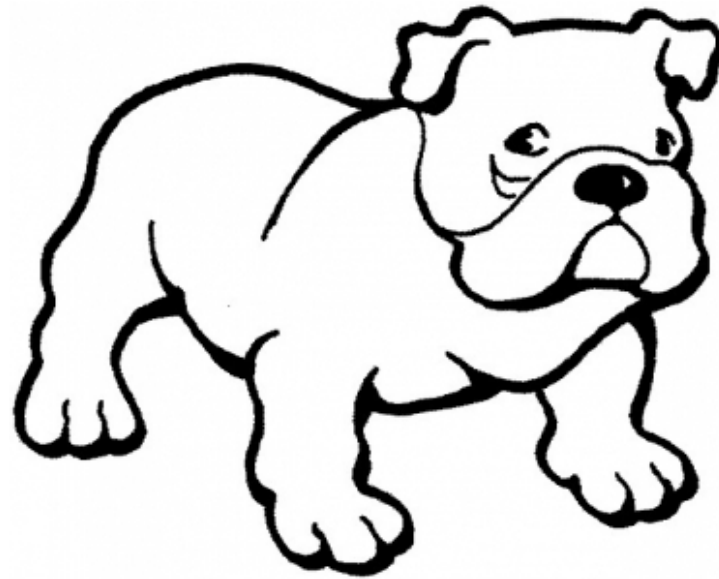


Waller Independent School District
Waller High School
2018-2019 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Profile

Waller High School has a current enrollment of 2050. Student count for school year 2017-18 was 2018 students, 52% are Hispanic, 34% are White, 10% are African American, and 4% are in other races. Special education student percentage is 5%, Gifted and Talented 6%, and ELL 11%. The student population consists of 56% economically disadvantaged students and 47% identified as at-risk. Approximately 80% of Waller High School students are enrolled in one or more Career and Technology Education classes.

Waller High School had an attendance rate of 94% for the 2017-18 school year. The graduation rate was 95%.

Special Programs

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

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

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

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

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

Our Carl Perkins program consists of supplies, materials, equipment and professional development for the following career clusters: Agriculture Food and

Natural Resources; Architecture and Construction; Arts, AV, Technology, and Communication; Business, Finance and Marketing; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; and Manufacturing.

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

Demographics Strengths

- Student Attendance 94%
- Increase in number of student taking AP and/or dual credit courses
- Increase in number of students who scored above criterion on AP exams
- Increase in average ACT score
- Increase in the SAT average score

Student Achievement

Student Achievement Summary

Waller High School Accountability Performance

Waller High School received an accountability rating of Met Standard and two distinction designations, for Postsecondary Readiness and Top 25 Percent: comparative closing the Gaps. Waller High School met standard on all three of the accountability measures: Student Achievement, Student Progress, Closing Performance Gaps. Waller High School received an overall summary for the 2018 Accountability Rating of an 86.

Performance Indicators

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The disaggregated performance measures and safeguard targets are calculated for the performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial / Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Language Learners (ELL). The indicators for the 2017-18 testing indicated the following were subpopulations did not meet the criteria in the area listed: (Graduation rate for ELL, Reading/Math for White and ELL subpopulations).

Overview

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

Student Achievement Strengths

- Sheltered Instruction Training – Designated ELL Teachers
- Interventions:
 - Sheltered English 3 and 4 classes

- New Arrival Center Newcomers' Course
 - Academic Advisory
 - Academic Tutors
 - Edgenuity - Online Course
 - After School Tutoring
 - Saturday School - Tutoring
-
- Campus Accountability Rating: Met Standard
 - Teachers meet in subject/department PLC's
 - Teacher local assessment data entered in AWARE

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

Student and staff were surveyed to identify the strengths and weaknesses of the campus culture and climate. Other key areas of strength are:

- 85% of students are aware of safety procedures at school
- 84% of students know what will happen if I break the rules in school
- 73% are aware of the ways they can report bullying
- 84% of students say that classroom teachers set rules and expectations in the classroom
- 76% of staff members feel safe at school
- 86% of staff members like working at Waller High School
- 88% of staff members feel a strong sense of loyalty to their school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2015-16 TAPR report, Waller High School had a total staff of 131 of which 96 were teachers, 16 were Professional Support, 8 administrators, and 11 Educational Aides. Total minority staff numbers 32. The percentage breakdown of staff is 9% African American, 11% Hispanic, 73% White, 1% are American Indian, 43% are males and 53% are females. The average years of experience of teachers is 11.6 years, 19% had one to five years experience, 34% had six to ten years experience, 25% had eleven to twenty years experience and 16% had more than twenty years experience. Average actual salary of Teachers is \$56,326.

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waller High School continues to focus on instructional engagement and improvement in student achievement. Continuous staff development is provided to improve teaching practices. In line with District goals and objectives, all core teachers received training in ESL strategies. Staff also received training in the DBQ process for social studies. In 2018-19, emphasis will continue on Tier I instruction, especially for English I and English II. Teachers will receive intensive professional development throughout the year on high yield instructional strategies for both reading literacy, comprehension and writing. The Professional Learning Community structure continues to support Curriculum, Instruction and Assessment conversations in and across subject levels. The realignment of school administrators will support curriculum and instruction, as there will be more support and increased accountability for the PLC process. English I teachers will have a designated PLC period.

Curriculum, Instruction, and Assessment Strengths

- Teacher collaboration in instructional planning
- Professional Learning Community Structure
- Increase in district-provided technology to help teachers with instruction
- Staff have been trained in Document Based Questions
- Staff curriculum days assigned by the district level during the school year
- Interventions during the school day
- Increase in vertical meetings both on and off campus
- Instructional Faciliator for English I and English II/History
- Instructional Faciliator for Math ans Science

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

- Skyward Parent Portal Access
- Volunteers In Public Schools
- Community Service provided by students
- Parent partners on Campus Improvement Plan Committee
- Annual High School Elective Expo for incoming Freshmen
- Senior Camp Day in summer to prepare seniors for final high school year and career/college prep
- HB5 Pathway conferences with counselors and all students and parents
- FISH Camp for all incoming freshmen
- Active Facebook, Twitter, Remind, school website and frequent use of School Messenger for communication purposes
- Meet the teacher night has large attendance
- Career Day and College Night are supported and attended by the community
- Increased utilization of Google/Remind accounts to inform parents of academic assignments, due dates and events
- Core Teachers are using Google Classroom

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

- Variety of elective courses direct pathways to endorsements
- Campus Planning Process that involves staff and community
- PLC structure that allows for examination of curriculum, instruction and assessment data
- Ongoing professional development to support initiatives to improve instruction
- Bell Schedule that supports collaborative time for teachers to meet in PLC's and as a Department
- Advisory allows for interventions, tutorials and master schedule flexibility
- 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. Chrome carts have become essential technology componets, since designated computer labs have become classrooms due to the enrollment growth. The four core departments plus the Languages other English have five mobile laptop computer systems. The CTE Teachers all have mobile carts due their curriculum requires technology use daily. Teachers are eager to learn new technology, as well as, they often bring suggestions to the administration. Campus librarian and technologists are very instrumental in seeking new, innovative software products for teacher resources and to enhance student projects. Technology assistance is only keystrokes away with the help desk request system.

Technology Strengths

Waller High School has adopted a Bring Your Own Device (BYOD), allowing students to use their personal technology devices to access WISD wireless network. This process was a success, with students making educational use of their personal technology devices with ease for classroom instruction and research projects. BYOD did not appear to introduce any new discipline issues that were not already part of the landscape for WHS.

- New printers
- New mounted in-focus machines in all classrooms
- Increased bandwidth
- Document cameras for all teachers
- Security cameras installed and operational for entire campus
- District sponsored Core class sets of Chrome books
- CTE computerized wood and metal cutting equipment
- Smart boards provided to all core teachers and several Career Technology Educators
- Career Technology Educators have class sets of Chrome books

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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




Goals


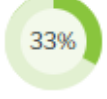
Goal 1: Waller ISD and Waller HS will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)




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

Evaluation Data Source(s) 1: STAAR test data, AWARE data, and college ready exam score reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Study student performance data (2017-18) identifying key areas for strengths, needs, and trends impacting student success: targeting sub-populations African American, Hispanic, Eco Disadvantage, LEP and Special Education.</p>	Principal, Campus Administration, Curriculum Facilitator, Academic Coordinators, Dept. Chairs, Team Leaders, Teachers and students	Student performance increase by 6% each targeted sub-populations.			
<p>Comprehensive Support Strategy</p> <p>2) Study staff instructional performance data for strengths, needs, and trends impacting student success</p>	Campus Administrators, Instructional Specialist, Curriculum Facilitator, Teachers	Walk Through reports, T-TESS Evaluation Observations, grade analysis report and AWARE data with indicators marked for implementation of targeted classroom strategies.			
<p>Comprehensive Support Strategy</p> <p>3) Using TITLE III Funds to support EL students with New Arrival Center (NAC) concepts with resources such as Headsets that would accelerate English Language Acquisition (WELLS/WOW and AC Language). Dictionaries of various types from BARNES & NOBLE, Velazques Press for EL's to supplement learning strategies. Use of visual posters and word walls to assist in questioning strategies. Use of Sirius US History EOC STAAR Preparation and Practice books.</p>	NAC teachers, Bilingual/ESL Director/Coordinator, STAAR Tutor, Instructional Facilitator	Student Transcript indicating course credit earned and STAAR data showing passing standard.			

4) Campus Staff conduct before and after school conferences with parents to collaboratively work toward student achievement.	Principal, Campus Administration, Counselors, Teachers, Parent Liaison, Attendance and Receptionist	Utilize the following to determine the frequency of parent visits; review for trends: Calendar notices, parent conference form and graduation plan documents.			
5) Students will be encouraged to register for more challenging courses and encouraged to take dual credit courses. Continue to identify GT students.	Principal, Campus Administration, Counselors, Teachers, Parents	Compare student rosters and test data to determine if there is a 10% increase in participation and performance.			







 = Accomplished
  = No Progress
  = Discontinue

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

Performance Objective 2: Waller High School will increase ACT/SAT participation rates from 81% to meet the state participation rate of 85%.

Evaluation Data Source(s) 2: 2018-2019 ACT/SAT participation rates will meet or exceed the state ACT/SAT participation rates.

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Work with teachers on better aligning curriculum and instruction to address student weaknesses on the ACT/SAT.	Campus instructional facilitator, AP for Curriculum and Instruction, Content Coordinators	Increase in student scores on campus assessments aligned to the ACT/SAT.			
2) Implement ACT/SAT prep sessions, study sessions, review materials, as well as practice tests for students.	Campus instructional facilitator, Dean of Instruction, Content Coordinators	Increase in student scores on campus assessments aligned to the ACT/SAT.			
3) Establish vertical alignment for advanced courses in core subjects.	Academic Achievement Coordinator and Department Chair	Improved performance on campus based assessments, level 3 on STAAR and increased scores on national tests. Review of data from CBAs, STAAR results and national score reports.			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 3: Waller High School will increase participation for the PSAT and NMSQT from _____ to _____.

Evaluation Data Source(s) 3: 2018-2019 PSAT/NMSQT rates will increase by 3%.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Implement PSAT/NMSQT prep sessions, study sessions, review material, as well as practice test for students.	Counselors	Increase in number of students participating on assessments.			
 = Accomplished  = No Progress  = Discontinue					



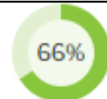
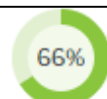

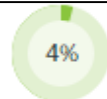
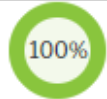


Goal 2: Waller ISD and Waller HS will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

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

Evaluation Data Source(s) 1: STAAR test data and EOY assessment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Ensure instruction and aligned assessments are at the appropriate level of rigor and complexity as indicated by TEKS for subject and grade.	Subject area coordinators, Dean of Instruction, Department Chairs, Curriculum Facilitator, and Teachers	Review of the following: Lesson Plans, Classroom observations (formal & informal), Assessment Documentation, Student products, Benchmark Testing /(CBA)			
Comprehensive Support Strategy 2) Provide intensive instructional support to identify at risk populations and subgroups of economically disadvantaged, LEP, African American, Hispanic and special education students.	Principal, Dean of Instruction, Department Chairs, Curriculum Facilitator, Teachers	Increase of 3% on EOC performance in students in the sub-populations and those identified as at risk.			
3) Bil/ESL Director/EL Coordinator will provide trainings and/or utilizing information acquired by attending campus PD's - John Seidlitz Education -funded by Title III.	Bil/ESL Director/EL Coordinator	Certificates of participation, training sign-in sheets and implemented strategies observed in classroom.			
4) Provide professional development to ensure ESL strategies at the secondary level with AC Language. Also, provide staff with appropriate knowledge to meet the needs of recent immigrants.	Bilingual/ESL Director, ELL Coordinator, teachers, counselors, registrars	Sign-in sheets, monitoring of strategies within classrooms			
5) Provide professional development to ensure reading and writing best practices are used effectively in the ELAR classroom. The ELAR Coordinator will provide opportunities for teachers to attend trainings at HCDE, Region 4, along with other consultants such as Alana Morris, Linsey McCoun, and Amy Rasmussen which will support reading and writing workshop; materials provided to teachers are a composition notebook and RENEW! by Shawna Coppola to use during PD and during the school year.	ELAR Coordinator, Instructional Facilitator, and Dean of Instruction.	Sign in sheets, frequent monitoring of strategies used in the classroom			

6) Provide professional development to science teachers to enhance their content area/instructional strategies/data analysis/targeted sub population. The Science Coordinator will provide opportunities for teachers to attend training's at HCDE, Region IV Service Center Training, Rice University Science Training and the CAST conference.	Lead: Curriculum Content Coordinators, Campus Administrtors	Sign-in sheets, frequent monitoring of strategies used in the classroom.			
7) Provide professional development to social studies teachers relating to content area, instructional strategies, data analysis, and targeted sub population. *Lead4Ward *HCDE Training *AC Language *The DBQ Project *Region IV Service Center Training *Rice University *Social Studies Success *S3 Strategies	Social Studies Coordinator, ELL Coordinator, Instructional Facilitator, Dean of Instruction	Sign in sheets, frequent monitoring of strategies used in the classroom			
Comprehensive Support Strategy 8) Saturday school and after school Blitz days planned to review students on critical student expectation that will be assessed on both the December retest and spring test for English I, English II and Algebra. Both activities will support and enhance Tier I instruction.	English and Math District Coordinators, Dean of Instruction, Instructional Facilitators	The percentage of Waller High School students the "approaches grade level" standard on STAAR ELA will increase from 67%			
9) Provide professional development to Algebra 1 teachers relating to content area, instructional strategies, deep understanding of TEKS and vertical alignment through a summer math institute with Garland Linkenhoger.	Math District Coordinator, Dean of Instruction, Instructional Facilitator	Sign in sheets, frequent monitoring of strategies used in the classroom			
10) Provide professional development to Math and Science teachers utilizing the Texas Instruments Nspire CX, TI-Navigator System, and Vernier Probes to facilitate student learning through the use of technology. This will enhance Tier 1 instruction through engaging and motivating students and providing immediate student feedback.	Math and Science District Coordinator, Instructional Facilitator, Dean of Instruction	Sign in sheets, frequent monitoring of strategies used in the classroom.			
11) Provide professional development through Professional Learning Communities -(PLC) conference attendance to English/Math teachers and campus curriculum support staff to enhance their content area/instructional strategies/data analysis/targeted sub population.	Principal, Dean of Instruction, Assistant Principals, Instructional Facilitators	Improvement in EOC scores due to implemented strategies in teaming, lesson planning, and data analysis.			
 = Accomplished  = No Progress  = Discontinue					

Goal 3: Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

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

Evaluation Data Source(s) 1: Certificates of completion with a compiled list of courses created to compare to future professional development needs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Empower staff confidence by providing campus based resources, off site professional development and contracted services to effectively impact staff use of technology, curriculum resources and classroom instruction.	Campus Administrators, Campus Technologist, District Coordinators, Teachers	Certificates of completion, lesson plans, professional development materials			
2) Certify that teachers who serve gifted and talented students receive initial required thirty hours and six hour update by deadlines. Develop a plan to increase the number of teachers to receive these qualifications.	Gifted and Talented Coordinator, Assistant Principal of Instruction, Campus Instructional Facilitator	Training records, certificates of completion			
3) Identify staff who are certified or those aspiring to teach advance courses in preparation for increase in program requests.	Advanced Academic Achievement Coordinator and Department Chair	Survey results report.			
= Accomplished = No Progress = Discontinue					

Goal 3: Waller ISD and Waller HS will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

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

Evaluation Data Source(s) 2: Review of staff state certifications, certificates of professional development, district required ESL and Gifted and Talented certification and campus survey.

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Utilize Title funds to meet the needs of district-wide staff development needs based on campus needs assessment and Campus Improvement Plan. AC Language will train Social Studies teachers and the New Arrival Center staff on how to create a Language-Rich interactive classroom.	Curriculum Director, Content Area & ELL Coordinators, Principals, Assist. Supt. for Administration, Bilingual/ESL Director	Review of documentation: Professional Development Requisitions Certification of Attendance Student Artifacts			
2) Content Coordinators provide embedded professional development throughout the year by utilizing information acquired by attending conferences such as TASM, CREST, CAST, CAMT, TSELA, TCTELA, ESC training, HCDE trainings, History Alive, Lead4ward, Region 4, Region 6, John Seidlitz and Stetson & Associates, TABE	Curriculum Director, Content Coordinators, Instructional Facilitator, Bilingual Director, ELL Coordinator	Review of documentation: Professional Development Requisitions Certification of Attendance Student Artifacts Meeting Minutes Agendas Sign in sheets			
3) Provide on-going positive reinforcement for all staff and strong mentors/buddies for new teachers.	Campus Administrator, Assistant Principals, Assistant Principal for Instruction, Curriculum Facilitator, Department Chairs and Teachers	Staff survey and positive referrals			
 = Accomplished  = No Progress  = Discontinue					







Goal 4: Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

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

Evaluation Data Source(s) 1: Implementation will be measured through the completed Campus Climate Survey with the anticipation of a 10% increase in the staff and students who feel safe at school.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Counselor coordinated informative sessions for all students regarding dating violence, bullying, and sexual harassment by contracted services.	Counselors	Student assemblies, counselor center bulletins, counselor/contractor presentation evaluation forms.			
2) Create a school culture that recognizes and represents campus demographics that supports the learning process and the academic success of all students.	Principals, Campus Administration, Counselors, Teachers	Promote diversity through club sponsored events or class projects. Review lesson plans and school calendar for an increase in the number of events and projects.			
3) Monitor student behavior and premises for unsafe activities, unhealthy behaviors, and premise condition.	Superintendent, Assistant Superintendent, Principal, Campus Administration, Counselors, School Resource Officers, Teachers	Additional camera installation, key-less entries, staff duty roster, random drug testing data, V-soft Id system report, drug-canine inspection reports, staff training sign in sheet, and certificates of first aid/CPR training.			
4) Equip all classrooms and offices with a standard first aid emergency kit in personalized WHS bags. Assign hallway and duty stations for before/after school and lunches. Train staff in Emergency Operation Plan.	School Resource Officer (SRO), Campus Administrators, Campus Staff	Reduction in the number of referrals and tardies by 10% per six weeks and the congregation in egress pathways during passing periods.			
5) All staff complete compliance bundle that includes training in the following content: Bullying, Sexual Harassment, Code of Ethic, Blood borne Pathogens, Child Abuse, Darkness to Light, FERPA, 504, Anaphylaxis, Diabetes, Suicide Prevention and Teen Dating Violence. Provide training in CPR/AED/First Aid for students (Health class only), administrators and adult sponsors.	Principal, Athletic Director, Athletic Coordinator, Dean of Instruction	Certificates of completion.			

6) Rachel's Challenge program will provide student program and community event to promote a positive climate and culture in the school.	Counseling Coordinator, Lead Counselor and Counselors	Sign In Sheets Advertisement/Announcements			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>					

Goal 4: Waller ISD and Waller HS will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 2: Waller High school will achieve a non-disproportional ratio between student populations by a reduction in campus discipline referrals.

Evaluation Data Source(s) 2: Reduction in discipline referrals by 4%.

Summative Evaluation 2:

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

Goal 5: Waller ISD and Waller HS will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

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

Evaluation Data Source(s) 1: Evidence of utilization will be documented through multiple sources including lesson planning, student work and teacher developed assessments; having one technology based activity each six weeks.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will have access to numerous technology based intervention programs (Study Island, Unique, Edgenuity, Dream Box, Read 180 and Fast Forward).	District Coordinators, Dean of Instruction, Campus Instructional Facilitator, and Teachers	Student rosters, progress measures and activity reports. Teacher observations, lesson plans and walk thorough documents.			
2) Teachers will utilize technology to create engaging instruction and for assessing learning. The Career and Technical Education (CTE) teachers will use iCEV (web based) resources for classroom instruction.	Teachers	Teacher observations, lesson plans and walk through documents.			
= Accomplished = No Progress = Discontinue					

Goal 6: 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: Identify, promote and support opportunities that increase parent involvement in campus activities.

Evaluation Data Source(s) 1: Feedback from campus survey, parent participation sign sheets, and volunteer logs.

Summative Evaluation 1:




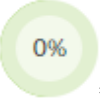

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Maintain current campus website calendar, include notes on progress/six weeks report card, marque messages, and the Blackboard Messenger system.	Principal, Campus Technologist, Athletic Director Administrative Assistant, Principal's Administrative Assistant, Counselors, club /organization sponsors	Newsletters, report cards, district website, and recorded Skylerts.			
2) Provide opportunities to equip parents with information to help support appropriate school attendance, behavior and instruction.	Principal, Campus Administration, Curriculum Facilitator, Counselors, Career and College Coordinator, Parent Liaison and After School Coordinator.	100% of Student Handbook/Code of Conduct student /parent acknowledgement forms signed and returned			
= Accomplished = No Progress = Discontinue					

Goal 6: 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 2: Establish a parent, student, school partnership to share responsibility for increased student achievement as reflected in the School Parent Compact and written parental involvement policy with an increase of 15% in parent access log-ins.

Evaluation Data Source(s) 2: Positive survey feedback from parents in reference to frequency of contact and the helpfulness of the information provided.

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Establish a process to ensure reminders are sent in advance of strategic dates, events and progress measures in multiple modes of communication.	Principal, Campus Administration, Curriculum Facilitator, Counselors, Career and College Coordinator, Parent Liaison, Receptionist, Attendance Office, and Librarian	Copies of the instruction documents provided, Blackboard Messenger and newsletters. Remind 101, Maintained teacher web pages, Skyward parent log ins and campus webpage.			
2) Provide informational sheets to assist parents in interpreting assessment information, attendance reports, discipline, and report cards.	Principal, Campus Administration, Curriculum Facilitator, Counselors, Career and College Coordinator, Parent Liaison and After School Coordinator.	Copies of the instruction documents provided, Skylert recordings and newsletters.			
 = Accomplished  = No Progress  = Discontinue					





Goal 7: Waller ISD and Waller HS will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

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

Evaluation Data Source(s) 1: Student achievement data indicating an increase of 3% in student populations identified by Title funding.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) CTE program will utilize program funds to include both state allotment and Federal Carl Perkins Funding to provide integrated programs of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for students who are pregnant, teen parents and/or those at risk of dropping out of school.	Principal, Curriculum Director, CTE Coordinator, Counselors and CTE Teachers	Invoices indicating the courses supported by the purchased resources, rosters of students receiving interventions and sign in sheets from Saturday class and after school credit recovery.			
Comprehensive Support Strategy 2) State compensatory funding used to supplement at risk LEP students, tutorials for students still developing English language, grade placements, and students who have failed an area of EOC.	Curriculum Director, Business Office, Assistant Superintendent for Administration, Principal	Review of documents: Class Rosters Parent Liaison log Academic Tutorials/Night School Summer school Roster SETT Roster			
3) Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals. Federal funding used to purchase instructional materials for English classrooms to provide academic support to at-risk students.	Bil/ESL Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			
4) ESSA grant, Title IV funds used to promote access to college assistance for applications, AP/ACT/SAT testing fees, scholarships and professional development.	Counselors	Sign in sheets and certificates of attendance			

<p align="center">Critical Success Factors CSF 5</p> <p>5) Title I/Title IV funds used for counseling resources for individual and group counseling as well as parent consultation. The activities will support well rounded educational opportunities and support safe and healthy students</p>	Counselors	Sign in sheets and event flyers.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 7: Waller ISD and Waller HS will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

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

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

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Use Title funding to provide supplemental services to include, tutorials, credit recovery (Edgenuity, Wells & WOW), enrichment and certification programs (welding, cosmetology); as well as to provide academic resources to students (Graduation Tool Kit). Title IV funds utilized by Counselors to facilitate extended library hours twice a week for college exploration/ applications/scholarships. Funding will support student opportunities to recovery credit through credit by exams. Funding will pay for registration for professional development opportunities and the book "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition.	Principal, Counselors	Review of documentation: Class Rosters Parent Liaison log Academic Tutorials/Night School Summer school Roster SETT Roster Campus Counseling Program Guide			
2) Implement positive enforcers utilizing a group format for student attendance for remediation during after-school and Saturday school attendance and performance.	Site Coordinators, Teachers	Attendance rates, performance (grades or state assessment) records, SETT rosters.			
= Accomplished = No Progress = Discontinue					

Goal 8: Waller ISD and Waller HS will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

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

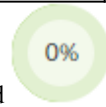
Evaluation Data Source(s) 1: Improvement of 10% in academic and college readiness indicators.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide interventions in advisory period to students in assigned academic groups to support graduation rate, system safeguards and post-secondary readiness.	Campus Instructional Facilitator and Teachers	Increase in student percentages and scores on identified exams, graduation rates reported in the state indicators, Advisory rosters.			
2) Continue to identify CTE courses that teach students technical skills that will allow them enter the work force upon graduation or continue their education. The CTE program will improve instruction and increase the number of student industry certifications by purchasing industry equipment, providing resources, and materials to improve programs. Funds utilized will be both State Allotment and Federal Carl Perkins Grant. These items will be ordered from a variety of vendors including: Amazon, Grainger, All Tex, Sullivan Supply, Marianna, Seville Classics, VEX Robotics, FACT Education, Knowledge Matters, Pocket Nurse, Xello,GTS Technology Solutions Inc. Flinn Scientific CDW Government LLC, Burmax and Office Depot, Fisher Science Education, Apple, Inc., and NetSync Network Solutions.	Principal, Assistant Principal for Instruction, Department Chairs, Curriculum Facilitator, CTE Coordinator, and CTE Teachers	Report indicating an increase in the number of certificates or licenses obtained.			
Funding Sources: Carl Perkins (244) - 64107.00					
3) Staff development will be provided by Region IV ESC to give CTE staff knowledge and skills to prepare students for industry careers as well as post secondary education.	Principal, Assistant Principal for Instruction, Department Chair, CTE Coordinator, and CTE Teachers	Increase in CCMR indicator for WHS			
Funding Sources: Carl Perkins (244) - 64107.00					
4) WHS will continue to provide SAT & ACT PREP courses, AP & Pre-AP Courses, Increase the number of Dual Credit courses offered, along with student organizations on campus.	Counselors, Dean of Instruction, Instructional Facilitators	Sign in Sheets from Prep Courses, rosters for AP/Pre-AP/Dual Credit courses, Course Selection Book.			



= Accomplished



= No Progress








= Discontinue

Goal 8: 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 utilize effective instructional strategies to support student success after high school.

Evaluation Data Source(s) 2: Increase 10% state indicators for college readiness and post-secondary.

Summative Evaluation 2:



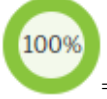


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide students a variety of opportunities to see career and college choices through the Career Expo, job site visits, college tours and college night. Counselors have two days per week library hours after school to assist students and parents with career and college documents.	Campus Administration, ACE coordinator, Teachers	The Career Expo participant roster, attendance sheets and filed trip lists.			
2) Identify students scheduled to take college readiness test and provide in-depth practice to increase scores.	Principals, Campus Administration, Diagnostician, Counselors, Club/Organization sponsors, Coaches, Athletic director, Athletic Coordinator, Teachers, Nurse	List of students identified with practice test scores showing a 10% increase in scores.			
 = Accomplished  = No Progress  = Discontinue					

Goal 9: 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: Create a school culture that recognizes and represents campus demographics that supports the learning process and the academic success of all students.

Evaluation Data Source(s) 1: Campus survey results indicating a percentage of at least 98% staff and students acknowledging they are a valued addition to the campus.

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students have a variety of options to participate in school activities and thus experience a sense of belonging.	Principals, Campus Administration, Counselors, Club/Organization Sponsors	Survey results indicating an increase in both staff and student perception of their value to campus.			
2) Monitor students identified as homeless and at-risk to provide academic support and resources.	Principals, Campus Administration, Diagnostician, Counselors, Club/Organization sponsors, Coaches, Athletic director, Athletic Coordinator, Nurse, Teachers	Review list of identified students with dates of contact and services received or referred.			
 = Accomplished  = No Progress  = Discontinue					

Goal 9: Waller ISD and Waller HS will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 2: Waller High School will partner with parents and community to eliminate barriers and perceptions to increase parent involvement in school operations.

Evaluation Data Source(s) 2: Campus survey results indicating a percentage of at least 90% of parents acknowledging they are welcomed to participate in their students academic success.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Create welcoming environments on campus in specific locations that allow parents to access resources to acculturate them to the campus and the academic process.	Principals, Campus Administration, Counselors, Teachers	Parent sign in sheets and Skyward parent access records.			
2) Implement parent "coffee hour" sessions for each semester allowing parents to visit school.	Principal, Campus Administration, Counselors, LEP Tutor, Librarian	Parent sign in sheet.			
 = Accomplished  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Study student performance data (2017-18) identifying key areas for strengths, needs, and trends impacting student success: targeting sub-populations African American, Hispanic, Eco Disadvantage, LEP and Special Education.
1	1	2	Study staff instructional performance data for strengths, needs, and trends impacting student success
1	1	3	Using TITLE III Funds to support EL students with New Arrival Center (NAC) concepts with resources such as Headsets that would accelerate English Language Acquisition (WELLS/WOW and AC Language). Dictionaries of various types from BARNES & NOBLE, Velazques Press for EL's to supplement learning strategies. Use of visual posters and word walls to assist in questioning strategies. Use of Sirius US History EOC STAAR Preparation and Practice books.
2	1	2	Provide intensive instructional support to identify at risk populations and subgroups of economically disadvantaged, LEP, African American, Hispanic and special education students.
2	1	8	Saturday school and after school Blitz days planned to review students on critical student expectation that will be assessed on both the December retest and spring test for English I, English II and Algebra. Both activities will support and enhance Tier I instruction.
7	1	2	State compensatory funding used to supplement at risk LEP students, tutorials for students still developing English language, grade placements, and students who have failed an area of EOC.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Carl Perkins (244)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2			\$64,107.00
8	1	3			\$64,107.00
Sub-Total					\$128,214.00
Grand Total					\$128,214.00