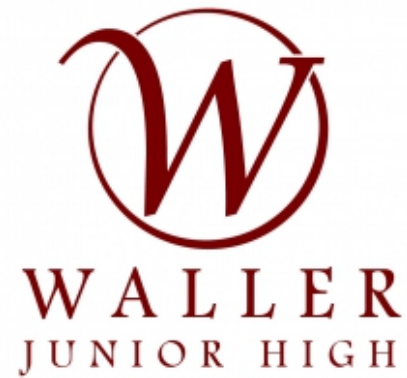


Waller Independent School District
Waller Junior High
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

AT WJH, WE EMPOWER ALL STAKEHOLDERS TO BE UNITED AS A COMMUNITY OF LEARNERS, BOTH ON AND OFF CAMPUS. WE HOLD ONE ANOTHER TO HIGH EXPECTATIONS, AND WE ARE MOTIVATED TO BE OUR BEST EVERY DAY BY FOSTERING LEADERSHIP, EMPATHY, AND INTERGRITY.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In accordance with state and federal legislative requirements, the staff at Waller Junior High School conducted a comprehensive needs assessment for the 2023-2024 school year. The needs assessment was conducted to identify the areas of strength from the previous school year and reviewing of goals. The assessment also included areas to improve upon for the 2023-2024 school year in regards to academics, school culture, and continuous growth for our students.

Demographics

Demographics Summary

As of 9/2023, Waller Junior High has approximately 923 students and that number is rising each month.

Student 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	899	100%
6th Grade	295	32.81%
7th Grade	279	31.03%
8th Grade	325	36.15%
Student Demographics		
	Count	Percent
Gender		
Female	456	50.72%
Male	443	49.28%
Ethnicity		
American Indian-Alaskan Native	2	.22%
Asian	9	1.0%
Black - African American	115	12.79%
Hispanic-Latino	555	61.74%
Native Hawaiian - Pacific Islander	1	.11%
White	193	21.47%

School Population		
Two or More	24	2.67%
Student Program		
	Count	Percent
Emergent Bilingual	343	38.15%
Bilingual		
English as a Second Language	342	38.04%
Gifted and Talented	65	7.23%
Special Education (SPED)	153	17.02%
Dyslexia	123	13.68%
Economic Disadvantage		
Economic Disadvantage Total	620	68.97%
Free/Reduced Meals	616	68.52%
Other Eco Dis	4	.44%
Homeless Statuses		
Homeless Status Total	2	.22%
Other Student Information		
	Count	Percent
At-Risk	646	71.86%
Military Connected	11	1.22%
Foster Care	1	.11%
Transfer In Students	13	1.45%

Cumulative Attendance Rate for 2022-2023	
Attendance Rate for 2023-2024 School Year	93.7%
Grade	
6th Grade	94.1%
7th Grade	93.1%
8th Grade	93.8%
Gender	
Female	94.0%
Male	93.4%
Ethnicity	
American Indian-Alaskan Native	93.0%
Asian	96.2%
Black - African American	93.5%
Hispanic-Latino	93.5%
Native Hawaiian - Pacific Islander	99.4%
White	94.1%
Two or More	94.0%

WJH Staff Demographics

	22-23 Count	22-23 %
1st Year	16	26.7%
1-5 Years	11	19.1%
6-10 Years	14	23.7%

	22-23 Count	22-23 %
11-20 Years	12	20.3%
Over 20 Years	6	10.2%

	22-23 Count	22-23%
Asian	1	1%
Black or African American	14	12%
Hispanic/Latino	32	28%
American Indian or Alaska Native	1	1%
Native Hawaiian or Pacific Islander	0	0%
Two or More Races	1	1%
White	64	56%
Male	20	18%
Female	94	82%

Demographics Strengths

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

1. High attendance rates for students and staff.
2. STAAR targeted student interventions/Instructional Advisories.

Student Achievement

Student Achievement Summary

Waller Junior High has a strong instructional focus. 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.

- Waller JH is a Schoolwide Title I program consists of parent involvement, professional development, campus academic tutors for core subject areas, summer programming for identified students, and targeted labs in Math and 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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading scores for 6th grade are not showing the anticipated growth expected. **Root Cause:** There are achievement gaps from 5th to 6th grade within the reading scores.

School Culture and Climate

School Culture and Climate Summary

Waller Junior High believes it is important to create a positive learning environment that is inviting to students and parents alike. This year WJH work to foster self-discipline and respect for others to ensure a safe environment. We will also work to recognize our students who are following our campus expectations.

School Culture and Climate Strengths

1. WJH Staff has a heart for doing what is best for students.
2. Staff has high expectations for all students.
3. Clear expectations and consistency of enforcing the WISD Code of Conduct emphasizes support for all students and staff throughout the campus.
4. Unified implementation of Positive Behavior Intervention and Supports.
5. Incentives are given to teachers to encourage to promote attendance, teamwork, and the importance of a positive attitude.
6. Additional student activities such as dances have been added to promote positive behavior and classwork from all students.
7. Student recognition and appreciation for students in our enrichment programs.
8. Student recognition for no tardies, Principal's Honor Roll, BARK celebrations, Student of the Month, Athletes of the Week, PBIS rewards, advisory achievement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are not acknowledged for their positive behavior expectations and efforts. **Root Cause:** Our campus lacks a strong buy-in to PBIS and giving students more opportunities to be awarded for their positive interactions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

95% of teachers at Waller Junior High are highly-qualified and highly committed to the improvement of academic achievement in all students. Teachers participate in ongoing professional development and meet weekly with curriculum coordinators to ensure every student is receiving the content they need to be successful.

Staff Quality, Recruitment, and Retention Strengths

1. 95% of teachers and paraprofessionals are highly qualified.
2. ELA teachers are ESL certified. New teachers to ELA are 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a teacher shortage of highly qualified candidates which causes us to hire non-certified teachers. **Root Cause:** Effective and highly qualified teachers are leaving education.

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. Waller Junior High teachers teach the state-aligned curriculum provided by the district. In addition, teachers on our campus meet regularly with curriculum coaches/coordinators to study student data and plan for instruction.

Curriculum, Instruction, and Assessment Strengths

1. Waller Junior High utilizes technology-based intervention programs such as Lexia, Zearn, Dreambox, and other Canvas courses to target students' individual learning needs.
2. Limited English proficient students receive additional support from paraprofessionals who work with them to address areas of weakness. Newcomer EB students also utilize the NAC program with newcomers to immerse them into the English language.
3. The advisory class period is utilized to help students master foundation skills in Language Arts & Math.
4. Uniform district tests and benchmarks.
5. Campus curriculum is aligned to state standards.
6. Vertical and horizontal meetings to collaborate for instruction and data analysis.
7. 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: Teachers are not effectively using the curriculum and data to plan aligned lessons. **Root Cause:** Teachers are not understanding the TEKS to close achievement gaps.

Parent and Community Engagement

Parent and Community Engagement Summary

Waller Junior High strives each year to improve parental involvement. Opportunities for parental involvement include VIPS, Title I Parent Engagement events, and community outreach.

Parent and Community Engagement Strengths

1. Waller Junior High communicates to parents in a variety of ways: school website, social media, SkyWard, Remind, Smores newsletters, text messages, email, etc.
2. Parents feel welcomed and supported on campus.
3. Communication is in English and Spanish.
4. New Arrival Center Parent night to provide support and information for parents to learn how to support their student's education.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement is limited. **Root Cause:** There are limited opportunities for families to participate in school related events/activities. Many families struggle to balance getting involved with having other time consuming responsibilities.

School Context and Organization

School Context and Organization Summary

The master schedule at Waller Junior High has been designed in order to maximize instructional time. Each department has a department chair and teams meet during their conference times 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 "Hustle Hard" approach is used by the staff of Waller Junior High.
3. Monthly Department Chair Meetings and weekly grade level team meetings.
4. Focus on student needs during advisory.
5. All special population students receive targeted and specialized services to meet their needs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We have limited initiative within the leadership team to support the decision making process of the campus. **Root Cause:** There is a lack of staff buy-in and commitment to follow through with supporting campus wide activities.

Technology

Technology Summary

Waller Junior High uses various types of technology which includes: Promethean Boards, individual student Chromebooks, and all classrooms are equipped with sound systems.

Technology Strengths

1. Each classroom contains a Promethean boards to provide students and teachers with interactive lessons.
2. Lessons and activities are in the Canvas platform.
3. Each student is equipped with a chromebook.
4. Available support from WISD Technology staff.

Problem Statements Identifying Technology Needs

Problem Statement 1: A majority of activities and assessments are computer-based therefore when students do not bring their device it makes it difficult to complete assignments.

Root Cause: Students are not responsible for bringing their Chromebooks charged and ready for instruction.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Observation Survey results

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community 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
- Study of best practices

Goals

Revised/Approved: September 7, 2023

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

Performance Objective 1: 8th Grade Math scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 61%-63%

EB 59%-61%

SPED 14%- 16%


AA 37%-39%






Hispanic 58%-60%

The overall students who scored at the Masters grade level will improve from 4%-7%

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

Universal screener data from Dreambox

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide intervention during advisory for all students who failed the 2023 Math STAAR test. They will utilize intervention advisory to pull small groups at least twice a week. Teachers will use Carnegie Learning, Zearn, Sirius, Consenza, Think Up, Closing the Distance and Dreambox . Teachers will focus on skills that the students struggled with in class to correct misconceptions. Students will track their own progress on TEKS to encourage self -monitoring and goal setting activities.</p> <p>Strategy's Expected Result/Impact: Pre and Post Tests to measure growth Data from computer based and teacher led small group instruction.</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Curriculum Coach, Classroom Teachers</p> <p>Funding Sources: Delta Math - SCE (199.30) - \$145</p>	Formative		
	Nov	Jan	Mar
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide Tier 1 intervention strategies in classes by utilizing informal assessments and small group instruction. Teachers will identify struggling students and provide remediation during class time. We will use data to facilitate small group instruction to best meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Test scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Math Interventionist, Classroom Teachers, Mathlink Consulting</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training for teachers of EB students in order to meet their unique instructional needs. We will incorporate the Seidlitz "7 Steps to a Language Rich Classroom." Teachers will use signals, turn and talk, sentence stems and provide visuals to support our EB students.</p> <p>Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Campus EB Support Paraprofessionals,, Classroom teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize supplemental staff and 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. We will provide learning labs for students in need of additional support.</p> <p>Strategy's Expected Result/Impact: Improved 2024 STAAR scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EB Coordinator, Campus EB Paraprofessionals, Department Chairs, Classroom teachers</p> <p>Funding Sources: Extra Duty Pay for Tutorials - SCE (199.30) - 199.E.11.6116.00.041.0.30.000 - \$21,946, Supplemental Supplies for Intervention - SCE (199.30) - 199.E.11.6399.00.041.0.30.503 - \$16,460</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Classroom teachers will incorporate frequent intentional small group instruction using the Who's Next document and activities to increase active cognitive engagement. Small groups will improve comprehension by providing collaboration and communication between students and teacher.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores.</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Math Coach, Classroom teachers</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Reading scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis. 69%-71%

EB 60%-62%



SPED 20%-23%


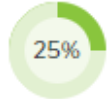

AA 76%-78%

Hispanic 66%-68%

The overall students who scored at the Masters grade level will improve from 16%-18%

Evaluation Data Sources: Spring of 2024 STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide intervention during advisory for all students who did not make adequate progress in 2022-23 STAAR test. Resources such as My Lexia and Sirius will be part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a reading lab course taught by a certified teacher.</p> <p>Strategy's Expected Result/Impact: Pre and Post Tests Data from Computer based instruction</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Reading Specialist, Dyslexia Teacher, Classroom Teachers, ELAR Instructional Coach</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will choose from a selection of chapter books to read for classroom activities. All RLA teachers will have a classroom library where students can access reading material, along with the campus library.</p> <p>Strategy's Expected Result/Impact: Class work Lesson Plans Walk-throughs Observations STAAR scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, ELAR Instructional Coach, Reading Lab Teachers Classroom Teachers</p>	Formative		
	Nov	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELAR teachers are trained on the STAAR 2.0 and new question types by Lead Forward.</p> <p>Strategy's Expected Result/Impact: Increased vocabulary skills used in student writing and speech.</p> <p>STAAR scores Lesson plans Observations Walk-throughs</p> <p>Staff Responsible for Monitoring: Leaders: District ELA Coach Involved: Administrators, Instructional Facilitator, Classroom Teachers, ELAR Instructional Coach</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Title III will fund several trainings with Seidlitz Ed , Part II, and Part III of 7 Steps training with books for new and current ELAR and SS teachers of EB students in order to meet the instructional needs of our long term EB students also for training campus coordinators, AP's , and Principal.</p> <p>With Title III funds J.Siedlitz Education will present several days of PD trainings (7 Steps to Lang. Rich Interactive Classroom and Boosting Achievement for Underschooled Students) for teachers and 7 Steps books will be purchased for new teachers</p> <p>Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved:Principal, Campus EB Paraprofessionals, classroom teachers, Secondary EB Coordinator</p>	Formative		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EB Coordinator, Campus EB Paraprofessionals, Department Chairs, classroom teachers, ELAR Instructional Coach.</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize English Language Arts and Reading Instructional Coach to coach teachers, model lessons, write curriculum, analyze data, & facilitate professional learning communities for all ELAR grade level teams.</p> <p>Strategy's Expected Result/Impact: Improve STAAR scores & content mastery</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principal & Waller ISD Curriculum Team</p>	Formative		
	Nov	Jan	Mar
			



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: On the first administration of the STAAR, science scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 67%-69%

EB 59%-61%

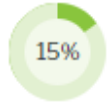

SPED 22%-24%,





AA 66%-69%

Hispanic 64%-66%

The overall students who scored at the Masters grade level will improve from 11%-13%%

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Representatives from the science department will attend a STAAR resource training and bring back strategies and materials to share with entire department.</p> <p>Strategy's Expected Result/Impact: Common Language on Campus, Lesson Plans, Test Scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Science Coordinator, Teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training for teachers of EB students in order to meet the instructional needs of our long term EB students. Visual materials-Science Vocabulary Anchor Charts and Visual Non Glossary.</p> <p>Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores, Seidlitz training</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Campus EB Paraprofessionals, classroom teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EB Coordinator, Campus EB Paraprofessionals, Department Chairs, classroom teachers</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will provide learning labs after school to target content and/or language instruction for students at risk of not meeting the standard on the STAAR exam</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EB Coordinator, Campus EB Paraprofessional, Department Chairs, classroom teachers</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: On the first administration of the STAAR, Social Studies scores measured at the approaches grade level standard will improve in the following areas:

Econ. Dis 50%-52%

EL 38%-40%



SPED 9%-11%






AA 61%-63%

Hispanic 47%- 49%

The overall students who scored at the Masters grade level will improve from 16%-18%

Evaluation Data Sources: Spring 2024 STAAR scores






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

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Student Writing Samples</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teacher</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EB Coordinator, Campus EB Paraprofessionals, Department Chairs, classroom teachers</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: Provide access to high quality instruction and academic remediation.





Evaluation Data Sources: Report Cards and 2024 STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize supplemental certified teachers and tutors, as well as supplies and materials 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, including professional development to support the use of the research-based instructional techniques. Scholastic Scope Magazine Subscriptions.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, ELAR Coach, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Scholastic Scope Magazine - SCE (199.30) - \$3,372.27</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize certified teachers to provide targeted instruction in a Learning Lab for students needing additional support due to excessive absences or consistent low performance.</p> <p>Strategy's Expected Result/Impact: Improved student engagement and report card grades.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Instructional Leadership Team, teachers</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: By the beginning of the school year, 100% of 6-8 core area teachers are using the district's Scope and Sequence, Unit At A Glance and Lead Forward Field Guides to plan instruction.





Evaluation Data Sources: Lesson plans reveal alignment with scope and sequence documents and Unit At A Glance. Team planning reveals the use of scope and sequence, Unit At A Glance and Lead Forward Field Guides during planning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Prior to the beginning of the school year, all 6-8 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.</p> <p>Strategy's Expected Result/Impact: Students will receive high-quality instruction over the entire district curriculum in each content area.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators Involved: Department Chairs, Classroom Teachers, Instructional Facilitators, Campus Administrators</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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		
<p>Strategy 1: All core teachers will attend district curriculum planning. Teachers will create common assessments targeting specific TEKS as outlined in the district pacing calendar.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Curriculum Content Coaches, Campus Instructional Facilitators Involved: Classroom Teachers, Campus Administrators</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: 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		
<p>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 and will be purchased through Title I funds from Region IV.</p> <p>Strategy's Expected Result/Impact: Completion in Xello during student's 8th grade year.</p> <p>Staff Responsible for Monitoring: Leader: High School and Junior High Counselors Involved: Campus Administration</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: 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		
<p>Strategy 1: All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population such as: *ELPS *Seidlitz *Lead4Ward, *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings*ELL Trainings *The DBQ Project *BookNook *Sirius *Region IV Service Center Training *Reader's & Writer's Workshop *NEWSELA PD, *Questioning & Randomization PD, *Patterns of Power, *Carnegie, *Zearn Training</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators, Instructional Facilitator Involved: Curriculum and campus secretaries</p> <p>Funding Sources: Lead4ward Professional Development - Title Two (255) - \$3,000</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators, Instructional Facilitators Involved: Curriculum and Campus Secretaries</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 5: Counselors will participate in Professional Development that addresses 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 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 JH 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 2023-2024 staff surveys.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase awareness and understanding of the Student Code of Conduct with students, parents, teachers, and community members</p> <p>Strategy's Expected Result/Impact: Discipline Data, Reports, all students will listen to announcements daily and attend assemblies with administrators each semester.</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principals Involved: Principal, Counselor, Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement counseling groups with students: anger, study skills, divorce, social skills, grief, self-esteem and others as need arises.</p> <p>Strategy's Expected Result/Impact: Campus Counselors</p> <p>Staff Responsible for Monitoring: Leader: Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement planning to increase student safety including a duty schedule, fire drills, lock down drills, Campus Threat Assessment and emergency procedures. 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.</p> <p>Strategy's Expected Result/Impact: 100% safe and orderly campus before and after school. 100% compliance with Fire Code.</p> <p>Staff Responsible for Monitoring: Leader: Campus Administration</p> <p>Funding Sources: Character Strong Professional Development - Title IV (289) - 289.E.13.6299.00.041.3.30.000 - \$2,500, Character Strong Curriculum - Title IV (289) - 289.E.11.6398.00.041.3.30.000 - \$500</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide training for faculty, students, and parents on student harassment including board policy, parent/student handbook, and prevention tips. Administration will lead Parent and Family Engagement meeting to give parents an opportunity to actively engage in campus happenings.</p> <p>Strategy's Expected Result/Impact: Parent receipt of parent/student handbook, discipline data</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principals, Counselor, Faculty</p>	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
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
<p>Strategy 1: Waller Junior 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"</p> <p>Strategy's Expected Result/Impact: Staff completion certificates</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Involved: Assistant Principal</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Teachers will be more equipped to serve their students by increasing their understanding of the SEL curriculum.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Waller JH will maintain a Positive Behavioral Intervention and Supports (PBIS) system which address classroom and campus management and discipline issues in a positive and systematic manner.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Character Strong as our Social and Emotional Learning curriculum with training as well as PBIS.</p> <p>Strategy's Expected Result/Impact: ADL documentation Reduction in office referrals</p> <p>Staff Responsible for Monitoring: Leader: Counselors and APs Involved: Teachers Students</p> <p>Funding Sources: PBIS rewards - Title IV (289) - 289 E 11 6398 00 041 4 30 000 - \$2,650</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Matrix posted in room Lesson Plans Walk-throughs</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principals Involved: Classroom Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Waller Junior High will maintain a TBSI trained committee to assist teachers with working with special needs students.</p> <p>Strategy's Expected Result/Impact: sign in sheets committee minutes</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: TBSI team</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 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		
<p>Strategy 1: Waller Junior 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.</p> <p>Strategy's Expected Result/Impact: Teacher Certification Interview documentation</p> <p>Staff Responsible for Monitoring: Leaders:Human Resources Staff, Campus Administrative Team, Others Involved: Instructional Leadership Team, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will be assigned a teaching assignment utilizing certification information in order to provide a highly effective instructional setting for all students.</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 JH will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: Content areas will have a common planning/PLC period.

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

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

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





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

Performance Objective 2: Teacher will receive frequent walkthroughs and observation and will be a part of the Get Better Faster coaching cycles.

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

Performance Objective 1: Staff and students will utilize the following classroom technology: school issues iPads/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: Increased STAAR scores, attendance rates

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

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

Performance Objective 1: The opportunity for involvement of all stakeholders will increase 10% in 2024 when compared to the 2023 school year.

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 80% of parents will say the school keeps them informed when surveyed.</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Technology Specialist</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue Parent Volunteer involvement in campus activities (classroom/office helper, chaperone, judge, committee member, tutor, mentor, etc.) through VIPS program</p> <p>Strategy's Expected Result/Impact: Parental involvement activities that inform parents of the school policies.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team, Campus Leadership Team</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

Performance Objective 1: Throughout the year, 100% of the funds allocated to Waller Junior 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Financial Reports Title Documentation</p> <p>Staff Responsible for Monitoring: Leader:Principal Others Involved: WISD Business office</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A portion of instructional funds will be set aside for professional development opportunities throughout the year.</p> <p>Strategy's Expected Result/Impact: Lesson plans, walk throughs, observations, test scores, grades, meeting agenda and sign-in sheets</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: Campus Improvement Team, curriculum teams, district curriculum coordinators</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Waller 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. Additionally, we will purchase ELA Spanish Novels from Superior Text vendor for independent reading for ESL students.</p> <p>Strategy's Expected Result/Impact: Individual improvement is student TELPAS scoring focused on listening, speaking, reading, and writing</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs, Bilingual/ESL Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: 7 Steps training for new staff (\$400), 7 Steps refresher (\$1067), Pathways to greatness (\$400) - Title III (263) - \$1,867, Salaries to Support Bilingual Aide - Title III (263) - \$30,556, Adv. Dictionaries (\$310), 7 steps books (\$306), Pathway books (\$173), Velaquez (\$59), 7 steps poster (\$160) - Title III (263) - \$1,008, Seidlitz Licenses for online Glossary - Title III (263) - \$1,000, Superior Text ELA Spanish Novels - Title III (263) - \$112</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Title 1 Homeless Funds will be used to purchase clothing and school supplies for our students enrolled as homeless on our campus.</p> <p>Strategy's Expected Result/Impact: Title Documentation</p> <p>Staff Responsible for Monitoring: Leader: Counselor</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Waller 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.</p> <p>Strategy's Expected Result/Impact: Individual student growth in test scores</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Imagine Learning \$16,000 / DreamBox \$9,960 / Sirius \$9,000 / Newsela \$10,133 - Title One (211) - \$45,093, Salaries for Supplemental Staff to support Instruction - Title One (211) - \$148,357, Professional Development to support Imagine Learning \$1,167 / MathLink \$7,000 - Title One (211) - \$8,167, Smore (\$150) - Title One (211) - \$150, Region IV Parent Engagement Training (6239) - Title One (211) - \$250, Carnegie Learning Books for Grades 6-8 Math - Title One (211) - \$1,906</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: 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		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Leader: Counselors Involved: Administrators, Teachers, Community Members</p> <p>Funding Sources: Credit by Exam - Title IV (289) - 289.E.31.6339.00.041.3.30.000 - \$3,000</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 8th grade students will receive Graduation Toolkits to provide them with information about their post-secondary options.</p> <p>Strategy's Expected Result/Impact: Class rosters, number of toolkits handed out</p> <p>Staff Responsible for Monitoring: Leader: Counselors Involved: Administrators, Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will participate in Red Ribbon Week and Anti-Bullying Month. Self-stick ribbons, Keeping our Paws off Drugs! "Believe In Yourself And Do Your Best Earbuds In Pouch" purchased from Positive Promotions. Anonymous Alert subscription-Anti Bullying and Safety System that allows anyone to communicate concerns to campus administration & resource officers.</p> <p>Strategy's Expected Result/Impact: In October we will have done Red Ribbon Week, and Anti-Bullying Month.</p> <p>Staff Responsible for Monitoring: Leader: Counselors, Student Council Involved: Administrators, Teachers, Community Members</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
<p>Strategy 1: WJH Staff will work to help students who are struggling academically, behaviorally, and/or emotionally so they can be successful in class. This will be accomplished through counseling, RTI interventions, administrative intervention, parent conferences, and mentoring.</p> <p>Strategy's Expected Result/Impact: PEIMS data Reduction of Office Referrals Increased attendance rates Student grades Math and Reading Lab Class rosters Mindplay and Dreambox reports</p> <p>Staff Responsible for Monitoring: Leader: Principal Involved: All Staff</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 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		
<p>Strategy 1: Waller Junior 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.</p> <p>Strategy's Expected Result/Impact: Class rosters Lesson Plans</p> <p>Staff Responsible for Monitoring: Leader: Counselors Involved: Coaches, PE teachers, Health Teachers</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 10: Waller ISD and Waller JH will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: The staff at WJH 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		
<p>Strategy 1: Waller Junior High will host NAC Night and Parent and Family Engagement Meetings. 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</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Family Engagement Specialist, Bilingual Director, and Principals</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide Canvas Parent Virtual Trainings for all families funded through Title I with Instructure INC.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept.</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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>
Mitchell, Britany	Instructional Facilitator	Title I	100%

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	5	Imagine Learning \$16,000 / DreamBox \$9,960 / Sirius \$9,000 / Newsela \$10,133		\$45,093.00
8	1	5	Salaries for Supplemental Staff to support Instruction		\$148,357.00
8	1	5	Region IV Parent Engagement Training (6239)		\$250.00
8	1	5	Smore (\$150)		\$150.00
8	1	5	Carnegie Learning Books for Grades 6-8 Math		\$1,906.00
8	1	5	Professional Development to support Imagine Learning \$1,167 / MathLink \$7,000		\$8,167.00
Sub-Total					\$203,923.00
Title Two (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Lead4ward Professional Development		\$3,000.00
Sub-Total					\$3,000.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Seidlitz Licenses for online Glossary		\$1,000.00
8	1	3	Salaries to Support Bilingual Aide		\$30,556.00
8	1	3	Superior Text ELA Spanish Novels		\$112.00
8	1	3	7 Steps training for new staff (\$400), 7 Steps refresher (\$1067), Pathways to greatness (\$400)		\$1,867.00
8	1	3	Adv. Dictionaries (\$310), 7 steps books (\$306), Pathway books (\$173), Velaquez (\$59), 7 steps poster (\$160)		\$1,008.00
Sub-Total					\$34,543.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Character Strong Professional Development	289.E.13.6299.00.041.3.30.000	\$2,500.00
3	1	3	Character Strong Curriculum	289.E.11.6398.00.041.3.30.000	\$500.00

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	PBIS rewards	289 E 11 6398 00 041 4 30 000	\$2,650.00
9	1	1	Credit by Exam	289.E.31.6339.00.041.3.30.000	\$3,000.00
Sub-Total					\$8,650.00
SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Delta Math		\$145.00
1	1	4	Supplemental Supplies for Intervention	199.E.11.6399.00.041.0.30.503	\$16,460.00
1	1	4	Extra Duty Pay for Tutorials	199.E.11.6116.00.041.0.30.000	\$21,946.00
1	5	1	Scholastic Scope Magazine		\$3,372.27
Sub-Total					\$41,923.27