

Waller Independent School District
Waller Junior High
2018-2019 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

Building Brighter Futures

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Achievement	9
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	14
Parent and Community Engagement	15
School Context and Organization	15
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	22
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)	22
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)	37
Goal 3: Waller ISD and Waller JH will provide a safe, secure and respectful learning environment for students and staff. (Safety)	47
Goal 4: Waller ISD and Waller JH will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)	54
Goal 5: Waller ISD and Waller JH will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)	55
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)	65
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)	68
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)	74
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)	77
Goal 10: Waller ISD and Waller JH will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)	78
Comprehensive Support Strategies	81
Title I Schoolwide Elements	84
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	84

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 84
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 84

Comprehensive Needs Assessment

Needs Assessment Overview

In accordance with state and federal legislative requirements, the staff at Waller Junior High School conducted a comprehensive needs assessment for the 2018-2019 school year on June 4, 2018. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were used to develop the activities/strategies in the additional section of the Campus Improvement Plan.

Demographics

Demographics Summary

Waller Junior High is one of eight campuses in Waller Independent School District. Waller Junior High opened its doors in 1979. Waller Junior High School serves approximately 820 students grades sixth to eighth. The 84 staff members at Waller Junior High includes 51 teachers, 17 paraprofessionals, and 3 administrators, 2 counselors, a librarian, instructional facilitator, and 9 additional support personnel. 100% of teachers are Highly Qualified and 100% of paraprofessionals are Highly Qualified.

Student enrollment by grade:

Total Enrollment: 821

- 6 - 291
- 7 - 259
- 8 - 270
- Male students - 434 (52.92%)
- Female students - 386 (47.07%)

Ethnicity Enrollment:

- American Indian - 6 (0.73%)
- Asian - 12 (1.46%)
- African American - 108 (13.17%)
- Hispanic/Latino - 480 (58.54%)
- White - 201 (24.51%)
- Hawaiian/Pacific Island - 0 (0%)
- Two or More - 13 (1.59%)

Special Populations Enrollment:

- LEP students - 248 (30.24%)
- Economic Disadvantage - 554 (67.56%)
- At Risk - 500 (60.98%)
- 504 - 71 (8.66%)
- Gifted & Talented - 61 (7.44%)
- Special Education Services - 50 (6.1%)

Special Programs:

- Our Targeted Assisted/Schoolwide Title I program consists of parent involvement, professional development, campus academic tutors for core subject areas, summer programming for identified students, and two interventionists (one for Math and one for Reading). Our State Compensatory Program (SCE) consists of an instructional facilitator training teachers in best practices for assisting at-risk students, STAAR Acceleration teachers, the Disciplinary Alternative Education Program (DAEP) center, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.
- Our Title III program consists of computer-based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus-based interventionists, Sheltered Instruction and ESL Certification Trainings, summer programming for identified students, and parent involvement activities.
- Our Title I program enables us to employ interventionists and academic tutors to supplement classroom instruction for students at risk of failing to meet the standard on STAAR Math and Reading in grades 6, 7 and 8.
- Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.
- Our Gifted and Talented (G/T) program provides identified students with differentiated and challenging educational programs and/or services beyond those provided in the general school program.
- Our Response to Intervention (RtI) program is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.
- Our Dyslexia program identifies and intervenes with students having difficulty with reading, writing, or spelling in order to help them learn strategies to compensate and to become successful readers.
- Our Section 504 program is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Demographics Strengths

WJH teachers differentiate instruction to allow our At-risk, Special Education, and ELL 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.
3. A 27 to 1 student to core teacher ratio is a strength that allows for building close relationships between students and staff and more personalized instruction.

Student Achievement

Student Achievement Summary

Math, Reading, and Social Studies teachers will attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement. LEP students also utilize the WOW Method with newcomers to immerse them into the English language. All students participate in Readers/Writers Workshop model. Teachers use differentiated instruction to meet the varied needs for their students and place learner-centered instruction. They also participate in content-specific professional development to address their specific needs. Two bilingual paraprofessionals will provide teachers with support, work with identified LEP students, and translate during ARD meetings. Teachers have received professional development in Sheltered Instruction and ELPS. The RTI Coordinators monitor the program and provide teachers with support to address identified students' needs. General education and special education teachers collaborate to ensure success for all students. The DIP and REWARDS programs are utilized with dyslexic students. Dreambox, Read 180, and FastForWord programs are used to support targeted instruction (Teir III) in Math and Reading comprehension. All teachers will continue to collaboratively plan instruction and discuss assessment results. Teachers will also horizontally plan with other middle school teachers to share instructional strategies and ideas.

Student Achievement Strengths

2018 STAAR DATA

Waller Junior High Met Standard for 2017-2018 school year. The campus earned 2 of the 7 possible distinctions in the areas of:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

INSTRUCTIONAL PROGRAMS/STAFF

1. Math, Reading, Science, and Social Studies teachers attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement.
2. LEP Teachers/paras utilize the WOW Method with newcomers to immerse them into the English language.
3. All students participate in Readers/Writers Workshop.
4. Teachers use differentiated instruction to meet the varied needs for their students and plan learner-centered instruction.
5. Two paraprofessional provides teachers with support, work with identified LEP students, and translate during ARD meetings.

6. The RTI Specialist monitors students and provides teachers with support to address identified students' needs.
7. General education and special education teachers will collaborate to ensure success for all students.
8. All teachers will continue to collaboratively plan instruction and discuss assessment results. Teachers will also horizontally plan with Schultz Junior High teachers to share instructional strategies and ideas.

School Culture and Climate

School Culture and Climate Summary

On August 13, 2018, when staff returned to WJH, our staff began the steps to create a shared vision of what we want our ideal school to be. We determined that we wanted our campus to have the following qualities:

- Collaboration
- Communication
- Support
- A High Standard for Achievement
- Safety as the #1 concern
- 100% Involvement
- Consistency
- Accountability
- Respect
- Pride
- Everyone Present
- Growth
- Volunteers
- Differentiated Instruction
- Praise
- Preparation

Teachers participate in on-going team building activities and events. Positive Behavior Intervention and Supports (PBIS) has been implemented school-wide to encourage appropriate behaviors. It provides students and staff members with positive reinforcement on campus (BARK). BARK helps foster a community of self-discipline and respect for others, as well as a supportive learning environment. Many campus committees have been added to ensure that all teachers play a role in the decision-making process.

In August 2018, our campus began the new school year with two new counselors, a new Instructional Facilitator, a new Art teacher, Reading 180 teacher, and new Math lab teacher. Our building was painted on both campuses, and several additional staff changes were made. New systems and structures were implemented to positively impact the school culture and climate for both students and staff.

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. A Successful PRIDE (Personal Responsibility in Daily Effort) program is in place to recognize students who have made all A's and B's, have not discipline referrals, have no Ns or Us in conduct, and no unexcused absences for a six weeks.
7. Additional student activities such as dances have been added to promote positive behavior and classwork from all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% 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 professional learning communities. We believe that we are responsible for instructing all students every day and in every possible way.

Staff Quality, Recruitment, and Retention Strengths

1. 100% Language Arts teachers that teach English Language Learners are ESL certified.
2. 100% of our teaching staff and paraprofessionals are Highly Qualified.

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. WJH teachers teach the state-aligned curriculum provided by the district. In addition, teachers on our campus meet regularly in PLCs by grade level to study student data and plan for instruction. Math, Reading, and Social Studies teachers will attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement. LEP students also utilize the WOW Method with newcomers to immerse them into the English language. All students participate in Readers/Writers Workshop, which is a writing program that integrates writing across content areas. FastForWord will be utilized with identified students. Teachers use differentiated instruction to meet the varied needs for their students. They also participate in content-specific professional development to address their specific needs. A bilingual paraprofessional will provide teachers with support, work with identified LEP students, and translate during ARD meetings. The RTI Coordinators will monitor the program and provide teachers with support to address identified students' needs. All teachers received training on Inclusion. General education and special education teachers will collaborate to ensure success for all students. All teachers will continue to collaboratively plan instruction and discuss assessment results. Departments meet regularly to plan, discuss assessments, analyze data, and plan recovery. Waller Junior High teachers also horizontally collaborate with other teachers from another campus to discuss instructional practices.

Curriculum, Instruction, and Assessment Strengths

1. Waller Junior High utilizes technology-based intervention programs (Study Island, Edgenuity, Dreambox, Read180, Reading Assistance Plus, Chrome Carts, Google Classrooms, and FastForWord to target students' individual learning needs.
2. In-class support is provided to our special education students that receive inclusion services by attending general education classes.
3. Limited English proficient students receive additional support from paraprofessionals who work with them to address areas of weakness. Newcomer LEP students also utilize the WOW Method with newcomers to immerse them into the English language.
4. The Reading and Math Interventionists have specialized targeted classes to work with identified students.
5. The advisory class period is utilized to help students master foundational skills in Language Arts, Math, Science, and Social Studies (as well as targeted areas).
6. Waller Junior High students participate in the University Interscholastic League, Odyssey of the Mind, and Academic Pentathlon and other Advanced Academic Opportunities.
7. Uniform district CBAs and benchmarks.
8. Campus curriculum is aligned to state standards.
9. Vertical and horizontal meetings to collaborate for instruction and data analysis.
10. Constant Re-assessment of intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Our goal is to continue efforts to reach our community with information in a variety of formats. Remind is a one-way communication system created by administrators and teachers to provide parents with school information. Parents participate in activities like VIPS, Title I parent meetings and STAAR parent meetings. Title IV Grant Funds will be used to support campus activities.

Parent and Community Engagement Strengths

1. Waller Junior High scored an Exemplary rating on the 2017 Community and Student Engagement Evaluation (CASE) in the following areas: Fine Arts, Wellness and Physical Education, Community and Parent Involvement, 21st Century Workforce Development Program, Digital Learning Environment, Dropout Prevention Strategies, and Educational Programs for GT Students.
2. Waller Junior High communicates to parents in a variety of ways: school website, SkyAlert, Remind, newsletters, text messages, email, etc.
3. Parents feel welcome and supported on campus.
4. Communication is in English and Spanish.

School Context and Organization

School Context and Organization Summary

The Master Schedule at Waller Junior High has been designed in order to maximize the amount of time spent in instruction. Each grade level team is led by a team leader and teams meet after school every other week to discuss student data, needs, and instruction. Grade level departments have similar conference periods in order to meet twice a week for Team PLC's with the Instructional Facilitator and their District Coordinator.

School Context and Organization Strengths

1. Waller Junior High's staff participate in professional learning communities. Each grade level team shares the same conference period in order to plan instruction, activities, and assessments to ensure that their classes are aligned with one another.
2. Teachers plan learner-centered activities to engage and reach all learners.
3. Teachers are committed to excellence in the classrooms, and thus indicated the need for additional professional development activities on campus to build capacity.
4. WJH staff has a heart for students.
5. Weekly or bi-weekly campus leadership team meetings.
6. Bi-weekly or monthly staff meetings.
7. Focus on needs during Instructional Advisories.

Technology

Technology Summary

Waller Junior High uses various types of technology which includes: interactive whiteboards, projectors, Chromebooks, and student response system for students.

Individual classrooms are also equipped with multiple technology-based learning programs supporting instruction in reading, mathematics, science, and social studies.

Technology Strengths

1. Each core classroom contains a Smartboard to provide students with interactive lessons. SMART Boards provide new ways for teachers to teach, and students to learn. These tools support a wide variety of learning styles.
2. There are 21 Chromecarts (30 Chromebooks are in each cart) on campus and fifteen additional Chromebooks for SPED. Students use the Chromebooks to conduct research, write papers, create presentations, and much more.
3. Available Instructional Technology Applications and Support from WISD Technology staff and campus technologist.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- 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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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: 6th Grade Reading scores will improve in the following areas: ALL - 59% to 70%, AA - 48% to 65%, Hispanic - 55% to 70%, White - 74% to 83%, Economically Disadvantaged- 54% to 70%, ELL - 35% to 60%

7th Grade Reading scores will improve in the following areas: ALL - 69% to 80%, AA - 68% to 85%, Hispanic - 68% to 75%, White - 71% to 85%, Economically Disadvantaged - 63% to 75%, ELL - 51% to 60%

By May 2019, Overall 8th Grade Reading scores will improve from 86% to 94%.

By May 2019, All students in Reading (60% All, 64% Hispanic, and 52% in white) who did not Meet Standard in Reading Academic Achievement will grow by 15%




By May 2019, All students (35% ALL, 36% Hispanic, 34% White) who did not show Academic Growth in Reading will improve by 15%.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Use the WOW program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words, also Reading, and Writing STAAR related intervention BOOKSOURCE materials in both Spanish, and English for recent immigrants in their year 1, and 2 in US. Valley Speech Early Exit Model Consultation. Newcomers also receive supplemental reading instruction during 1st period.</p>	<p>Leaders:Campus Administrative Team Others Involved: Bilingual/ESL Interventionist, LEP tutors, Other Involved: STAAR tutors, Instructional Facilitators, TAIS-Campus Leadership Team</p>	<p>TELPAS, Benchmark data, STAAR data, and CBA data will show growth in our newcomers program to help in learning comprehension.</p>			

<p align="center">Comprehensive Support Strategy</p> <p>2) Provide appropriate technology- based intervention programs, Istation and Fast ForWord, Reading Assistance Plus and Reading 180 to target supplemental learning needs.</p>	<p>Leader: Principal Others Involved:Federal Programs Director,Campus Technologist, Campus Leadership Team, Technology Director, Campus Technologist,TAIS-Campus Leadership Team</p>	<p>Students are showing growth through targeted intervention programs in their Reading comprehension</p>			
<p align="center">Comprehensive Support Strategy</p> <p>3) Provide "push-in" supplemental Math/Reading intervention in classes for a targeted population</p>	<p>Leaders:Campus Administrative Team Others Involved: Campus ELA Teachers, Interventionists, Campus Instructional Facilitator, and TAIS-Campus Leadership Team</p>	<p>Students will show growth in comprehension by using Math/Reading Intervention in classes for a targeted population.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>4) Use rigorous questioning to prepare students for the STAAR assessment</p>	<p>Leaders:Campus Administrative Team, Campus Instructional Facilitator,Content Coordinator</p> <p>Others Involved:Instructional Staff, TAIS-Campus Leadership Team</p>	<p>Benchmark data, STAAR data, and CBA data will show growth in preparing our students for the rigor of the STAAR test.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>5) Provide in-class support for our Special Education students who receive inclusion services by attending a general education class</p>	<p>Leaders:Campus Administrative Team Others Involved:Instructional Staff, Special Education Staff</p>	<p>Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>6) Utilize the ESL paraprofessional and LEP tutor to provide LEP students with additional interventions and provide teachers with instructional support. Provide headsets for NAC students to support Language Acquisition.</p>	<p>Leaders:Campus Administrative Team, Instructional Leadership Team, ELL Coordinator Others Involved: ESL paraprofessional, TAIS-Campus Leadership Team</p>	<p>Increased student achievement by providing LEP students with additional interventions and provide teachers with instructional support.</p>			
<p>7) Professional learning in the area of effective instructional strategies will occur in team collaborative time. One strategy targeting ELL's is the implementation of word walls and visuals.</p>	<p>Leaders: Principal, Instructional Leadership Team Others Involved: Instructional Staff</p>	<p>Provide additional supports and resources for our ELL students.</p>			

<p>Comprehensive Support Strategy</p> <p>8) Ongoing ELPS training for all instructional staff.</p>	<p>Leaders: District ELL Staff, Campus Administrative Team, Campus Instructional Facilitator</p> <p>Others Involved: TAIS-Campus Leadership Team and Instructional Leadership Team</p>	<p>Provide additional supports and resources for our ELL students.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					




Goal 1: 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: 7th Grade Writing scores will improve in the following areas: ALL - 63% to 73%, AA - 55% to 65%, Hispanic - 61% to 70%, White - 71% to 80%, Economically Disadvantaged - 57% to 70%, ELL - 47% to 60%

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Provide teachers with differentiated instruction professional development to meet the needs of all students.</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	<p>Provide teachers with differentiated instruction professional development to meet the needs of all students.</p>			
<p>2) Professional learning in the area of effective instructional strategies will occur in team collaborative time, Region 4 and HCDE trainings, District PD days. and campus professional learning days.</p>	<p>Leaders: Campus Administrative Team Others Involved: Instructional staff and Campus Instructional Facilitator</p>	<p>Professional learning in the area of effective instructional strategies to support students success and learning.</p>			
<p>Comprehensive Support Strategy</p> <p>3) Use the WOW program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words</p>	<p>Leaders: Campus Administrative Team Others Involved: ESL paraprofessional, LEP tutors, STAAR tutors, Instructional Facilitators, TAIS-Campus Leadership Team</p>	<p>Provide additional supports and resources for our LEP students.</p>			
<p>Comprehensive Support Strategy</p> <p>4) Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs</p>	<p>Leaders: Campus Administrative team Others Involved: Campus Math/ELA Teachers, Interventionists Campus Instructional Facilitator, and TAIS-Campus Leadership Team</p>	<p>Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs</p>			

<p align="center">Comprehensive Support Strategy</p> <p>5) Utilize Readers/Writers Workshop with students to improve students Reading/Writing comprehension.</p>	<p>Leader: Reading Interventionist Others Involved: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, TAIS-Campus Leadership Team, ELAR Teachers</p>	<p>Students will develop skills in Reading and Writing.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>6) Utilize the Newsela software to promote Reading and Writing in all courses.</p>	<p>Leader: Reading Interventionist Others Involved: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, TAIS-Campus Leadership Team, ELAR District Coordinator, ELAR Teachers</p>	<p>By implementing Reading and Writing Strategies cross curricular our students will become more prepared to take the test.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>7) Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories</p>	<p>Leaders: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator</p>	<p>We will be able to target and catch students needing additional help and practice on concepts.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>8) Use rigorous questioning and STAAR formatted question stems to prepare students for the STAAR assessment</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p>	<p>Question stems will prepare our students for the rigor and content of the STAAR test.</p>			
<p>9) Provide in-class support for our Special Education students who receive inclusion services by attending a general education class.</p>	<p>Leader: Special Education Lead Teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	<p>Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p>			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>					

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: 8th Grade Social Studies will improve in the following areas: ALL - 72% to 80%, AA - 73% to 80%, Hispanic - 66% to 70%, White -85% to 90%, Economically Disadvantaged - 70% to 75%, ELL -48% to 60%, SPED - 20% to 50%

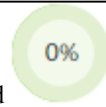
Evaluation Data Source(s) 3: 2018 STAAR scores compared to 2019 STAAR scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Professional learning in the area of effective instructional strategies will occur in team collaborative time. One strategy targeting ELL's is the implementation of word walls, gains, timelines, mnemonics, kinesthetic activities, and the Sirius Grade 8 Social Studies Preparation and Practice Book.	Leaders: Campus Administrative Team Others Involved: Instructional staff, Principal, and Campus Instructional Facilitator	Professional learning in the area of effective instructional strategies will occur in team collaborative time.			
Comprehensive Support Strategy 2) Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories.	Leaders: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator	Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories, students will be targeted and provided the necessary interventions needed.			
Comprehensive Support Strategy 3) Use rigorous questioning and STAAR formatted question stems to prepare students for the STAAR assessment	Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator	Students will be prepared for the Rigor of the STAAR test.			
4) Provide in-class support for our Special Education students who receive inclusion services by attending a general education class	Leaders: Special Education Lead teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team	Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.			



= Accomplished



= No Progress



= 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 4: 8th Grade Science will improve in the following areas: ALL - 79% to 85%, AA - 73% to 80%, Hispanic - 78% to 85%, White - 88% to 95%, Economically Disadvantaged - 77% to 85%, ELL - 63% to 70%, SPED - 20% to 50%

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Provide teachers with differentiated instruction professional development to meet the needs of all students</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	<p>1) Provide teachers with differentiated instruction professional development to meet the needs of all students</p>			
<p>2) Professional learning in the area of effective instructional strategies will occur in team collaborative time</p>	<p>Leaders: Campus Administrative Team Others involved: Instructional staff, Principal, and Campus Instructional Facilitator</p>	<p>By helping to utilize vertical alignment we can improve instructional strategies and practices.</p>			
<p>Comprehensive Support Strategy</p> <p>3) Use rigorous questioning to prepare students for the STAAR assessment</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p>	<p>Question stems will prepare our students for the rigor and content of the STAAR test.</p>			
<p>4) Provide in-class support for our Special Education students who receive inclusion services by attending a general education class</p>	<p>Leaders: Special Education Lead teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	<p>Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p>			

<p>Comprehensive Support Strategy</p> <p>5) Utilize Kessler Science in Science classrooms to engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard, visual materials-Science vocabulary posters.</p>	<p>Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Science Teachers</p>	<p>engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard, visual materials-Science vocabulary posters.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 1: 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: 6th Grade Math scores will improve in the following areas: ALL - 73% to 80%, AA - 63% to 70%, Hispanic - 69% to 80%, White - 84% to 90%, Economically Disadvantaged - 69% to 75%, ELL - 60% to 75%, SPED - 50% to 70%

7th Grade Math scores will improve in the following areas: ALL - 71% to 80%, AA - 60% to 70%, Hispanic - 72% to 80%, White - 75% to 80%, Economically Disadvantaged - 64% to 70%, ELL - 46% to 60%

By May 2019, Overall 8th Grade Math scores will improve from 86% to 95%.




By May 2019, All students in Math (58% All, 61% Hispanic, and 47% in white) who did not Meet Standard in Math Academic Achievement will grow by 15%

By May 2019, All students (33% ALL, 33% Hispanic, 34% White) who did not show Academic Growth in Math will improve by 15%.

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Professional learning in the area of effective instructional strategies will occur in team collaborative time	Leader: Campus Administrative Team Others involved: Instructional staff, and Campus Instructional Facilitator	Teachers will learn effective assessment strategies to improve classroom practices.			
2) Number Talks conducted by instructional staff to help build number sense.	Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Instructional Leadership Team, teachers	This will increase student's reasonability, vocabulary, and accuracy in number operations.			

<p>Comprehensive Support Strategy</p> <p>3) Provide appropriate technology- based intervention programs including DreamBox to target supplemental learning needs.</p>	<p>Leader: Principal Others Involved: Federal Programs Director, Technology Director, Campus Technologist, TAIS-Campus Leadership Team</p>	<p>Technology performance will increase learning levels and comprehension.</p>			
<p>Comprehensive Support Strategy</p> <p>4) Provide supplemental Math intervention during Math Lab and specialized advisory classes for a targeted population</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Math Interventionists, Campus Instructional Facilitator, and TAIS-Campus Leadership Team</p>	<p>Technology performance will increase learning levels and comprehension.</p>			
<p>Comprehensive Support Strategy</p> <p>5) Use rigorous/spiral questioning to prepare students for the STAAR assessment.</p>	<p>Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator</p>	<p>Question stems will prepare our students for the rigor and content of the STAAR test</p>			
<p>6) Provide in-class support for our Special Education students who receive inclusion services by attending a general education class</p>	<p>Leader: Special Education Lead teacher Other Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	<p>Targeted in class support will help our students feel more successful, provide resources for our students, and help close the gaps in their learning.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 1: 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 6: 20% of all students will achieve Advanced Performance as measured by the STAAR test.

Evaluation Data Source(s) 6: 2018 STAAR scores compared with 2019 STAAR scores

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide teachers with differentiated instruction professional development to meet the needs of all students	Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team	Provide teachers with differentiated instruction professional development to meet the needs of all students.			
2) Professional learning in the area of effective instructional strategies will occur in team collaborative time	Leader: Campus Administrative team Others Involved: Instructional staff and Campus Instructional Facilitator	Professional learning in the area of effective instructional strategies to support students success and learning.			
3) Use rigorous questioning to prepare students for the STAAR assessment	Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS-Campus Leadership Team, Content Coordinator	Question stems will prepare our students for the rigor and content of the STAAR test.			
4) Identified GT students are placed in a specialized Advisory to receive rigorous individualized instruction that address their unique needs. G/T students participated in Odyssey of the Mind.	Leader: GT Coordinator Others Involved: Campus Administrative Team, Instructional Leadership Team, GT teacher	GT students receive rigorous individualized instruction that addresses their unique needs.			
5) Identified students are placed in UIL advisories to increase Level III performance on STAAR including UIL virtual meets and the Excellence Expo in the Spring.	Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All UIL advisory teachers, Advanced Academic Coordinator	Students are given advanced academic opportunities to grow and challenge their minds to improve STAAR Performance.			



= Accomplished



= No Progress



= 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 7: 100% of students not meeting "satisfactory" level will meet growth expectations as evidenced by the Student Progress accountability measure.

Evaluation Data Source(s) 7: 2018 STAAR scores compared to 2019 STAAR scores

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Professional learning in the area of effective instructional strategies will occur in team collaborative time	Leaders: Campus Administrative Team Others Involved: Instructional staff and Campus Instructional Facilitator	Professional learning in the area of effective instructional strategies to support students success and learning.			
Comprehensive Support Strategy 2) Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards	Leaders: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator	Benchmark data, STAAR data, and CBA data will determine students in extra need and support to be placed in targeted intervention programs.			
Comprehensive Support Strategy 3) Utilize the Response to Intervention teacher to monitor the program, provide professional development, and provide teachers with support to address identified students' needs	Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, Instructional Facilitator, Response to Intervention teacher	Agendas, Meeting minutes, decreased number of referrals to special education			
Comprehensive Support Strategy 4) LEP students will receive linguistic assistance from trained staff	Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, ESL paraprofessional, TAIS-Campus Leadership Team, ELL Coordinator	Tutoring lists will help determine students in need of extra designated supports for student success.			

5) All students not demonstrating mastery on STAAR the previous year will participate in PGP conferences	Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team,	PGP parent contact will notify parents of their in need status and make a plan for parent support for student success.			
<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 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: Waller JH will provide 100% of our students with a challenging curriculum.

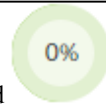
Evaluation Data Source(s) 1: TEKS, Waller ISD scope and sequence, lesson plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Refine and update the TEKS based curriculum for all four core academic areas and electives courses	Leaders: District Curriculum Staff Other Involved: Campus Administrative Team, Campus Instructional Facilitator, Grade-Level and Subject-Area Teacher Teams	By upping the rigor in our classes, our students will be more prepared for the STAAR test.			
2) Implement diagnostic curriculum based assessments and benchmarks to assess viability of core area curriculum.	Leaders: Campus Administrative Team Others Involved: District Curriculum Staff, Campus Instructional Facilitator, Grade-Level and Subject-Area Teacher Teams	By upping the rigor in our classes, our students will be more prepared for the STAAR test.			
3) Utilize Title 1 funds for the E-20/20 Edgenuity program to provide concept recovery and STAAR remediation for all identified students	Leader: Principal Others Involved: District Curriculum Director, District Curriculum Coordinators	We will be able to purchase additional supports for our students and teachers, as well as provide STAAR tutors for our students who need additional supports.			
4) All teaching staff and paraprofessionals will attend professional development relating to their content area: Including, but not limited to HCDE Training, CREST, CAST Conference, Region IV Service Center Training, and consultants such as Garland , Amy Rasmussen, Region 10 Compliance Training.	Lead: Curriculum Content Coordinators	Completion of minutes, agendas, and sign-n sheets from professional development events. Observation and walk troughs, that the specific skills and knowledge acquired in training have been implemented.			



= Accomplished



= No Progress



= 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 2: 100% of our instructional staff will continue to implement differentiated instruction in all core and enrichment courses.

Evaluation Data Source(s) 2: Lesson plans, team meeting agendas minutes

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) Provide teachers with professional development to meet the needs of all students focusing on math, reading and writing workshop with the support of coordinators and consultants including Alana Morris' Analysis Pyramid, Linsey McCoun, HCDE, Region 4, and Whitney LaRocca's Patterns of Power, Summer Math Institute for 6th Grade - Algebra 1 with Garland Linkenhoger</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	<p>Completion of minutes, agendas, and sign-n sheets from professional development events. Observation and walk troughs, that the specific skills and knowledge acquired in training have been implemented.</p>			
<p>Comprehensive Support Strategy 2)) Provide identified students with a specialized Math and/or Reading Advisory period that targets identified areas</p>	<p>Leader: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Math and Reading Specialized Advisory Teachers, TAIS-Campus Leadership Team</p>	<p>Benchmark data, STAAR data, and CBA data will determine students in extra need and support to be placed in targeted intervention programs.</p>			
<p>Comprehensive Support Strategy 3) Utilize Scholastic, Fast ForWord, Stemscoptes, DreamBOX, and Reading Assistance Plus to supplement instruction.</p>	<p>Leader: Reading/Math Interventionist Others Involved: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, ELA and Math Teachers</p>	<p>Instructional programs will help students become more successful in struggling areas.</p>			

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>4) Provide teachers and Instructional Facilitator professional learning sessions to meet the instructional needs of all students in Math and Reading. Garland math Training, Instructional Coaching of ELLSs, Quick and Easy Reading Strategies in SS, Help! My Middle School Students Don't Like Reading in SS, Literacy Strategies for SS, Closing the Distance - Grade 7 Mathematics, Math Make and Take: STAAR Review Grade 7, and Math Make and Take: STAAR Review Grade 6); HCDE (Make then THINK!, Teachers WRITE!, Renew! by Shawna Coppola along with RWNotebooks for teachers; BYB: Reluctant Readers, Saturday Make &Take Session); and Bureau of Education and Research (What's New in Young Adult Literature and How to Use it in Your Program Grades 6-12).</p>	<p>Principal, APs, IF, Math and Reading Department Chairs</p>	<p>Increased performance on CBA, Benchmark, and STAAR Assessments; improve first-time quality instruction in math and reading</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 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: Waller JH will address the academic needs of 100% of the children in the school, particularly the needs of children in the target populations.

Evaluation Data Source(s) 3: 2019 STAAR data, AWARE, Skyward

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) Ongoing ELPS training for all instructional staff</p>	<p>Leader: Principal Others Involved: District Curriculum Staff, Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, TAIS-Campus Leadership Team, ESL District Coordinators</p>	<p>Provide additional supports and resources for our ELL students.</p>			
<p>2) Provide funding that ensures all needs are being met with supplemental interventions specific to a student's age, capacity, and desired mastery level</p>	<p>Leaders: Principal Others Involved: Federal Programs Director, Special Education Department, Bilingual Department, Career and Technology Department</p>	<p>Campus budget, Benchmark data, STAAR data, and CBA data</p>			
<p>Comprehensive Support Strategy 3) TITLE III Funds will allow use of the WOW program to provide EL newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words. Dictionaries of various types from BARNES & NOBLE and Velazquez Press for EL's to supplement learning strategies.</p>	<p>Leader: Campus Administrative team Others Involved: Bilingual/ESL Interventionist, EL tutors, STAAR tutors, Instructional Facilitators, TAIS-Campus Leadership Team</p>	<p>WOW program will provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words.</p>			

<p align="center">Comprehensive Support Strategy</p> <p>4) Provide appropriate technology- based intervention programs, Study Island, Think Through Math, Compass Learning, DreamBox, BrainPOP, StemScopes, and Fast ForWord to target supplemental learning needs</p>	<p>Leader: Principal Others Involved: Federal Programs Director, Technology Director, Campus Technologist, TAIS- Campus Leadership Team</p>	<p>Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs</p>			
<p align="center">Comprehensive Support Strategy</p> <p>5) Utilize the DBQ Project to help with cross-curricular writing in addition to "Writing in Science"</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Instructional Leadership Team, ELA Teachers</p>	<p>Students are practicing cross curricular skills in all classes.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>6) Provide teachers with differentiated instruction professional development to meet the needs of all students</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	<p>Teachers are able to assess, differentiate for students, and close the gaps.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>7) Provide identified students with a specialized Math and/or Reading Advisory period that targets identified areas</p>	<p>Leaders: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Math and Reading Specialized Advisory Teachers, TAIS-Campus Leadership Team</p>	<p>Benchmark data, STAAR data, and CBA data will be used to close the gaps for all students in need.</p>			
<p>8) Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards</p>	<p>Lead: Campus Administrative Team Others Involved: Core Instructional Staff, Campus Instructional Facilitator, Interventionists</p>	<p>Benchmark data, STAAR data, and CBA data will be used to close the gaps for all students in need.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>9) Utilize STEMScopes and Kesler Science in Science classrooms to engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard</p>	<p>Lead: Campus Administrative Team Others Involved: Campus Instructional Facilitator, Science Teachers</p>	<p>Additional resources will help to up the rigor in all classes and help students succeed.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>10) Use rigorous questioning to prepare students for the STAAR assessment</p>	<p>Lead: Campus Administrative Team Others Involved: Campus Instructional Facilitator, All teachers, TAIS- Campus Leadership Team, Content Coordinator</p>	<p>Rigorous questioning will help students be prepared for the STAAR questions.</p>			

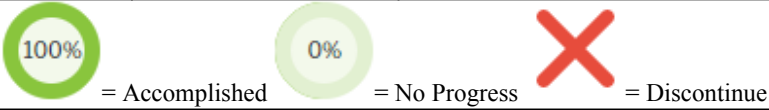
<p align="center">Comprehensive Support Strategy</p> <p>11) Provide in-class support for our Special Education students who receive inclusion services when attending a general education class</p>	<p>Leader: Special Education Lead Teacher Others Involved: Instructional Staff, Special Education Staff, Campus Administrative Team</p>	<p>This will help to provide additional supports and information needed for students to close the gaps.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>12) Provide supplemental instruction during for ALL core classes during Advisory classes</p>	<p>Leader: Reading Interventionist Others Involved: Instructional Leadership Team, Campus Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	<p>This will help to provide additional supports and information needed for students to close the gaps.</p>			
<p align="center">Comprehensive Support Strategy</p> <p>13) Utilize the ESL paraprofessional to provide LEP students with additional interventions and provide teachers with instructional support</p>	<p>Leader: Campus Administrative Team Others Involved: Instructional Leadership Team, Bilingual Specialist, TAIS-Campus Leadership Team, ELL Coordinator</p>	<p>Tutoring lists, increased student achievement</p>			
<p>14) Identified GT students are placed in a specialized Advisory to receive rigorous individualized instruction that address their unique needs.</p>	<p>Leader: GT Coordinator Others Involved: Campus Administrative Team, Instructional Leadership Team, GT teacher</p>	<p>GT students are placed in a specialized Advisory to receive rigorous individualized instruction that address their unique needs.</p>			
<p align="center">  = Accomplished  = No Progress  = 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 4: 100% of our instructional staff will monitor and assess students' achievement records to drive instruction.

Evaluation Data Source(s) 4: attendance sheets, logs, Skyward, AWARE

Summative Evaluation 4:

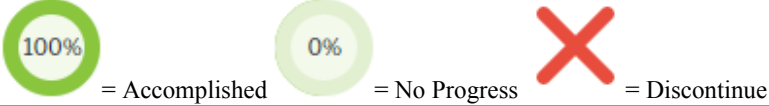
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All staff trained on AWARE- the student data tracking system	Leader: District Technologist Others Involved: Campus Administrative Team, District Curriculum Staff, Campus Instructional Facilitator	Faculty and staff are able to pull up data on students and track assessments throughout the year.			
2) Core area teams create and utilize Student Data.	Leaders: Campus Instructional Facilitator Others involved: Campus Administrative team and Instructional staff	Audit results, Benchmark data, STAAR test, AWARE, and Skyward data will be used to assess and track students.			
3) Staff examine and monitor student performance in weekly team meetings and PLC's with the IF and Coordinator.	Leaders: Instructional leadership Team, Campus Administrative Team, Instructional Facilitator Others Involved: Instructional staff	Staff examine and monitor student performance in weekly team meetings and PLC's with the IF and Coordinator.			
					

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: Waller JH will communicate and review the annual campus performance and state performance expectations.

Evaluation Data Source(s) 5: meeting agenda, meeting minutes and support documents

Summative Evaluation 5:

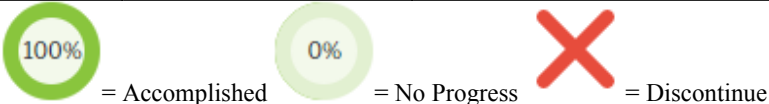
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) A parent meeting is held to review and communicate the annual campus performance and state expectations	Leaders: Campus Administrative Team	Parents are informed of campus happenings, information, and status.			
					

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 6: 100% of Waller JH will use scientifically researched strategies of improving achievement for all children.

Evaluation Data Source(s) 6: 2019 STAAR data, AWARE, Skyward

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Provide teachers with differentiated instruction professional development to meet the needs of all students</p>	<p>Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, Instructional Facilitator, Teachers, TAIS-Campus Leadership Team</p>	<p>Teachers are provided with differentiated instruction professional development to meet the needs of all students.</p>			
<p>Comprehensive Support Strategy</p> <p>2) ELPS is used for all lessons in all classes on campus, both core academic and elective classes</p>	<p>Leaders: Instructional Leadership Team, Instructional Facilitators Others Involved: Campus Administrators</p>	<p>Learning walks and formal observations will show that all teachers doing what they can to reach our EL learners.</p>			
<p>Comprehensive Support Strategy</p> <p>3) Professional development on Bloom's Cognitive and Affective Taxonomies as they relate to both higher order questioning and motivational strategies implemented by the teachers</p>	<p>Leaders: Campus Administrative Team Others Involved: Instructional Leadership Team, Instructional Facilitator</p>	<p>Lesson plans will include higher order questions and motivation strategies; Learning walks data; attendance sheets</p>			
<p>4) Teachers create scientific research-based assessments</p>	<p>Leaders: Campus Administrative Team, Instructional Facilitator, Others Involved: Instructional Staff</p>	<p>Increases in student achievement on CBAs, benchmarks, and STAAR</p>			
					


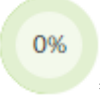

Goal 3: Waller ISD and Waller JH will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: Waller JH will provide staffing and procedures that guarantee physical safety for 100% of our students.

Evaluation Data Source(s) 1: training documents, certificates of completion, sign-in sheet

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Maintain a core team trained in Texas Behavior Support Initiative protocol, policies, and procedures	Leaders: Campus Administrative Team Others Involved: School Resource Officer, Special Education Coordinators	Staff will be trained in Texas Behavior Support Initiative Protocol policies and procedures for campus safety and discipline.			
2) Continued employment of a School Resource officer as part of staff	Leaders: Superintendent Others Involved: District Safety and Emergency Management Coordinator	Waller JH will provide staffing and procedures that guarantee physical safety for 100% of our students.			
3) Monitor and provide support to the homeless and migrant students identified in the district.	Leaders: Campus Administrative Teams Others Involved: District Administrators	Contact logs, Attendance records to Monitor and provide support to the homeless and migrant students identified in the district.			
4) Consult with District Safety Coordinator to receive feedback on drill performance, audits, and overall campus safety and security	Leaders: Principal and Assistant Principals Others Involved: District Safety Coordinator and School Resource Officer	Log of drills and audit feedback to receive feedback on drill performance, audits, and overall campus safety and security			
5) Emergency Drill Calendar, Fire Drill Procedures, Lockdown Procedures are in place	Leaders: Campus Administrative Team, Others Involved: School Resource Officer, District Safety and Emergency Management Coordinator	Drill Calendar Log of drills performed with Emergency Drill Calendar, Fire Drill Procedures, Lockdown Procedures are in place			

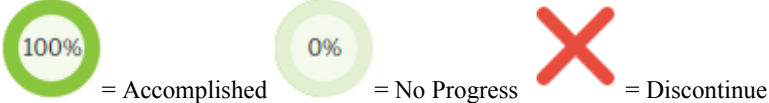
6) Review the security audit report from Harris County Department of Education, Review the Campus Emergency Operations Plan	Leaders: Campus Administrative Team Others Involved: School Resource Officer, Campus Staff, District Safety and Emergency Management Coordinator	Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.			
7) Monitor the consistent and continuous wearing of school-wide Staff ID badges	Leaders: Campus Administrative Team	Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.			
8) Monitor office staff for proper and consistent use of visitor identification system (V-Soft) to ensure that all campus (East and West) visitors are cleared with main office	Leaders: Campus Administrative Team Others Involved: Campus Receptionist	Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.			
9) Classroom doors and exterior doors are locked at all times; FOBS are utilized for staff to gain entry on campus	Leaders: Campus Administrative Team Others Involved: Campus Staff	Audit results will provide staffing and procedures that guarantee physical safety for 100% of our students.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </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 2: Waller JH will provide staffing and procedures that guarantee emotional safety for 100% of our students.

Evaluation Data Source(s) 2: Training logs and reduced number of incidents on campus compared to the previous year

Summative Evaluation 2:

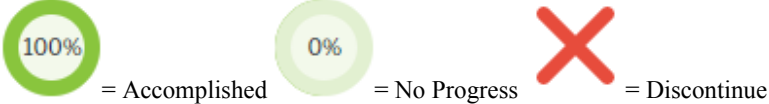
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Mentoring of At-Risk Students	Leader: Campus Administrative Team, Others Involved: Counselor and Campus Staff	Create specialized counseling groups as needed including other outside programs			
2) Create "counseling partnerships" with local agencies (such as Family Ties, etc.)	Leader: Counselor Others involved: Campus Administrative Team	Create specialized counseling groups as needed including other outside programs			
3) Create specialized counseling groups as needed including other outside programs	Leader: Counselor Others Involved: Campus Administrative Team	Create specialized counseling groups as needed including other outside programs			
4) Use of Family Ties to address bullying, peer pressure, suicide prevention, and problem-resolution strategies	Leader: Campus Administrative Team, Counselor Others Involved: Campus Staff	Create specialized counseling groups as needed including other outside programs			
					

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 provide staffing and procedures that guarantee freedom from all forms of harassment for 100% of our students.

Evaluation Data Source(s) 3: training documents, certificates of completion, sign-in sheet

Summative Evaluation 3:

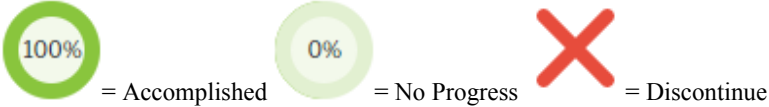
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Train campus personnel and students on recognizing the forms of harassment and abuse	Leaders:Campus Administrative Team, School Resource Officer, Counselor	Attendance sheets and Certificates of completion Online Compliance-Region 10 to provide adequate training on school safety.			
2) Through Title IV Funding, students will participate Anti-Bullying Activities, including Rachel's Challenge, to promote a safe and secure learning environment.	Counselors, Principals, Assistant Principals, Student Council Sponsors	Students will participate in Rachel's Challenge in March 2018 to promote a safe, secure environment.			
					

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

Performance Objective 4: Waller JH will address the special needs of 100% of our students.

Evaluation Data Source(s) 4: training documents, certificates of completion, sign-in sheet

Summative Evaluation 4:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Ensure a barrier-free physical setting	Leader: Campus Administrative Team Others Involved: Maintenance Department, Campus Staff	Students feel safe and are able to learn in a barrier-free setting.			
2) All appropriate campus personnel are designated advocates for all students with special needs including Special Education, 504, and general education students	Leader: Campus Administrative Team, Counselor Others Involved: Campus Staff	All appropriate campus personnel are designated advocates for all students with special needs including Special Education, 504, and general education students, students needs are met.			
3) A truancy prevention program will be utilized to increase students' attendance and reduce the drop-out rate	Leader: Campus Administrative Team, Counselor Others Involved: Harris County District Attorneys Truancy Division, Registrar, SRO	This will increase students' attendance and reduce the drop-out rate			
					

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

Performance Objective 5: 100% of Waller JH staff and students will complete all required compliance trainings.

Evaluation Data Source(s) 5: Staff certificates of completion and student attendance records

Summative Evaluation 5:

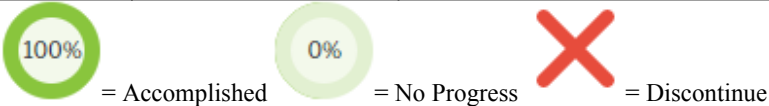
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) District will utilize Region 10 on-line compliance trainings and resources for *Bloodborne Pathogens *Diabetes Overview *Let's Talk About It: Child Abuse, Sexual Abuse, and other Maltreatment of Children *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, Darkness to Light	Lead: Campus Administration Other Involved: Curriculum Director	Staff certificates of completion show are staff are prepared for all school environment concerns and laws.			
<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 3: Waller ISD and Waller JH will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 6: Disrespect, bullying, and harassment will be reduced by maintaining a Positive Behavioral Intervention and Supports (PBIS) system.

Evaluation Data Source(s) 6: Comparing the number of discipline referrals and incident reports alleging disrespect, bullying, and harassment from 2017-2018 to 2018-2019.

Summative Evaluation 6:

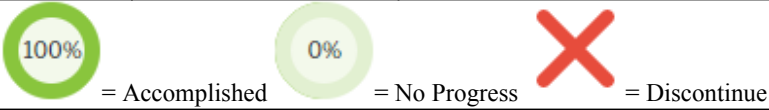
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) PBIS lessons will be taught in Advisory and emphasized in all areas of the school. Students are recognized for adhering to BARK expectations.	Leaders: PBIS team Others Involved: Campus staff	Number of office referrals submitted and the number BARK bucks awarded will decrease and students are recognized for adhering to BARK expectations.			
2) Maintain a positive school culture through PBIS for both students and staff	Leaders: PBIS Team Others involved: Campus Staff	Number of office referrals submitted and the number BARK bucks awarded will decrease and students are recognized for adhering to BARK expectations.			
3) Maintain PBIS level II program and strategies to support students with chronic discipline concerns.	Leaders: PBIS Team Others Involved: Campus Administration	Number of office referrals submitted and the number BARK bucks awarded will decrease and students are recognized for adhering to BARK expectations.			
					

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: 100% of teachers will be highly qualified.

Evaluation Data Source(s) 1: District HQ records

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Work with Human Resource staff to interview only highly qualified staff	Leaders:Human Resources Staff, Campus Administrative Team, Others Involved: Instructional Leadership Team, Instructional Facilitator	100% of teachers will be highly qualified.			
2) Attend WISD Job Fair and others in the area	Leader:Human Resources Staff, Others Involved: Campus Administrative Team, Instructional Leadership Team, Instructional Facilitator	We will recruit and interview only highly qualified staff.			
3) Utilize an interview committee to hire new staff. All candidates will be screened by the HR department to make sure they are highly qualified.	Principal, AP, IF, Department Chairs	We will recruit and interview only highly qualified staff.			
					

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

Performance Objective 1: 100% of Waller JH teachers will receive high-quality professional development.

Evaluation Data Source(s) 1: training certificates, agendas, training materials, sign-in sheets

Summative Evaluation 1:

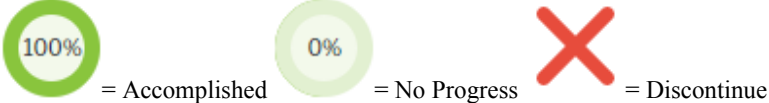
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide professional development opportunities to address reading strategies across the curriculum in the district	Campus Administration, Campus Instructional Facilitator, Instructional Leadership Team, Curriculum Directors	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
2) Provide professional development opportunities to address mathematics across the curriculum in the district	Campus Administration, Campus Instructional Facilitator, Instructional Leadership Team, Curriculum Directors	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
3) Grade level meetings occur semi-monthly, which focus on professional growth and development	Campus Administration, Campus Instructional Facilitator, District Coordinators	Teachers are able to collaborate, share ideas, and find ways to close the gaps for all students.			
4) ELPS professional development is provided to ensure that all teachers understand how to meet the needs of our English language learners. AC Language will train Social Studies teachers in grades 6-12 on how to create a Language-Rich interactive classroom.	Campus Administration, Campus Instructional Facilitator, District Coordinators	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
5) Provide ESL certification trainings to meet the needs of a growing population in our district	Principals, teachers, Bilingual/ESL Director, Curriculum Director	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
6) Bil/ESL Director/ EL Coordinator with the use of Title III funds will provide trainings and/or utilizing information acquired by attending conferences; such John Seidlitz and Valley Speech program to provide LEP newcomers lessons and materials	Bilingual/ESL Director EL Coordinator	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 2: 100% of instructional staff will participate in Professional Learning Communities (PLCs).

Evaluation Data Source(s) 2: Meeting logs, agenda, improved student performance compared to the previous year

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Grade level meetings occur semi-monthly, which focus on student achievement	Campus Administration, Campus Instructional Facilitator, District Coordinators	Teachers are able to collaborate, share ideas, and find ways to close the gaps for all students.			
2) Professional learning in the area of effective instructional strategies will occur in team collaborative time	Instructional staff, Principal, and Campus Instructional Facilitator	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
3) Staff examine and monitor student performance in weekly team meetings	Campus Instructional Facilitator, Grade-Level and Subject-Area Teacher Teams	Benchmark data, STAAR test, AWARE Skyward will all be used to assess student growth and concerns, and help teachers plan to differentiate and support the students.			
4) All staff trained on AWARE- the student data tracking system	Leaders: District Curriculum Staff Campus Instructional Facilitator Others Involved:	Benchmark data, STAAR test, AWARE Skyward will all be used to assess student growth and concerns, and help teachers plan to differentiate and support the students.			
					

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

Performance Objective 3: WJH will establish a process to address 100% of campus needs in the area of professional development.

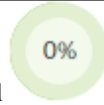
Evaluation Data Source(s) 3: written procedures

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Determine and review campus staff development needs and requests based on STAAR data, AWARE data, and teacher requests based on campus committee	Leaders: Campus Administrative Team Others involved: Instructional Staff, Instructional Leadership Team	Professional development opportunities to address reading strategies across the curriculum in the district. Teachers learn new strategies to implement for student success.			
2) Utilize AWARE and STAAR performance data to identify campus instructional strengths and weaknesses	Leaders: Campus Administrative Team, Instructional Leadership Team Others involved: Instructional staff	Campus instructional strengths and weaknesses identified, AWARE, STAAR			
3) Utilize local funds to meet the needs of campus-wide professional development needs based on requisitions	Leaders: Principal Others Involved: Curriculum Director, Content Coordinators, Assistant Supt for Administration	Campus instructional strengths and weaknesses identified, AWARE, STAAR			
4) Departments regularly analyze overall student achievement data	Leaders: Campus Administrative Team, Instructional Leadership Team Others involved: Instructional staff	Minutes showing analyzed data for suggested changes. Campus instructional strengths and weaknesses identified, AWARE, STAAR.			
5) Meet with District Curriculum Department, ESL and Special Education Directors to plan professional development activities based on surveyed needs	Leaders: Principals Others Involved: District Curriculum Department, ESL and Special Education Directors	Minutes showing analyzed data for suggested changes. Campus instructional strengths and weaknesses identified, AWARE, STAAR.			



= Accomplished



= No Progress



= Discontinue

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

Performance Objective 4: Establish a time frame for professional development for 100% of teachers which includes an evaluation process.

Evaluation Data Source(s) 4: written professional development plan

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Grade level meetings occur weekly which focus on professional growth and development	Leaders: Campus Administrative Team, Campus Instructional Facilitator, Instructional Leadership Team, District Curriculum Staff Others involved: Instructional staff	Grade level meetings occur weekly which focus on professional growth and development to improve student's needs and learning.			
2) Instructional Leadership Team analyzes overall student achievement for the campus	Leaders: Instructional Leadership Team, Campus Instructional Facilitator Others involved: Instructional staff	Admin team is able to monitor and guide teachers in daily instruction and practices.			
3) Schedule professional learning opportunities that focus on effective instructional strategies	Leaders: Instructional Leadership Team, Campus Instructional Facilitator Others involved: Instructional staff	Help teachers to understand curriculum/scope & sequence and plan instructional activities/ assessments			
					

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

Performance Objective 5: 100% of Waller JH teachers will collaborate and communicate within the school/district horizontally and vertically to ensure instructional alignment.

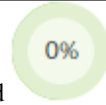
Evaluation Data Source(s) 5: meetings dates, agenda, sign-in sheets, minutes

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Grade level teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data	Leaders: Campus Administrators, Instructional Facilitator, Teachers, Instructional Leadership Team Others involved: Instructional staff	Teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data			
2)) Department teams will meet vertically at least once a week to discuss curriculum, instructional strategies, and assessments	Leaders: Campus Administrators, Instructional Facilitator, Teachers, Instructional Leadership Team Others involved: Instructional staff	Teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data			
3) Subject teams will meet to plan and prepare for lessons at least once a week to discuss curriculum, instructional strategies, assessments, and related matters	Leaders: Campus Administrative Team, Instructional Facilitator, Teachers, Instructional Leadership Team Others involved: Instructional staff	Teacher teams will meet together monthly to discuss curriculum, instructional strategies, assessments, and data			
4) Teachers will use the Google Team Drive to store team feedback forms, lesson plans, and common assessments, testing calendars, and resources	Leaders: Campus Administrative Team, Campus Instructional Facilitator, Campus Teachers, Instructional Leadership Team Others involved: Instructional staff	Documents uploaded and stored in team drive for continued access.			



= Accomplished



= No Progress






= Discontinue

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

Performance Objective 6: Waller JH will assess the organizational structure of the school and the master schedule to optimize 100% of optimal learning time.

Evaluation Data Source(s) 6: meeting dates, sign-in sheet, minutes

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Master schedule will allow for all teachers within a grade level to have a common in-school conference period for weekly PLC's with their IF and Coordinator.	Leaders:Campus Administrative Team and Counselor Others involved: Registrar	Teams are able to collaborate, plan and look at data.			
<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>					

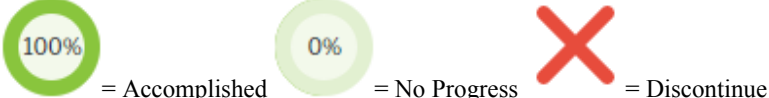
Goal 5: Waller ISD and Waller JH will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 7: Waller JH will establish a process and routine for teacher input on 95% of student assessments

Evaluation Data Source(s) 7: sign-in sheet, agenda, meeting minutes, written procedures

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teacher teams analyze assessment results using AWARE to modify or utilize instructional approaches and strategies for student interventions	Leaders:Campus Administrative Team, Campus Instructional Facilitator, Campus Teachers, Instructional Leadership Team, District Curriculum Staff Others involved: Instructional staff	Teacher teams analyze assessment results using AWARE to modify or utilize instructional approaches and strategies for student interventions			
2) Horizontal teams discuss how concepts have been taught and tested to determine re-teaching strategies	Leaders:Campus Administrative Team, Campus Instructional Facilitator, Campus Teachers, Instructional Leadership Team, District Curriculum Staff Others involved: Instructional staff	Horizontal teams discuss how concepts have been taught and tested to determine re-teaching strategies			



100% = Accomplished 0% = No Progress X = Discontinue

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

Performance Objective 8: Waller JH will establish a process and routine for teacher input on curricular development to align with assessments.

Evaluation Data Source(s) 8: sign-in sheet, agenda, meeting minutes, written procedures

Summative Evaluation 8:

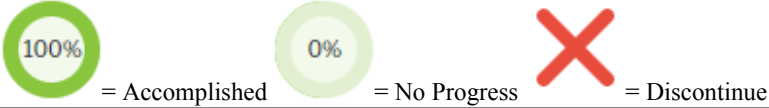
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Each department meets to update campus curriculum	Leaders: Campus Administrators, Instructional Facilitator, Instructional Leadership Team, District Curriculum Staff Others Involved: Instructional staff	Department Meetings throughout year to ensure alignment of curriculum, instruction, and assessment.			
2) Department Meetings throughout year to ensure alignment of curriculum, instruction, and assessment	Leader: Campus Administrators, Instructional Facilitator, Instructional Leadership Team, District Curriculum Staff Others Involved: Instructional staff	Department Meetings throughout year to ensure alignment of curriculum, instruction, and assessment.			
					

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: 100% of our instructional staff will continue to enhance classroom instruction through the daily use of technology.

Evaluation Data Source(s) 1: Monitor Use of Chromebooks

Summative Evaluation 1:

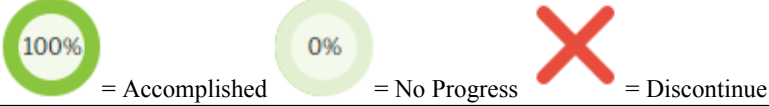
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers integrate technology into the K-12 curriculum using the technology resources in the classroom.	Leader: Principals and Campus technologist Others Involved: Curriculum Directors, Instructional Facilitators, teachers	Lesson plans, T-TESS will have a technology integration component, use of School Objects and other online teaching materials.			
2) Hands on training will be provided to the teachers to assist in the integration of technology into the classroom.	Principals, Teachers, Instructional Facilitators, District Trainer	Training will be offered at the technology building in a model classroom. District Trainer will participate in planning meetings on the campus. Training for departments will be offered to show how to convert traditional lessons to interactive ones.			
3) Student use complies with all policies regarding acceptable technology use and targets the relevant issues.	Leader: Campus Technologist, Others Involved: Curriculum Director, Technology Director	Lesson Plan include technology integration			
4) Implement the K-12 Technology Applications TEKS using state provided on-line learning materials. This will include dedicated class time instruction at the K-5 grades, using online resources to bring 6-8 grade through the required TEKS	Leader: Principal, Campus Instructional Team Others Involved: Curriculum Director Principal, Campus Technologist, Technology Applications Instructors	Lesson plans, benchmarks, 8th grade Technology Apps performance test, student schedules			
					

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 2: 100% of Waller ISD 8th grade students will complete the 8th grade technology assessment

Evaluation Data Source(s) 2: State adopted measuring tool learning.com assessment

Summative Evaluation 2:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 8th Grade students will complete the assessment based on the Technology integration in the core content areas. Teachers will start engaging students with engaging tools and resources.	Leader:Principal and Instructional Facilitator Others Involved: Curriculum Director, , Campus Technologist, Technology Director, Teachers	Student level of engagement reports from extreme collaboration utilization reports from online resources			
					

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 3: 100% of teachers will complete the State Teacher Star Chart Assessment.

Evaluation Data Source(s) 3: Teacher submission of Star Chart

Summative Evaluation 3:

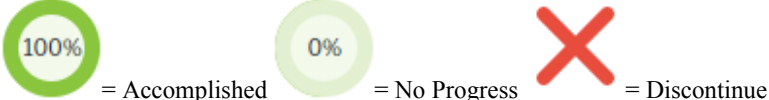
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Ensure all WJH teachers complete survey by providing instructions on survey details in a timely manner.	Leader:Principal, Campus Instructional Team Others Involved: Curriculum Director Principal, Campus Technologist, Technology Applications Instructors	Email instructions, meeting sign in sheet, Star Chart login and completion reports			
 = Accomplished  = No Progress  = 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: Build the capacity for parents and school staff to interact and collaborate by increasing parent involvement by 10%.

Evaluation Data Source(s) 1: Parent participation logs through V-Soft will be utilized for comparison.

Summative Evaluation 1:

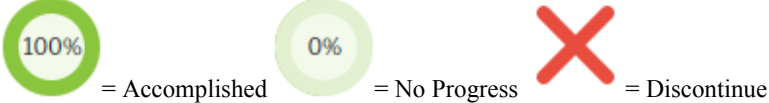
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Host parental involvement activities that inform parents of the school policies such as annual Title I meeting, evaluation and review of school compact, CIP, and parental involvement policies.	Campus Administrative Team, Campus Leadership Team	parental involvement activities that inform parents of the school policies.			
2) Continue Parent Volunteer involvement in campus activities (classroom/office helper, chaperone, judge, committee member, tutor, mentor, etc.) through VIPS program	Campus Administrative Team, Campus Leadership Team	Parental involvement activities that inform parents of the school policies.			
					

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 2: 100% of Waller JH teachers will share responsibility for student achievement with parents by collaborating with campus staff.

Evaluation Data Source(s) 2: newsletters, agendas, sign-in sheets, meeting minutes

Summative Evaluation 2:

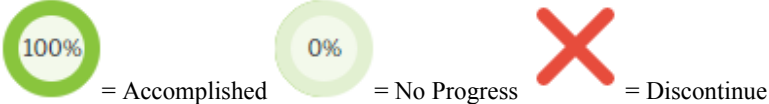
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Utilize Title 1 funds to provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond.	Leader: Campus Admin. Others Involved: Counselor	Provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond.			
2) A parent meeting is held to review and communicate the annual campus performance and state expectations	Leaders:Campus Administrative Team	Provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond.			
					

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 3: 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.

Evaluation Data Source(s) 3: newsletters, SkyAlert, mailings, Remind, emails, phone logs, website

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Ensure that all communication with parents is provided in the appropriate language	Leader: Campus Administrative Team Others Involved: Bilingual Director, Translators, Parent Liaison	Copies of all communication on file in both English and Spanish (Other translations are available as needed). 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.			
2) Utilize report card and progress report mail outs to communicate with parents	Leader:Principal Others Involved: Campus Registrar	Parent newsletter mailed home in all progress reports and report cards, 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.			
3) Provide staff with student contact information through the Skyward system.	Leader:Principal Others Involved: Office Staff	Skyward parent log-in records, 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.			
4) Utilize Skyalert Connect system to effectively communicate with parents	Leader:Principal Others Involved: Campus Registrar	Skyalert post-message reports, 100% of Waller JH teachers will establish an effective communication system between the school and parents/guardians.			
					




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 4: 100% of Waller JH teachers will ensure accessibility to school and school personnel for parents and/or guardians.

Evaluation Data Source(s) 4: newsletters, mailings

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Parent access to grades and assignments in the Skyward system	Leader: Campus Technologist Others Involved: Campus Registrar	Parents passwords mailed out Access logs so parents can check their students grades and progress.			
2) Campus teachers update the online grade system weekly to ensure accurate grades are view-able by the parents	Leader: Campus Technologist, Campus Instructional Facilitator, Instructional Leadership Team, Campus Administrative Team Others Involved: Campus Teachers	Campus teachers update the online grade system weekly to ensure accurate grades are view-able by the parents			
3) Attendance monitored daily	Leader: Campus Registrar Others Involved: Campus Administrative Team	Increase in student attendance; Skyward			
4) Provide parent liaison to open accessibility to Spanish speaking parents	Parent liaison, Principals Review of contact log	Provide parent liaison to open accessibility to Spanish speaking parents			
5) Utilize voice to email system for parent to teacher messaging	Leader: District Technology Staff Others Involved: all staff	Phone message reports delivered to teachers.			

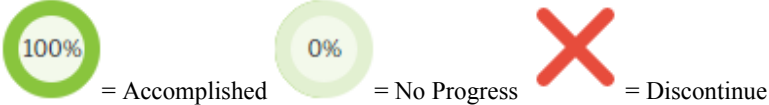
6) Utilize V-soft system for visitor identification	Leader: Campus Administrative Team Others Involved: Front Desk Receptionists	System reports parent status and visitors on campus.			
7) Parents utilize web pages to communicate with teachers	Leader: District Technology Staff, Campus Technologist Others Involved: Teachers	Parents utilize web pages to communicate with teachers			
<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 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 5: Waller JH will develop with parents a written parent involvement policy and School-Parent Compact for 2017-2018.

Evaluation Data Source(s) 5: meeting schedule, agenda, sign-in sheet, minutes

Summative Evaluation 5:

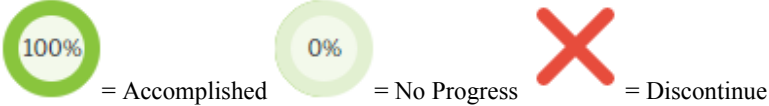
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Meet with BLT and parent committee members to develop a parent involvement plan and school compact	Leader: Campus Administrative Team Others Involved: VIP Parents	Scheduled meetings or events occurring throughout year			
2) Title I Parent Involvement funds will be used to provide professional development to staff member at Region IV: "Building Capacity and Strengthening Partnerships for Family Engagement."	Administrative Team	Attendance of training			
					

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: Utilize 100% of local funding.

Evaluation Data Source(s) 1: 2018-2019 Budget reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Follow WISD District Budgeting process	Leader:Principal Others Involved: WISD Business office	Budget developed according to district guidelines			
2) Instructional Leadership Team members report department needs, and Campus Leadership Team members report campus needs	Leader:Campus Administrative Team, Others Involved: Instructional Leadership Team, Campus Leadership Team	The instructional needs list and the campus needs list are generated and resources are allocated as appropriate			
3) Evaluate successes generated by the 2015-2016 Campus Improvement Plan and define the areas of need during 2015-2016 that warrant being carried over to the 2016-2017 Campus Improvement Plan	Leader: Principals Others Involved: Campus Improvement Plan Team	List generated identifying areas met and not met			
4) Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals.	Bil/ESL Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			
					




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 2: Supplement local funding with federal funding and discretionary grant funding.

Evaluation Data Source(s) 2: 2018-2019 Budget reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Local funding used to support curriculum, staffing, and foundation programs	Leader:Principal Others Involved: Business Office, Campus Bookkeeper	Local funding used to support curriculum, staffing, and foundation programs			
2) Use Title II funding to provide professional learning in needed areas based on student data	Leader:Principal Others Involved: Campus Administrators, Instructional Leadership Team, Campus Leadership Team, Instructional Facilitator, Curriculum Directors and Coordinators	Use Title II funding to provide professional learning in needed areas based on student data			
3) Use Title IA funding to provide supplemental services to struggling and at-risk students	Leaders:Principal Others Involved: Curriculum Director, Content Coordinators	Use Title IA funding to provide supplemental services to struggling and at-risk students			
4) Through Title IV Funding, students will participate in College Week Activities to promote a college and career-bound community, Anti-Bullying Month Activities to promote a safe and secure learning environment, and Red Ribbon Week Activities to promote being drug free, provide professional development for counselors (Lone Star School Counselor Association Annual Conference), purchase Credit By Exam assessments, and utilize "The Texas Model Guide for Comprehensive School counseling Programs" 5th Edition to develop and enhance the counseling program.	Counselors, Principals, Assistant Principals, Student Council Sponsors	Students will participate in daily Advisory Activities for three weeks: October 8-12 (College Week - in order to promote a college and career-bound community), October 1-30 (Anti-bullying Month - to promote a safe and secure learning environment), and October 23-31 (Red Ribbon Week - to promote being drug free). Review and enhancement of school counseling program.			




<p>5) Through Title I and Comp Ed Funds, students will be provided supplemental materials (NASCO, Sirius Education, EAI educational resources, classrooms supplies for make and take review stations from Butler, dry erase boards/markers/erasers) to assist them in success in reading and mathematics TEKS; teachers and IF will receive professional development from Region 4 and HCDE to assist with implementing research-based instructional strategies and quality first-time instruction in Reading in Math classes. In addition, Funds will be used to pay for supplies and teachers for after school and weekend STAAR tutorials and review boot camps prior to STAAR testing.</p>	<p>Counselors, Principals, Assistant Principals, Student Council Sponsors</p>	<p>Improve Instructional practices as evidenced by lesson plans and walthroughs</p>			
<p>6) Utilize Title 1 funds to supplement local funds to use the E-20/20 Edgenuity program to provide concept recovery and STAAR remediation for all identified students</p>	<p>leader: Principal Others Involved: District Curriculum Director, District Curriculum Coordinators</p>	<p>Utilize Title 1 funds to supplement local funds to use the E-20/20 Edgenuity program to provide concept recovery and STAAR remediation for all identified students</p>			
<div style="text-align: center;">  = Accomplished  = No Progress  = 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: 90% of the students will be connected to the school through a co-curricular or extracurricular activity.

Evaluation Data Source(s) 1: Class roster, Club roster, extracurricular roster

Summative Evaluation 1:

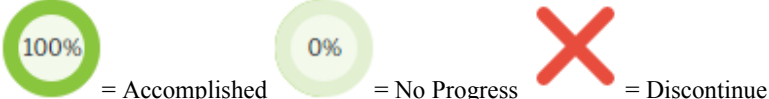
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will be given opportunities to learn aspects other than core academics such as technology, theater, music, sports, volunteer opportunities, etc.	Leaders: Campus Administrative Team Others Involved: Elective teachers, Club Advisers (such as NJHS, StudCo) and Athletics	students will be connected to the school through a co-curricular or extracurricular activity.			
2) Students have a variety of options to participate in school activities and thus experience a sense of belonging	Leaders: Principals, Campus Administration, Counselors, Others Involved: Club/Organization Sponsors	students will be connected to the school through a co-curricular or extracurricular activity.			
 = Accomplished  = No Progress  = Discontinue					

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: Increase post-secondary awareness activities for all students by 20%.

Evaluation Data Source(s) 1: 2018-2019 activity logs compared to 2016-2017 activity logs

Summative Evaluation 1:

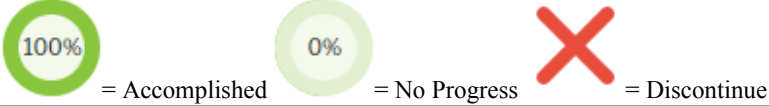
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers and students participate in "Education: Go Get It" week to promote college awareness	Leader: School Counselor and Campus Administration Others Involved: Campus Staff	Students explore options for post graduation plans for success.			
2) Teachers' college logos are placed by their door to show students which college(s) they attended and promote awareness	Leader: School Counselor Others Involved: Campus Administration, Campus Staff	College Awareness is promoted for all students.			
3) Teachers and students wear college t-shirts throughout the year on Wednesdays to promote awareness	Leader: School Counselor, Campus Administration Others Involved: Campus Staff	College Awareness is promoted for all students.			
4) Promote post-secondary options through Career day	Leader: Principal, Campus Leadership Team, CTE Coordinator, Counselors, Others Involved: Campus Staff	Increase post-secondary awareness activities for all students by 20%.			
5) Students receive Graduation Toolkits to provide them with information about their post-secondary options	Leader: Counselor Others Involved: Campus Administration	Increase post-secondary awareness activities for all students by 20%.			
 100% = Accomplished 0% = No Progress X = Discontinue					

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 2: Provide student transitional opportunities from grade levels.

Evaluation Data Source(s) 2: calendar of activities

Summative Evaluation 2:

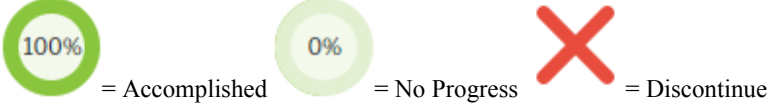
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Transitional activities planned by the counselor to address entry and exiting junior high school	Leader:Counselor Other Involved:Principals	Calendar of activities provided for students for post secondary readiness.			
					

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 3: Provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures.

Evaluation Data Source(s) 3: There will be an increase in the number of opportunities parents take advantage of the support their child's education.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Curriculum Nights, Parent Day, Career Day, Literacy Night, GT Showcase, etc.	Principal, APs, BLT members, ELL coordinator and staff, Community relations department, campus staff, volunteers	Provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures.			
2) All parent communication will be translated into Spanish to ensure parent understanding.	Principal, Secretary, AP, Bilingual staff members	Provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures.			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Use the WOW program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words, also Reading, and Writing STAAR related intervention BOOKSOURCE materials in both Spanish, and English for recent immigrants in their year 1, and 2 in US. Valley Speech Early Exit Model Consultation. Newcomers also receive supplemental reading instruction during 1st period.
1	1	2	Provide appropriate technology- based intervention programs, Istation and Fast ForWord, Reading Assistance Plus and Reading 180 to target supplemental learning needs.
1	1	3	Provide "push-in" supplemental Math/Reading intervention in classes for a targeted population
1	1	4	Use rigorous questioning to prepare students for the STAAR assessment
1	1	5	Provide in-class support for our Special Education students who receive inclusion services by attending a general education class
1	1	6	Utilize the ESL paraprofessional and LEP tutor to provide LEP students with additional interventions and provide teachers with instructional support. Provide headsets for NAC students to support Language Acquisition.
1	1	8	Ongoing ELPS training for all instructional staff.
1	2	1	Provide teachers with differentiated instruction professional development to meet the needs of all students.
1	2	3	Use the WOW program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words
1	2	4	Provide appropriate technology- based intervention programs, and Fast ForWord to target supplemental learning needs
1	2	5	Utilize Readers/Writers Workshop with students to improve students Reading/Writing comprehension.
1	2	6	Utilize the Newsela software to promote Reading and Writing in all courses.
1	2	7	Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories
1	2	8	Use rigorous questioning and STAAR formatted question stems to prepare students for the STAAR assessment
1	3	2	Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards during specialized advisories.
1	3	3	Use rigorous questioning and STAAR formatted question stems to prepare students for the STAAR assessment
1	4	1	Provide teachers with differentiated instruction professional development to meet the needs of all students
1	4	3	Use rigorous questioning to prepare students for the STAAR assessment

Goal	Objective	Strategy	Description
1	4	5	Utilize Kessler Science in Science classrooms to engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard, visual materials-Science vocabulary posters.
1	5	3	Provide appropriate technology- based intervention programs including DreamBox to target supplemental learning needs.
1	5	4	Provide supplemental Math intervention during Math Lab and specialized advisory classes for a targeted population
1	5	5	Use rigorous/spiral questioning to prepare students for the STAAR assessment.
1	7	2	Core Instructional Staff will provide timely and specific interventions to students who failed to meet standards
1	7	3	Utilize the Response to Intervention teacher to monitor the program, provide professional development, and provide teachers with support to address identified students' needs
1	7	4	LEP students will receive linguistic assistance from trained staff
2	2	1	Provide teachers with professional development to meet the needs of all students focusing on math, reading and writing workshop with the support of coordinators and consultants including Alana Morris' Analysis Pyramid, Linsey McCoun, HCDE, Region 4, and Whitney LaRocca's Patterns of Power, Summer Math Institute for 6th Grade - Algebra 1 with Garland Linkenhoger
2	2	2) Provide identified students with a specialized Math and/or Reading Advisory period that targets identified areas
2	2	3	Utilize Scholastic, Fast ForWord, Stemsopes, DreamBOX, and Reading Assistance Plus to supplement instruction.
2	2	4	Provide teachers and Instructional Facilitator professional learning sessions to meet the instructional needs of all students in Math and Reading. Garland math Training, Instructional Coaching of ELLs, Quick and Easy Reading Strategies in SS, Help! My Middle School Students Don't Like Reading in SS, Literacy Strategies for SS, Closing the Distance - Grade 7 Mathematics, Math Make and Take: STAAR Review Grade 7, and Math Make and Take: STAAR Review Grade 6); HCDE (Make then THINK!, Teachers WRITE!, Renew! by Shawna Coppola along with RWNotebooks for teachers; BYB: Reluctant Readers, Saturday Make &Take Session); and Bureau of Education and Research (What's New in Young Adult Literature and How to Use it in Your Program Grades 6-12).
2	3	1	Ongoing ELPS training for all instructional staff
2	3	3	TITLE III Funds will allow use of the WOW program to provide EL newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words. Dictionaries of various types from BARNES & NOBLE and Velazquez Press for EL's to supplement learning strategies.
2	3	4	Provide appropriate technology- based intervention programs, Study Island, Think Through Math, Compass Learning, DreamBox, BrainPOP, StemScopes, and Fast ForWord to target supplemental learning needs
2	3	5	Utilize the DBQ Project to help with cross-curricular writing in addition to "Writing in Science"
2	3	6	Provide teachers with differentiated instruction professional development to meet the needs of all students
2	3	7	Provide identified students with a specialized Math and/or Reading Advisory period that targets identified areas

Goal	Objective	Strategy	Description
2	3	9	Utilize STEMScopes and Kesler Science in Science classrooms to engage students with rigorous and innovative activities to further develop their knowledge and understanding of a given standard
2	3	10	Use rigorous questioning to prepare students for the STAAR assessment
2	3	11	Provide in-class support for our Special Education students who receive inclusion services when attending a general education class
2	3	12	Provide supplemental instruction during for ALL core classes during Advisory classes
2	3	13	Utilize the ESL paraprofessional to provide LEP students with additional interventions and provide teachers with instructional support
2	6	1	Provide teachers with differentiated instruction professional development to meet the needs of all students
2	6	2	ELPS is used for all lessons in all classes on campus, both core academic and elective classes
2	6	3	Professional development on Bloom's Cognitive and Affective Taxonomies as they relate to both higher order questioning and motivational strategies implemented by the teachers

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)