Strategy's Expected Result/Impact: Review of documents: Class Rosters Parent Liaison log Academic Tutorials/Night School Summer School Roster Google Classroom Log/Reports</p> <p>Staff Responsible for Monitoring: Curriculum Director, Business Office, Chief of Schools, Principal</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: ESSA grant, Title IV funds used to promote access to college assistance for applications, AP/ACT/SAT testing fees, scholarships and professional development.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and certificates of attendance</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Title I/Title IV funds used for counseling resources for individual and group counseling as well as parent consultation. The activities will support well rounded educational opportunities, parent involvement and support safe and healthy students. Resource materials to produce flyers, promotion posters and mail outs (color paper/card stock and envelopes). Title IV funds use for resources for students regarding Suicide Prevention/Awareness, College Night, Red Ribbon Week and other applicable awareness programs.(4Imprint \$3022.11) (Amazon \$64.95)(Amazon \$917). Counseling pamphlets will be ordered through Woodburn Press for Growth Mindset, Vaping What You Need to Know and FASFA Checklist.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and event flyers.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: Red Ribbon Week Handouts (4Imprint) - Title IV (289) - \$3,022.11, Suicide Prevention Materials/Handouts (Amazon) - Title IV (289) - \$64.95, Suicide Prevention Materials/Handouts (Amazon) - Title IV (289) - \$917</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 5: Title Funds used to promote the parent involvement component of the counseling center. Funds used to purchase parent educational resources, The 5 Love Languages of Teenagers, that provide practical tips to help teenagers create healthy relationships with others.</p> <p>Strategy's Expected Result/Impact: Distribution Signature Sheet</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Counselors will use Title I funds to purchase school supplies for homeless students that support their academic classroom assignments and projects.</p> <p>Strategy's Expected Result/Impact: Students will be successful on assignments, achieving credit for course completion.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 7: Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston</p> <p>Strategy's Expected Result/Impact: Staff members will be better equipped to support the physical , social and emotional needs of our students.</p> <p>Staff Responsible for Monitoring: Counselors, New Staff members</p> <p>Funding Sources: - Title IV (289) - \$150</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 8: Title I funds will be used to purchase curriculum/computer software programs (Read 180, System 44, Rewards) to support reading intervention students to improve their reading Lexile scores and successful passed the STAAR EOC.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 8: Waller ISD and Waller HS will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 2: Waller High School will use campus funds to provide supplemental services for academic, enrichment and professional development activities.

Evaluation Data Sources: Program list of courses available, student rosters, acquired licences/certifications and attendance records indicating a 10% increase from previous year. Increase the number of credit by exam testing opportunities by 5% with a 2% passing rate increase per subject.

<p>Strategy 1: Use Title funding to provide supplemental services to include, tutorials, credit recovery (Edgenuity renewal for 2020-2021 school year-\$32,834, Wells & WOW), enrichment and certification programs (welding, cosmetology); as well as to provide academic resources to students (Graduation Tool Kit, Brochures/Pamphlets (Toolkit \$1472.63). Funding will support student opportunities to recovery credit through credit by exams from Texas Tech University K-12 (TTU \$240)(Amazon \$14.88) Funding will pay for registration for professional development opportunities (TSCA \$1175) (TCA \$1260)(LSSCA \$174) and the book "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition.</p> <p>Strategy's Expected Result/Impact: Review of documentation:</p> <ul style="list-style-type: none"> Class Rosters Parent Liaison log Academic Tutorials/Night School Summer school Roster Saturday School Rosters <p>Campus Counseling Program Guide</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: LSSCA Registration - Title IV (289) - \$174, Blank CD's for TTU CBE's-Amazon - Title IV (289) - \$14.88, Edgenuity - Title One (211) - \$32,834, TTU CBE - Title IV (289) - \$50, TTU CBE - Title IV (289) - \$190, TSCA Conference Registration - Title IV (289) - \$1,175, Graduation Toolkit-Region IV - Title One (211) - \$1,472.63, TCA Conference Registration - Title IV (289) - \$1,260</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 9: Waller ISD and Waller HS will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1: Waller High School will develop programs to prepare students to be successful in the 21st century and for post-secondary readiness.

Evaluation Data Sources: Improvement of 5% in academic and college and post-secondary readiness indicators.

<p>Strategy 1: Provide interventions in scheduled courses and advisory period to students in assigned academic groups to support graduation rate, system safeguards and post-secondary readiness.</p> <p>Strategy's Expected Result/Impact: Increase in student percentages and scores on identified exams, graduation rates reported in the state indicators, Advisory rosters.</p> <p>Staff Responsible for Monitoring: Campus Instructional Facilitator and Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Continue to identify CTE courses that teach students technical skills that will allow them enter the work force upon graduation or continue their education. The CTE program will improve instruction and increase the number of student industry certifications by purchasing industry equipment, providing resources, and materials to improve programs. Funds utilized will be both State Allotment and Federal Carl Perkins Grant. These items will be ordered from a variety of vendors including:</p> <ul style="list-style-type: none"> -Alltex - \$6,995.06 -Xello - \$5,069.03 -Amazon - \$4,503.07 -Grainger - \$2,344.00 -Knowledge Matters - \$2,600.00 -Gearbox Labs - \$6,285.00 -Burmax - \$3,968.00 -Flinn Scientific - \$328.50 -Goodheart Wilcox Publisher - \$7,067.80 -Wards Science - \$759.82 -Fisher Science - \$309.28 -Fastenal - \$1423.02 -Nasco - \$5,076.30 -Apogee Components - \$3,590.33 -Ace Mart Restaurant Supply - \$6,463.48 <p>Strategy's Expected Result/Impact: Report indicating an increase in the number of certificates or licenses obtained.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administrators, Department Chairs, Instructional Facilitator, CTE Coordinator, and CTE Teachers</p> <p>Funding Sources: - Carl Perkins (244) - \$74,750</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 3: Staff development will be provided by Region IV ESC to give CTE staff knowledge and skills to prepare students for industry careers as well as post secondary education.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR indicator for WHS</p> <p>Staff Responsible for Monitoring: Principal, Campus Administrator, Department Chair, CTE Coordinator, and CTE Teachers</p> <p>Funding Sources: - Carl Perkins (244) - \$74,750</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: WHS will continue to provide SAT & ACT PREP courses, AP & Pre-AP Courses, Increase the number of Dual Credit courses offered, along with student organizations on campus. Dual Credit supplemental materials offered to EL's funded with Title III funds (603.17)</p> <p>Strategy's Expected Result/Impact: Sign in Sheets from Prep Courses, rosters for AP/Pre-AP/Dual Credit courses, Course Selection Book.</p> <p>Staff Responsible for Monitoring: Counselors, Campus Administrators, Instructional Facilitators</p> <p>Funding Sources: - Title III (263) - \$603.17</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: Waller ISD and Waller HS will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 2

Goal 10: Waller ISD and Waller HS will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: Create a school culture that recognizes and represents campus demographics that supports the learning process and the academic success of all students.

Evaluation Data Sources: Campus survey results indicating a percentage of at least 98% staff and students acknowledging they are a valued addition to the campus.

Strategy 1: Students have a variety of options to participate in school activities and thus experience a sense of belonging. Strategy's Expected Result/Impact: Survey results indicating an increase in both staff and student perception of their value to campus. Staff Responsible for Monitoring: Principals, Campus Administration, Counselors, Club/Organization Sponsors	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Monitor students identified as homeless and at-risk to provide academic support and resources. Strategy's Expected Result/Impact: Review list of identified students with dates of contact and services received or referred. Staff Responsible for Monitoring: Principals, Campus Administration, Diagnostician, Counselors, Club/ Organization sponsors, Coaches, Athletic director, Athletic Coordinator, Nurse, Teachers	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 10: Waller ISD and Waller HS will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 2: Waller High School will partner with parents and community to eliminate barriers and perceptions to increase parent involvement in school operations.

Evaluation Data Sources: Campus survey results indicating a percentage of at least 90% of parents acknowledging they are welcomed to participate in their students academic success.

<p>Strategy 1: Create welcoming environments on campus in specific locations that allow parents to access resources to acculturate them to the campus and the academic process.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheets and Skyward parent access records.</p> <p>Staff Responsible for Monitoring: Principals, Campus Administration, Counselors, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Implement parent "coffee hour" sessions for each semester allowing parents to visit school.</p> <p>Strategy's Expected Result/Impact: Parent sign in sheet.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration, Counselors, LEP Tutor, Librarian</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Utilize funding to support the TEA and the Title I Part A Parent and Family Engagement Statewide Initiative by attending the Parental Involvement Conference; "Stronger Together". (\$32.50) , Family Engagment Specialist will attend the 2020 Title III Symposium Conference in July 2020 (\$25.00). Title III purchase of Chomebrooks for Parent meetings for Family Engagement (207.50) .</p> <p>Strategy's Expected Result/Impact: This conference will also provide the opportunity for educators, parents, and community leaders to come together and learn strategies that empower stakeholders to work cohesively to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.</p> <p>Staff Responsible for Monitoring: Family Engagement Specialist Principal</p> <p>Funding Sources: - Title One (211) - \$265</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Implement an educational parent training on the use of Google Classroom.</p> <p>Strategy's Expected Result/Impact: Parent Sign in sheet</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Technologists</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Attend the Parent and Family Engagement Liaison Training provided by Region IV. Region IV (35.00)</p> <p>Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance. Impact will be demonstrated with presenting information about the updated PFE Engagement Liaison Handbook to campuses. Provide increased parent, family, and community engagement opportunities on campuses and within the district.</p> <p>Staff Responsible for Monitoring: Parent Family Engagement Liaisons Principal</p> <p>Funding Sources: - Title One (211) - \$35</p>	Formative Reviews		
	Nov	Jan	Mar
			

<p>Strategy 6: Title III will fund One Way Education Carlos Salazar videos for Family Engagement. Parents and students will be trained to focus on obtaining their goals and dreams through technology.</p> <p>Strategy's Expected Result/Impact: The strategies given by One Way Education is based on current events and technology, these are important tools for the learning process of the new student generation.</p> <p>Staff Responsible for Monitoring: Family Engagement Specialist, Bilingual ESL Director and Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title III (263) - \$666</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			