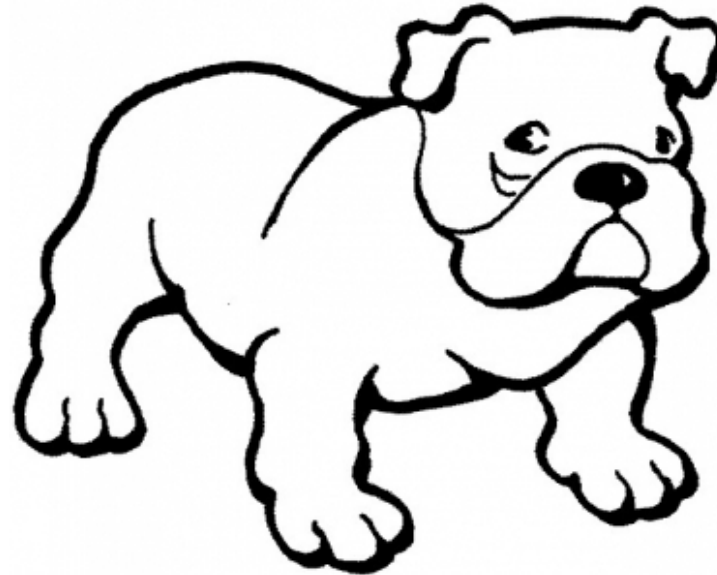


**Waller Independent School District**  
**Waller High School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment   | 4  |
| Demographics   | 4  |
| Student Achievement  | 5  |
| School Culture and Climate   | 7  |
| Staff Quality, Recruitment, and Retention  | 8  |
| Curriculum, Instruction, and Assessment  | 9  |
| Parent and Community Engagement  | 10 |
| School Context and Organization  | 11 |
| Technology   | 12 |
| Comprehensive Needs Assessment Data Documentation  | 13 |
| Goals  | 15 |
| Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)  | 16 |
| Goal 2: Waller ISD and Waller HS will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum) | 20 |
| Goal 3: Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)  | 23 |
| Goal 4: Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)   | 28 |
| Goal 5: Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)   | 30 |
| Goal 6: Waller ISD and Waller HS will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)   | 32 |
| Goal 7: Waller ISD and Waller HS will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)  | 33 |
| Goal 8: Waller ISD and Waller HS will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)  | 34 |
| Goal 9: Waller ISD and Waller HS will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)   | 37 |
| Goal 10: Waller ISD and Waller HS will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)  | 38 |
| Campus Funding Summary   | 40 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### School Profile

Due to the Covid Pandemic, Texas Public Schools did not receive accountability ratings for 2020-2021. Therefore, this CNA will share the prior year's data for the Demographics Summary. Waller High School has a current enrollment of 2446. Student count for school year 2019-2020 was 2116 students, 54% are Hispanic, 32% are White, 10% are African American, and 4% are in other races. Special education student percentage is 7.5%, Gifted and Talented 6%, and ELL 18%. The student population consists of 56% economically disadvantaged students and 47% identified as at-risk. Approximately 85% of Waller High School students are enrolled in one or more Career and Technology Education classes.

Waller High School had an attendance rate of 94% for the 2018-19 school year. The graduation rate was 96.7%.

#### Special Programs

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

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

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

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

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

Our Carl Perkins program consists of supplies, materials, equipment and professional development for the following programs of study: Agriculture Food and Natural Resources; Architecture and Construction; Arts, AV, Technology, and Communication; Business, Finance and Marketing; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; and Manufacturing.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act

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

### **Demographics Strengths**

- Diverse Population of Students
- Foreign Exchange Students

# Student Achievement

## Student Achievement Summary

### Waller High School Accountability Performance

Waller High School had an accountability rating of Met Standard and one distinction designations, for Top 25%: Comparative Closing the Gaps in 2018-2019. In 2018-2019, Waller High School met standard on all three of the accountability measures: Student Achievement, Student Progress, Closing Performance Gaps. Waller High School received an overall summary for the 2019 Accountability Rating of an 86. Waller High School did not receive an accountability rating for 2019-2020 or 2020-2021 school year due to the covid pandemic.

### Performance Indicators

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

### Overview

Waller High School STAAR data from 2018-2019 shows passing percentages above the state in in English I, English II, Algebra I and Biology. The US History lagged behind the state within 1-4 percentage points in the Meets and Masters Grade Level. Special Education, African American and ELL populations continue to perform below the other subgroups for each tested subject. Based on theses findings Waller HS continues to provide a new arrival center, intervention programs and academic tutoring which focuses on the identified students.

Based on the STAAR data recieved from the 2020-2021 school year Waller High School performed below the state in all five EOC subject areas.

### Student Achievement Strengths

- Interventions:
  - English 3 and 4 EOC classes for students who have not met standard
  - New Arrival Center Newcomers' Course
  - Academic Advisory
  - Edgenuity - Online Course
  - After School Tutoring
  - Saturday School - Tutoring
  - Read 180
  - Stragetic Math
  
- Campus Accountability Rating: Met Standard

- Teachers have common planning time
- Teacher local assessment data entered in AWARE

# School Culture and Climate

## School Culture and Climate Summary

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

## School Culture and Climate Strengths

- PBIS put in place for student protocols and to make school a safe and orderly place for learning
- Spirit and College Days for student and staff promote Bulldog Pride
- Temperature checks for staff to be able to communicate wants and needs to administration
- Character Strong implemented through Advisory each week starting 2021-22 school year.
- Decreased Fighting on Campus



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Due to the Covid Pandemic, we will still list previous CNA statistics for this section. Based on the 2019-20 TAPR report, Waller High School had a total 167 professional staff of which 140 are teachers, 18 are Professional Support, 9 administrators, and 27 Educational Aides. Total minority staff numbers 57. The percentage breakdown of staff is 13% African American, 11% Hispanic, 72% White, 1% are American Indian, 44% are males and 56% are females. The average years of experience of teachers is 12 years, 29% had one to five years experience, 15% had six to ten years experience, 28% had eleven to twenty years experience and 19% had more than twenty years experience. Average actual salary of Teachers is \$65,307.

## Staff Quality, Recruitment, and Retention Strengths

- Enlist Curriculum coordinators with vertical alignment
- Identify trained staff to provide staff development
- Utilize teacher/student positive notes
- Hire teachers/staff who meet certification requirements
- Incorporate hiring panels with department team members
- Core coordinators invited to interview panel

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Waller High School continues to focus on instructional engagement and improvement in student achievement. Continuous staff development is provided to improve teaching practices. In line with District goals and objectives, all core teachers received training in ESL strategies. Staff also received training in the DBQ process for social studies. In 2021-22, emphasis will continue on Tier I instruction in all classrooms. The Professional Learning Community structure continues to support Curriculum, Instruction and Assessment conversations in and across subject levels.

## Curriculum, Instruction, and Assessment Strengths

- Teacher collaboration in instructional planning
- Increase in district-provided technology to help teachers with instruction
- Interventions during the school day
- Instructional Facilitator for English and Social Studies
- Instructional Facilitator for Math and Science

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

- Skyward Parent Portal Access
- Volunteers In Public Schools
- Community Service provided by students
- Parent partners on Campus Improvement Plan Committee
- Annual High School Elective Expo for incoming Freshmen
- Senior Camp Day in summer to prepare seniors for final high school year and career/college prep
- HB5 Pathway conferences with counselors and all students and parents
- Freshman Orientation for all incoming freshmen
- Active Facebook, Twitter, Remind, school website and frequent use of School Messenger for communication purposes
- Virtual Open House
- Virtual Career Day and College Night
- All Teachers are using CANVAS Classroom
- Counselor's Coffee Chat monthly for parents

# School Context and Organization

## School Context and Organization Summary

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

## School Context and Organization Strengths

- Variety of elective courses direct pathways to endorsements
- Campus Planning Process that involves staff and community
- Ongoing professional development to support initiatives to improve instruction
- Bell Schedule that supports collaborative time for teachers to meet during common planning time
- Advisory allows for interventions, tutorials and PSAT/SAT/ACT Prep
- Teachers continue to refine their common assessments both on campus and vertically across campuses
- District-supported curriculum planning days

# Technology

## Technology Summary

Waller High School is committed to making the effective use of technology high priority in the areas of instruction, communication and administration. Waller High School is currently a 1:1 campus with each student and teacher having their own device. Teachers are eager to learn new technology, as well as, they often bring suggestions to the administration. Campus librarian and technologists are very instrumental in seeking new, innovative software products for teacher resources and to enhance student projects.

## Technology Strengths

- Waller High School has moved to 1:1 for devices. All students will be issued a Chromebook.
- Security cameras installed and operational for entire campus
- Smart boards provided to all core teachers and several Career Technology Educators

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## **Student Data: Student Groups**

- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Homeless data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

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

# Goals





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

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

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

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Study student performance data (2018-19) identifying key areas for strengths, needs, and trends impacting student success: targeting sub-populations African American, Hispanic, Eco Disadvantage, LEP and Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance increase by 6% each targeted sub-populations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Curriculum Facilitator, Academic Coordinators, Dept. Chairs, Team Leaders, Teachers and students</p> <p><b>Comprehensive Support Strategy</b></p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> WHS will continue to provide SAT &amp; ACT PREP courses, AP &amp; Pre-AP Courses, Increase the number of Dual Credit courses offered, along with student organizations on campus. Dual Credit supplemental materials offered to EL's funded with Title III funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student percentages and scores on identified exams, graduation rates reported in the state indicators, and advisory rosters.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Facilitators and teachers</p>                       | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |







| Strategy 3 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 3:</b> Title III will fund the following items for EL teachers, students, and classrooms. College text books will be purchased from AMAZON for our LEP Students attending dual credit course total cost (\$401.19). Purchase eBook for Dual Credit Biology for LEP Student through McGraw Hill (\$154.00). Barnes &amp; Noble Booksellers Oxford Advance American Dictionary for learners of English will be purchased.- 10qty(\$310.00) total. "Instead of I Don't Know" Posters from J. SEIDLITZ ED. for EL Classrooms-- (\$614.60). Velazquez Press dictionaries for new arrivals (\$140.36). Title III will fund for NAC students the Velazquez World Wide Spanish English Dictionaries. (\$424.80)</p> <p><b>Strategy's Expected Result/Impact:</b> Student Transcript indicating course credit earned and STAAR data showing passing standard.</p> <p><b>Staff Responsible for Monitoring:</b> NAC teachers, Bilingual/ESL Director/Coordinator, STAAR Tutor, Instructional Facilitator</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - Title III (263) - 263 Year 2 - \$2,452.73</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 4 Details   | Formative Reviews |            |            |
| <p><b>Strategy 4:</b> Learning Labs will be provided to support the learning loss that occurred in 2020-2021, struggling students, AP/SAT/ACT/PSAT prep.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize the following to determine the frequency of parent visits; review for trends: Calendar notices, parent conference form and graduation plan documents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administration, Counselors, Teachers, Parent Liaison, Attendance and Receptionist</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Provide interventions in scheduled courses and advisory period to students in assigned academic groups to support graduation rate, system safeguards and post-secondary readiness. Advisory will also be used to help students grow and be prepared for their AP testing/ACT/SAT.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student percentages and scores on identified exams, graduation rates reported in the state indicators, Advisory rosters.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Facilitator and Teachers</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

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

**Performance Objective 2:** Waller High School will increase their US History EOC "Meets" and "Masters" scores between 3-5% by the end of the 21-22 school year.





**Evaluation Data Sources:** USH 2021 EOC Scores vs USH 2022 EOC Scores.

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Review Benchmark Data.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair, Team Lead, and Instructional Facilitator</p>   | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |                   |     |     |

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

**Performance Objective 3:** Waller High School will increase their English I and II EOC "Approaches" and "Masters" scores between 3-5% by the end of the 21-22 school year.





**Evaluation Data Sources:** English I 2021 EOC Scores vs. English I 2022 EOC Scores;  
English II 2021 EOC Scores vs. English II 2022 EOC Scores

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Review Benchmark Data</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair, Team Leader, and Instructional Facilitator</p>  | Formative         |     |     |
|  | 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 1:** Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 4:** Waller High School will increase their Algebra I EOC "Meets" score by 5% by the end of the 21-22 school year.

**Evaluation Data Sources:** Algebra I 2021 EOC Scores vs. Algebra I 2022 EOC Scores

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Review Benchmark Data</p> <p><b>Staff Responsible for Monitoring:</b> Department Chair, Team Leader, and Instructional Facilitator</p>  | Formative         |     |     |
|  | 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 2:** Waller ISD and Waller HS will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

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

**Evaluation Data Sources:** STAAR test data and benchmark assessment data

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Ensure instruction and aligned assessments are at the appropriate level of rigor and complexity as indicated by TEKS for subject and grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of the following: Lesson Plans, Classroom observations (formal &amp; informal), Assessment Documentation, Student products, Benchmark Testing /(CBA)</p> <p><b>Staff Responsible for Monitoring:</b> Content Coordinators, Campus Administrators, Department Chairs, Instructional Facilitators, and Teachers</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Provide intensive instructional support to identify at risk populations and subgroups of Economically Disadvantaged, LEP, African American, Hispanic and Special Education Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of 3% on EOC performance in students in the sub-populations and those identified as at risk.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Department Chairs, Instructional Facilitators, Teachers</p> <p><b>Comprehensive Support Strategy</b></p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Bil/ESL Director/EL Coordinator will provide trainings and/or utilizing information acquired by attending campus PD's - John Seidlitz Education -funded by Title III, and also paid by TITLE III-Purpose Driven Professional Learning Educational Consulting with Tracy Dennis, M.Ed. Dr. Dennis will conduct training using technology which increases learning time with full engagement implementing brain-based strategies for EL's.</p> <p>With Title III funds J.Siedlitz Education will present several days of PD trainings (7 Steps to Lang. Rich Interactive Classroom and Boosting Achievement for Underschooled Students) for teachers and 7 Steps books will be purchased for new teachers (\$1853.70).</p> <p><b>Strategy's Expected Result/Impact:</b> Certificates of participation, training sign-in sheets and implemented strategies observed in classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Bil/ESL Director/EL Secondary Coordinator</p> <p><b>Funding Sources:</b> - Title III (263) - \$1,853.70</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 4 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 4:</b> Provide professional development to science teachers to enhance their content area/instructional strategies/data analysis/targeted sub population. The Science Coordinator will provide opportunities for teachers to attend training's at HCDE, Region IV Service Center Training, Rice University Science Training and the CAST conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets, frequent monitoring of strategies used in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Content Coordinators, Campus Administrators</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Provide professional development to social studies teachers relating to content area, instructional strategies, data analysis, and targeted sub population.</p> <p>*Lead4Ward *HCDE Training *Region IV Service Center Training *Rice University</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, frequent monitoring of strategies used in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator, ELL Coordinator, Instructional Facilitators, Campus Administrators</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 6 Details   | Formative Reviews |            |            |
| <p><b>Strategy 6:</b> Learning Labs planned afterschool to review students on critical student expectation that will be assessed on both the December retest and Spring test for English I, English II, Biology, US History, and Algebra. Both activities will support and enhance Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of Waller High School students the "approaches grade level" standard on STAAR English and Math will increase from 3%</p> <p><b>Staff Responsible for Monitoring:</b> English and Math District Coordinators, Campus Administrators, Instructional Facilitators</p> <p><b>Comprehensive Support Strategy</b></p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 7 Details   | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> Provide professional development to Algebra 1 , Geometry, Pre-AP Geometry, Algebra II, Pre-AP Algebra II, Pre-Calculus and Pre-AP Pre-Calculus teachers relating to content area, instructional strategies, deep understanding of TEKS and vertical alignment through embedded professional development throughout the school year as well as a summer math institute with Mathlink Consulting. Garland Summer SAT/ACT Training for Geometry, Algebra II , and Precalculus teachers by also providing the "Official Act Prep Guide" and "Barron's SAT Premium Study Guide". The Math Coordinator and Instructional Facilitator will also receive a copy. The study guides were purchased through Amazon. The summer math institute training will utilize Kendall Hunt Publishing Discovering Geometry, Algebra II, and Pre-Calculus. These instructional materials will be integrated into the high school math curriculum including Cosenza &amp; Associates - Mission Math supplemental resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, frequent monitoring of strategies used in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Math District Coordinator, Campus Administrators, Instructional Facilitators Mathlink Consulting</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |

| Strategy 8 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 8:</b> WHS will continue to provide SAT &amp; ACT prep courses, AP courses, and Honors courses, increase the number of Dual Credit course offered, along with student organizations on campus. Dual Credit supplemental materials offered to EBs funded with Title III funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets from prep courses, rosters for AP/Honors/Dual Credit courses, Course Selection Book</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Campus Administrators, Instructional Facilitators</p>   | Formative         |     |     |
|  | 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 3:** Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)

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

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

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

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

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

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





| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Maintain a social and emotional program for students and teachers through Character Strong Curriculum.<br/> <b>Strategy's Expected Result/Impact:</b> Weekly Lessons<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators and Designated Staff<br/><br/> <b>Funding Sources:</b> Character Strong Curriculum - Title IV (289) - \$499</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 2 Details  | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> All campuses will maintain a school-wide positive behavioral support system.<br/> <b>Strategy's Expected Result/Impact:</b> Written plan and matrix<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators and designated committee members.</p>   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 3 Details  | Formative Reviews |     |     |
| <p><b>Strategy 3:</b> Provide campus-wide bully prevention and campus wide aggression and harassment prevention and awareness activities.<br/> <b>Strategy's Expected Result/Impact:</b> Staff development agendas, sign-in sheets, Skyward Discipline reports, Region 10 Certificate of completion.<br/> <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselors</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 4 Details  | Formative Reviews |     |     |
| <p><b>Strategy 4:</b> Monitor and provide support to homeless students identified in the district. To make sure homeless students are prepared for class instruction.<br/> <b>Strategy's Expected Result/Impact:</b> Homeless students are monitored throughout the year with a tracking sheet.<br/><br/>                     Signature Receipt Document<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselors</p> | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 5 Details  | Formative Reviews |     |     |
| <p><b>Strategy 5:</b> Provide staff development for what constitutes emotional safety for disparate population groups within the campus general population (suicide prevention, conflict resolution, violence prevention and intervention, sexual abuse, sex trafficking maltreatment of children.)<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators and Counselors</p>  | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |

| Strategy 6 Details  | Formative Reviews |            |            |
|---|-------------------|------------|------------|
| <p><b>Strategy 6:</b> Transitional activities planned by counselors between campuses for students moving from one campus to another.</p> <p>*Freshman Orientation at WHS<br/>           *New Student Orientation at WHS<br/>           *Virtual Open House<br/>           *8th Grade parent orientation meetings with HS principals and counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors and designated staff</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 7 Details  | Formative Reviews |            |            |
| <p><b>Strategy 7:</b> 100% of new staff will be trained in mental health and suicide prevention by Mental Health America of Houston. (\$212.50)</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will increase their knowledge and skill to serve students in crisis.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction<br/> <b>Funding Sources:</b> - Title IV (289) - \$212.50</p>  | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|   |                   |            |            |
| Strategy 8 Details  | Formative Reviews |            |            |
| <p><b>Strategy 8:</b> Character Strong will provide training on their SEL curriculum for new staff and returning staff. All new teachers will attend a half-day training that will focus on the objectives and methods of teaching the lessons. (Title IV - \$1,000) Returning teachers will attend a one-hour refresher training. (Title IV - \$3000)</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be more effective in the classroom by learning the objective and methods of sharing the SEL curriculum.<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction<br/> <b>Funding Sources:</b> - Title IV (289) - \$4,000</p> | <b>Formative</b>  |            |            |
|   | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
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| <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 HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)

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





**Evaluation Data Sources:** Emergency drill logs and security audit report

| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Campus drills are completed monthly and security audits are completed as required by state guidelines.<br/> <b>Strategy's Expected Result/Impact:</b> Logs and audit report<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>  | Formative         |     |     |
|  | 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 4:** Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

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

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





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

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

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

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





| Strategy 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Strategy 1:</b> 1. Content Coordinators provide embedded professional development throughout the year by utilizing information acquired by attending conferences such as TASM, CREST, CAST, CAMT, TSELA, TCTELA, ESC training, HCDE trainings, Lead4ward, Region 4, Region 6, John Seidlitz and Stetson &amp; Associates, and TABE.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of documentation:</p> <p>Professional Development Requisitions<br/>           Certification of Attendance<br/>           Student Artifacts<br/>           Meeting Minutes<br/>           Agendas<br/>           Sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Content Coordinators, Instructional Facilitator, Bilingual Director, ELL Coordinator</p> | Formative         |     |     |
|  | Nov               | Jan | Mar |
|  |                   |     |     |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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





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

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Counselor coordinated informative sessions for all students regarding dating violence, bullying, and sexual harassment by contracted services.</p> <p><b>Strategy's Expected Result/Impact:</b> Student assemblies, counselor center bulletins, counselor/contractor presentation evaluation forms.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Create a school culture that recognizes and represents campus demographics that supports the learning process and the academic success of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Campus Administration, Counselors, Teachers</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Monitor student behavior and premises for unsafe activities, unhealthy behaviors, and premise condition.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional camera installation, key-less entries, staff duty roster, random drug testing data, V-soft Id system report, drug-canine inspection reports, staff training sign in sheet, and certificates for CPR training.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Chief of Schools, Principal, Campus Administration, Counselors, School Resource Officers, Teachers</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
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| <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 5:** Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

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

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





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



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

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





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

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

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

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

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





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

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

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

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





| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> CTE program will utilize program funds to include both state allotment and Federal Carl Perkins Funding to provide integrated programs of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for students who are pregnant, teen parents and/or those at risk of dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Invoices indicating the courses supported by the purchased resources, rosters of students receiving interventions and sign in sheets from Saturday class and after school credit recovery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Curriculum Director, CTE Coordinator, Counselors and CTE Teachers</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> State compensatory funding used to supplement at risk LEP students, tutorials for students still developing English language, grade placements, and students who have failed an area of EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of documents:<br/>           Class Rosters<br/>           Parent Liaison log<br/>           Academic Tutorials/Night School<br/>           Summer School Roster<br/>           LEP/ESL Para Schedule</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director, Business Office, Chief of Schools, Principal</p> <p><b>Comprehensive Support Strategy</b></p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
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| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> ESSA grant, Title IV funds used to promote access to college assistance for AP testing fees.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets and certificates of attendance</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
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| Strategy 4 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 4:</b> Title I/Title IV funds used for counseling resources for individual and group counseling as well as parent consultation. The activities will support well rounded educational opportunities , parent involvement and support safe and healthy students. Resource materials to produce flyers, promotion posters and mail outs ( Title IV funds use for resources for students regarding Suicide Prevention/Awareness, College Night, Red Ribbon Week and other applicable awareness programs. Counseling pamphlets will be ordered through Woodburn Press for Growth Mindset, Vaping What You Need to Know and FASFA Checklist. Materials such as fidgets will also be purchased to help support student mental health.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets and event flyers.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> Amazon - Title IV (289) - \$319.72</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 5 Details   | Formative Reviews |            |            |
| <p><b>Strategy 5:</b> Counselors will use Title I funds to purchase school supplies for homeless students that support their academic classroom assignments and projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful on assignments, achieving credit for course completion.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

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

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





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

| Strategy 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Strategy 1:</b> Use Title funding to provide supplemental services to include, tutorials, credit recovery enrichment and certification programs (welding, cosmetology); as well as to provide academic resources to students (Graduation Tool Kit, Brochures/Pamphlets . Funding will support student opportunities to earn course credit through credit by exams from Texas Tech University K-12 . Funding will pay for registration for professional development opportunities and the book "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of documentation:</p> <p>Class Rosters<br/>Parent Liaison log<br/>Academic Tutorials/Night School<br/>Summer school Roster<br/>Saturday School Rosters</p> <p>Campus Counseling Program Guide</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| Strategy 2 Details  | Formative Reviews |     |     |
| <p><b>Strategy 2:</b> Use Title funding to provide supplemental services to include: tutorials, Credit Recovery, Enrichment and Certification Programs as well as provide academic resources. Funding will support student opportunities to earn credit by credit by exam from Texas Tech University and University of Texas. Counselors will attend professional development to support our students social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Event Flyer and Certificate</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> National Center for Youth Issues- LSSSCA - Title IV (289) - \$440, Texas Counseling Association - Title IV (289) - \$575, TTUISD- CBE - Title IV (289) - \$950</p>   | Formative         |     |     |
|   | Nov               | Jan | Mar |
|   |                   |     |     |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |                   |     |     |

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

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

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

| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Continue to identify CTE courses that teach students technical skills that will allow them enter the work force upon graduation or continue their education. The CTE program will improve instruction and increase the number of student industry certifications by purchasing industry equipment, providing resources, and materials to improve programs. Funds utilized will be both State Allotment and Federal Carl Perkins Grant. These items will be ordered from a variety of vendors including:</p> <ul style="list-style-type: none"> <li>-Visible Body- \$4,500</li> <li>-Xello- \$5,100</li> <li>-Alltex-\$3,505.64</li> <li>-Sirchie-\$2,186.29</li> <li>-Knowledge Matters-\$2,800</li> <li>-The Home Depot-\$4,099</li> <li>-The Burmax Company-\$1,204.90</li> <li>-Tech Labs- \$28,815</li> <li>-Gearbox- \$9,997.92</li> <li>-Nasco-\$1,354.88</li> <li>-Amazon- \$3,423.18</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Report indicating an increase in the number of certificates or licenses obtained.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administrators, Department Chairs, Instructional Facilitator, CTE Coordinator, and CTE Teachers</p> <p><b>Funding Sources:</b> CTE Costs - Carl Perkins (244) - \$66,986.18</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> Staff development will be provided by Region IV ESC to give CTE staff knowledge and skills to prepare students for industry careers as well as post secondary education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in CCMR indicator for WHS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Administrator, Department Chair, CTE Coordinator, and CTE Teachers</p> <p><b>Funding Sources:</b> CTE - Carl Perkins (244) - \$74,750</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |            |

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

**Performance Objective 1:** Waller High School will partner with parents and community to eliminate barriers and perceptions to increase parent involvement in school operations.

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


| Strategy 1 Details   | Formative Reviews |            |            |
|--|-------------------|------------|------------|
| <p><b>Strategy 1:</b> Implement an educational parent training on the use of CANVAS and Skyward.<br/> <b>Strategy's Expected Result/Impact:</b> Parent Sign in sheet<br/> <b>Staff Responsible for Monitoring:</b> Campus Administration and Campus Technologists</p>  | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 2 Details   | Formative Reviews |            |            |
| <p><b>Strategy 2:</b> 2021-2022-Title III will fund brochures from Woodburn Press for English Learners rack cards to support the parents of EL's. (\$37.41)<br/> <b>Strategy's Expected Result/Impact:</b> Implantation will be noted by mailing this resource to families for an EL family orientation night to provide families with expert tips and advice and resources that show parents how they can help and support their ELL student.<br/> <b>Staff Responsible for Monitoring:</b> Parent Family Engagement Liaison<br/> Principal Bilingual/ESL Director<br/> Chief Academic Officer<br/><br/> <b>Funding Sources:</b> Woodburn Press - Title III (263) - \$37.41</p> | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |
|  |                   |            |            |
| Strategy 3 Details   | Formative Reviews |            |            |
| <p><b>Strategy 3:</b> Provide Canvas Parent Virtual Trainings for all families funded through Title I with Instructure INC.<br/> <b>Strategy's Expected Result/Impact:</b> To build the capacity of parents on how to stay connected to their child's learning through Canvas, our learning management system. Family engagement is a vital role in the academic lives of children and their overall</p>   | <b>Formative</b>  |            |            |
|  | <b>Nov</b>        | <b>Jan</b> | <b>Mar</b> |


success. Obtaining the appropriate tools is crucial to help families be involved by supporting their child in being successful and to build confidence by being able to check their grades, view assignment due dates, read instructions, follow their calendars and communicate easily with their teachers. The overall goal is to provide increased family engagement opportunities to ALL families within the district by building their capacity for increased student achievement.

**Staff Responsible for Monitoring:** Chief Academic Officer,  
Family Engagement Specialist,  
Campus Administration,  
Communications Dept.

**Funding Sources:** CANVAS Training-Families - Title One (211) - \$1,250

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



# Campus Funding Summary

| Title One (211)    |           |          |  |              |                     |
|--------------------|-----------|----------|--|--------------|---------------------|
| Goal               | Objective | Strategy | Resources Needed                         | Account Code | Amount              |
| 10                 | 1         | 3        | CANVAS Training-Families                 |              | \$1,250.00          |
| <b>Sub-Total</b>   |           |          |  |              | <b>\$1,250.00</b>   |
| Title III (263)    |           |          |  |              |                     |
| Goal               | Objective | Strategy | Resources Needed                         | Account Code | Amount              |
| 1                  | 1         | 3        |  | 263 Year 2   | \$2,452.73          |
| 2                  | 1         | 3        |  |              | \$1,853.70          |
| 10                 | 1         | 2        | Woodburn Press                           |              | \$37.41             |
| <b>Sub-Total</b>   |           |          |  |              | <b>\$4,343.84</b>   |
| Title IV (289)     |           |          |  |              |                     |
| Goal               | Objective | Strategy | Resources Needed                         | Account Code | Amount              |
| 3                  | 1         | 2        |  |              | \$187.50            |
| 3                  | 2         | 1        | Character Strong Curriculum              |              | \$499.00            |
| 3                  | 2         | 7        |  |              | \$212.50            |
| 3                  | 2         | 8        |  |              | \$4,000.00          |
| 8                  | 1         | 4        | Amazon                                   |              | \$319.72            |
| 8                  | 2         | 2        | National Center for Youth Issues- LSSSCA |              | \$440.00            |
| 8                  | 2         | 2        | Texas Counseling Association             |              | \$575.00            |
| 8                  | 2         | 2        | TTUISD- CBE                              |              | \$950.00            |
| <b>Sub-Total</b>   |           |          |  |              | <b>\$7,183.72</b>   |
| Carl Perkins (244) |           |          |  |              |                     |
| Goal               | Objective | Strategy | Resources Needed                         | Account Code | Amount              |
| 9                  | 1         | 1        | CTE Costs                                |              | \$66,986.18         |
| 9                  | 1         | 2        | CTE                                      |              | \$74,750.00         |
| <b>Sub-Total</b>   |           |          |  |              | <b>\$141,736.18</b> |
| <b>Grand Total</b> |           |          |  |              | <b>\$154,513.74</b> |