

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



Mission Statement

Waller Junior High believes that all students can be successful learners and graduate with skills that will allow them to compete in the 21st century workplace. It is therefore the intent of the school to serve all students regardless of their ability, environment, or national origin. Student 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 a constantly changing society and world.

Vision

Building Brighter Futures

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Comprehensive Needs Assessment

Needs Assessment Overview

In accordance with state and federal legislative requirements, the staff at Waller Junior High School conducted a comprehensive needs assessment for the 2019-2020 school year. The needs assessment was conducted to identify the areas of strength from the 2018-2019 school year and reviewing of goals. The assessment also included areas to improve upon for the 2019-2020 school year in regards to academics, school culture, and continuous growth for our students

Demographics

Demographics Summary

Waller Junior High is one of eight campuses in Waller Independent School District. Waller Junior High opened its doors in 1979. Waller Junior High School serves approximately 849 students grades sixth to eighth. The 111 staff members at Waller Junior High includes 94 teachers, 21 paraprofessionals, and 3 administrators, 2 counselors, a librarian, instructional facilitator, ELAR Instructional Coach, and 9 additional support personnel. 100% of teachers are Highly Qualified and 100% of paraprofessionals are Highly Qualified.

Student enrollment by grade:

Total Enrollment: 849

- 6 - 286
- 7 - 282
- 8 - 281
- Male students - 403
- Female students - 446

Ethnicity Enrollment:

- American Indian - 7
- Asian - 6
- African American - 101
- Hispanic/Latino - 532
- White - 183
- Hawaiian/Pacific Island - 2
- Two or More - 18

Special Populations Enrollment:

- LEP students - 381 (40.23%)
- Economic Disadvantage - 526 (55.54%)
- At Risk - 574 (60.61%)
- 504 - 96 (10.3%)
- Gifted & Talented - 70 (7.39%)
- Special Education Services - 97

Special Programs:

- Our Targeted Assisted/Schoolwide Title I program consists of parent involvement, professional development, campus academic tutors for core subject areas, summer programming for identified students, and two interventionists (one for Math and one for Reading). Our State Compensatory Program (SCE) consists of an instructional facilitator training teachers in best practices for assisting at-risk students, STAAR Acceleration teachers, the Disciplinary Alternative Education Program (DAEP) center, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.
- 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 Training, summer programming for identified students, and parent involvement activities.
- Our Title I program enables us to employ interventionists and academic tutors to supplement classroom instruction for students at risk of failing to meet the standard on STAAR Math and Reading in grades 6, 7 and 8.
- 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). Now, 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.
- Our Gifted and Talented (G/T) program provides identified students with differentiated and challenging educational programs and/or services beyond those provided in the general school program.
- Our Response to Intervention (RTI) program is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.
- Our Dyslexia program identifies and intervenes with students having difficulty with reading, writing, or spelling in order to help them learn strategies to compensate and to become successful readers.
- Our Section 504 program is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Demographics Strengths

WJH teachers differentiate instruction to allow our At-risk, Special Education, and ELL students many opportunities to master the curriculum. Our teachers make it a point to build a rapport with each of our students so they can relate the material to their varying learning style. Other strengths include:

1. High attendance rates for students and staff.
2. STAAR targeted student interventions/Instructional Advisories.
3. A 27 to 1 student to core teacher ratio is a strength that allows for building close relationships between students and staff and more personalized instruction.

Student Achievement

Student Achievement Summary

Math, Reading, and Social Studies teachers will attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement. LEP students also utilize the WOW Method with newcomers to immerse them into the English language. All students participate in Readers/Writers Workshop model. Teachers use differentiated instruction to meet the varied needs for their students and place learner-centered instruction. They also participate in content-specific professional development to address their specific needs. Two bilingual paraprofessionals will provide teachers with support, work with identified LEP students, and translate during ARD meetings. Teachers have received professional development in Sheltered Instruction and ELPS. The RTI Coordinators monitor the program and provide teachers with support to address identified students' needs. General education and special education teachers collaborate to ensure success for all students. The DIP and REWARDS programs are utilized with dyslexic students. Dreambox, Read 180 ,and FastForWord programs are used to support targeted instruction (Tier III) in Math and Reading comprehension. All teachers will continue to collaboratively plan instruction and discuss assessment results. Teachers will also horizontally plan with other middle school teachers to share instructional strategies and ideas.

Student Achievement Strengths

2018 STAAR DATA

Waller Junior High Met Standard for 2017-2018 school year. The campus earned 2 of the 7 possible distinctions in the areas of:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

INSTRUCTIONAL PROGRAMS/STAFF

1. Math, Reading, Science, and Social Studies teachers attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement.
2. LEP Teachers/paras utilize the WOW Method with newcomers to immerse them into the English language.
3. All students participate in Readers/Writers Workshop.
4. Teachers use differentiated instruction to meet the varied needs for their students and plan learner-centered instruction.
5. Two paraprofessional provides teachers with support, work with identified LEP students, and translate during ARD meetings.
6. The RTI Specialist monitors students and provides teachers with support to address identified students' needs.
7. General education and special education teachers will collaborate to ensure success for all students.
8. All teachers will continue to collaboratively plan instruction and discuss assessment results. Teachers will also horizontally plan with Schultz Junior High teachers to share instructional strategies and ideas.

School Culture and Climate

School Culture and Climate Summary

On August 12, 2019, when staff returned to WJH, our staff began the steps to create a shared vision of what we want our ideal school to be. We determined that we wanted our campus to have the following qualities that were in place for the 2018-2019 school year. Each quality makes for a stronger Waller Junior High:

- Collaboration
- Communication
- Support
- A High Standard for Achievement
- Safety as the #1 concern
- 100% Involvement
- Consistency
- Accountability
- Respect
- Pride
- Everyone Present
- Growth
- Volunteers
- Differentiated Instruction
- Praise
- Preparation

Teachers participate in a team building activities and events. In being a new principal, it was important to establish those relationships early on. Positive Behavior Intervention and Supports (PBIS) has been implemented school-wide to encourage appropriate behaviors. It provides students and staff members with positive reinforcement on campus (BARK). BARK helps fosters a community of self-discipline and respect for others, as well as a supportive learning environment. Many campus committees have been added to ensure that all teachers play a role in the decision-making process.

In June 2019, our campus began the new school year with a new principal, a new Instructional coach for ELAR, and a Read 180 teacher. Our wall on the west campus was painted with a bulldog and "W" on them, and several additional staff changes were made. New systems and structures were implemented to positively impact the school culture and climate for both students and staff.

School Culture and Climate Strengths

1. WJH Staff has a heart for doing what is best for students.
2. Staff has high expectations for all students.
3. Clear expectations and consistency of enforcing the WISD Code of Conduct emphasizes support for all students and staff throughout the campus.
4. Unified implementation of Positive Behavior Intervention and Supports.
5. Incentives are given to teachers to encourage to promote attendance, teamwork, and the importance of a positive attitude.
6. A Successful PRIDE (Personal Responsibility in Daily Effort) program is in place to recognize students who have made all A's and B's, have not discipline referrals, have no Ns or Us in conduct, and no unexcused absences for a six weeks.

7. Additional student activities such as dances have been added to promote positive behavior and classwork from all students.
8. Student seating on the East Campus to show appreciation to the students that are showing pride and leadership within the school
9. Student recognition and appreciation for students in our enrichment programs
10. "Where is Pride" a stuffed bulldog is randomly placed in classes. The class receives a prize and the teacher receives recognition.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teachers at Waller Junior High are highly-qualified and highly committed to the improvement of academic achievement in all students. Teachers participate in ongoing professional development and professional learning communities. We believe that we are responsible for instructing all students every day and in every possible way.

Staff Quality, Recruitment, and Retention Strengths

1. 100% Language Arts teachers that teach English Language Learners are ESL certified.
2. 100% of our teaching staff and paraprofessionals are Highly Qualified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waller ISD uses the data management program called AWARE which provides assessment management and reporting and analysis of student data. WJH teachers teach the state-aligned curriculum provided by the district. In addition, teachers on our campus meet regularly in PLCs by grade level to study student data and plan for instruction. Math, Reading, and Social Studies teachers will attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement. LEP students also utilize the WOW Method with newcomers to immerse them into the English language. All students participate in Readers/Writers Workshop, which is a writing program that integrates writing across content areas. FastForWord will be utilized with identified students. Teachers use differentiated instruction to meet the varied needs for their students. They also participate in content-specific professional development to address their specific needs. A bilingual paraprofessional will provide teachers with support, work with identified LEP students, and translate during ARD meetings. The RTI Coordinators will monitor the program and provide teachers with support to address identified students' needs. All teachers received training on Inclusion. General education and special education teachers will collaborate to ensure success for all students. All teachers will continue to collaboratively plan instruction and discuss assessment results. Departments meet regularly to plan, discuss assessments, analyze data, and plan recovery. Waller Junior High teachers also horizontally collaborate with other teachers from another campus to discuss instructional practices.

Curriculum, Instruction, and Assessment Strengths

1. Waller Junior High utilizes technology-based intervention programs (Study Island, Edgenuity, Dreambox, Read180, Reading Assistance Plus, Chrome Carts, Google Classrooms, and FastForWord to target students' individual learning needs.
2. In-class support is provided to our special education students that receive inclusion services by attending general education classes.
3. Limited English proficient students receive additional support from paraprofessionals who work with them to address areas of weakness. Newcomer LEP students also utilize the WOW Method with newcomers to immerse them into the English language.
4. The Reading and Math Interventionists have specialized targeted classes to work with identified students.
5. The advisory class period is utilized to help students master foundation skills in Language Arts, Math, Science, and Social Studies (as well as targeted areas).
6. Waller Junior High students participate in the University Interscholastic League, Odyssey of the Mind, and Academic Pentathlon and other Advanced Academic Opportunities.
7. Uniform district CBAs and benchmarks.
8. Campus curriculum is aligned to state standards.
9. Vertical and horizontal meetings to collaborate for instruction and data analysis.
10. Constant Re-assessment of intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Our goal is to continue efforts to reach our community with information in a variety of formats. Remind is a one-way communication system created by administrators and teachers to provide parents with school information. Parents participate in activities like VIPS, Title I parent meetings and STAAR parent meetings. Title IV Grant Funds will be used to support campus activities.

Parent and Community Engagement Strengths

1. Waller Junior High communicates to parents in a variety of ways: school website, SkyAlert, Remind, newsletters, text messages, email, etc.
2. Parents feel welcome and supported on campus.
3. Communication is in English and Spanish.

School Context and Organization

School Context and Organization Summary

The Master Schedule at Waller Junior High has been designed in order to maximize the amount of time spent in instruction. Each grade level team is led by a team leader and teams meet after school every other week to discuss student data, needs, and instruction. Grade level departments have similar conference periods in order to meet twice a week for Team PLC's with the Instructional Facilitator and their District Coordinator.

School Context and Organization Strengths

1. Waller Junior High's staff participate in professional learning communities. Each grade level team shares the same conference period in order to plan instruction, activities, and assessments to ensure that their classes are aligned with one another.
2. ELAR have an instructional coach and have a PLC daily to review lessons, student data, and plan as a team
3. Teachers plan learner-centered activities to engage and reach all learners.
4. Teachers are committed to excellence in the classrooms, and thus indicated the need for additional professional development activities on campus to build capacity.
5. WJH staff has a heart for students.
6. Weekly or bi-weekly campus leadership team meetings.
7. Bi-weekly or monthly staff meetings.
8. Focus on needs during Instructional Advisories.

Technology

Technology Summary

Waller Junior High uses various types of technology which includes: interactive whiteboards, projectors, Chromebooks, and student response system for students.

Individual classrooms are also equipped with multiple technology-based learning programs supporting instruction in reading, mathematics, science, and social studies.

Each student at Waller Junior High are equipped with a chromebook.

Technology Strengths

1. Each core classroom contains a Smartboard to provide students with interactive lessons. SMART Boards provide new ways for teachers to teach, and students to learn. These tools support a wide variety of learning styles.
2. The 2019-2020 school year: the Waller Jr High campus is 1 to 1. Each student is equipped with a chromebook.
3. Available Instructional Technology Applications and Support from WISD Technology staff and campus technologist.

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- 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

Goals

Goal 1: Waller ISD and Waller JH 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: 6th Grade Reading scores will improve in the following areas: ALL - 68% to 73%, AA - 48% to 65%, Hispanic - 55% to 70%, White - 74% to 83%, Economically Disadvantaged- 54% to 70%, ELL - 35% to 60%

7th Grade Reading scores will improve in the following areas: ALL - 77% to 81%, AA - 68% to 85%, Hispanic - 68% to 75%, White - 71% to 85%, Economically Disadvantaged - 63% to 75%, ELL - 51% to 60%

By May 2021, Overall 8th Grade Reading scores will improve from 86% to 94%.





By May 2021, All students in Reading (60% All, 64% Hispanic, and 52% in white) who did not Meet Standard in Reading Academic Achievement will grow by 15%

By May 2021, All students (35% ALL, 36% Hispanic, 34% White) who did not show Academic Growth in Reading will improve by 15%.

Evaluation Data Sources: 2018 STAAR scores compared to 2019 STAAR scores

<p>Strategy 1: Use the WOW program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words, also Reading, and Writing STAAR related intervention BOOKSOURCE materials in both Spanish, and English for recent immigrants in their year 1, and 2 in US. Valley Speech Early Exit Model Consultation. Newcomers also receive supplemental reading instruction during 1st period. Title III will fund Seidlitz Education materials for Tier I research based strategies using Part II & III 7 Steps training(3565.83) and books (\$1260.83) for new and current teachers, coordinators, AP's, and Principals. Title III will also fund classroom libraries from Follett, dictionaries from B/N Booksellers -(3103.80)Oxford University Press Dictionaries. Saddleback Education NAC " Kits also 1305.08 purchase through Title III funds. and also for NAC Teachers- Pathway to Greatness workshop from Seidlitz Education. (814.80). John Seidlitz Group-Boosting Achievement Books for teachers and para training also funded w/ Title III (120.74).</p> <p>Strategy's Expected Result/Impact: TELPAS, Benchmark data, STAAR data, and CBA data will show growth in our newcomers program to help in learning comprehension.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Bilingual/ESL Interventionist, LEP tutors, Other Involved: STAAR tutors, Instructional Facilitators, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Title III (263) - \$12,344.88</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 2: Provide appropriate technology- based intervention programs, Fast ForWord, Reading Assistance Plus to target supplemental learning needs. Headsets for students in the reading assistance and intervention classes to better utilize the programs in a class period. (Headsets for students- Amazon: \$499.00 for 20 headsets) \$24.99*20</p> <p>Strategy's Expected Result/Impact: Students are showing growth through targeted intervention programs in their Reading comprehension</p> <p>Staff Responsible for Monitoring: Leader: Principal Others Involved:Federal Programs Director,Campus Technologist, Campus Leadership Team, Technology Director, Campus Technologist,TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Intervention programs - Title One (211) - \$499</p>	Formative Reviews		
<p>Strategy 3: Use rigorous questioning to prepare students for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR data, and CBA data will show growth in preparing our students for the rigor of the STAAR test.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Campus Instructional Facilitator,Content Coordinator</p> <p>Others Involved:Instructional Staff, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
<p>Strategy 4: Utilize the ESL paraprofessional and LEP tutor to provide LEP students with additional interventions and provide teachers with instructional support. Provide headsets for NAC students to support Language Acquisition.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by providing LEP students with additional interventions and provide teachers with instructional support.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Instructional Leadership Team, ELL Coordinator Others Involved: ESL paraprofessional, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
<p>Strategy 5: Professional learning in the area of effective instructional strategies will occur in team collaborative time. One strategy w/ Title III Funds in targeting EL's in the implementation of word walls and visuals , this project was printed by KWIK KOPY.</p> <p>Strategy's Expected Result/Impact: Provide additional supports and resources for our ELL students.</p> <p>Staff Responsible for Monitoring: Leaders: Principal, Instructional Leadership Team Others Involved: Instructional Staff</p>	Formative Reviews		
<p>Strategy 6: Ongoing ELPS training for all instructional staff.</p> <p>Strategy's Expected Result/Impact: Provide additional supports and resources for our ELL students.</p> <p>Staff Responsible for Monitoring: Leaders: District ELL Staff, Campus Administrative Team, Campus Instructional Facilitator Others Involved: TAIS-Campus Leadership Team and Instructional Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		





Strategy 7: Provide In class support for our special education students who receive inclusion services by attending a general education class Strategy's Expected Result/Impact: Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in learning. Staff Responsible for Monitoring: Leaders: Campus Administrative Team Instructional Leadership team Instructional Staff and Special Education Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 8: Implement Learning Labs twice a week to assist students Strategy's Expected Result/Impact: A teacher from each core there to assist the students with tutoring, instruction, and tests Staff Responsible for Monitoring: Administration Instructional Facilitator Teachers	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Waller ISD and Waller JH 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: 7th Grade Writing scores will improve in the following areas: ALL - 63% to 73%, AA - 55% to 65%, Hispanic - 61% to 70%, White - 71% to 80%, Economically Disadvantaged - 57% to 70%, ELL - 47% to 60%

Evaluation Data Sources: 2018 STAAR scores compared to 2019 STAAR scores





<p>Strategy 1: Provide teachers with differentiated instruction professional development to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Provide teachers with differentiated instruction professional development to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Professional learning in the area of effective instructional strategies will occur in team collaborative time, Region 4 and HCDE training, District PD days. and campus professional learning days.</p> <p>Strategy's Expected Result/Impact: Professional learning in the area of effective instructional strategies to support students success and learning.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional staff and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Use the WOW program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words</p> <p>Strategy's Expected Result/Impact: Provide additional supports and resources for our LEP students.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: ESL paraprofessional, LEP tutors, STAAR tutors, Instructional Facilitators, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs</p> <p>Strategy's Expected Result/Impact: Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative team Others Involved: Campus Math/ELA Teachers, Interventionists Campus Instructional Facilitator, and TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 5: Utilize Readers/Writers Workshop with students to improve students Reading/Writing comprehension.</p> <p>Strategy's Expected Result/Impact: Students will develop skills in Reading and Writing.</p> <p>Staff Responsible for Monitoring: Leader: Reading Interventionist Others Involved: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, TAIS-Campus Leadership Team, ELAR Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Utilize the Newsela software to promote Reading and Writing in all courses.</p> <p>Strategy's Expected Result/Impact: By implementing Reading and Writing Strategies cross curricular our students will become more prepared to take the test.</p> <p>Staff Responsible for Monitoring: Leader: Reading Interventionist Others Involved: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, TAIS-Campus Leadership Team, ELAR District Coordinator, ELAR Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 7: Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories</p> <p>Strategy's Expected Result/Impact: We will be able to target and catch students needing additional help and practice on concepts.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 8: Use rigorous questioning and STAAR formatted question stems to prepare students for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: Question stems will prepare our students for the rigor and content of the STAAR test.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 9: Provide in-class support for our Special Education students who receive inclusion services by attending a general education class.</p> <p>Strategy's Expected Result/Impact: Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p> <p>Staff Responsible for Monitoring: Leader: Special Education Lead Teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Waller ISD and Waller JH 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: 8th Grade Social Studies will improve in the following areas: ALL - 72% to 80%, AA - 73% to 80%, Hispanic - 66% to 70%, White -85% to 90%, Economically Disadvantaged - 70% to 75%, ELL -48% to 60%, SPED - 20% to 50%





Evaluation Data Sources: 2018 STAAR scores compared to 2019 STAAR scores

<p>Strategy 1: Professional learning in the area of effective instructional strategies will occur in team collaborative time. One strategy targeting ELL's is the implementation of word walls, gains, timelines, mnemonics, kinesthetic activities, and the Sirius Grade 8 Social Studies Preparation and Practice Book.</p> <p>Strategy's Expected Result/Impact: Professional learning in the area of effective instructional strategies will occur in team collaborative time.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional staff, Principal, and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories.</p> <p>Strategy's Expected Result/Impact: Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories, students will be targeted and provided the necessary interventions needed.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Use rigorous questioning and STAAR formatted question stems to prepare students for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: Students will be prepared for the Rigor of the STAAR test.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide in-class support for our Special Education students who receive inclusion services by attending a general education class</p> <p>Strategy's Expected Result/Impact: Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p> <p>Staff Responsible for Monitoring: Leaders: Special Education Lead teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Waller ISD and Waller JH 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: 8th Grade Science will improve in the following areas: ALL - 79% to 85%, AA - 73% to 80%, Hispanic - 78% to 85%, White - 88% to 95%, Economically Disadvantaged - 77% to 85%, ELL - 63% to 70%, SPED - 20% to 50%

Evaluation Data Sources: 2018 STAAR scores compared to 2019 STAAR scores

<p>Strategy 1: Provide teachers with differentiated instruction professional development to meet the needs of all students</p> <p>Strategy's Expected Result/Impact: 1) Provide teachers with differentiated instruction professional development to meet the needs of all students</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Professional learning in the area of effective instructional strategies will occur in team collaborative time</p> <p>Strategy's Expected Result/Impact: By helping to utilize vertical alignment we can improve instructional strategies and practices.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others involved: Instructional staff, Principal, and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Use rigorous questioning to prepare students for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: Question stems will prepare our students for the rigor and content of the STAAR test.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide in-class support for our Special Education students who receive inclusion services by attending a general education class</p> <p>Strategy's Expected Result/Impact: Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p> <p>Staff Responsible for Monitoring: Leaders: Special Education Lead teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Utilize Kessler Science in Science classrooms to engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard, visual materials-Science vocabulary posters.</p> <p>Strategy's Expected Result/Impact: engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard, visual materials-Science vocabulary posters.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Science Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Waller ISD and Waller JH 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: 6th Grade Math scores will improve in the following areas: ALL - 73% to 80%, AA - 63% to 70%, Hispanic - 69% to 80%, White - 84% to 90%, Economically Disadvantaged - 69% to 75%, ELL - 60% to 75%, SPED - 50% to 70%

7th Grade Math scores will improve in the following areas: ALL - 71% to 80%, AA - 60% to 70%, Hispanic - 72% to 80%, White - 75% to 80%, Economically Disadvantaged - 64% to 70%, ELL - 46% to 60%





By May 2021, Overall 8th Grade Math scores will improve from 86% to 95%.

By May 2021, All students in Math (58% All, 61% Hispanic, and 47% in white) who did not Meet Standard in Math Academic Achievement will grow by 15%

By May 2021, All students (33% ALL, 33% Hispanic, 34% White) who did not show Academic Growth in Math will improve by 15%.

Evaluation Data Sources: 2018 STAAR scores compared to 2019 STAAR scores





<p>Strategy 1: Professional learning in the area of effective instructional strategies will occur in team collaborative time</p> <p>Strategy's Expected Result/Impact: Teachers will learn effective assessment strategies to improve classroom practices.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others involved: Instructional staff, and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Number Talks conducted by instructional staff to help build number sense. Each Math teacher received Garland training.</p> <p>Strategy's Expected Result/Impact: This will increase student's reasoning, vocabulary, and accuracy in number operations.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Instructional Leadership Team, teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Provide appropriate technology- based intervention programs including DreamBox to target supplemental learning needs.</p> <p>Strategy's Expected Result/Impact: Technology performance will increase learning levels and comprehension.</p> <p>Staff Responsible for Monitoring: Leader: Principal Others Involved: Federal Programs Director, Technology Director, Campus Technologist, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 4: Provide supplemental Math intervention during Math Lab and specialized advisory classes for a targeted population . Mission Math materials available from Cosenza and Associates will be used for targeted lessons during the school year and summer school. Other materials, as needed, will be provided for students attending summer school.</p> <p>Strategy's Expected Result/Impact: Technology performance will increase learning levels and comprehension.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Campus Math Interventionists, Campus Instructional Facilitator, and TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Use rigorous/spiral questioning to prepare students for the STAAR assessment.</p> <p>Strategy's Expected Result/Impact: Question stems will prepare our students for the rigor and content of the STAAR test</p> <p>Staff Responsible for Monitoring: Leader:Campus Administrative Team Others Involved: Campus Instructional Facilitator,All teachers, TAIS-Campus Leadership Team, Content Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Provide in-class support for our Special Education students who receive inclusion services by attending a general education class</p> <p>Strategy's Expected Result/Impact: Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p> <p>Staff Responsible for Monitoring: Leader: Special Education Lead teacher Other Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Waller ISD and Waller JH 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 6: 20% of all students will achieve Advanced Performance as measured by the STAAR test.




Evaluation Data Sources: 2018 STAAR scores compared with 2019 STAAR scores

<p>Strategy 1: Provide teachers with differentiated instruction professional development to meet the needs of all students</p> <p>Strategy's Expected Result/Impact: Provide teachers with differentiated instruction professional development to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Professional learning in the area of effective instructional strategies will occur in team collaborative time</p> <p>Strategy's Expected Result/Impact: Professional learning in the area of effective instructional strategies to support students success and learning.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative team Others Involved:Instructional staff and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Use rigorous questioning to prepare students for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: Question stems will prepare our students for the rigor and content of the STAAR test.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Campus Instructional Facilitator,All teachers, TAIS-Campus Leadership Team, Content Coordinator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Identified GT students are placed in a specialized Advisory to receive rigorous individualized instruction that address their unique needs. G/T students participated in Odyssey of the Mind.</p> <p>Strategy's Expected Result/Impact: GT students receive rigorous individualized instruction that addresses their unique needs.</p> <p>Staff Responsible for Monitoring: Leader: GT Coordinator Others Involved: Campus Administrative Team, Instructional Leadership Team, GT teacher</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Waller ISD and Waller JH 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 7: 100% of students not meeting "satisfactory" level will meet growth expectations as evidenced by the Student Progress accountability measure.

Evaluation Data Sources: 2018 STAAR scores compared to 2019 STAAR scores





<p>Strategy 1: Professional learning in the area of effective instructional strategies will occur in team collaborative time</p> <p>Strategy's Expected Result/Impact: Professional learning in the area of effective instructional strategies to support students success and learning.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional staff and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR data, and CBA data will determine students in extra need and support to be placed in targeted intervention programs.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Utilize the Response to Intervention teacher to monitor the program, provide professional development, and provide teachers with support to address identified students' needs</p> <p>Strategy's Expected Result/Impact: Agendas, Meeting minutes, decreased number of referrals to special education</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, Instructional Facilitator, Response to Intervention teacher</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: LEP students will receive linguistic assistance from trained staff</p> <p>Strategy's Expected Result/Impact: Tutoring lists will help determine students in need of extra designated supports for student success.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, ESL paraprofessional, TAIS-Campus Leadership Team, ELL Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: All students not demonstrating mastery on STAAR the previous year will participate in PGP conferences</p> <p>Strategy's Expected Result/Impact: PGP parent contact will notify parents of their in need status and make a plan for parent support for student success.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, Counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Waller ISD and Waller JH 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 8: Students who do not master the second administration of the 8th ELAR STAAR will be provided with intervention instruction during the summer prior to the third state administration of the test.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 STAAR results; 1st administration and 2nd administration

<p>Strategy 1: Build a foundation of reading and math Students and teachers will receive supplies to create manipulatives to learn, reinforce and enrich reading strategies that students can utilize on the STAAR test and in the classroom. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Curriculum Coordinators, Principals, Instructional Facilitators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Teachers pull small groups to create small groups in order to focus on TEKS to help students in a smaller setting. Strategy's Expected Result/Impact: Improve STAAR scores Staff Responsible for Monitoring: Principals Instructional Facilitator Instructional Coach Teacher Interventionist</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Waller ISD and Waller JH 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 JH will provide 100% of our students with a challenging curriculum.

Evaluation Data Sources: TEKS, Waller ISD scope and sequence, lesson plans

<p>Strategy 1: Refine and update the TEKS based curriculum for all four core academic areas and electives courses Strategy's Expected Result/Impact: By upping the rigor in our classes, our students will be more prepared for the STAAR test. Staff Responsible for Monitoring: Leaders: District Curriculum Staff Other Involved: Campus Administrative Team, Campus Instructional Facilitator, Grade-Level and Subject-Area Teacher Teams</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Implement diagnostic curriculum based assessments and benchmarks to assess viability of core area curriculum. Strategy's Expected Result/Impact: By upping the rigor in our classes, our students will be more prepared for the STAAR test. Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: District Curriculum Staff, Campus Instructional Facilitator, Grade-Level and Subject-Area Teacher Teams</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Utilize Title 1 funds for the E-20/20 program and Title I funds for the 2020-2021 renewal for the Edgenuity program to provide concept recovery and STAAR remediation for all identified students Strategy's Expected Result/Impact: We will be able to purchase additional supports for our students and teachers, as well as provide STAAR tutors for our students who need additional supports. Staff Responsible for Monitoring: Leader: Principal Others Involved: District Curriculum Director, District Curriculum Coordinators Funding Sources: - Title One (211) - \$16,833</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: 1) All teaching staff and paraprofessionals will attend professional development relating to their content area: Including, but not limited to HCDE Training, CREST, CAST Conference, Region IV Service Center Training, and consultants such as Mathlink, Amy Rasmussen, Region 10 Compliance Training.</p> <p>2) Science Training-Exchange Day 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. Strategy's Expected Result/Impact: Completion of minutes, agendas, and sign-n sheets from professional development events. Observation and walk troughs, that the specific skills and knowledge acquired in training have been implemented. Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators</p> <p>Other Presenters: Laurel Frank-R4, Lisa Felske-HCDE, Mathlink Consulting</p>	Formative Reviews		
	Nov	Jan	Mar

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Goal 2: Waller ISD and Waller JH 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 2: 100% of our instructional staff will continue to implement differentiated instruction in all core and enrichment courses.

Evaluation Data Sources: Lesson plans, team meeting agendas minutes

<p>Strategy 1: Provide teachers with professional development to meet the needs of all students focusing on math, reading and writing workshop with the support of coordinators, Region 4, and Whitney LaRocca's Patterns of Power, Summer Math PD for 6th Grade - Algebra I with Garland Linkenhoger</p> <p>Strategy's Expected Result/Impact: Completion of minutes, agendas, and sign-n sheets from professional development events. Observation and walk troughs, that the specific skills and knowledge acquired in training have been implemented.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Instructional coach, Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2:) Provide identified students with a specialized Math and/or Reading Advisory period that targets identified areas</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR data, and CBA data will determine students in extra need and support to be placed in targeted intervention programs.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Math and Reading Specialized Advisory Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Utilize Fast ForWord, Stemsscopes, DreamBOX, and Reading Assistance Plus to supplement instruction.</p> <p>Strategy's Expected Result/Impact: Instructional programs will help students become more successful in struggling areas.</p> <p>Staff Responsible for Monitoring: Leader: Reading/Math Interventionist Others Involved: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, ELA and Math Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide teachers and Instructional Facilitator professional learning sessions to meet the instructional needs of all students in Math and Reading. Garland math training Mathlink Consulting PD (\$5400), Nicole Shanahan's HCDE training, Instructional Coaching of EL's, Quick and Easy Reading Strategies in SS, Help! My Middle School Students Don't Like Reading in SS, Literacy Strategies for SS, Closing the Distance - Grade 7 Mathematics, Math Make and Take: STAAR Review Grade 7, and Math Make and Take: STAAR Review Grade 6);</p> <p>Strategy's Expected Result/Impact: Increased performance on CBA, Benchmark, and STAAR Assessments; improve first-time quality instruction in math and reading</p> <p>Staff Responsible for Monitoring: Principal, APs, IF, Math and Reading Department Chairs Mathlink Consulting</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Title One (211) - \$5,400</p>	Formative Reviews		
	Nov	Jan	Mar

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue





Goal 2: Waller ISD and Waller JH 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 3: Waller JH will address the academic needs of 100% of the children in the school, particularly the needs of children in the target populations.

Evaluation Data Sources: 2019 STAAR data, AWARE, Skyward

<p>Strategy 1: Ongoing ELPS training for all instructional staff Strategy's Expected Result/Impact: Provide additional supports and resources for our ELL students. Staff Responsible for Monitoring: Leader: Principal Others Involved: District Curriculum Staff, Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, TAIS-Campus Leadership Team, ESL District Coordinators Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Provide funding that ensures all needs are being met with supplemental interventions specific to a student's age, capacity, and desired mastery level Strategy's Expected Result/Impact: Campus budget, Benchmark data, STAAR data, and CBA data Staff Responsible for Monitoring: Leaders: Principal Others Involved: Federal Programs Director, Special Education Department, Bilingual Department, Career and Technology Department</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: TITLE III Funds will allow use of the WOW program to provide EL newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words. ESL Dictionaries for ELA's from BARNES & NOBLE and Velazquez Press for EL's to supplement learning strategies. Strategy's Expected Result/Impact: WOW program will provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words. Staff Responsible for Monitoring: Leader: Campus Administrative team Others Involved: Bilingual/ESL Interventionist, EL tutors, STAAR tutors, Instructional Facilitators, TAIS-Campus Leadership Team Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide appropriate technology- based intervention programs, Think Through Math, Compass Learning, DreamBox, BrainPOP, StemScopes, and Fast ForWord to target supplemental learning needs Strategy's Expected Result/Impact: Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs Staff Responsible for Monitoring: Leader: Principal Others Involved: Federal Programs Director, Technology Director, Campus Technologist, TAIS-Campus Leadership Team Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar





<p>Strategy 5: Utilize the DBQ Project to help with cross-curricular writing in addition to "Writing in Social Studies"</p> <p>Strategy's Expected Result/Impact: Students are practicing cross curricular skills in all classes.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Instructional Leadership Team, ELA Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Provide teachers with differentiated instruction professional development to meet the needs of all students</p> <p>Strategy's Expected Result/Impact: Teachers are able to assess, differentiate for students, and close the gaps.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 7: Provide identified students with a specialized Math and/or Reading Advisory period that targets identified areas</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR data, and CBA data will be used to close the gaps for all students in need.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Math and Reading Specialized Advisory Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 8: Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR data, and CBA data will be used to close the gaps for all students in need.</p> <p>Staff Responsible for Monitoring: Lead: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator, Interventionists</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 9: Utilize STEMScopes and Kesler Science in Science classrooms to engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard</p> <p>Strategy's Expected Result/Impact: Additional resources will help to up the rigor in all classes and help students succeed.</p> <p>Staff Responsible for Monitoring: Lead: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Science Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 10: Use rigorous questioning to prepare students for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: Rigorous questioning will help students be prepared for the STAAR questions.</p> <p>Staff Responsible for Monitoring: Lead: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 11: Provide in-class support for our Special Education students who receive inclusion services when attending a general education class</p> <p>Strategy's Expected Result/Impact: This will help to provide additional supports and information needed for students to close the gaps.</p> <p>Staff Responsible for Monitoring: Leader:Special Education Lead Teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 12: Provide supplemental instruction during for ALL core classes during Advisory classes</p> <p>Strategy's Expected Result/Impact: This will help to provide additional supports and information needed for students to close the gaps.</p> <p>Staff Responsible for Monitoring: Leader: Reading Interventionist Others Involved: Instructional Leadership Team, Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 13: Utilize the ESL paraprofessional to provide LEP students with additional interventions and provide teachers with instructional support</p> <p>Strategy's Expected Result/Impact: Tutoring lists, increased student achievement</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Instructional Leadership Team, Bilingual Specialist, TAIS-Campus Leadership Team, ELL Coordinator</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 14: Identified GT students are placed in a specialized Advisory to receive rigorous individualized instruction that address their unique needs.</p> <p>Strategy's Expected Result/Impact: GT students are placed in a specialized Advisory to receive rigorous individualized instruction that address their unique needs.</p> <p>Staff Responsible for Monitoring: Leader: GT Coordinator Others Involved: Campus Administrative Team, Instructional Leadership Team, GT teacher</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Waller ISD and Waller JH 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 4: 100% of our instructional staff will monitor and assess students' achievement records to drive instruction.

Evaluation Data Sources: attendance sheets, logs, Skyward, AWARE


<p>Strategy 1: All staff trained on AWARE- the student data tracking system</p> <p>Strategy's Expected Result/Impact: Faculty and staff are able to pull up data on students and track assessments throughout the year.</p> <p>Staff Responsible for Monitoring: Leader:District Technologist Others Involved:Campus Administrative Team, District Curriculum Staff, Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Core area teams create and utilize Student Data.</p> <p>Strategy's Expected Result/Impact: Audit results, Benchmark data, STAAR test, AWARE, and Skyward data will be used to assess and track students.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Instructional Facilitator Others involved: Campus Administrative team and Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Staff examine and monitor student performance in weekly team meetings and PLC's with the IF, Instructional coach, and Coordinator.</p> <p>Strategy's Expected Result/Impact: Staff examine and monitor student performance in weekly team meetings and PLC's with the IF and Coordinator.</p> <p>Staff Responsible for Monitoring: Leaders: Instructional leadership Team, Campus Administrative Team, Instructional Facilitator Others Involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


Goal 2: Waller ISD and Waller JH 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 5: Waller JH will communicate and review the annual campus performance and state performance expectations.


Evaluation Data Sources: meeting agenda, meeting minutes and support documents

Strategy 1: A parent meeting is held to review and communicate the annual campus performance and state expectations Strategy's Expected Result/Impact: Parents are informed of campus happenings, information, and status. Staff Responsible for Monitoring: Leaders:Campus Administrative Team	Formative Reviews		
	Nov	Jan	Mar

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 2: Waller ISD and Waller JH 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 6: 100% of Waller JH will use scientifically researched strategies of improving achievement for all children.

Evaluation Data Sources: 2019 STAAR data, AWARE, Skyward

<p>Strategy 1: Provide teachers with differentiated instruction professional development to meet the needs of all students</p> <p>Strategy's Expected Result/Impact: Teachers are provided with differentiated instruction professional development to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: ELPS is used for all lessons in all classes on campus, both core academic and elective classes</p> <p>Strategy's Expected Result/Impact: Learning walks and formal observations will show that all teachers doing what they can to reach our EL learners.</p> <p>Staff Responsible for Monitoring: Leaders: Instructional Leadership Team, Instructional Facilitators Others Involved: Campus Administrators</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Performance Objective 1: Waller JH will provide staffing and procedures that guarantee physical safety for 100% of our students.

Evaluation Data Sources: training documents, certificates of completion, sign-in sheet

<p>Strategy 1: Maintain a core team trained in Texas Behavior Support Initiative protocol, policies, and procedures</p> <p>Strategy's Expected Result/Impact: Staff will be trained in Texas Behavior Support Initiative Protocol policies and procedures for campus safety and discipline.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: School Resource Officer, Special Education Coordinators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Continued employment of a School Resource officer as part of staff</p> <p>Strategy's Expected Result/Impact: Waller JH will provide staffing and procedures that guarantee physical safety for 100% of our students.</p> <p>Staff Responsible for Monitoring: Leaders: Superintendent Others Involved: District Safety and Emergency Management Coordinator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Monitor and provide support to the homeless(Amazon Supplies \$37.88) and migrant students identified in the district.</p> <p>Strategy's Expected Result/Impact: Contact logs, Attendance records to Monitor and provide support to the homeless and migrant students identified in the district.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Teams Others Involved: District Administrators</p> <p>Funding Sources: Amazon - Title One (211) - \$37.88</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Consult with District Safety Coordinator to receive feedback on drill performance, audits, and overall campus safety and security</p> <p>Strategy's Expected Result/Impact: Log of drills and audit feedback to receive feedback on drill performance, audits, and overall campus safety and security</p> <p>Staff Responsible for Monitoring: Leaders: Principal and Assistant Principals Others Involved: District Safety Coordinator and School Resource Officer</p>	Formative Reviews		
	Nov	Jan	Mar





<p>Strategy 5: Emergency Drill Calendar, Fire Drill Procedures, Lock down Procedures are in place.</p> <p>Color cards for each teacher to monitor classes for showing clear/not clear during a drill</p> <p>The purchase of hand held radios from Bear Com Wireless Worldwide for office staff to have immediate communication during an emergency. (Title IV \$5366.30)</p> <p>Purchase Id card printing system form Advanced Graphics for student identification cards to have quick identification of students during an emergency situation. (Title IV \$4235.00)</p> <p>Character Strong Implemented for whole school during each advisory.</p> <p>Character Strong Full Day Professional Development for Secondary Campuses training on Character Strong's curriculum, implementation, SEL character development and how to build a safe and positive school culture. (Title IV \$1333.34)</p> <p>The purchase of hand held radios from Bear Com Wireless Worldwide for office staff to have immediate communication during an emergency. (School Safety & Security Grant \$5210.00)</p> <p>Strategy's Expected Result/Impact: Drill Calendar Log of drills performed with Emergency Drill Calendar, Fire Drill Procedures, Lockdown Procedures are in place</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Others Involved: School Resource Officer, District Safety and Emergency Management Coordinator</p> <p>Funding Sources: - Title IV (289) - \$5,366.30, - Title IV (289) - \$4,235, - Title IV (289) - \$1,333.34, - School Safety and Security Grant (429) - \$5,210</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Review the security audit report from Harris County Department of Education, Review the Campus Emergency Operations Plan</p> <p>Strategy's Expected Result/Impact: Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: School Resource Officer, Campus Staff, District Safety and Emergency Management Coordinator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 7: Monitor the consistent and continuous wearing of school-wide Staff ID badges</p> <p>Bus Riders have Smart Tags</p> <p>Strategy's Expected Result/Impact: Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Transportation</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 8: Monitor office staff for proper and consistent use of visitor identification system (V-Soft) to ensure that all campus (East and West) visitors are cleared with main office</p> <p>Strategy's Expected Result/Impact: Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team Others Involved: Campus Receptionist</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 9: Classroom doors and exterior doors are locked at all times; FOBS are utilized for staff to gain entry on campus</p> <p>Strategy's Expected Result/Impact: Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Campus Staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Waller JH will provide staffing and procedures that guarantee emotional safety for 100% of our students.





Evaluation Data Sources: Training logs and reduced number of incidents on campus compared to the previous year

Strategy 1: Mentoring of At-Risk Students Strategy's Expected Result/Impact: Create specialized counseling groups as needed including other outside programs Staff Responsible for Monitoring: Leader:Campus Administrative Team, Others Involved:Counselor and Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Create "counseling partnerships" with local agencies (such as Family Ties, etc.) Strategy's Expected Result/Impact: Create specialized counseling groups as needed including other outside programs Staff Responsible for Monitoring: Leader: Counselor Others involved: Campus Administrative Team	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Create specialized counseling groups as needed including other outside programs Strategy's Expected Result/Impact: Create specialized counseling groups as needed including other outside programs Staff Responsible for Monitoring: Leader: Counselor Others Involved: Campus Administrative Team	Formative Reviews		
	Nov	Jan	Mar
Strategy 4: Use of Family Ties to address bullying, peer pressure, suicide prevention, and problem-resolution strategies Strategy's Expected Result/Impact: Create specialized counseling groups as needed including other outside programs Staff Responsible for Monitoring: Leader:Campus Administrative Team, Counselor Others Involved: Campus Staff	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 3: Waller ISD and Waller JH will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: Waller JH will provide staffing and procedures that guarantee freedom from all forms of harassment for 100% of our students.





Evaluation Data Sources: training documents, certificates of completion, sign-in sheet

Strategy 1: Train campus personnel and students on recognizing the forms of harassment and abuse Strategy's Expected Result/Impact: Attendance sheets and Certificates of completion Online Compliance-Region 10 to provide adequate training on school safety. Staff Responsible for Monitoring: Leaders:Campus Administrative Team, School Resource Officer, Counselor	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Through Title IV Funding, students will participate Anti-Bullying Activities,(Positive Promotions: Anti Bullying \$912.83) Strategy's Expected Result/Impact: Students will participate in school wide activities for Bully Prevention activities Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Student Council Sponsors Funding Sources: Positive Promotions - Title IV (289) - \$912.83	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Waller JH will address the special needs of 100% of our students.





Evaluation Data Sources: training documents, certificates of completion, sign-in sheet

Strategy 1: Ensure a barrier-free physical setting Strategy's Expected Result/Impact: Students feel safe and are able to learn in a barrier-free setting. Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Maintenance Department, Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: All appropriate campus personnel are designated advocates for all students with special needs including Special Education, 504, and general education students Strategy's Expected Result/Impact: All appropriate campus personnel are designated advocates for all students with special needs including Special Education, 504, and general education students, students needs are met. Staff Responsible for Monitoring: Leader: Campus Administrative Team, Counselor Others Involved: Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: A truancy prevention program will be utilized to increase students' attendance and reduce the drop-out rate Strategy's Expected Result/Impact: This will increase students' attendance and reduce the drop-out rate Staff Responsible for Monitoring: Leader: Campus Administrative Team, Counselor Others Involved: Harris County District Attorneys Truancy Division, Registrar, SRO	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: 100% of Waller JH staff and students will complete all required compliance training.





Evaluation Data Sources: Staff certificates of completion and student attendance records

<p>Strategy 1: District will utilize Region 10 on-line compliance training and resources for *Bloodborne Pathogens *Diabetes Overview *Let's Talk About It: Child Abuse, Sexual Abuse, and other Maltreatment of Children *Texas Educators' Code of Ethics *Legal Issues: FERPA and Copyright Law *Legal Issues: Section 504 *Legal Issues: Sexual Harassment *Bullying Prevention for School Administrators, Teachers and Staff *Suicide Prevention: Don't Keep it a Secret, Darkness to Light</p> <p>Strategy's Expected Result/Impact: Staff certificates of completion show are staff are prepared for all school environment concerns and laws.</p> <p>Staff Responsible for Monitoring: Lead: Campus Administration Other Involved: Curriculum Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston (\$187.50)</p> <p>Strategy's Expected Result/Impact: Implementation: Staff members will be better equipped to support the physical, social and emotional needs of our students.</p> <p>Impact: Students will experience improved moral and engagement in school.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others Involved: New staff members</p> <p>Funding Sources: - Title IV (289) - \$187.50</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: Disrespect, bullying, and harassment will be reduced by maintaining a Positive Behavioral Intervention and Supports (PBIS) system.





Evaluation Data Sources: Comparing the number of discipline referrals and incident reports alleging disrespect, bullying, and harassment from 2018 to 2019 to 2019-2020.

<p>Strategy 1: PBIS lessons will be taught in Advisory and emphasized in all areas of the school. Students are recognized for adhering to BARK expectations.</p> <p>Strategy's Expected Result/Impact: Number of office referrals submitted and the number BARK bucks awarded will decrease and students are recognized for adhering to BARK expectations.</p> <p>Staff Responsible for Monitoring: Leaders: PBIS team Others Involved: Campus staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Maintain a positive school culture through PBIS for both students and staff</p> <p>Strategy's Expected Result/Impact: Number of office referrals submitted and the number BARK bucks awarded will decrease and students are recognized for adhering to BARK expectations.</p> <p>Staff Responsible for Monitoring: Leaders: PBIS Team Others involved: Campus Staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Maintain PBIS level II program and strategies to support students with chronic discipline concerns.</p> <p>Strategy's Expected Result/Impact: Number of office referrals submitted and the number BARK bucks awarded will decrease and students are recognized for adhering to BARK expectations.</p> <p>Staff Responsible for Monitoring: Leaders: PBIS Team Others Involved: Campus Administration</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: 100% of teachers will be highly qualified.





Evaluation Data Sources: District HQ records

Strategy 1: Work with Human Resource staff to interview only highly qualified staff Strategy's Expected Result/Impact: 100% of teachers will be highly qualified. Staff Responsible for Monitoring: Leaders:Human Resources Staff, Campus Administrative Team, Others Involved: Instructional Leadership Team, Instructional Facilitator	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Attend WISD Job Fair and others in the area Strategy's Expected Result/Impact: We will recruit and interview only highly qualified staff. Staff Responsible for Monitoring: Leader:Human Resources Staff, Others Involved: Campus Administrative Team, Instructional Leadership Team, Instructional Facilitator	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Utilize an interview committee to hire new staff. All candidates will be screened by the HR department to make sure they are highly qualified. Strategy's Expected Result/Impact: We will recruit and interview only highly qualified staff. Staff Responsible for Monitoring: Principal, AP, IF, Department Chairs	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 100% of Waller JH teachers will receive high-quality professional development.





Evaluation Data Sources: training certificates, agendas, training materials, sign-in sheets

<p>Strategy 1: Provide professional development opportunities to address reading strategies across the curriculum in the district</p> <p>Strategy's Expected Result/Impact: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Facilitator, Instructional Leadership Team, Curriculum Directors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Provide professional development opportunities to address mathematics across the curriculum in the district</p> <p>Strategy's Expected Result/Impact: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Facilitator, Instructional Leadership Team, Curriculum Directors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: ELPS professional development is provided to ensure that all teachers understand how to meet the needs of our English language learners. AC Language will train Social Studies teachers in grades 6-12 on how to create a Language-Rich interactive classroom.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Facilitator, District Coordinators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide ESL certification training to meet the needs of a growing population in our district</p> <p>Strategy's Expected Result/Impact: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Principals, teachers, Bilingual/ESL Director, Curriculum Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Bil/ESL Director/ EL Coordinator with the use of Title III funds will provide training and/or utilizing information acquired by attending conferences; such John Seidlitz program to provide LEP newcomers lessons and materials, 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: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director EL Coordinator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: 100% of instructional staff will participate in Professional Learning Communities (PLCs).





Evaluation Data Sources: Meeting logs, agenda, improved student performance compared to the previous year

<p>Strategy 1: Professional learning in the area of effective instructional strategies will occur in team collaborative time</p> <p>Strategy's Expected Result/Impact: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Instructional staff, Principal, and Campus Instructional Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Staff examine and monitor student performance in weekly team meetings</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR test, AWARE</p> <p>Skyward will all be used to assess student growth and concerns, and help teachers plan to differentiate and support the students.</p> <p>Staff Responsible for Monitoring: Campus Instructional Facilitator, Grade-Level and Subject-Area Teacher Teams</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: All staff trained on AWARE- the student data tracking system</p> <p>Strategy's Expected Result/Impact: Benchmark data, STAAR test, AWARE</p> <p>Skyward will all be used to assess student growth and concerns, and help teachers plan to differentiate and support the students.</p> <p>Staff Responsible for Monitoring: Leaders: District Curriculum Staff Campus Instructional Facilitator</p> <p>Others Involved:</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: ELAR meet daily in a PLC with the Instructional coach</p> <p>Strategy's Expected Result/Impact: To discuss assessments, planning, targeted instruction</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Instructional Facilitator</p> <p>Instructional coach</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: WJH will establish a process to address 100% of campus needs in the area of professional development.





Evaluation Data Sources: written procedures

<p>Strategy 1: Determine and review campus staff development needs and requests based on STAAR data, AWARE data, and teacher requests based on campus committee</p> <p>Strategy's Expected Result/Impact: Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others involved: Instructional Staff, Instructional Leadership Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Utilize AWARE and STAAR performance data to identify campus instructional strengths and weaknesses</p> <p>Strategy's Expected Result/Impact: Campus instructional strengths and weaknesses identified, AWARE, STAAR</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Instructional Leadership Team Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Utilize local funds to meet the needs of campus-wide professional development needs based on requisitions</p> <p>Strategy's Expected Result/Impact: Campus instructional strengths and weaknesses identified, AWARE, STAAR</p> <p>Staff Responsible for Monitoring: Leaders: Principal Others Involved: Curriculum Director, Content Coordinators, Assistant Supt for Administration</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Departments regularly analyze overall student achievement data</p> <p>Strategy's Expected Result/Impact: Minutes showing analyzed data for suggested changes. Campus instructional strengths and weaknesses identified, AWARE, STAAR.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Instructional Leadership Team Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Meet with District Curriculum Department, ESL and Special Education Directors to plan professional development activities based on surveyed needs</p> <p>Strategy's Expected Result/Impact: Minutes showing analyzed data for suggested changes. Campus instructional strengths and weaknesses identified, AWARE, STAAR.</p> <p>Staff Responsible for Monitoring: Leaders: Principals Others Involved: District Curriculum Department, ESL and Special Education Directors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 4: Establish a time frame for professional development for 100% of teachers which includes an evaluation process.





Evaluation Data Sources: written professional development plan

<p>Strategy 1: Grade level meetings occur bi weekly which focus on professional growth and development</p> <p>Strategy's Expected Result/Impact: Grade level meetings occur weekly which focus on professional growth and development to improve student's needs and learning.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, District Curriculum Staff Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Instructional Leadership Team analyzes overall student achievement for the campus</p> <p>Strategy's Expected Result/Impact: Admin team is able to monitor and guide teachers in daily instruction and practices.</p> <p>Staff Responsible for Monitoring: Leaders:Instructional Leadership Team, Campus Instructional Facilitator Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Schedule professional learning opportunities that focus on effective instructional strategies</p> <p>Strategy's Expected Result/Impact: Help teachers to understand curriculum/scope & sequence and plan instructional activities/ assessments</p> <p>Staff Responsible for Monitoring: Leaders: Instructional Leadership Team, Campus Instructional Facilitator Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: ELAR PLC is built into the master schedule</p> <p>Strategy's Expected Result/Impact: Reading a targeted area and to improve in growing students. Focus on Tier I instruction</p> <p>Staff Responsible for Monitoring: Leaders: Instructional Coach, Instructional Facilitator, Administrative team, counselors</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 5: 100% of Waller JH teachers will collaborate and communicate within the school/district horizontally and vertically to ensure instructional alignment.





Evaluation Data Sources: meetings dates, agenda, sign-in sheets, minutes

<p>Strategy 1: Grade level teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data PLC for social studies, math, and science meet weekly</p> <p>Strategy's Expected Result/Impact: Teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrators, Instructional Facilitator, Teachers, Instructional Leadership Team Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Subject teams will meet to plan and prepare for lessons at least once a week to discuss curriculum, instructional strategies, assessments, and related matters</p> <p>Strategy's Expected Result/Impact: Teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team, Instructional Facilitator, Teachers, Instructional Leadership Team Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Teachers will use the Google Team Drive to store team feedback forms, lesson plans, and common assessments, testing calendars, and resources</p> <p>Strategy's Expected Result/Impact: Documents uploaded and stored in team drive for continued access.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team, Campus Instructional Facilitator, Campus Teachers, Instructional Leadership Team Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: Waller JH will assess the organizational structure of the school and the master schedule to optimize 100% of optimal learning time.





Evaluation Data Sources: meeting dates, sign-in sheet, minutes

<p>Strategy 1: Master schedule will allow for all teachers within a grade level to have a common in-school conference period for weekly PLC's with their IF, Instructional coach, and Coordinator.</p> <p>Strategy's Expected Result/Impact: Teams are able to collaborate, plan and look at data.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team and Counselor Others involved: Registrar</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 7: Waller JH will establish a process and routine for teacher input on 95% of student assessments





Evaluation Data Sources: sign-in sheet, agenda, meeting minutes, written procedures

<p>Strategy 1: Teacher teams analyze assessment results using AWARE to modify or utilize instructional approaches and strategies for student interventions</p> <p>Strategy's Expected Result/Impact: Teacher teams analyze assessment results using AWARE to modify or utilize instructional approaches and strategies for student interventions</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Campus Instructional Facilitator, Campus Teachers, Instructional Leadership Team, District Curriculum Staff</p> <p>Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Horizontal teams discuss how concepts have been taught and tested to determine re-teaching strategies</p> <p>Strategy's Expected Result/Impact: Horizontal teams discuss how concepts have been taught and tested to determine re-teaching strategies</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team, Campus Instructional Facilitator, Campus Teachers, Instructional Leadership Team, District Curriculum Staff</p> <p>Others involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 8: Waller JH will establish a process and routine for teacher input on curricular development to align with assessments.





Evaluation Data Sources: sign-in sheet, agenda, meeting minutes, written procedures

<p>Strategy 1: Each department meets to update campus curriculum with coordinators</p> <p>Strategy's Expected Result/Impact: Department Meetings throughout year to ensure alignment of curriculum, instruction, and assessment.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrators, Instructional Facilitator, Instructional Leadership Team, District Curriculum Staff</p> <p>Others Involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Department Meetings throughout year to ensure alignment of curriculum, instruction, and assessment</p> <p>Strategy's Expected Result/Impact: Department Meetings throughout year to ensure alignment of curriculum, instruction, and assessment.</p> <p>Staff Responsible for Monitoring: Leader:Campus Administrators, Instructional Facilitator, Instructional Leadership Team, District Curriculum Staff</p> <p>Others Involved: Instructional staff</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 100% of our instructional staff will continue to enhance classroom instruction through the daily use of technology.





Evaluation Data Sources: Monitor Use of Chromebooks

<p>Strategy 1: Teachers integrate technology into the K-12 curriculum using the technology resources in the classroom. Strategy's Expected Result/Impact: Lesson plans, T-TESS will have a technology integration component, use of School Objects and other online teaching materials. Staff Responsible for Monitoring: Leader:Principals and Campus technologist Others Involved:Curriculum Directors, Instructional Facilitators, teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Hands on training will be provided to the teachers to assist in the integration of technology into the classroom. Strategy's Expected Result/Impact: Training will be offered at the technology building in a model classroom. District Trainer will participate in planning meetings on the campus. Training for departments will be offered to show how to convert traditional lessons to interactive ones. Staff Responsible for Monitoring: Principals, Teachers, Instructional Facilitators, District Trainer</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Student use complies with all policies regarding acceptable technology use and targets the relevant issues. Strategy's Expected Result/Impact: Lesson Plan include technology integration Staff Responsible for Monitoring: Leader:Campus Technologist, Others Involved: Curriculum Director, Technology Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Implement the K-12 Technology Applications TEKS using state provided on-line learning materials. This will include dedicated class time instruction at the K-5 grades, using online resources to bring 6-8 grade though the required TEKS Strategy's Expected Result/Impact: Lesson plans, benchmarks, 8th grade Technology Apps performance test, student schedules Staff Responsible for Monitoring: Leader:Principal, Campus Instructional Team Others Involved: Curriculum Director Principal, Campus Technologist, Technology Applications Instructors</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Each student for the 2019-2020, have one to one technology; chromebooks to implement technology in the classrooms Strategy's Expected Result/Impact: Use of technology in each class Monitor usage of each student's growth Staff Responsible for Monitoring: Classroom teachers Administrators Campus Technology Facilitator</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 100% of Waller ISD 8th grade students will complete the 8th grade technology assessment





Evaluation Data Sources: State adopted measuring tool learning.com assessment

<p>Strategy 1: 8th Grade students will complete the assessment based on the Technology integration in the core content areas. Teachers will start engaging students with engaging tools and resources.</p> <p>Strategy's Expected Result/Impact: Student level of engagement reports from extreme collaboration utilization reports from online resources</p> <p>Staff Responsible for Monitoring: Leader:Principal and Instructional Facilitator Others Involved: Curriculum Director, , Campus Technologist, Technology Director, Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: 100% of teachers will complete the State Teacher Star Chart Assessment.





Evaluation Data Sources: Teacher submission of Star Chart

Strategy 1: Ensure all WJH teachers complete survey by providing instructions on survey details in a timely manner. Strategy's Expected Result/Impact: Email instructions, meeting sign in sheet, Star Chart login and completion reports Staff Responsible for Monitoring: Leader:Principal, Campus Instructional Team Others Involved: Curriculum Director Principal, Campus Technologist, Technology Applications Instructors	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Waller ISD and Waller JH 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: Build the capacity for parents and school staff to interact and collaborate by increasing parent involvement by 10%.





Evaluation Data Sources: Parent participation logs through V-Soft will be utilized for comparison.

<p>Strategy 1: Host parental involvement activities that inform parents of the school policies such as annual Title I meeting, evaluation and review of school compact, CIP, and parental involvement policies.</p> <p>Strategy's Expected Result/Impact: parental involvement activities that inform parents of the school policies.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team, Campus Leadership Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Continue Parent Volunteer involvement in campus activities (classroom/office helper, chaperone, judge, committee member, tutor, mentor, etc.) through VIPS program</p> <p>Strategy's Expected Result/Impact: Parental involvement activities that inform parents of the school policies.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team, Campus Leadership Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: Waller ISD and Waller JH 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 2: 100% of Waller JH teachers will share responsibility for student achievement with parents by collaborating with campus staff.





Evaluation Data Sources: newsletters, agendas, sign-in sheets, meeting minutes

<p>Strategy 1: Utilize Title 1 funds to provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond. (TEA graduation toolkit for each 8th grader: (\$1472.63)</p> <p>Strategy's Expected Result/Impact: Provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond.</p> <p>Staff Responsible for Monitoring: Leader: Campus Admin. Others Involved: Counselor</p> <p>Funding Sources: Graduation Toolkit - Title One (211) - \$1,472.63</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: A parent meeting is held to review and communicate the annual campus performance and state expectations</p> <p>Strategy's Expected Result/Impact: Provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond.</p> <p>Staff Responsible for Monitoring: Leaders:Campus Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Waller ISD and Waller JH 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 3: 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.

Evaluation Data Sources: newsletters, SkyAlert, mailings, Remind, emails, phone logs, website





<p>Strategy 1: Ensure that all communication with parents is provided in the appropriate language</p> <p>Strategy's Expected Result/Impact: Copies of all communication on file in both English and Spanish (Other translations are available as needed). 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Bilingual Director, Translators, Parent Liaison</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Utilize report card and progress report mail outs to communicate with parents</p> <p>Strategy's Expected Result/Impact: Parent newsletter mailed home in all progress reports and report cards, 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.</p> <p>Staff Responsible for Monitoring: Leader:Principal Others Involved: Campus Registrar</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Provide staff with student contact information through the Skyward system.</p> <p>Strategy's Expected Result/Impact: Skyward parent log-in records, 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.</p> <p>Staff Responsible for Monitoring: Leader:Principal Others Involved: Office Staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Utilize Blackboard Communications systems to effectively communicate with parents</p> <p>Strategy's Expected Result/Impact: Skyalert post-message reports, 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.</p> <p>Staff Responsible for Monitoring: Leader:Principal Others Involved: Campus Registrar</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Waller ISD and Waller JH 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 4: 100% of Waller JH teachers will ensure accessibility to school and school personnel for parents and/or guardians.

Evaluation Data Sources: newsletters, mailings





<p>Strategy 1: Parent access to grades and assignments in the Skyward system Strategy's Expected Result/Impact: Parents passwords mailed out Access logs so parents can check their students grades and progress.</p> <p>Staff Responsible for Monitoring: Leader:Campus Technologist Others Involved: Campus Registrar</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Campus teachers update the online grade system weekly to ensure accurate grades are view-able by the parents Strategy's Expected Result/Impact: Campus teachers update the online grade system weekly to ensure accurate grades are view-able by the parents Staff Responsible for Monitoring: Leader: Campus Technologist, Campus Instructional Facilitator, Instructional Leadership Team, Campus Administrative Team Others Involved: Campus Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Attendance monitored daily Strategy's Expected Result/Impact: Increase in student attendance; Skyward Staff Responsible for Monitoring: Leader:Campus Registrar Others Involved: Campus Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Provide parent liaison to open accessibility to Spanish speaking parents Strategy's Expected Result/Impact: Provide parent liaison to open accessibility to Spanish speaking parents Staff Responsible for Monitoring: Parent liaison, Principals Review of contact log</p>	Formative Reviews		
	Nov	Jan	Mar

Strategy 5: Utilize voice to email system for parent to teacher messaging Strategy's Expected Result/Impact: Phone message reports delivered to teachers. Staff Responsible for Monitoring: Leader: District Technology Staff Others Involved: all staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 6: Utilize V-soft system for visitor identification Strategy's Expected Result/Impact: System reports parent status and visitors on campus. Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Front Desk Receptionists	Formative Reviews		
	Nov	Jan	Mar
Strategy 7: Parents utilize web pages to communicate with teachers Strategy's Expected Result/Impact: Parents utilize web pages to communicate with teachers Staff Responsible for Monitoring: Leader: District Technology Staff, Campus Technologist Others Involved: Teachers	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 7: Waller ISD and Waller JH 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 5: Waller JH will develop with parents a written parent involvement policy and School-Parent Compact for 2019-2020.





Evaluation Data Sources: meeting schedule, agenda, sign-in sheet, minutes

Strategy 1: Meet with BLT and parent committee members to develop a parent involvement plan and school compact Strategy's Expected Result/Impact: Scheduled meetings or events occurring throughout year Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: VIP Parents	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Title I Parent Involvement funds will be used to provide professional development to staff member at Region IV: "Building Capacity and Strengthening Partnerships for Family Engagement." Strategy's Expected Result/Impact: Attendance of training Staff Responsible for Monitoring: Administrative Team	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Utilize 100% of local funding.

Evaluation Data Sources: 2018-2019 Budget reports





Strategy 1: Follow WISD District Budgeting process Strategy's Expected Result/Impact: Budget developed according to district guidelines Staff Responsible for Monitoring: Leader:Principal Others Involved: WISD Business office	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Instructional Leadership Team members report department needs, and Campus Leadership Team members report campus needs Strategy's Expected Result/Impact: The instructional needs list and the campus needs list are generated and resources are allocated as appropriate Staff Responsible for Monitoring: Leader:Campus Administrative Team, Others Involved: Instructional Leadership Team, Campus Leadership Team	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Evaluate successes generated by the 2018-2019 Campus Improvement Plan and define the areas of need during 2018-2019 that warrant being carried over to the 2019-2020 Campus Improvement Plan Strategy's Expected Result/Impact: List generated identifying areas met and not met Staff Responsible for Monitoring: Leader: Principals Others Involved: Campus Improvement Plan Team	Formative Reviews		
	Nov	Jan	Mar
Strategy 4: Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals. Strategy's Expected Result/Impact: Sign-in sheets, walk throughs, observations, test scores, meeting agenda Staff Responsible for Monitoring: Bil/ESL Director	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Supplement local funding with federal funding and discretionary grant funding.

Evaluation Data Sources: 2020-2021 Budget reports





<p>Strategy 1: Local funding used to support curriculum, staffing, and foundation programs Strategy's Expected Result/Impact: Local funding used to support curriculum, staffing, and foundation programs Staff Responsible for Monitoring: Leader:Principal Others Involved: Business Office, Campus Bookkeeper</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Use Title II funding to provide professional learning in needed areas based on student data Strategy's Expected Result/Impact: Use Title II funding to provide professional learning in needed areas based on student data Staff Responsible for Monitoring: Leader:Principal Others Involved: Campus Administrators, Instructional Leadership Team, Campus Leadership Team, Instructional Facilitator, Curriculum Directors and Coordinators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Use Title IA funding to provide supplemental services to struggling and at-risk students Strategy's Expected Result/Impact: Use Title IA funding to provide supplemental services to struggling and at-risk students Staff Responsible for Monitoring: Leaders:Principal Others Involved: Curriculum Director, Content Coordinators</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Through Title IV Funding, students will participate in College Week Activities to promote a college and career-bound community, Anti-Bullying Month Activities to promote a safe and secure learning environment, and Red Ribbon Week Activities to promote being drug free(Positive Promotions: \$553.16), Amazon (45.00) Strategy's Expected Result/Impact: Students will participate in daily Advisory Activities for three weeks: October 5-9 (College Week - in order to promote a college and career-bound community), October 1-30 (Anti-bullying Month - to promote a safe and secure learning environment), and October 26-30 (Red Ribbon Week - to promote being drug free). Review and enhancement of school counseling program. Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Student Council Sponsors Funding Sources: Red Ribbon Week...Amazon - Title IV (289) - \$45, Red Ribbon Week..Positive Promotions - Title IV (289) - \$553.16</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Through Title I and Comp Ed Funds, students will be provided supplemental materials (NASCO, Sirius Education, EAI) educational resources, classrooms supplies for make and take review stations from Butler, school supplies for Homeless students, dry erase boards/markers/erasers) to assist them in success in reading and mathematics TEKS; teachers and IF will receive professional development from Region 4 and HCDE to assist with implementing research-based instructional strategies and quality first-time instruction in Reading in Math classes and also Lead4ward Social Studies professional development for 6th-8th grade teachers. In addition, Funds will be used to pay for supplies and teachers for after school and weekend STAAR tutorials and review boot camps prior to STAAR testing. Strategy's Expected Result/Impact: Improve Instructional practices as evidenced by lesson plans and walkthroughs Staff Responsible for Monitoring: Counselors, Principals, Assistant Principals, Student Council Sponsors</p>	Formative Reviews		
	Nov	Jan	Mar

Strategy 6: Utilize Title 1 funds to supplement local funds to use the E-20/20 Edgenuity program to provide concept recovery and STAAR remediation for all identified students Strategy's Expected Result/Impact: Utilize Title 1 funds to supplement local funds to use the E-20/20 Edgenuity program to provide concept recovery and STAAR remediation for all identified students Staff Responsible for Monitoring: leader: Principal Others Involved: District Curriculum Director, District Curriculum Coordinators	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: Waller ISD and Waller JH 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: 90% of the students will be connected to the school through a co-curricular or extracurricular activity.





Evaluation Data Sources: Class roster, Club roster, extracurricular roster

<p>Strategy 1: Students will be given opportunities to learn aspects other than core academics such as technology, theater, music, sports, volunteer opportunities, etc.</p> <p>Strategy's Expected Result/Impact: students will be connected to the school through a co-curricular or extracurricular activity.</p> <p>Staff Responsible for Monitoring: Leaders: Campus Administrative Team Others Involved: Elective teachers, Club Advisers (such as NJHS, StudCo) and Athletics</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Students have a variety of options to participate in school activities and thus experience a sense of belonging</p> <p>Strategy's Expected Result/Impact: students will be connected to the school through a co-curricular or extracurricular activity.</p> <p>Staff Responsible for Monitoring: Leaders: Principals, Campus Administration, Counselors, Others Involved: Club/Organization Sponsors</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Increase post-secondary awareness activities for all students by 20%.





Evaluation Data Sources: 2018-2019 activity logs compared to 2016-2017 activity logs

Strategy 1: Teachers and students participate in "Education: Go Get It" week to promote college awareness Strategy's Expected Result/Impact: Students explore options for post graduation plans for success. Staff Responsible for Monitoring: Leader: School Counselor and Campus Administration Others Involved: Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Teachers' college logos are placed by their door to show students which college(s) they attended and promote awareness Strategy's Expected Result/Impact: College Awareness is promoted for all students. Staff Responsible for Monitoring: Leader: School Counselor Others Involved: Campus Administration, Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Teachers and students wear college t-shirts throughout the year on Wednesdays to promote awareness Strategy's Expected Result/Impact: College Awareness is promoted for all students. Staff Responsible for Monitoring: Leader: School Counselor, Campus Administration Others Involved: Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 4: Promote post-secondary options through Career day Strategy's Expected Result/Impact: Increase post-secondary awareness activities for all students by 20%. Staff Responsible for Monitoring: Leader: Principal, Campus Leadership Team, CTE Coordinator, Counselors, Others Involved: Campus Staff	Formative Reviews		
	Nov	Jan	Mar
Strategy 5: Students receive Graduation Tool kits to provide them with information about their post-secondary options Strategy's Expected Result/Impact: Increase post-secondary awareness activities for all students by 20%. Staff Responsible for Monitoring: Leader: Counselor Others Involved: Campus Administration	Formative Reviews		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Provide student transitional opportunities from grade levels.





Evaluation Data Sources: calendar of activities

Strategy 1: Transitional activities planned by the counselor to address entry and exiting junior high school Strategy's Expected Result/Impact: Calendar of activities provided for students for post secondary readiness. Staff Responsible for Monitoring: Leader:Counselor Other Involved:Principals	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures.

Evaluation Data Sources: There will be an increase in the number of opportunities parents take advantage of the support their child's education.

<p>Strategy 1: Curriculum Nights, Parent Day, Career Day, Literacy Night, GT Showcase, etc. Strategy's Expected Result/Impact: Provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures. Staff Responsible for Monitoring: Principal, APs, BLT members, ELL coordinator and staff, Community relations department, campus staff, volunteers</p>	Formative Reviews		
<p>Strategy 2: All parent communication will be translated into Spanish to ensure parent understanding. Strategy's Expected Result/Impact: Provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures. Staff Responsible for Monitoring: Principal, Secretary, AP, Bilingual staff members</p>	Formative Reviews		
<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 Engagement Specialist will also 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) , and also with the use of Title III Funds One Way Education w/ Carlos Salazar videos for FE . Parents and students will be trained to focus on obtaining their goals and dreams through technology (\$667.00). Strategy's Expected Result/Impact: 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". In this conference, TEA will be offering multiple sessions regarding the latest ESSA requirements and legislative updates in parent and family engagement. 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. Staff Responsible for Monitoring: Family Engagement Specialist Principal Funding Sources: - Title III (263) - \$667, - Title One (211) - \$265</p>	Formative Reviews		
<p>Strategy 4: Attend the Parent and Family Engagement Liason Training provided by Region IV. Region IV (35.00) Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance. Impact will be demonstrated with presenting nformation about the updated PFE Engagement Liason Handbook to campuses. Provide increased parent, family, and community engagement opportunities on campuses and within the district Staff Responsible for Monitoring: Chief academic officer, Family Engagement Specialist Funding Sources: Family Engagement Specialist (Region IV) - Title One (211) - \$35</p>	Formative Reviews		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	Nov	Jan	Mar
	0%		