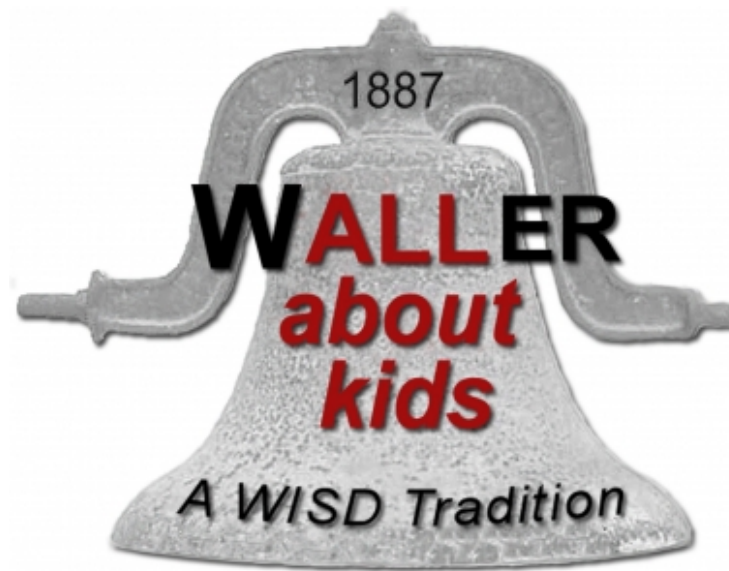


Waller Independent School District
Schultz Junior High
2018-2019 Campus Improvement Plan



Mission Statement

We believe that all students can achieve given the proper nurturing environment. All students will be given the opportunity to develop intellectually, emotionally, socially, and physically. It is our intent that students will become successful and productive members of society.

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Comprehensive Needs Assessment

Needs Assessment Overview

Wayne C. Schultz Jr. High is one of 8 campuses in the Waller Independent School District. Schultz Jr. High opened its doors in 1985 and serves families from all economic groups. Schultz Jr. High serves 940 students in sixth through eighth grade. Nine years ago, this campus was a 5th and 6th grade campus that serviced 731 students. Schultz services students using a departmentalized model by grade level. Student's schedules are built according to their individual needs. Students in specialized programs such as special education, gifted and talented, and EL benefit from inclusion with their peers as much as possible with pull out services occurring only when necessary for the success of the student.

Demographics

Demographics Summary

The student population is 6.9% African American, 41.9 % White, 0.5 % Asian, 47.7% Hispanic, 0.1% Native American, 0.4% Two or More Races 0.1% Pacific Islander, 56.7% Low Socioeconomic Status. The staff population of Waller ISD is: 16% African American, 62% White, 1% Asian, 19% Hispanic, 1% Native American, 13% Male, 87% Female. Waller ISD is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides).

Demographics Strengths

1. High attendance rates for students is a campus strength.
2. We staff 1 Reading Interventionist, 1 Math Interventionist, and 1 Bilingual EL Interventionist
3. Campus Growth

Student Achievement

Student Achievement Summary

Schultz Jr. High School has historically been a high rated campus academically and has achieved high rating verses the state for the last five years. With the increased rigor of the STAAR test, our campus has seen a decline in the number of students scoring at the Academic Masters level.

- 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 trainings, 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.
- Our Career and Technical education program prepares students for specific trades, crafts, and careers at various levels.

Student Achievement Strengths

Schultz Junior High School received an A rating by TEA for 2017-2018. The campus earned 6 of the 7 possible distinctions in the areas of:

Academic Achievement in Science

Academic Achievement in Social Studies

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

School Culture and Climate

School Culture and Climate Summary

Schultz Jr. High believes it is important to create a positive learning environment that is inviting to students and parents alike. This year Schultz will continue the "PAWS" program in an effort to continue to foster self-discipline and respect for others to ensure a safe environment. We have also implemented "Walk Like a Bulldog", to recognize our students daily who are following our campus expectations. Student of the Week awards are awarded to one student per grade level that exemplifies strong character, positive attitude and a strong work ethic.

School Culture and Climate Strengths

1. "PAWS" behavior program to highlight good behavior throughout the school.
2. Unified implementation of Positive Behavior Supports. "Walk Like a Bulldog Tickets"
3. Staff has high expectations for all students.
4. Student of the Week
5. Rigorous curriculum across content areas to challenge all students
6. Academic Activities (UIL/Pre-AP)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff are highly qualified and highly committed to the improvement of academic achievement in all students.

Staff Quality, Recruitment, and Retention Strengths

1. 100% of teachers and paraprofessionals are highly qualified.
2. All ELA teachers are ESL certified with new teachers to ELA working to attain their certification by the end of this school year.
3. Salaries are competitive with our area.
4. Campus feels like a family and supported by our community.
5. Teacher leadership opportunities are available through the district leadership academies.
6. Mentor program for all new teachers to the profession as well as new to the district.

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. Schultz 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.

Curriculum, Instruction, and Assessment Strengths

1. Uniform district CBAs and benchmarks
2. Campus curriculum is aligned to state standards
3. Vertical and horizontal meetings to collaborate for instruction and data analysis
4. Constant Re-assessments to determine appropriate intervention placements for all students.
5. Individual student data is analyzed to determine placement in specific and targeted intervention programs.

Parent and Community Engagement

Parent and Community Engagement Summary

Schultz Jr. High strives each year to improve parental involvement. Opportunities for parental involvement include VIPS, parent conferences, and volunteer opportunities. Title IV Grant Funds will be used to support campus activities.

Parent and Community Engagement Strengths

1. Parents feel welcome on campus.
2. Electronic communication to provide updated information to parents via skyward, remind101, twitter, and Facebook.
3. Weekly calendar of events is posted on social media accounts.
4. Communication is in English and Spanish.
5. Red Ribbon Week Items
6. College Go Get It Week Items
7. Title IV Training for Counselors on the grant program
8. New Arrival Center Parent night to provide support and information for parents to learn how to support their student's education.

School Context and Organization

School Context and Organization Summary

The master schedule at Schultz Jr. High has been designed in order to maximize the amount of time spent in instruction. Each grade level is led by a team leader and teams meet during their conference times/after school to discuss student data, needs, and instruction.

School Context and Organization Strengths

Areas of strength include:

1. Staff expectations are clear and staff meet expectations consistently.
2. The “All Hands on Deck” approach is used by the staff of Schultz Jr. High to help students.
3. Monthly Department Chair Meetings and Horizontal Meetings across the district.
4. Focus on student needs during advisory.
5. All special population students receive targeted and specialized services to meet their needs and support them in and outside of the classroom environment.

Technology

Technology Summary

Schultz currently has 2 labs totaling 30 computers and 929 chromebooks housed in 32 carts. Each classroom has a smartboard and projector to utilize for instruction.

Technology Strengths

1. Better wireless access
2. Smartboards and Interactive displays
3. Eduphoria
4. BYOD
5. Google Classroom and other google features
6. Social Media Presence

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates data
- 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)
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Study of best practices

Goals

Goal 1: WISD and SJH 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: Writing scores measured at the approaches grade level standard on STAAR writing will improve in the following areas:

Econ. Dis 71% to 74%,

EL 58% to 62%,

SPED 41% to 45%,




AA 75% to 79%



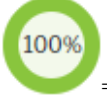


Hispanic 65% to 69%

The overall students who scored at the Masters grade level will improve from 11% to 15%

Evaluation Data Source(s) 1: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Review Writing CBA and benchmark scores after the data is scanned to identify strengths and areas to target.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Reading Interventionist, Teachers, District Curriculum Coordinator</p>	<p>The teams will discuss each other's strengths and weaknesses, record student growth and monitor progress.</p>			
<p>Comprehensive Support Strategy</p> <p>2) Provide Reader's and Writer's Workshop training for campus ELA teachers. Teachers will continue to increase implementation through daily writing opportunities.</p>	<p>Leader: Principal Involved: ELA Teachers District Curriculum Coordinator</p>	<p>Certificates, lesson plans, implementation of workshop strategies, test scores</p>			
<p>Comprehensive Support Strategy</p> <p>3) Students will write papers given a prompt and use the writing process each six weeks. Teachers will conference with students and allow time for students to improve based on their suggestions each six weeks. Writing will be assessed using a rubric similar to the rubric used in assessing the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Reading Interventionist, ELA Teachers</p>	<p>Improved STAAR Writing scores</p>			

<p>Comprehensive Support Strategy</p> <p>4) Title III Funds will provide Seidlitz training for teachers of EL students in order to meet the instructional needs of our long term EL students. WOW/Valley Speech Materials. Dictionaries of various types for EL's to supplement learning strategies, from BARNES & NOBLE and Velazquez Press. also Reading, and Writing STAAR related intervention BOOKSOURCE materials in both Spanish, and English for recent immigrants in their year 1 and 2 in U.S. NAC Students with use headsets for Language Acquisition.</p>	<p>Leader: Principal Involved: District EL interventionist, Campus EL interventionist, classroom teachers</p>	<p>Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores</p>			
<p>Targeted Support Strategy</p> <p>5) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	<p>Improved STAAR scores</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 1: WISD and SJH 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: By the second administration of the STAAR, math scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 79% to 83%,

EL 77% to 81%,

SPED 61% to 65%,



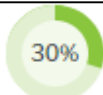
AA 67% to 71%




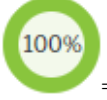


Hispanic 80% to 84%

The overall students who scored at the Masters grade level will improve from 22% to 26%

Evaluation Data Source(s) 2: 2018 STAAR scores compared with 2019 STAAR scores.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Teachers will provide intervention during advisory for all students who failed last years STAAR test. Resources such as Edgenuity and Dream Box, will be a part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a math lab course taught by a certified teacher.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District Curriculum Coordinator, Classroom Teachers</p>	<p>Pre and Post Tests to measure growth Data from computer based and teacher led small group instruction.</p>			
<p>2) Teachers will present the math TEKS to students using interactive lessons that engage students and encourage participation. Teachers will incorporate real world examples and number talks into their lessons to increase literacy in math. All math teachers participate in multiple sessions of professional development provided by Garland.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Math Interventionists, Classroom Teachers</p>	<p>Lesson plans Walk-throughs Observations Test scores</p>			
<p>3) Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Visual materials- Vocabulary Anchor Charts.</p>	<p>Leader: Principal Involved: Campus EL interventionist, classroom teachers</p>	<p>Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores</p>			

4) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.	Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Improved STAAR scores			
Targeted Support Strategy 5) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.	Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Improved STAAR scores			
6) Four function calculators will be purchased for 6th and 7th grade at risk students with the accommodations for the use of calculator. Class sets will be provided for 6th and 7th grade Math and Math Advisory classes. Students will receive training from their math teachers on use of these calculators and they will be routinely used during classroom instruction and during classroom, district and state testing. Math manipulatives including algebra tiles, die, colored counters, anglels, base ten block sets and cuisenaire rods will be used by students all math classes.	Leader: Principal Involved: Instructional Facilitator, District Math Coordinator, classroom teachers	Improved STAAR scores.			
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Goal 1: WISD and SJH 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: By the second administration of the STAAR, reading scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 76% to 81%,

EL 70% to 74%,

SPED 52% to 56%,




AA 67% to 71%




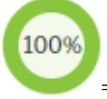


Hispanic 75% to 79%

The overall students who scored at the Masters grade level will improve from 24% to 28%

Evaluation Data Source(s) 3: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Teachers will provide intervention during advisory for all students who failed last years STAAR test. Resources such as Reading Assistance Plus, Edgenuity and FastForward will be part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a reading lab course taught by a certified teacher.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Reading Specialist, Dyslexia Teacher, Classroom Teachers.</p>	<p>Pre and Post Tests Data from Computer based instruction</p>			
<p>Comprehensive Support Strategy</p> <p>2) Teachers will teach the TEKS using literature circles at least once each semester. Students will choose from a selection of chapter books to read for these activities. All campus teachers will have access to a Capsule Library that will allow students access to reading material during a variety of classes.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Reading Specialist, Classroom Teachers</p>	<p>Class work Lesson Plans Walk-throughs Observations STAAR scores</p>			
<p>3) ELAR teachers are trained on the Reader's Writer's Workshop model to be used for classroom instruction.</p>	<p>Leaders: District ELA Involved: Administrators, Instructional Facilitator, Classroom Teachers</p>	<p>Increased vocabulary skills used in student writing and speech. STAAR scores Lesson plans Observations Walk-throughs</p>			

<p align="center">Comprehensive Support Strategy</p> <p>4) Provide Seidlitz training for ELAR and SS teachers of EL students in order to meet the instructional needs of our long term EL students. We utilize WOW/Valley Speech Materials and provide dictionaries of various types for EL's to supplement learning strategies. The Secondary Bilingual Coordinator meets with individual teachers to monitor and assess student progress.</p>	<p>Leader: Principal Involved: District EL interventionist, Campus EL interventionist, classroom teachers, Secondary EL Coordinator</p>	<p>Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores</p>			
<p>5) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	<p>Improved STAAR scores</p>			
<p align="center">Targeted Support Strategy</p> <p>6) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	<p>Improved STAAR scores</p>			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 1: WISD and SJH 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: On the first administration of the STAAR, science scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 78% to 82%,

EL 74% to 78%,

SPED 53% to 57%,

AA 80% to 84%

Hispanic 80% to 84%

The overall students who scored at the Masters grade level will improve from 46% to 50%

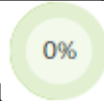
Evaluation Data Source(s) 4: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Representatives from the science department will attend the CAST conference and bring back strategies and materials to share with entire department.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District Science Coordinator, Teachers</p>	Common Language on Campus, Lesson Plans, Test Scores			
<p>Comprehensive Support Strategy</p> <p>2) Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Visual materials- Science Vocabulary Anchor Charts.</p>	<p>Leader: Principal Involved: Campus EL interventionist, classroom teachers</p>	Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores			
<p>3) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	Improved STAAR scores			
<p>Targeted Support Strategy</p> <p>4) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	Improved STAAR scores			



= Accomplished



= No Progress



= Discontinue

Goal 1: WISD and SJH 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: On the first administration of the STAAR, social studies scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 74% to 76%,

EL 67% to 71%,

SPED 50% to 54%,




AA 80% to 84%




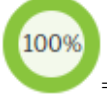


Hispanic 76% to 80%

The overall students who scored at the Masters grade level will improve from 41% to 45%

Evaluation Data Source(s) 5: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Teachers will work with the social studies team to implement and use writing strategies including short answer responses and quick writes.</p>	<p>Leaders: District ELA and SS Coordinators</p> <p>Involved: Administrators, Instructional Facilitator, EL Secondary Coordinator Interventionist, Classroom Teachers</p>	<p>Increased vocabulary skills used in student writing and speech.</p> <p>STAAR scores</p> <p>Lesson plans</p> <p>Observations</p> <p>Walk-throughs</p>			
<p>Comprehensive Support Strategy</p> <p>2) Teachers will increase rigor in the honors class by adding depth and complexity into lessons. Teachers will also create and implement individualized, cross curricular activities . Students in honors classes will read and study 1 novel per semester. The novel studies will support cross-curricular reading and writing activities.</p>	<p>Leader: Principal</p> <p>Involved: Instructional Facilitator, Classroom Teachers, District SS and ELA Coordinators</p>	<p>Lesson plans</p> <p>Walk-throughs</p> <p>Observations</p> <p>Test scores</p>			
<p>Comprehensive Support Strategy</p> <p>3) Teachers will provide opportunities for students to use a variety of technology for review and assessment. Teachers will also incorporate technology into their Tier 1 and Tier 2 Instruction and offer project based learning activities to enhance student achievement.</p>	<p>Leader: Principal</p> <p>Involved: Instructional Facilitator, Classroom Teacher</p>	<p>Lesson plans</p> <p>Walk-throughs</p> <p>Observations</p> <p>Student Writing Samples</p>			





<p align="center">Comprehensive Support Strategy</p> <p>4) Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Teachers will incorporate word walls, maps and visuals. Teachers will participate in EL talks and incorporate Seiddlitz strategies to enhance and improve instruction of EL learners.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Classroom Teacher, District Coordinator EL Secondary Coordinator</p>	<p>Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores</p>			
<p>5) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	<p>Improved STAAR scores</p>			
<p align="center">Targeted Support Strategy</p> <p>6) Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam.</p>	<p>Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers</p>	<p>Improved STAAR scores</p>			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					

Goal 2: WISD and SJH 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: By the beginning of the school year, 100% of PK-12 core area teachers are using the district's scope and sequence to plan instruction.

Evaluation Data Source(s) 1: Lesson plans reveal alignment with scope and sequence documents. Team planning minutes reveals the use of scope and sequence during planning.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Prior to the beginning of the school year, all PK-12 educators will create/modify an instructional pacing calendar documenting the objectives to be taught each 6-weeks period, completing all required TEKS by the end of the school year.</p>	<p>Lead: Curriculum Content Coordinators Involved: Department Chairs, Classroom Teachers, Instructional Facilitators, Campus Administrators</p>	<p>Students will receive high-quality instruction over the entire district curriculum in each content area.</p>			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: WISD and SJH 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: Throughout the year, 100% of all core area content grade levels will give at least 3 common assessments in state tested grade levels.

Evaluation Data Source(s) 2: The measure of impact will be determined by at least an 8% increase in student scores on this year's local assessments as compared with last year's corresponding assessments. In addition, we expect at least a 3% increase on all STAAR assessments.

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) All core teachers will attend district curriculum planning. Teachers will create common assessments targeting specific TEKS as outlined in the district pacing calendar.</p>	Lead: Curriculum Content Coordinators, Grade-Level Content Facilitators, Campus Instructional Facilitators Involved: Classroom Teachers, Campus Administrators	A comparison between last year's district-developed assessment results and this year's teacher-developed assessment results shows a tighter alignment between curriculum and instruction as demonstrated by higher student achievement on both the assessments and STAAR.			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: WISD and SJH 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: During the spring semester, 100% of the parents/guardians of all 8th grade students will be provided with the TEA Graduation Toolkit to assist in planning for the high school years and beyond.

Evaluation Data Source(s) 3: The measure of impact will be determined by the completion of the PGP and Four-Year Graduation Plan meeting and necessary documentation.

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) All junior high campuses will coordinate with the high school counselors to help with the completion of the 4 year graduation plan during the spring semester of the student's 8th grade year. A TEA Graduation Toolkit will be provided for each 8th grade student and will be purchased through Title I funds.</p>	<p>Leader: High School and Junior High Counselors Involved: Campus Administration</p>	<p>Completion in Xello during student's 8th grade year.</p>			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: WISD and SJH 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: Throughout the year, 100% of teaching staff and paraprofessionals will receive professional development in instructional strategies and data analysis related to core content areas and/or training specific to a targeted sub population.

Evaluation Data Source(s) 4: The measure of impact will be determined by the development of aligned assessments, scope and sequence documents, and implementation in the classroom as observed through walk throughs.

Summative Evaluation 4:


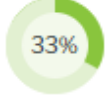
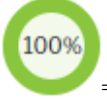


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population such as: *ELPS *Valley Speech *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *History Alive *ELL Trainings *The Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *Garland Math Training *Reader's & Writer's Workshop * Reading/Writing Toolkit, NEWSELA PD, Questioning & Randomization PD, Patterns of Power, Summer Math Institute for 6th Grade through Algebra 1. * TITLE III funded includes John Seidlitz* Dr Hagan.</p>	<p>Lead: Curriculum Content Coordinators, Campus Administrators Involved: Consultants, such as: Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, John Samara, Angeles Chaves, and Alana Morris, Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Garland Linkenhoger, Amy Rasmussen</p>	<p>Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.</p>			
<p>Comprehensive Support Strategy</p> <p>2) All teaching staff and paraprofessionals will have access to necessary materials in order to effectively implement district goals as identified by the pacing calendar and related professional development.</p>	<p>Lead: Curriculum Content Coordinators, Campus Administrators, Instructional Facilitators Involved: Curriculum and Campus Secretaries</p>	<p>Evidence of the use of materials, as identified through professional development and pacing calendars, in the classroom through lesson plans.</p>			
 = Accomplished  = No Progress  = Discontinue					

Goal 2: WISD and SJH 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: Counselors will participate in Professional Development that addresses the Title IV Grant Program Requirements.

Evaluation Data Source(s) 5: The development of Red Ribbon Week, Generation Texas Week, Anti-Bullying Month, and number of students taking the Credit by Exam Acceleration Test. Sign-In Sheets from professional development.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Counselors will utilize the "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition, to develop and enhance the counseling program.	Counselors, District Counselor Coordinator	Counseling program review, counselor meeting sign-in sheets			
2) Counselors will participate in professional development that address the Title IV grant program requirements. Title IV will support the professional development.	Counselors, District Counselor Coordinator, Campus Administration	Continuing education record or certificate of completion			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: Surveys will reflect a 5% increase in feeling safe on campus in student and staff safety on campus.

Evaluation Data Source(s) 1: This will be reflected through comparing the 2018 and 2019 staff surveys.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Increase awareness and understanding of the Student Code of Conduct with students, parents, teachers, and community members	Leader: Assistant Principals Involved: Principal, Counselor, Teachers	Discipline Data, Reports, all students will listen to announcements daily and attend assemblies with administrators each semester.			
2) Implement counseling groups with students: anger, study skills, divorce, social skills, grief, self-esteem and others as need arises.	Leader: Counselors	Campus Counselors			
3) Implement planning to increase student safety including a duty schedule, fire drills, lockdown drills, and emergency procedures.	Leader: Campus Administration	100% safe and orderly campus before and after school. 100% compliance with Fire Code.			
4) Provide training for faculty, students, and parents on student harassment including board policy, parent/student handbook, and prevention tips.	Leader: Principal Involved: Assistant Principals, Counselor, Faculty	Parent receipt of parent/student handbook, discipline data			
5) Increase awareness on bullying, healthy relationships and positive social media usage through posters, and presentation by our counselors. Rachel's Challenge FOR Club is created for students to promote positive interactions and relationships. Title IV will support the programs.	Leader: Counselors	Campus Counselors			
= Accomplished = No Progress = Discontinue					

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

Performance Objective 2: Throughout the year, 100% of staff will be trained in bullying/harassment prevention, suicide prevention, conflict resolution, child abuse/maltreatment, and 504.

Evaluation Data Source(s) 2: Staff certificates of completion

Summative Evaluation 2:




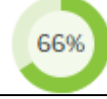



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Schultz Jr. High will utilize Region 10 on-line compliance trainings and resources for *Bloodborne Pathogens *Diabetes Overview *Let's Talk About It: Child Abuse, Sexual Abuse, and other Maltreatment 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	Leader: Principal Involved: Assistant Principal	Staff completion certificates			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 3: Schultz Jr. High will maintain a Positive Behavioral Intervention and Supports (PBIS) system.

Evaluation Data Source(s) 3: 10% decrease in discipline referrals from 2018 to 2019.

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Implement assemblies to address anti-bullying and student behavior on campus. Title IV funds will be used to support Rachel's Challenge on our campus.	Leader: Counselors and APs Involved: Teachers Students	ADL documentation Reduction in office referrals			
2) Teachers will review the student and staff PBIS matrix at the beginning of the year to make needed changes. Teachers will create their classroom matrix and introduce it to students on the first week of school.	Leader: Assistant Principals Involved: Classroom Teachers	Matrix posted in room Lesson Plans Walk-throughs			
3) Schultz Jr. High will continue to implement the PAWS incentive program each six weeks to reinforce student behavior, academics, and attendance.	Leader: Principal Involved: Teachers Students	% of students participating in PAWS			
4) Schultz Jr High will maintain a TBSI trained committee to assist teachers with working with special needs students.	Leader: Principal Involved: TBSI team	sign in sheets committee minutes			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: During the year, 100% of academic core subjects will continue to be taught by highly qualified teachers and paraprofessionals in compliance with federal and state law.

Evaluation Data Source(s) 1: Highly Qualified Annual Compliance Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Schultz Jr High will utilize an interview committee to hire new staff. All candidates will be screened by the HR department to make sure they are highly qualified.	Leader: Principal Involved: Schultz Jr High Staff Human Resources Department	Teacher Certification Interview documentation			
 = Accomplished  = No Progress  = Discontinue					

Goal 5: WISD and SJH will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: Create a cooperative environment where staff members work in teams to support each other and students.

Evaluation Data Source(s) 1: Sign in sheets, agendas, scheduled meetings, lesson plans, test scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Grade level/subject area teams will meet at least 2 times a week to plan lessons.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Intervention Teachers, Classroom Teachers</p>	<p>Sign in logs lesson plans Walk-throughs/Observations Gradebook Test scores</p>			
<p>Comprehensive Support Strategy</p> <p>2) Subject area teams will meet weekly to discuss curricular strategies. Some weeks will be campus meetings and some weeks will be meeting with teachers at WJH.</p>	<p>Leader: Principal Involved: Instructional Facilitator, Intervention Teachers, Classroom Teachers</p>	<p>Sign in logs lesson plans Walk-throughs/Observations Gradebook Test scores</p>			
<p>Comprehensive Support Strategy</p> <p>3) The following teams will meet at least once a month to facilitate communication and goal focus: Campus Improvement Team, Campus Behavior Management Team, Leadership Team, Mentor Committee, Attendance Committee, Faculty, and other committees.</p>	<p>Leader: Principal Involved: Teachers District Staff Community Members</p>	<p>Sign In Sheet Campus Improvement Plan Agendas</p>			
<p>Comprehensive Support Strategy</p> <p>4) The SJH administrative team and instructional facilitator will meet weekly to discuss the instructional progress and related items affecting instruction.</p>	<p>Leader: Principal Involved: Assistant Principals Instructional Facilitator Others: Attendance Registrar Counselors SRO</p>	<p>Sign In Agendas</p>			
= Accomplished = No Progress = Discontinue					

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

Performance Objective 1: Students at SJH will be given increased opportunities to use technology to access TEKS in all subject areas.

Evaluation Data Source(s) 1: Increased STAAR scores, attendance rate,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will learn more ways to use Smart devices (smartboard, ipads, etc) and continue BYOD (bring your own device) in their daily lessons.	Leader: Principal Involved: Campus technology specialist, teachers, paraprofessionals	Lesson plans, walk-throughs, observations, attendance rates, discipline rates, test scores, grades, training agendas and sign in sheets, handouts			
2) Teachers will learn and implement technology software, activities, and resources to increase engagement and rigor in the classroom.	Leader: Principal Involved: Campus technology specialist, teachers, paraprofessionals	Lesson plans, walk-throughs, observations, attendance rates, discipline rates, test scores, grades, training agendas and sign in sheets, handouts			
3) All students will become proficient in using Google Classroom. Teachers will use this resource at least one time during the year as part of their lesson.	Leader: Principal Involved: Campus technology specialist, teachers, paraprofessionals	Lesson plans, walk-throughs, observations, attendance rates, discipline rates, test scores, grades, training agendas and sign in sheets, handouts			
= Accomplished = No Progress = Discontinue					

Goal 7: WISD and SJH 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: The opportunity for involvement of all stakeholders will increase 10% in 2019 when compared to the 2018 school year.

Evaluation Data Source(s) 1: 2019 stakeholders involvement opportunities compared to the 2018 stakeholder involvement opportunities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Parents will be able to access updated information regarding campus events through the website, skyward phone calls, remind, facebook, twitter, mailed/e-mailed newsletters and other information along with visual displays in front office. Materials will be allotted for posters, newsletters, and calendars to made to increase communication with parents.	Leader: Principal Involved: Technology Specialist	80% of parents will say the school keeps them informed when surveyed.			
2) All parents will be given opportunities to volunteer on campus during the school day. (i.e. Title I Parent Involvement funds will be used to purchase 101 Ways to Create Real Family Engagement for each campus and designated district employees to provide additional options for family engagement activities throughout the school year.) attend 2018 Statewide Parental Involvement Conference	Leader: Principal Involved: Counselors, Enrichment Activity Leaders, and Club Leaders	50% of parents will say they have opportunities to be active in their student's school.			
3) 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."	Administrative Team	Attendance of training			
= Accomplished = No Progress = Discontinue					

Goal 8: WISD and SJH 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: Throughout the year, 100% of the funds allocated to Schultz Jr High will be used to improve instruction for staff and students

Evaluation Data Source(s) 1: Fiscal Reports showing use of all funding areas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) The Campus Improvement Team will assist the Principal in making decisions regarding instructional use of allotted funds. Supplemental funds such as Title I, II, and III funding will be used to supplement allotted funding to enhance students learning opportunities.</p>	Leader: Principal	Financial Reports Title Documentation			
2) A portion of instructional funds will be set aside for professional development opportunities throughout the year.	Leader: Principal Involved: Campus Improvement Team, curriculum teams, district curriculum coordinators	Lesson plans, walk throughs, observations, test scores, grades, meeting agenda and sign-in sheets			
3) Administrative supplies to be used for reviewing EL data and progression toward campus and district goals.	Bi/ESL Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			
4) Title I Homeless Funds will be used to purchase clothing and school supplies for our students enrolled as homeless on our campus.	Leader: Counselor	Title Documentation			
= Accomplished = No Progress = Discontinue					

Goal 9: WISD and SJH 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: Students will participate in activities to help them make decisions about post-secondary education (Index 4).

Evaluation Data Source(s) 1: Throughout the school year, 100% of student will have the opportunity to participate in activities to help them make decisions that affect their future.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will participate in opportunities to learn about careers and post-high school education such as Generation Texas Week, meetings/conferences with counselors, transition research and opportunity for Credit by Exam for Acceleration. Title IV will support these programs.	Leader: Counselors Involved: Administrators, Teachers, Community Members	By the end of 8th grade, 100% of students will be prepared to choose a career path and plan out their classes for high school.			
2) 8th grade students will receive Graduation Toolkits to provide them with information about their post-secondary options.	Leader: Counselors Involved: Administrators, Teachers	Class rosters, number of toolkits handed out			
3) Students will participate in Red Ribbon Week and Anti-Bullying Month. Title IV will support the activities for the week.	Leader: Counselors, Student Council Involved: Administrators, Teachers, Community Members	In October we will have done Red Ribbon Week, and Anti-Bullying Month.			
= Accomplished = No Progress = Discontinue					

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

Performance Objective 2: Throughout the school year, 99% of students who are struggling in school will be provided support to obtain promotion standards (Index 4).

Evaluation Data Source(s) 2: The school will show a 99% pass rate for each grade level as reported by PEIMS

Summative Evaluation 2:


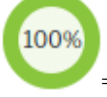
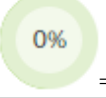

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) SJH staff will work to help students who are struggling academically, behaviorally, and/or emotionally so they can be successful in class. This will be accomplished through counseling, RTI interventions, administrative intervention, parent conferences, and mentoring.</p>	<p>Leader: Principal Involved: All Staff</p>	<p>PEIMS data Reduction of Office Referrals Increased attendance rates Student grades Math and Reading Lab Class rosters Fast Forward and Dreambox reports</p>			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 3: During the school year, 100% of students will participate in activities to improve their health during two of their three junior high school years.

Evaluation Data Source(s) 3: The school will show 100% enrollment in PE or Athletics class.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Schultz Jr High students will participate in activities that will improve their health either through physical activity or education regarding how to lead a healthy life style.	Leader: Counselors Involved: Coaches, PE teachers, Health Teachers	Class rosters Lesson Plans			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: The staff at SJH will provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures.

Evaluation Data Source(s) 1: There will be an increase in the number of opportunities parents take advantage of the support their child's education.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Curriculum Nights, Science Fair, NAC Night,	Leader: Curriculum Coordinators Involved: Principal, EL secondary coordinator and staff, Community relations department, campus staff, volunteers	Agendas, flyers, sign in sheets, handouts			
2) All parent communication will be translated into Spanish to ensure parent understanding.	Leader: Principal Involved: Secretaries, Bilingual teachers and paraprofessionals, Campus staff	Newsletters, Phone Blasts, Flyers			
3) Students will be presented information regarding diverse cultures through a variety of content areas.	Leader: Principal Involved: Teachers, Instructional Support Staff	Lesson plans, walk throughs, observations			
= Accomplished = No Progress = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Review Writing CBA and benchmark scores after the data is scanned to identify strengths and areas to target.
1	1	2	Provide Reader's and Writer's Workshop training for campus ELA teachers. Teachers will continue to increase implementation through daily writing opportunities.
1	1	3	Students will write papers given a prompt and use the writing process each six weeks. Teachers will conference with students and allow time for students to improve based on their suggestions each six weeks. Writing will be assessed using a rubric similar to the rubric used in assessing the STAAR exam.
1	1	4	Title III Funds will provide Seidlitz training for teachers of EL students in order to meet the instructional needs of our long term EL students. WOW/Valley Speech Materials. Dictionaries of various types for EL's to supplement learning strategies, from BARNES & NOBLE and Velazquez Press. also Reading, and Writing STAAR related intervention BOOKSOURCE materials in both Spanish, and English for recent immigrants in their year 1 and 2 in U.S. NAC Students with use headsets for Language Acquisition.
1	2	1	Teachers will provide intervention during advisory for all students who failed last years STAAR test. Resources such as Edgenuity and Dream Box, will be a part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a math lab course taught by a certified teacher.
1	3	1	Teachers will provide intervention during advisory for all students who failed last years STAAR test. Resources such as Reading Assistance Plus, Edgenuity and FastForward will be part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a reading lab course taught by a certified teacher.
1	3	2	Teachers will teach the TEKS using literature circles at least once each semester. Students will choose from a selection of chapter books to read for these activities. All campus teachers will have access to a Capsule Library that will allow students access to reading material during a variety of classes.
1	3	4	Provide Seidlitz training for ELAR and SS teachers of EL students in order to meet the instructional needs of our long term EL students. We utilize WOW/Valley Speech Materials and provide dictionaries of various types for EL's to supplement learning strategies. The Secondary Bilingual Coordinator meets with individual teachers to monitor and assess student progress.
1	4	1	Representatives from the science department will attend the CAST conference and bring back strategies and materials to share with entire department.
1	4	2	Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Visual materials-Science Vocabulary Anchor Charts.
1	5	1	Teachers will work with the social studies team to implement and use writing strategies including short answer responses and quick writes.

Goal	Objective	Strategy	Description
1	5	2	Teachers will increase rigor in the honors class by adding depth and complexity into lessons. Teachers will also create and implement individualized, cross curricular activities . Students in honors classes will read and study 1 novel per semester. The novel studies will support cross-curricular reading and writing activities.
1	5	3	Teachers will provide opportunities for students to use a variety of technology for review and assessment. Teachers will also incorporate technology into their Tier 1 and Tier 2 Instruction and offer project based learning activities to enhance student achievement.
1	5	4	Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Teachers will incorporate word walls, maps and visuals. Teachers will participate in EL talks and incorporate Seidlitz strategies to enhance and improve instruction of EL learners.
2	1	1	Prior to the beginning of the school year, all PK-12 educators will create/modify an instructional pacing calendar documenting the objectives to be taught each 6-weeks period, completing all required TEKS by the end of the school year.
2	2	1	All core teachers will attend district curriculum planning. Teachers will create common assessments targeting specific TEKS as outlined in the district pacing calendar.
2	3	1	All junior high campuses will coordinate with the high school counselors to help with the completion of the 4 year graduation plan during the spring semester of the student's 8th grade year. A TEA Graduation Toolkit will be provided for each 8th grade student and will be purchased through Title I funds.
2	4	1	All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population such as: *ELPS *Valley Speech *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *History Alive *ELL Trainings *The Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *Garland Math Training *Reader's & Writer's Workshop * Reading/Writing Toolkit, NEWSELA PD, Questioning & Randomization PD, Patterns of Power, Summer Math Institute for 6th Grade through Algebra 1. * TITLE III funded includes John Seidlitz* Dr Hagan.
2	4	2	All teaching staff and paraprofessionals will have access to necessary materials in order to effectively implement district goals as identified by the pacing calendar and related professional development.
5	1	1	Grade level/subject area teams will meet at least 2 times a week to plan lessons.
5	1	2	Subject area teams will meet weekly to discuss curricular strategies. Some weeks will be campus meetings and some weeks will be meeting with teachers at WJH.
5	1	3	The following teams will meet at least once a month to facilitate communication and goal focus: Campus Improvement Team, Campus Behavior Management Team, Leadership Team, Mentor Committee, Attendance Committee, Faculty, and other committees.

Goal	Objective	Strategy	Description
5	1	4	The SJH administrative team and instructional facilitator will meet weekly to discuss the instructional progress and related items affecting instruction.
8	1	1	The Campus Improvement Team will assist the Principal in making decisions regarding instructional use of allotted funds. Supplemental funds such as Title I, II, and III funding will be used to supplement allotted funding to enhance students learning opportunities.
9	2	1	SJH staff will work to help students who are struggling academically, behaviorally, and/or emotionally so they can be successful in class. This will be accomplished through counseling, RTI interventions, administrative intervention, parent conferences, and mentoring.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Dean Guerra	Assistant Principal
Administrator	Andrea Fry	Assistant Principal
Administrator	Hannah Gates	Principal
Non-classroom Professional	Sarah Buenger	Instructional Facilitator
Classroom Teacher	Sarah Flukinger	LPAC Coordinator/Interventionist
District-level Professional	Theresa Cavazos	District ELL Coordinator
District-level Professional	Sheila McAninch	Secondary ELAR Coordinator
District-level Professional	Diane Dewease	Secondary Math Coordinator
District-level Professional	Kathy Eckermann	District Science Coordinator
District-level Professional	Kim Seiley	District History Coordinator
Classroom Teacher	Kristina Buro	Math Department Chair
Classroom Teacher	Jennifer Schroeder	Science Department Chair
Classroom Teacher	Melynda Jones	ELAR Department Chair
Classroom Teacher	Angela McCain	History Department Chair
Non-classroom Professional	Cheryl Blackman	Testing/504/RtI Coordinator
Counselor	Laura May	Counselor
Counselor	Cristy Smith	Counselor
Parent	Natasha Gray	Parent