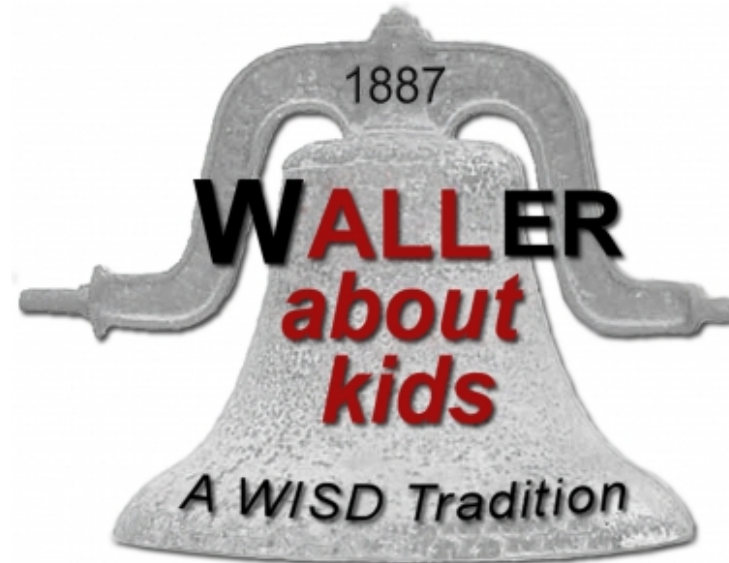


Waller Independent School District
Schultz Junior High
2023-2024 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Achievement	11
School Culture and Climate	13
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	15
Parent and Community Engagement	16
School Context and Organization	17
Technology	18
Priority Problem Statements	19
Comprehensive Needs Assessment Data Documentation	20
Goals	21
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)	21
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)	31
Goal 3: WISD and SJH will provide a safe, secure and respectful learning environment for students and staff. (Safety)	36
Goal 4: WISD and SJH will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)	41
Goal 5: WISD and SJH will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)	42
Goal 6: WISD and SJH will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)	44
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)	45
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)	46
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)	48
Goal 10: WISD and SJH will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)	51
Title I	53
1.1: Comprehensive Needs Assessment	53
2.1: Campus Improvement Plan developed with appropriate stakeholders	53
2.2: Regular monitoring and revision	53
2.3: Available to parents and community in an understandable format and language	53
2.4: Opportunities for all children to meet State standards	53
2.5: Increased learning time and well-rounded education	53
2.6: Address needs of all students, particularly at-risk	54
3.1: Annually evaluate the schoolwide plan	54
4.1: Develop and distribute Parent and Family Engagement Policy	54

4.2: Offer flexible number of parent involvement meetings	54
5.1: Determine which students will be served by following local policy	54
Title I Personnel	55
Campus Funding Summary	56

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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 1135 students in sixth through eighth grade. Ten 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

Student Population as of November 2023 is 1136.

The following demographics represent the composition of the students and staff for the previous school year (2022-2023 Fall PEIMS) associated with the student performance measures used in the data analysis.

School Population		
	Count	Percent
Student Total	1120	100%
6th Grade	362	32.32%
7th Grade	356	31.79%
8th Grade	402	35.89%
Student Demographics		
	Count	Percent
Gender		
Female	556	49.64%
Male	564	50.36%
Ethnicity		
American Indian-Alaskan Native	3	.27%
Asian	14	1.25%
Black - African American	103	9.20%
Hispanic-Latino	633	56.52%
Native Hawaiian - Pacific Islander	1	.09%
White	346	30.89%

School Population		
Two or More	20	1.79%
Student Program		
	Count	Percent
Emergent Bilingual	364	32.50%
Bilingual		
English as a Second Language	360	32.14%
Gifted and Talented	103	9.20%
Special Education (SPED)	183	16.34%
Dyslexia	139	12.41%
Economic Disadvantage		
Economic Disadvantage Total	731	65.27%
Free/Reduced Meals	719	64.20%
Other Eco Dis	12	1.07%
Homeless Statuses		
Homeless Status Total	5	.45%
Other Student Information		
	Count	Percent
At-Risk	712	63.57%
Military Connected	10	.89%
Foster Care	7	.62%
Transfer In Students	12	1.07%

Cumulative Attendance Rate for 2022-2023	
Attendance Rate for 2023-2024 School Year	94.8%
Grade	
6th Grade	94.9%
7th Grade	94.9%
8th Grade	94.6%
Gender	
Female	94.7%
Male	94.9%
Ethnicity	
American Indian-Alaskan Native	94.2%
Asian	96.0%
Black - African American	94.9%
Hispanic-Latino	94.8%
Native Hawaiian - Pacific Islander	99.4%
White	94.6%
Two or More	95.0%

SJH Staff Demographics

	22-23 Count	22-23 %
1st Year	21	28.7%
1-5 Years	9	11.6%
6-10 Years	11	15.3%

	22-23 Count	22-23 %
11-20 Years	24	33%
Over 20 Years	8	11%

	22-23 Count	22-23%
Asian	1	<1%
Black or African American	14	11%
Hispanic/Latino	36	28%
American Indian or Alaska Native	0	0%
Native Hawaiian or Pacific Islander	0	0%
Two or More Races	1	<1%
White	77	60%
Male	24	19%
Female	105	81%

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student body population is increasing at an exponential rate, which causes growing pains for programs that serve various subpopulations. **Root Cause:** Waller ISD is a fast-growth district due to the rapid increase in the residential housing development and expansion of population outward from Houston.

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 a B rating by TEA for the 2021-2022 school year. The campus earned 2 of the 7 possible distinctions in the areas of:

Academic Achievement in Science

Academic Achievement in Social Studies

We are currently waiting for 2022-2023 accountability ratings as of October 2023.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math scores for 6th grade are not showing the expected growth. **Root Cause:** There are gaps in the vertical alignment of the math curriculum, especially from 5th to 6th grade.

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 the PBIS Rewards app to recognize our students daily who are following our campus expectations.

School Culture and Climate Strengths

1. “PAWS” behavior program to highlight good behavior throughout the school.
2. Unified implementation of Positive Behavior Supports. PBIS Rewards
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)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students have a weak sense of ownership and responsibility of academics, learning environment nor their peer relationships. **Root Cause:** Students lack the connection to the school environment and need more opportunities to engage in school related activities, organizations and events.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Highly effective teachers are leaving the education profession. **Root Cause:** There are few opportunities for all staff to advance and/or earn incentive pay.

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 unit tests 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Special education co-teachers and general education teachers not effectively using the coteach model to increase student engagement. **Root Cause:** Co-teachers and general education teachers are responsible for a larger volume of curriculum as they are cover different subject area/grade levels.

Problem Statement 2: Need for instructional coaches to support Tier I instruction in all four core areas: English, Math, Science, and Social Studies. **Root Cause:** There is a lack of focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas due to the coaches/coordinators being shared among 3 secondary campuses.

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, remind, 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. Generations Texas 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.
9. Bulldog Brigade parent safety group

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent engagement has decreased in the recent years. **Root Cause:** There are few opportunities for parents to participate in school related events and many struggle to balance getting involved with work and parenting responsibilities.

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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff members lack the full understanding of the big picture and the decision making process of the leadership team. **Root Cause:** Regular whole staff meetings were replaced by written communication due to the pandemic and feedback from teachers which has resulted in teachers not being able to receive needed clarification and/or ask follow up questions.

Technology

Technology Summary

SJH is a 1 to 1 campus meaning each student has their own personal Chromebook to use for instructional purposes. Each classroom has a promethean board to utilize for instruction.

Technology Strengths

1. Better wireless access
2. Interactive displays
3. Eduphoria
4. Canvas
5. Social Media Presence

Problem Statements Identifying Technology Needs

Problem Statement 1: Students' technology and websites needed for class are not fully accessible 100% of the time. **Root Cause:** Students not taking responsibility for bringing a charged device to school daily.

Priority Problem Statements

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

Student Data: Assessments

- STAAR released test questions
- Observation Survey results

Student Data: Student Groups

- 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

Employee Data

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

Parent/Community Data

- Parent engagement 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: 8th Grade Math scores measured at the approaches grade level standard will improve in the following areas:

- Econ. Dis 70% to 73%,
 - EB 68% to 71%,
 - SPED 40% to 43%,
 - AA 56% to 59%
 - Hispanic 71% to 73%
- The overall students who scored at the Masters grade level will improve from 10% to 16%

Evaluation Data Sources: 2023 STAAR scores compared with 2024 STAAR scores.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide intervention during advisory for all students who failed last years STAAR test and did not show growth on MSTAR Universal Screeners in BOY/MOY and EOY. Resources such as ZEARN, Dream Box, and SIRIUS will be a part of this plan. Students who fail to approach the standard on STAAR for multiple years receive intensive intervention in a math lab course taught by a certified teacher. Other materials as needed will be provided for students attending summer school. Strategy's Expected Result/Impact: Pre and Post Tests to measure growth Data from computer based and teacher led small group instruction. Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Curriculum Coordinator, Classroom Teachers	Formative		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Math Interventionists, Classroom Teachers, Mathlink Consulting	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores Staff Responsible for Monitoring: Leader: Principal Involved: Campus EL interventionist, Classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: 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, angles, base ten block sets and cuisenaire rods will be used by students all math classes. Strategy's Expected Result/Impact: Improved STAAR scores. Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Math Coordinator, classroom teachers	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</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: Reading scores measured at the approaches grade level standard will improve in the following areas:

- Econ. Dis 77% to 79%,
- EB 73% to 76%,
- SPED 37% to 40%,
- AA 78% to 80%
- Hispanic 81% to 83%
- The overall students who scored at the Masters grade level will improve from 22% to 25%

Evaluation Data Sources: 2023 STAAR scores compared with 2024 STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide intervention during advisory for all students who did not make adequate progress last year and did not show growth on the Universal Screeners administered at BOY/MOY and EOY. Resources such as Mindplay, BookNook, and Sirius will be part of this plan. Students who fail to approach the standard on STAAR for multiple years receive intensive intervention in a reading lab course taught by a certified teacher. Strategy's Expected Result/Impact: Pre and Post Tests Data from Computer based instruction Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Reading Specialist, Dyslexia Teacher, Classroom Teachers, ELAR Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Class work Lesson Plans Walk-throughs Observations STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, ELAR Instructional Coach, Reading Specialist, Classroom Teachers	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: ELAR teachers are trained on the Reader's Writer's Workshop model to be used for classroom instruction. Strategy's Expected Result/Impact: Increased vocabulary skills used in student writing and speech. STAAR scores Lesson plans Observations Walk-throughs Staff Responsible for Monitoring: Leaders: District ELA Involved: Administrators, Instructional Facilitator, Classroom Teachers, ELAR Instructional Coach Funding Sources: Scholastic Scope Reading Magazine - SCE (199.30) - \$4,802.07	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will offer trainings focused on the EL population, such as 7 Steps training with books for new and current ELAR and SS teachers of EL students in order to meet the instructional needs of our long term EL students also for training campus coordinators, AP's, and Principal. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores Staff Responsible for Monitoring: Leader: Principal Involved: District EL interventionist, Campus EL interventionist, classroom teachers, Secondary EL Coordinator	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers, ELAR Instructional Coach.	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers Additional Targeted Support Strategy	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize District Content Coordinators and Instructional facilitator to coach teachers, model lessons, write curriculum, analyze data, & facilitate professional learning communities for all ELAR grade-level teams. Strategy's Expected Result/Impact: Improve STAAR scores & content mastery Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principal & Waller ISD Curriculum Team	Formative		
	Nov	Jan	Mar
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </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 3: Science scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 75% to 78%,

EB 67% to 70%,

SPED 50% to 53%,





AA 83% to 86%

Hispanic 75% to 78%

The overall students who scored at the Masters grade level will improve from 16% to 19%

Evaluation Data Sources: 2023 STAAR scores compared with 2024 STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Representatives from the science department will attend the CAST conference and bring back strategies and materials to share with entire department. Strategy's Expected Result/Impact: Common Language on Campus, Lesson Plans, Test Scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Science Coordinator, Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores Staff Responsible for Monitoring: Leader: Principal Involved: Campus EL interventionist, classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for teachers of honors classes to increase depth of knowledge labs from a Level 1 depth of knowledge to a Level 2 depth of knowledge. Strategy's Expected Result/Impact: An improvement in Meets and Masters scores on the Science STAAR. Staff Responsible for Monitoring: Leader:: Principal Involved: Instructional Facilitator, Department Chair, Classroom Teachers	Formative		
	Nov	Jan	Mar
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </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 4: Social studies scores measured at the approaches grade level standard will improve in the following areas:

- Econ. Dis 51% to 54%,
- EB 35% to 38%,
- SPED 19% to 22%,
- AA 53% to 56%
- Hispanic 53% to 56%
- The overall students who scored at the Masters grade level will improve from 13% to 19%

Evaluation Data Sources: 2023 STAAR scores compared with 2024 STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will work with the social studies team to implement and use writing strategies including short answer responses and quick writes. Strategy's Expected Result/Impact: Increased vocabulary skills used in student writing and speech. STAAR scores Lesson plans Observations Walk-throughs Staff Responsible for Monitoring: Leaders: District ELA and SS Coordinators Involved: Administrators, Instructional Facilitator, EL Secondary Coordinator Interventionist, Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teachers, District SS and ELA Coordinators	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Student Writing Samples Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teacher	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide tools and resources for the NAC students and teachers. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teacher, District Coordinator EL Secondary Coordinator	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 5: Provide access to instruction and academic remediation to all learners.

Evaluation Data Sources: Grading Period Report Cards and 2024 STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize supplemental certified teachers and tutors to provide targeted instruction for students at risk of not meeting the passing standard on the STAAR exam or failing to meet a passing grade in core content. Strategy's Expected Result/Impact: Improved STAAR Scores and report card grades Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, ELAR Coach, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 Sources: Lesson plans reveal alignment with scope and sequence documents. Team planning minutes reveals the use of scope and sequence during planning.

Strategy 1 Details	Formative Reviews		
Strategy 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 9-weeks period, completing all required TEKS by the end of the school year. Strategy's Expected Result/Impact: Students will receive high-quality instruction over the entire district curriculum in each content area. Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators Involved: Department Chairs, Classroom Teachers, Instructional Facilitators, Campus Administrators	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 Sources: The measure of impact will be determined by at least an 5% 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 2-3% increase on all STAAR assessments.

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Grade-Level Content Facilitators, Campus Instructional Facilitators Involved: Classroom Teachers, Campus Administrators	Formative		
	Nov	Jan	Mar
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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 Sources: The measure of impact will be determined by the completion of the PGP and Four-Year Graduation Plan meeting and necessary documentation.

Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Completion in Xello during student's 8th grade year. Staff Responsible for Monitoring: Leader: High School and Junior High Counselors Involved: Campus Administration TEA Priorities: Connect high school to career and college	Formative		
	Nov	Jan	Mar
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>			

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 Sources: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: 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, Mathlink Consulting, Amy Rasmussen, Jodie Denton	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Evidence of the use of materials, as identified through professional development and pacing calendars, in the classroom through lesson plans. Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators, Instructional Facilitators Involved: Curriculum and Campus Secretaries Funding Sources: Delta Math - SCE (199.30) - \$145	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 address a well rounded education.

Evaluation Data Sources: 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.





Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will utilize the "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition, to develop and enhance the counseling program. Strategy's Expected Result/Impact: Counseling program review, counselor meeting sign-in sheets Staff Responsible for Monitoring: Counselors, District Counselor Coordinator	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will participate in professional development that address safe and healthy students. Strategy's Expected Result/Impact: Continuing education record or certificate of completion Staff Responsible for Monitoring: Counselors, District Counselor Coordinator, Campus Administration	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: This will be reflected through comparing the 2023 and 2024 staff surveys.





Strategy 1 Details	Formative Reviews		
Strategy 1: Increase awareness and understanding of the Student Code of Conduct with students, parents, teachers, and community members Strategy's Expected Result/Impact: Discipline Data, Reports, all students will listen to announcements daily and attend assemblies with administrators each semester. Staff Responsible for Monitoring: Leader: Assistant Principals Involved: Principal, Counselor, Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement counseling groups with students: anger, study skills, divorce, social skills, grief, self-esteem and others as need arises. Strategy's Expected Result/Impact: Campus Counselors Staff Responsible for Monitoring: Leader: Counselors	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement planning to increase student safety including a duty schedule, fire drills, lock down drills, and emergency procedures. Implement Character Strong Full Day Professional Development for Secondary Campuses training on Character Strong's curriculum, implementation, SEL character development and how to build a safe and positive school culture. Strategy's Expected Result/Impact: 100% safe and orderly campus before and after school. 100% compliance with Fire Code. Staff Responsible for Monitoring: Leader: Campus Administration	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for faculty, students, and parents on student harassment including board policy, parent/student handbook, and prevention tips. Strategy's Expected Result/Impact: Parent receipt of parent/student handbook, discipline data Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principals, Counselor, Faculty	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase awareness on bullying, healthy relationships and positive social media usage through presentation by our counselors. Strategy's Expected Result/Impact: Campus Counselors Staff Responsible for Monitoring: Leader: Counselors	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: The district will provide a basic DAEP Program. Strategy's Expected Result/Impact: To maintain educational access to all students placed in DAEP Staff Responsible for Monitoring: DAEP Administrator, Counselor, Teacher & Administrative Assistant.	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: Staff certificates of completion





Strategy 1 Details	Formative Reviews		
Strategy 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 Strategy's Expected Result/Impact: Staff completion certificates Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: New staff members will attend mental health training from the Mental Health America of Houston. Strategy's Expected Result/Impact: Staff members will be better equipped to support the physical, social and emotional needs of our students. Staff Responsible for Monitoring: Counselors, New Staff Members	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. All returning teachers will attend a 1/2 day refresher training. Strategy's Expected Result/Impact: Teachers will be more equipped to serve their students by increasing their understanding of the SEL curriculum. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: 5% decrease in discipline referrals from 2023 to 2024.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement CharacterStrong as our Social and Emotional Learning curriculum with training. Strategy's Expected Result/Impact: ADL documentation Reduction in office referrals Staff Responsible for Monitoring: Leader: Counselors and APs Involved: Teachers Students	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Matrix posted in room Lesson Plans Walk-throughs Staff Responsible for Monitoring: Leader: Assistant Principals Involved: Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Schultz Jr. High will continue to implement the PAWS incentive program each grading period to reinforce student behavior, academics, and attendance by using the PBIS Rewards system. Strategy's Expected Result/Impact: % of students participating in PAWS Staff Responsible for Monitoring: Leader: Principal Involved: Teachers Students Funding Sources: PBIS Rewards - SCE (199.30) - \$3,050	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Schultz Jr High will maintain a TBSI trained committee to assist teachers with working with special needs students. Strategy's Expected Result/Impact: sign in sheets committee minutes Staff Responsible for Monitoring: Leader: Principal Involved: TBSI team	Formative		
	Nov	Jan	Mar
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

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 Sources: Highly Qualified Annual Compliance Report

Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Teacher Certification Interview documentation Staff Responsible for Monitoring: Leader: Principal Involved: Schultz Jr High Staff Human Resources Department	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 Sources: Sign in sheets, agendas, scheduled meetings, lesson plans, test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level/subject area teams will meet at least 2 times a week to plan lessons. Strategy's Expected Result/Impact: Sign in logs lesson plans Walk-throughs/Observations Gradebook Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Intervention Teachers, Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Sign in logs lesson plans Walk-throughs/Observations Gradebook Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Intervention Teachers, Classroom Teachers	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Sign In Sheet Campus Improvement Plan Agendas Staff Responsible for Monitoring: Leader: Principal Involved: Teachers District Staff Community Members	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The SJH administrative team and instructional facilitator will meet weekly to discuss the instructional progress and related items affecting instruction. Strategy's Expected Result/Impact: Sign In Agendas Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principals Instructional Facilitator Others: Attendance Registrar Counselors SRO	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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 Sources: Increased STAAR scores, attendance rate,

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will learn more ways to use Smart devices (promethean board, ipads, etc) in their daily lessons. Strategy's Expected Result/Impact: Lesson plans, walk-throughs, observations, attendance rates, discipline rates, test scores, grades, training agendas and sign in sheets, handouts Staff Responsible for Monitoring: Leader: Principal Involved: Campus technology specialist, teachers, paraprofessionals	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will learn and implement technology software, activities, and resources to increase engagement and rigor in the classroom. Strategy's Expected Result/Impact: Lesson plans, walk-throughs, observations, attendance rates, discipline rates, test scores, grades, training agendas and sign in sheets, handouts Staff Responsible for Monitoring: Leader: Principal Involved: Campus technology specialist, teachers, paraprofessionals	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: All students will become proficient in using Canvas. Teachers will use this resource at least one time during the year as part of their lesson. Strategy's Expected Result/Impact: Lesson plans, walk-throughs, observations, attendance rates, discipline rates, test scores, grades, training agendas and sign in sheets, handouts Staff Responsible for Monitoring: Leader: Principal Involved: Campus technology specialist, teachers, paraprofessionals	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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 2024 when compared to the 2023 school year.

Evaluation Data Sources: 2024 stakeholders involvement opportunities compared to the 2023 stakeholder involvement opportunities.





Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: 80% of parents will say the school keeps them informed when surveyed. Staff Responsible for Monitoring: Leader: Principal Involved: Technology Specialist	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: All parents will be given opportunities to volunteer on campus during the school day. (i.e. Provide additional options for family engagement activities throughout the school year.) Strategy's Expected Result/Impact: 50% of parents will say they have opportunities to be active in their student's school. Staff Responsible for Monitoring: Leader: Principal Involved: Counselors, Enrichment Activity Leaders, and Club Leaders	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: Fiscal Reports showing use of all funding areas

Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Financial Reports Title Documentation Staff Responsible for Monitoring: Leader: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: A portion of instructional funds will be set aside for professional development opportunities throughout the year. Strategy's Expected Result/Impact: Lesson plans, walk throughs, observations, test scores, grades, meeting agenda and sign-in sheets Staff Responsible for Monitoring: Leader: Principal Involved: Campus Improvement Team, curriculum teams, district curriculum coordinators	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Schultz Junior High will utilize supplemental funds to support the English Learner population by providing supplemental staff (Professional and/or paraprofessional), Sheltered instruction training, and instructional supplies to focus on the four language domains-- listening, speaking, reading, and writing, while also incorporating parent engagement strategies and initiatives. Strategy's Expected Result/Impact: Individual improvement is student TELPAS scoring focused on listening, speaking, reading, and writing Staff Responsible for Monitoring: Principal, Director of Federal Programs, Bilingual/ESL Director Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Title 1 Homeless Funds will be used to purchase clothing and school supplies for our students enrolled as homeless on our campus. Strategy's Expected Result/Impact: Title Documentation Staff Responsible for Monitoring: Leader: Counselor	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Schultz Junior High will utilize supplemental funding to provide additional instructional and/or coaching staff, resources, supplies (including technology and software), specialized training, and parent resources to ensure programs and activities on campus are focused on the improvement of curriculum; enhancement in parent engagement, and extended learning time for students who need extra help with a focus on raising student achievement. Strategy's Expected Result/Impact: Individual student growth in test scores Staff Responsible for Monitoring: Principal, Director of Federal Programs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Sources: Throughout the school year, 100% of student will have the opportunity to participate in activities to help them make decisions that affect their future.

Strategy 1 Details	Formative Reviews		
Strategy 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 by Texas Tech University K-12. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Leader: Counselors Involved: Administrators, Teachers, Community Members Funding Sources: Credit By Exam - Title IV (289) - \$720	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: 8th grade students will receive Graduation Toolkits to provide them with information about their post-secondary options. Strategy's Expected Result/Impact: Class rosters, number of toolkits handed out Staff Responsible for Monitoring: Leader: Counselors Involved: Adminstrators, Teachers	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in Red Ribbon Week and Anti-Bullying Month and participate in activities such as: Self-stick ribbons, Keeping our Paws off Drugs! "Believe In Yourself And Do Your Best Earbuds In Pouch" purchased from Positive Promotions. The Crisis Go subscription for Anti Bullying and Safety System that allows anyone to communicate concerns to campus administration & resource officers will also be utilized. Strategy's Expected Result/Impact: In October we will have done Red Ribbon Week, and Anti-Bullying Month. Staff Responsible for Monitoring: Leader: Counselors, Student Council Involved: Administrators, Teachers, Community Members	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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 Sources: The school will show a 99% pass rate for each grade level as reported by PEIMS

Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: PEIMS data Reduction of Office Referrals Increased attendance rates Student grades Math and Reading Lab Class rosters Fast Forward and Dreambox reports Staff Responsible for Monitoring: Leader: Principal Involved: All Staff	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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 Sources: The school will show 100% enrollment in PE or Athletics class.





Strategy 1 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Class rosters Lesson Plans Staff Responsible for Monitoring: Leader: Counselors Involved: Coaches, PE teachers, Health Teachers	Formative		
	Nov	Jan	Mar
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Curriculum Nights, Science Fair, NAC Night, Strategy's Expected Result/Impact: Agendas, flyers, sign in sheets, handouts Staff Responsible for Monitoring: Leader: Curriculum Coordinators Involved: Principal, EL secondary coordinator and staff, Community relations department, campus staff, volunteers, Family Engagement Specialist	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: All parent communication will be translated into Spanish to ensure parent understanding. Strategy's Expected Result/Impact: Newsletters, Phone Blasts, Flyers Staff Responsible for Monitoring: Leader: Principal Involved: Secretaries, Bilingual teachers and paraprofessionals, Campus staff	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will be presented information regarding diverse cultures through a variety of content areas. Strategy's Expected Result/Impact: Lesson plans, walk throughs, observations Staff Responsible for Monitoring: Leader: Principal Involved: Teachers, Instructional Support Staff	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize funding to support the TEA and the Title I, Part A Parent and Family Engagement Statewide Initiative by attending the Parental Involvement Conference: "Parent & Family Engagement Liaison Training". Region IV. Strategy's Expected Result/Impact: In this conference, TEA will be offering multiple sessions regarding the latest ESSA requirements and legislative updates in parent and family engagement. This conference will also provide the opportunity for educators, parents, and community leaders to come together and learn strategies that empower stakeholders to work cohesively to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement. Staff Responsible for Monitoring: Family Engagement Specialist Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide One Way Education by Carlos Salazar presentations for Family Engagement to provide parents and students a training that will focus on how to obtain goals and dreams through technology and available resources. Strategy's Expected Result/Impact: Carlos Salazar with One Way Education offers strategies that are culturally sensible and based on current events and technology, to enhance families' knowledge of resources available to prepare students for the future. Staff Responsible for Monitoring: Family Engagement Specialist, Bilingual Director, and Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide Canvas Parent Virtual Trainings for all families funded through Instructure INC. Strategy's Expected Result/Impact: 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 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.	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our students in relation to the challenging state academic standards. The CNA includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented, but it also includes a focus on offering well-rounded educational opportunities for all students. The CNA process includes reviewing the data for strengths of the campus and problem areas to ensure planning and budgeting is targeted to the most important needs of the campus; a list of the data sources used to conduct the CNA process can be found within the plan. The CNA is developed during the Spring semester and is approved in the Fall Semester of each school year. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented within the campus plan. The committee, as well as specialized subcommittees, meet throughout the school year as new data becomes available and/or when the needs of students require campus-level action. The campus goal is to conduct at least 3 meetings during the school year to formatively assess the plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and district and campus personnel including teachers, paraprofessionals, district and campus leaders and leadership team members, and district administration as aligned to Waller ISD board policy BQB (Local). The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other district and campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP can be found within the campus plan.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I district and campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners: ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152(d)]. Meeting agendas, meeting minutes, and sign-in sheets with the date, time, and location of each meeting can be found stored locally at the LEA.

2.3: Available to parents and community in an understandable format and language

Families will be notified at the beginning of the year that a copy of the CIP is located on the campus website. English and Spanish copies are available upon request. The district will, to the extent possible, provide translations in other languages. (ESSA, Sec. 1114(b)(4)) The Waller ISD Translation Policy can be found on the Waller ISD website, under "Parents" - "Parent and Family Engagement".

2.4: Opportunities for all children to meet State standards

The district and campuses determine schoolwide reform strategies based upon formative and summative student achievement data. Each campus and district plan includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] will meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, performance objectives, and strategies, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The campus addresses the needs of all students it serves with a focus on the needs of students identified as “At Risk” of not meeting the challenging state academic standards. Within the needs assessment and improvement plan, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting state standards.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is evaluated through three formative reviews in order to arrive at the annual summative evaluation.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed jointly with families and provided in English and Spanish. Other languages are provided upon request. A list of individuals who assisted with the development of the Parent and Family Engagement Policy can be found at the campus. The Campus Principal maintains documentation related to the parent and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

The campus provides a flexible number of meetings for parents. The Parent and Family Engagement meetings are held throughout the year. The Campus Principal maintains all documentation of events, agendas, past meeting information, and training opportunities for parents.

5.1: Determine which students will be served by following local policy

Waller ISD is a school-wide LEA and does not have any targeted assistance schools.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jameson, Ragan	Instructional Facilitator	Title I	100%

Campus Funding Summary

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	1	Credit By Exam		\$720.00
Sub-Total					\$720.00
SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Scholastic Scope Reading Magazine		\$4,802.07
2	4	2	Delta Math		\$145.00
3	3	3	PBIS Rewards		\$3,050.00
Sub-Total					\$7,997.07