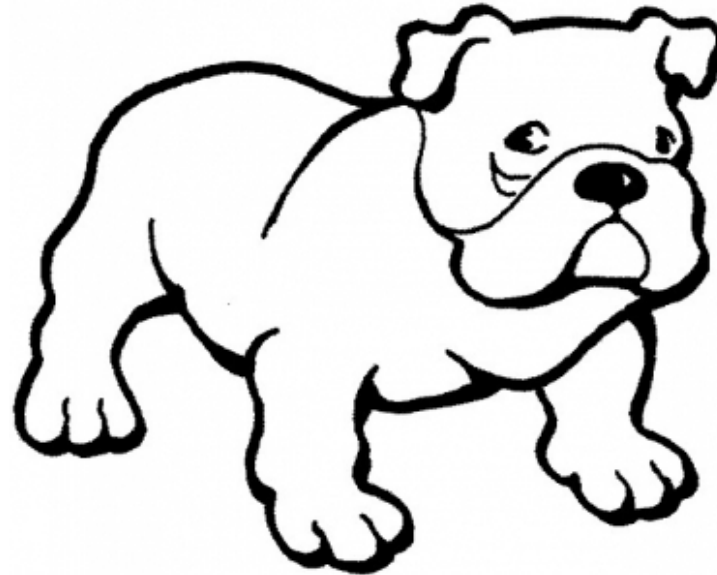


Waller Independent School District
Waller High School
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	10
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	13
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	22
Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)	22
Goal 2: Waller ISD and Waller HS will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)	27
Goal 3: Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)	29
Goal 4: Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)	32
Goal 5: Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)	34
Goal 6: Waller ISD and Waller HS will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)	35
Goal 7: Waller ISD and Waller HS will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)	36
Goal 8: Waller ISD and Waller HS will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)	37
Goal 9: Waller ISD and Waller HS will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)	39
Goal 10: Waller ISD and Waller HS will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)	41
Title I	42
1.1: Comprehensive Needs Assessment	42
2.1: Campus Improvement Plan developed with appropriate stakeholders	42
2.2: Regular monitoring and revision	42
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	42
2.5: Increased learning time and well-rounded education	42
2.6: Address needs of all students, particularly at-risk	43
3.1: Annually evaluate the schoolwide plan	43
4.1: Develop and distribute Parent and Family Engagement Policy	43
4.2: Offer flexible number of parent involvement meetings	43

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

43

44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Waller High School is a 6A high school with a student population of 2,639 (*per the PEIMS submission data as of 01/2023*). This is an approximate 8% growth from the prior year's enrollment of 2,434 students. Waller High School serves students in 9th-12th grade and is a Title I campus.

Demographics - 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	2639	100%
9th Grade	861	32.6%
10th Grade	708	26.8%
11th Grade	599	22.7%
12th Grade	471	17.9%
Student Demographics		
	Count	Percent
Gender		
Female	1321	50%
Male	1318	50%
Ethnicity		

School Population		
American Indian-Alaskan Native	14	.53%
Asian	26	.99%
Black - African American	293	11.1%
Hispanic-Latino	1487	56.3%
Native Hawaiian - Pacific Islander	2	.08%
White	756	28.7%
Two or More	61	2.31%
Student Program		
	Count	Percent
Emergent Bilingual	677	25.7%
Bilingual	0	0%
English as a Second Language	674	25.54%
Gifted and Talented	166	6.29%
Special Education (SPED)	274	10.4%
Dyslexia	188	7.12%
Economic Disadvantage		
Economic Disadvantage Total	1631	61.8%
Free Meals	1609	60.9%
Reduced-Price Meals	22	.83%
Homeless Statuses		
Homeless Status Total	11	.42%
Other Student Information		

School Population		
	Count	Percent
At-Risk	1602	61%
Military Connected	23	.87%
Foster Care	8	.3%
Transfer In Students	42	1.6%

Waller High School had a 4-year longitudinal graduation rate of 92.7% for the class of 2021. This is a decrease from the class of 2020 who had a graduation rate of 96.9%. The annual dropout rate in 2020-2021 was 1.6%

Attendance

Cumulative Attendance Rate for 2022-2023	
Attendance Rate for 2023-2024 School Year	90.45%
Grade	
9th Grade	90.5%
10th Grade	91.6%
11th Grade	89.6%
12th Grade	89.8%
Gender	
Female	90.0%
Male	90.9%
Ethnicity	
American Indian-Alaskan Native	93.40%
Asian	93.86%

Cumulative Attendance Rate for 2022-2023	
Black - African American	90.09%
Hispanic-Latino	90.3%
Native Hawaiian - Pacific Islander	90.29%
White	90.72%
Two or More	90.98%

Special Programs

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

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

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

Our Title III program consists of bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, district professional development and parent involvement activities.

Our campus counselors offer college and career information and assistance as needed. These opportunities are also available to community member and parents.

Our Carl Perkins Grant purchases consist of instructional supplies, materials, equipment, and professional development for the following career clusters: Agriculture; Architecture and Construction; Manufacturing; Law, Public Safety, and Security; Education and Training; Hospitality and Tourism; Health Science; Marketing; Business, Management, Administration, and Finance; and Information Technology. These grant funds supplement the state money set aside as the CTE allotment, as well as local funds.

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, purchasing specially designed materials for instructional purposes, providing training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

Waller High School continues to educate a wide range of students from all race/ethnic groups and economic backgrounds utilizing a variety of strategies focused on each individual student. Waller High School serves a diverse student population and strives to offer a family environment, welcoming of all families and serves new arrival students through a campus based program.

- Diverse Population of Students
- Foreign Exchange Students
- Celebrating Cultural Days that represent our students (i.e. Cinco de Mayo, Black History Month, etc...)
- Increased the number of students taking the SAT/ACT
- Plans and programs to reduce dropouts.
- Technology resources to assist students accelerate and recover academic credits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional Emergent Bilingual (EB) instructional aides to help support New Arrival (NAC) students in courses within and outside of NAC. **Root Cause:** As a result of our growing EB population, support is needed for language acquisition and immersion into courses outside of the NAC program.

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:** 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.

Student Achievement

Student Achievement Summary

*****Due to the STAAR Redesign 2023 State Accountability and STAAR Performance will be released in late October, this section will be updated once 2023 Accountability Ratings are received.*****

Student Achievement Summary

For the 2021-2022 school year Waller High School met standard in all 3 domains for state accountability.

- Domain 1 - Student Achievement = Waller HS = 80 (B)
- Domain 2 - School Progress = Waller HS = 79 (C)
- Domain 3 - Closing the Gaps = Waller HS = 77 (C)

Waller High School received an OVERALL SCORE of 77 Letter Grade (C) for 2021-2022 State Accountability.

STAAR Performance at Approaches or Above for all grades tested in 2022.

- All Subjects: 70% (State 74%, District 71%)
- ELA/Reading: 58% (State 75%, District 70%)
- Mathematics: 73% (State 72%, District 70%)
- Science: 80% (State 76%, District 76%)
- Social Studies: 83% (State 75%, District 75%)

Domain 3 - Closing the Gaps Compared to State Targets

The disaggregated performance results of the state accountability system serve as the basis of the safeguards for the accountability system to ensure that poor performance in one area or one student group is not masked in the domain measurement. The disaggregated performance measures and closing the gaps targets are calculated for the performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races, Economically Disadvantaged, Special Education Current and Former, and English Learners Current and Monitored, Continuously Enrolled and Non-Continuously Enrolled.

Student Achievement Strengths

- Interventions:

- New Arrival Center Newcomers' Course
- Academic Advisory
- Edgenuity - Online Course
- After School Tutoring
- Saturday School for Credit Recovery
- Read 180
- Strategic Math
- Teachers have common planning time and PLC periods for English 1, English 2, and Algebra 1

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Waller High School is in need of a Dean of Instruction and Instructional Coaches to help improve Tier I instruction, and effectively implement accelerated instruction programs to help improve student performance in all areas (STAAR, SAT/ACT, AP, etc...) **Root Cause:** Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction.

Problem Statement 2: Student achievement at all levels in Math, Science, Social Studies, and English Language Arts/Reading has not recovered from 2019 performance levels. **Root Cause:** Lack of dedicated PLC time for all core EOC subjects and instructional coaches to help support instructional planning and classroom implementation. Student attendance, insufficient professional learning in small group instruction and differentiation for teachers to increase student achievement through Tier I instruction.

School Culture and Climate

School Culture and Climate Summary

Waller High School strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The Student Code of Conduct serves as a platform for student expectations and discipline. School safety is paramount to the success of Waller High School. We have two Harris County Sheriffs on campus every day, as well as a Campus Safety Monitor and two parking lot attendants to monitor who is entering/exiting from Waller High School each day to ensure no unauthorized personal is on campus. Waller High School offers a variety of after school activities, clubs, and UIL events promoting student self-awareness and achievement that is individualized for specific student characteristics. Waller High School strives to recognize both students and staff achievement and excellence.

Waller High School is currently implementing the Character Strong Curriculum and Multi-tiered System of Support (MTSS) framework. Character Strong Curriculum provides research-based social and emotional leaning curricula and professional learning services that positively impact lives. This curricula and professional leaning is grounded in research and focused on fostering the Whole child with vertically-aligned lessons that teach Social Emotional Leaning and character, side-by-side. MTSS is a proactive and preventative framework integrating data and instruction to maximize student achievement, MTSS supports emotional, social, and behavioral needs.

All Waller High School stakeholders contribute to the formation of our school's culture and climate. This includes parents, staff, business leaders and community members.

School Culture and Climate Strengths

- PBIS put in place for student protocols and to make school a safe and orderly place for learning
- Spirit and College Days for student and staff promote Bulldog Pride
- Variety of Student Clubs and Organizations
- Class Cup Challenge to help promote and reward school spirit amongst students and staff.
- Temperature checks for staff to be able to communicate wants and needs to administration
- Character Strong implemented through Advisory each week.
- Weekly communication with parents and students with the "Bulldog Bark" newsletter
- Weekly staff news letter

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase opportunities for students, staff, parents, and community members to provide feedback through effect surveys and data analysis. **Root Cause:** New building with new policies and procedures being implemented, as well as continued growth in our student population. Feedback on effectiveness is needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Waller High School strives to hire "Highly Qualified" staff each year, with rapid student growth to our district and campus in the last 2 years this has posed a challenge to us. Based on the 2021-22 TAPR report, Waller High School had a total 167 professional staff of which 145 are teachers, 14 are Professional Support, 7 administrators, and 26 Educational Aides. Total minority staff numbers 57. The percentage breakdown of staff is 12% African American, 12% Hispanic, 73% White, 1% are American Indian, 44% are males and 56% are females. The average years of experience of teachers is 12 years, 31% had one to five years experience, 20% had six to ten years experience, 29% had eleven to twenty years experience and 17% had more than twenty years experience. Average actual salary of Teachers is \$63,893.

Below is a breakdown from the 2020-2021, 2021-2022, and 2022-2023 (TBA) [TxSchools.gov](https://www.txschools.gov) and TAPR reports regarding teacher years of experience.

Teachers by Years of Experience	2020-2021	2021-2022	2022-2023
Beginning Teachers	4.9%	2.6%	24%
Teachers with 1-5 years of Experience	35.4%	30.7%	21%
Teachers with 6-10 years of Experience	16.7%	19.9%	16%
Teachers with 11-20 years of Experience	25.8%	29.5%	21%
Teachers over 20 years of Experience	17.2%	17.4%	18%

The chart below identifies teachers by race/ethnicity as reported on [TxSchools.gov](https://www.txschools.gov) and TAPR reports.

Staff Race/ Ethnicity	Percent of Staff 20-21	Percent of Staff 21-22	Percent of Staff 22-23
African American	19.9%	11.9%	12%
Hispanic	15%	11.8%	25%
White	70.8%	72.9%	58%
American Indian	0.7%	0%	1%
Asian	1.4%	0.7%	<1%
Pacific Islander	1.4%	1.4%	<1%
Two or More Race	1.4%	1.4%	2%

Staff Quality, Recruitment, and Retention Strengths

- Weekly team meetings with District Content Coordinators/Coaches
- Professional Learning Communities (PLCs) for English 1, English 2, and Algebra 1 Teachers
- Professional Development for Core Content Areas throughout the year
- Utilize teacher/student positive notes
- Incorporate hiring panels with department members, school administrators, and district content coordinators/coaches.
- Implemented Campus New Teacher Program for 22-23
- Competitive Salary and Stipends
- Leadership Opportunities

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: All staff at Waller High School need ongoing professional development throughout the year, not just core subject areas. **Root Cause:** Improvement in Tier I instruction is a focus area in all content areas.

Problem Statement 2: Incentives for teachers who volunteer their conference period to help cover classes without a substitute. **Root Cause:** Lack of substitutes on a daily basis given the increasing number of staff added each year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waller High School continues to focus on instructional engagement and improvement in student achievement. In order to do this effective curriculum, instruction, and assessment must be in alignment. Continuous staff development is provided to improve teaching practices. In line with District goals and objectives, all core teachers received training in ESL strategies. In 2023-24, emphasis will continue on Tier I instruction in all classrooms. All staff will utilize Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts.

Waller High School strives to have common planning times for teachers in the four core content areas (English, Mathematics, Science, and Social Studies), with designated PLC time each day for English 1, English 2, and Algebra 1 teachers. This time allows for teams to plan and implement common lessons, assessments, and review student assessment data to inform curriculum decisions and instructional delivery planning. All teachers, administrators, and support staff are expected to actively participate in campus planning meetings.

Curriculum, Instruction, and Assessment Strengths

- Teacher collaboration in instructional planning, developing common lessons and assessments
- Increase in district-provided technology to help teachers with instruction
- Individual student data is analyzed to determine placement in specific and targeted intervention programs.
- Limited English Proficient students receive additional support from paraprofessionals who work with them to address areas of weakness. Newcomer EB students are enrolled in our NAC program to immerse them into the English language.
- Instructional Facilitator who supports all 4 core content areas (English, Math, Science, and Social Studies)
- District content coordinators/coaches on campus weekly.
- CTE industry based certifications are consistently increasing each year, and students are completing programs of student for graduation.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Need for a Dean of Instruction and instructional coaches. **Root Cause:** Lack of campus level support on curriculum and instruction to ensure consistent implementation of curriculum and campus/district expectations.

Problem Statement 2: Quality of Tier I instruction and implementation of small group instruction not consistent across campus. **Root Cause:** Increased number of new teachers due to teacher turnover and rapid growth requires more targeted support for teachers. Lack of consistent training on effective small group instruction at the secondary level. Lack of consistent training and implementation on how to effectively use data to drive instruction and determine students for small group instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

- Skyward Parent Portal Access
- Volunteers In Public Schools
- Community Service provided by students
- Parent partners on Campus Improvement Plan Committee
- Annual High School Elective Expo for incoming Freshmen
- Senior Camp Day in summer to prepare seniors for final high school year and career/college prep
- HB5 Pathway conferences with counselors and all students and parents
- Freshman Orientation for all incoming freshmen
- Active Facebook, Instagram, X (formerly Twitter), school website and frequent use of School Messenger for communication purposes
- Meet the Teacher Night
- Career Day and College Night
- All Teachers are using CANVAS Classroom
- Curriculum Night - focused on AP/Dual Credit Courses, STAAR information, Skyward Training for Parents, etc...

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More training opportunities for parents/guardians on how to use Skyward, Canvas, and other educational technology resources. **Root Cause:** Title I campus with a large Spanish Speaking population need training and access to technology.

School Context and Organization

School Context and Organization Summary

Waller High School strives each year to develop a master schedule that allows common planning times for core academic teams (English, Mathematics, Science, and Social Studies) and Professional Learning Communities (PLCs) daily for English I, English II, and Algebra I. Our goal during these common planning times and PLCs is to provide an opportunity to create common lessons and assessments, review data to help drive instruction, and collaborate on instructional strategies. Our schedule is also designed to provide students with targeted interventions within the school day, as well as before and after school tutorials. We have developed a duty schedule for our staff to help monitor and ensure safety of students before school, and we have an administrator on duty until 4:30 pm daily.

The campus administrators, counselors, department chairs, and staff, work collaboratively to develop campus policies and procedures, and evaluate what is working effectively.

School Context and Organization Strengths

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

Technology

Technology Summary

Waller High School is committed to making the effective use of technology high priority in the areas of instruction, communication, and administration. Waller High School is currently a 1:1 campus with each student and teacher having their own device. Each classroom is equipped with a promethean board or interactive display with wireless connection capability. This includes our collaboration and large group instruction spaces throughout the building.

Here are a few highlights of technology at WHS:

- Canvas, Learning Management System
- Eduphoria Aware used for online testing for campus/district assessments, data analysis, student testing history
- Eduphoria Strive used for T-TESS, Professional Development
- Eduphoria Helpdesk used for work orders for Technology, Maintenance, etc...
- Clever - single sign-on for students and staff
- Google Suite for students and staff
- Edgenuity, online program for credit-recovery
- Sirius, online program for STAAR EOC interventions

Technology Strengths

- Waller High School has moved to 1:1 for devices. All students will be issued a Chromebook.
- Security cameras installed and operational for entire campus
- Promethean boards are provided to all core teachers and several Career Technology Educators.
- All teachers utilize our district learning management system: Canvas

Problem Statements Identifying Technology Needs

Problem Statement 1: Extra chargers for teachers to have in the classroom when a student device is not charged. **Root Cause:** Students forget to charge their device at night and/or leave their charge at home, then cannot complete assignments/assessments when needed in class.

Problem Statement 2: Technology help/assistance before school for teachers. **Root Cause:** The start time of the high school is earlier than the district technology department, when there is a technology emergency in the morning there is no one to assist until later in the day.

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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals

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

Performance Objective 1: Achievement scores in the All Students category for Approaches will increase in English I from 68% to 75%, in English II from 69% to 75%, in Algebra 1 from 72% to 78% , in Biology from 88% to 92%, and in Social Studies from 93% to 95% respectively.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: WHS teachers will develop quality lessons that are aligned to the TEKS and district scope and sequence for Tier 1 instruction and determine targeted interventions for students based on Unit Assessments, Benchmark, and STAAR data.</p> <p>Strategy's Expected Result/Impact: Student achievement gains based on assessment data from sources such as: Unit Assessments, Benchmarks, STAAR, and other in-district assessments.</p> <p>Staff Responsible for Monitoring: Lead: Dean of Instruction, Instruction Facilitator Support: Science Coordinator, Social Studies Coordinator, ELAR Coach, Math Coach, School Improvement Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WHS will participate in data chats with the District School Improvement Officer to identify students in need of intervention classes (Strategic Math, Read 180) or advisory classes at the beginning of each semester based on STAAR and Benchmark data.</p> <p>Strategy's Expected Result/Impact: Improved student achievement and increased growth scores on state assessments.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator, School Improvement Officer</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus instructional facilitator will lead data chats with core content area teams during PLC and team meetings for Unit and Benchmark assessments throughout the year to determine strengths, areas of focus, and instructional/curriculum adjustments.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator, Content Coordinators/Coaches</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: STAAR Academic Tutors will be used for instructional support with students in English 1 and 2, Algebra 1, Biology and US History. Through pushing into classrooms and providing targeted interventions through small group instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in Student Achievement and Closing Achievement Gaps</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: WHS will increase student performance for Meets and Masters Grade Level by 5% on all STAAR EOC subjects.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure instruction and assessments are aligned at the appropriate level of rigor and complexity as indicated by the TEKS. Strategy's Expected Result/Impact: Increased number of student performing at the meets and masters level on STAAR. Staff Responsible for Monitoring: District Content Coordinators, Campus Administrators, Instructional Facilitator, Teachers</p>	Formative		
	Nov	Jan	Mar
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 3: WHS will increase EB student performance on the STAAR English EOC by 5%.





Evaluation Data Sources: 2023 STAAR Scores v. 2024 STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide instructional support to identified EB students within their English classes with LEP Interventionist. Strategy's Expected Result/Impact: Increase EB student English Language Acquisition, Increase EB student performance on EOC tests. Staff Responsible for Monitoring: Bilingual/ESL Director, Campus Administration	Formative		
	Nov	Jan	Mar
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide new arrival students sheltered instruction classes, for their core classes. Strategy's Expected Result/Impact: Increase EB student English Language Development Staff Responsible for Monitoring: Bilingual/ESL Director, Campus Administration	Formative		
	Nov	Jan	Mar
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: WHS will increase the number of seniors that meet college, career, and military readiness and graduate with their cohort.





Evaluation Data Sources: Graduation rates, endorsement selections

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Educate students and parents on endorsements, Programs of Study, and options at Waller High School and monitor completion of coherent sequences.</p> <p>Strategy's Expected Result/Impact: Increase in number of students graduating with an endorsement.</p> <p>Staff Responsible for Monitoring: Counselors, Director of CTE</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Credit recovery opportunities for students who are behind on credits through our HOPE Academy Program, Saturday School, and Nigh School utilizing the online curriculum through Imagine Learning (Edgenuity).</p> <p>Strategy's Expected Result/Impact: Increase in graduation rate.</p> <p>Staff Responsible for Monitoring: Counselors, Dean of Instruction</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to offer the SAT school day to all juniors, and offer the TSIA2 multiple times throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in SAT and TSIA2 participation</p> <p>Staff Responsible for Monitoring: Counselors, Dean of Instrustion</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide PSAT and SAT reviews and preparation through Collegeboard and Khan Academy during Advisory.</p> <p>Strategy's Expected Result/Impact: Increase in performance on PSAT and SAT.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: All teachers at Waller High School will provide high quality instruction through the implementation of 7 Steps, MTSS, Get Better Faster Coaching, and curriculum alignment to the Texas Essential Knowledge and Skills (TEKS).





Evaluation Data Sources: Student Achievement
Discipline Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Content Coordinators/Coaches (English, Math, Science, and Social Studies) will provide teachers with a scope and sequences that are aligned to the Texas Essential Knowledge and Skills for each core academic course.</p> <p>Strategy's Expected Result/Impact: Vertical Alignment in content areas, consistent instruction</p> <p>Staff Responsible for Monitoring: District Content Coordinators/Coaches, Dean of Instruction, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: English 1, English 2, and Algebra 1 teams will meet daily in PLCs and all other core content areas will meet weekly to develop high quality lessons and review/analyze data. (Campus Instructional Facilitator)</p> <p>Strategy's Expected Result/Impact: High quality instruction</p> <p>Staff Responsible for Monitoring: Content Coordinators/Coaches, Campus Administrators, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Dean of Instruction will monitor classroom instruction by reviewing lesson plans, walk-through data, assessment data (STAAR, District Benchmarks), and over see the implementation of Get Better Faster Coaching Cycle.</p> <p>Strategy's Expected Result/Impact: Improve classroom instruction</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.





Evaluation Data Sources: Lesson plans, walkthroughs/observations, student achievement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bilingual/ESL Director and Coordinator will provide trainings on English Language Proficiency Standards (ELPS) and 7 Steps to a Language Rich , Interactive Classroom (Seidlitz).</p> <p>Strategy's Expected Result/Impact: Improvement on EL assessment data (local assessments, STAAR, and TELPAS)</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director and Coordinator Campus Administrators</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district content coordinators/coaches will provide professional development to our English, Math, Science, and Social Studies teachers throughout the school year that focuses on effective instructional strategies, vertical alignment, content area knowledge, and data analysis.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction in English, Math, Science, and Social Studies Increase in student achievement</p> <p>Staff Responsible for Monitoring: District content coordinators/coaches, Dean of Instructions, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Dean of Instruction will help assess the needs of the campus and determine what professional development opportunities are needed throughout the school year.</p> <p>Strategy's Expected Result/Impact: Targeted professional development to campus and/or teacher needs</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Faculty, students, and staff will maintain current Positive Behavior Interventions and Supports which address classroom and campus management and discipline issues in a positive and systemic manner.





Evaluation Data Sources: T-TESS
Walkthroughs
Student Referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Admin staff will review discipline data each six weeks, identify trends in behavior, identify interventions to address the needs of those students who are identified as being habitual violators of campus and district behavioral expectations, and support implementation of PBIS strategies</p> <p>Strategy's Expected Result/Impact: Implementation of strategies and supports to address trends in behavior Impact: Early intervention to ensure student success</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Behavior Support Team</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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





Evaluation Data Sources: Referrals, Behavior Reports, Counseling Notes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will receive an overview training to recognize bullying, child abuse, suicide prevention, human trafficking, etc....</p> <p>Strategy's Expected Result/Impact: Implementation: Students who are dealing with struggles beyond academics will be given the opportunity to work/collaborate with the school counselor and/or our community youth specialist, Brandy McWilliams.</p> <p>Impact: Counseling session will provide emotional safety for children as well as connection to resources outside of school when needed.</p> <p>Staff Responsible for Monitoring: Primary: Counselors Other: Campus Administrators, Community Youth Specialist (Brandy McWilliams), Nurse, Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor and provide support to homeless students identified in the district to make sure homeless students are prepared for instruction (At-Risk Student Liaison)</p> <p>Strategy's Expected Result/Impact: Implementation: Identify students who are enrolled with the homeless status</p> <p>Impact: Provide resources and support needed to be successful in school</p> <p>Staff Responsible for Monitoring: Counselors At-Risk Student Liaison (Dean Guerra)</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of the staff will be trained on a social and emotional learning program for students and staff through Character Strong.</p> <p>Strategy's Expected Result/Impact: Implementation: Weekly lesson focused on a positive character trait with students through all advisory classes.</p> <p>Impact: This curriculum will be students improving their interpersonal skills which will result in a reduction of discipline referrals.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will participate in Trust Based Trauma Training presented by Boys and Girls Country Training Director, Angie Proctor.</p> <p>Strategy's Expected Result/Impact: Staff will gain knowledge and skills to serve students that have experienced trauma</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Staff will achieve 100% compliance with emergency drills and security audits.

Evaluation Data Sources: Emergency Drill Logs
Security Audit Report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus drills will be conducted by state and district standards. (Crisis Go)</p> <p>Strategy's Expected Result/Impact: Implementation: 100% participation in conducted drills (fire, lockdown, secure, etc...) Impact: Student and staff awareness of how to be proactive and handle emergency situations.</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principals and Principal Others involved: District Safety Officer, all teachers and staff</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Waller High School will recruit and retain highly effective personnel.

Evaluation Data Sources: Reports reflecting Certification Attainment, Staff Development/Training Hours





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of the staff at Waller High School will be assigned to a teaching assignment utilizing certification information (i.e. GT, ESL, SPED, etc.) in order to provide a highly effective instructional setting for all students</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Lead: Principal, Dean of Instruction Other: Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of English teachers will be ESL certified.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement from the prior year due to effective strategies for EB/ESL students.</p> <p>Staff Responsible for Monitoring: Director & Coordinator of Bilingual/ESL, Dean of Instruction, Instructional Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of Honors/AP/Dual Credit teachers are GT certified by completing the initial thirty hours of GT training and six hour update annually.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement from the prior year due to effective strategies for GT students.</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator, Dean of Instruction, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PD regarding instructional best practices and classroom management strategies will be provided for all staff. New teachers will have mentors and meet monthly in order for them to receive additional training and various other tools to be successful in the classroom.</p> <p>Strategy's Expected Result/Impact: Implementation: Opportunities for all staff to learn new instructional and classroom management strategies to implement for success in their classrooms. Additional support provided to new teachers through mentors and monthly meetings with DI and Campus IF.</p> <p>Impact: Teachers will feel supported and have effective classroom environments.</p> <p>Staff Responsible for Monitoring: Lead: Dean of Instruction, Instructional Facilitator Other: Campus Administrators</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: All teachers at Waller High School will perform in the Proficient to Distinguished range on their T-TESS observation.





Evaluation Data Sources: T-TESS Evaluations in STRIVE

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus administrations will conduct walk-throughs along with pre/post conferences in conjunction with the 45 minute observations based on TEA guidelines.</p> <p>Strategy's Expected Result/Impact: Teacher growth and improved proficiency levels on T-TESS</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Jan	Mar
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Administrators, along with District Curriculum Coordinators, will identify teachers in need of coaching cycles monthly.</p> <p>Strategy's Expected Result/Impact: Teacher growth and improved proficiency levels on T-TESS</p> <p>Staff Responsible for Monitoring: Campus Administrators, District Curriculum Coordinators, Instructional Facilitator.</p>	Formative		
	Nov	Jan	Mar
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Daily PLC planning time for English 1, English 2, and Algebra 1 teams, and common planning periods for other core content teams.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of curriculum and instruction</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator, District Content Coordinators</p>	Formative		
	Nov	Jan	Mar
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Students and staff will utilize the following classroom technology: School issued Chromebooks, interactive whiteboards, online textbooks/resources to implement subject specific technology TEKS, support and enhance instruction and learning and provide greater learning opportunities in connection to real-world applications.





Evaluation Data Sources: Technology Usage Reports
Lesson Plans
T-TESS, Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher will have access to technology in the classroom for both instruction and assessment. (Canvas, Delta Math, Read 180, Sirius, Aware)</p> <p>Strategy's Expected Result/Impact: Help support instruction and teach students how to successful use technology.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Facilitate communication between home, school, and community, provide family education sessions, foster an active parent and family engagement partnership





Evaluation Data Sources: Student Attendance, Academic Achievement, Graduation Rate, Community Event Attendance (estimated), Electronic Communications Analytics, Stakeholder Feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly newsletter with information for parents and students addressing campus announcements, grade reports, success strategies, assessment dates (PSAT, SAT, STAAR, AP, etc...), graduation requirements, and upcoming dates in a format in accordance with district policies. (Smore)</p> <p>Strategy's Expected Result/Impact: Open communication between parents/students and the school.</p> <p>Staff Responsible for Monitoring: Lead: Principal Other: Campus Administrators, Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct family events throughout the course of the year to promote a home-school connection. (Family Engagement Liaison - Adela Cornejo; Parent Family Engagement Activity Nights)</p> <p>Strategy's Expected Result/Impact: Establish positive relationships between school and families/community.</p> <p>Staff Responsible for Monitoring: Lead: Principal, AP over PFE Other: Family Engagement Liaison (Adela Cornejo); Campus Admin; Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities to equip staff and parents with information to help support appropriate school attendance.</p> <p>Strategy's Expected Result/Impact: Increased student attendance, decrease in denial of credit due to attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Waller High School will utilize 100% of local funding.





Evaluation Data Sources: 2023-2024 budget reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administration will adhere to the district budgeting guidelines. Strategy's Expected Result/Impact: WHS budget will be in compliance with WISD guidelines Staff Responsible for Monitoring: Principal, Bookkeeper	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: A Campus Needs Assessment will occur during the Spring semester to determine campus needs and identify possible expenditures to be included in the following years campus improvement plan. Strategy's Expected Result/Impact: Campus funding used to impact areas of need Staff Responsible for Monitoring: Principal, Campus Administration, CNA Committee Members	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 100% of state and federal funds will be used to ensure all student needs are being met with supplemental interventions specific to the age, capacity, and desired mastery level.





Evaluation Data Sources: 2023-2024 Budget Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Waller High School 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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in test scores</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Director of Federal Programs</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus administration and counselors will use funds for counseling resources to support well rounded educational opportunities, parent involvement, and support safe and healthy students.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CTE programs will utilize funds to provide integrated programs of educational and support services designed to improve school attendance and graduation rate for students who are at risk of dropping out through industry based programs and certifications.</p> <p>Strategy's Expected Result/Impact: Increase number of students in CTE programs, increase in industry based certifications, lower dropout rate</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, CTE Director</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: CCMR Data
Industry Based Certifications & Licenses

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The CTE program will increase the number of student industry based certifications and state licenses by purchasing industry equipment, providing resources and materials to improve programs and classroom instruction. Funds utilized will be both State Allotment and Federal Carl Perkins Grant.</p> <p>Strategy's Expected Result/Impact: Report indicating an increase in the number of certificates or licenses obtained.</p> <p>Staff Responsible for Monitoring: Principal, Campus Administrators, Department Chairs, Instructional Facilitator, CTE Director , and CTE Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Waller High School will provide students opportunities to earn course credit through Credit by Exam from Texas Tech University and University of Texas.</p> <p>Strategy's Expected Result/Impact: Students have additional avenue to earn course credit towards graduation requirements.</p> <p>Staff Responsible for Monitoring: Counselors, Principal, Dean of Instruction</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Performance Objective 2: Waller High School will encourage enrichment opportunities through elective offerings, post-secondary events, campus organizations, field trips, etc.

Evaluation Data Sources: Course book
Agenda/Sign-in sheet for events and field trips

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

Performance Objective 1: Establish practices and programs that promote well-rounded students by providing opportunities to broaden students understanding of different cultures

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will host Curriculum Nights, College & Career night, Meet the Teacher, etc...</p> <p>Strategy's Expected Result/Impact: Implementation: Variety of opportunities for parents, community, and students to receive information on opportunities available within Waller High School and post-secondary. Impacted: Improved community and family relationships with the school .</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Celebrate cultural awareness months i.e. Hispanic Heritage, Black History, Asian Islander Pacific Month, Kindness Week, etc.</p> <p>Strategy's Expected Result/Impact: Student awareness of various cultures represented in Waller High School population.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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>
Garrett, Doris	Instructional Facilitator	Title I	100%
Walton, Melanie	Instructional Facilitator	Title I	100%