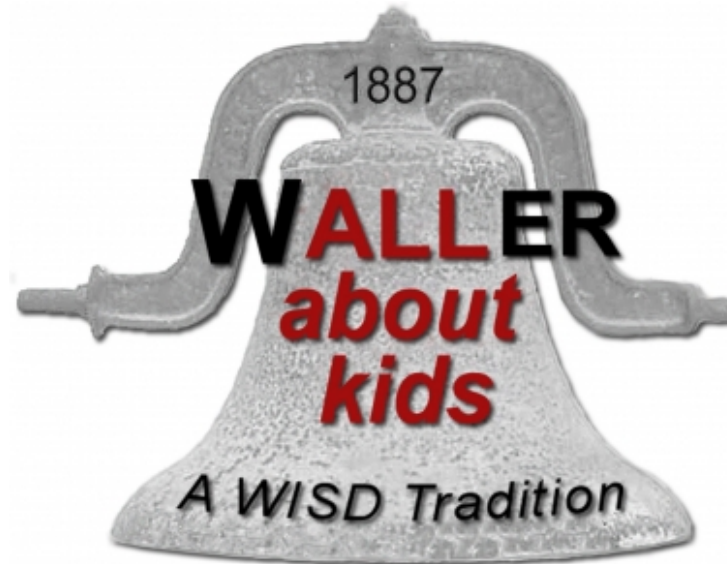


Waller Independent School District
Schultz Junior High
2022-2023 Campus Improvement Plan



Mission Statement

We believe that all students can achieve given the proper nurturing environment. All students will be given the opportunity to develop intellectually, emotionally, socially, and physically. It is our intent that students will become successful and productive members of society.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Wayne C. Schultz Jr. High is one of 8 campuses in the Waller Independent School District. Schultz Jr. High opened its doors in 1985 and serves families from all economic groups. Schultz Jr. High serves 1025 students in sixth through eighth grade. Ten years ago, this campus was a 5th and 6th grade campus that serviced 731 students. Schultz services students using a departmentalized model by grade level. Student's schedules are built according to their individual needs. Students in specialized programs such as special education, gifted and talented, and EL benefit from inclusion with their peers as much as possible with pull out services occurring only when necessary for the success of the student.

Demographics

Demographics Summary

The student population is 6.12% African American, 40.62 % White, 0.68 % Asian, 50.06% Hispanic, 0.00% Native American, 0.19% Two or More Races 2.33% Pacific Islander, 60.23% Low Socioeconomic Status. The staff population of Waller ISD is: 14% African American, 65% White, 2% Asian, 17% Hispanic, 1% Native American, 15% Male, 85% Female. Waller ISD is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides).

Demographics Strengths

1. High attendance rates for students is a campus strength.
2. We staff 1 Reading Interventionist, 1 Math Interventionist, and 1 Bilingual EL Interventionist
3. Campus Growth

Student Achievement

Student Achievement Summary

Schultz Jr. High School has historically been a high rated campus academically and has achieved high rating verses the state for the last five years. With the increased rigor of the STAAR test, our campus has seen a decline in the number of students scoring at the Academic Masters level.

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

Student Achievement Strengths

Schultz Junior High School recieved an A rating by TEA for 2018-2019. The campus earned 3 of the 7 possible distinctions in the areas of:

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

School Culture and Climate

School Culture and Climate Summary

Schultz Jr. High believes it is important to create a positive learning environment that is inviting to students and parents alike. This year Schultz will continue the “PAWS” program in an effort to continue to foster self-discipline and respect for others to ensure a safe environment. We have also implemented "Walk Like a Bulldog", to recognize our students daily who are following our campus expectations. Student of the Week awards are awarded to one student per grade level that exemplifies strong character, positive attitude and a strong work ethic.

School Culture and Climate Strengths

1. “PAWS” behavior program to highlight good behavior throughout the school.
2. Unified implementation of Positive Behavior Supports. "Walk Like a Bulldog Tickets"
3. Staff has high expectations for all students.
4. Student of the Week
5. Rigorous curriculum across content areas to challenge all students
6. Academic Activities (UIL)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff are highly qualified and highly committed to the improvement of academic achievement in all students.

Staff Quality, Recruitment, and Retention Strengths

1. 100% of teachers and paraprofessionals are highly qualified.
2. All ELA teachers are ESL certified with new teachers to ELA working to attain their certification by the end of this school year.
3. Salaries are competitive with our area.
4. Campus feels like a family and supported by our community.
5. Teacher leadership opportunities are available through the district leadership academies.
6. Mentor program for all new teachers to the profession as well as new to the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Waller ISD uses the data management program called AWARE which provides assessment management and reporting and analysis of student data. Schultz teachers teach the state-aligned curriculum provided by the district. In addition, teachers on our campus meet regularly in PLCs by grade level to study student data and plan for instruction.

Curriculum, Instruction, and Assessment Strengths

1. Uniform district unit tests and benchmarks
2. Campus curriculum is aligned to state standards
3. Vertical and horizontal meetings to collaborate for instruction and data analysis
4. Constant Re-assessments to determine appropriate intervention placements for all students.
5. Individual student data is analyzed to determine placement in specific and targeted intervention programs.

Parent and Community Engagement

Parent and Community Engagement Summary

Schultz Jr. High strives each year to improve parental involvement. Opportunities for parental involvement include VIPs, parent conferences, and volunteer opportunities. Title IV Grant Funds will be used to support campus activities.

Parent and Community Engagement Strengths

1. Parents feel welcome on campus.
2. Electronic communication to provide updated information to parents via skyward, remind, twitter, and Facebook.
3. Weekly calendar of events is posted on social media accounts.
4. Communication is in English and Spanish.
5. Red Ribbon Week Items
6. Generations Texas Week Items
7. Title IV Training for Counselors on the grant program
8. New Arrival Center Parent night to provide support and information for parents to learn how to support their student's education.

School Context and Organization

School Context and Organization Summary

The master schedule at Schultz Jr. High has been designed in order to maximize the amount of time spent in instruction. Each grade level is led by a team leader and teams meet during their conference times/after school to discuss student data, needs, and instruction.

School Context and Organization Strengths

Areas of strength include:

1. Staff expectations are clear and staff meet expectations consistently.
2. The “All Hands on Deck” approach is used by the staff of Schultz Jr. High to help students.
3. Monthly Department Chair Meetings and Horizontal Meetings across the district.
4. Focus on student needs during advisory.
5. All special population students receive targeted and specialized services to meet their needs and support them in and outside of the classroom environment.

Technology

Technology Summary

Schultz currently has over 1025 chromebooks housed in multiple carts. SJH is a 1 to 1 campus. Each classroom has a smartboard and projector to utilize for instruction.

Technology Strengths

1. Better wireless access
2. Smartboards and Interactive displays
3. Eduphoria
4. Google Classroom and other google features
5. Social Media Presence

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR released test questions
- 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)
- Observation Survey results

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Violence and/or violence prevention records

Employee Data

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

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Study of best practices

Goals

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

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

Econ. Dis 81% to 83%,

EL 76% to 78%,

SPED 50% to 52%,

AA 76% to 78%

Hispanic 81% to 83%





The overall students who scored at the Masters grade level will improve from 17% to 20%

Evaluation Data Sources: 2021 STAAR scores compared with 2022 STAAR scores.

Universal screener data from MSTAR.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide intervention during advisory for all students who failed last years STAAR test and did not show growth on MSTAR Universal Screeners in BOY/MOY and EOY. Resources such as the 2020-2021 renewal of Edgenuity and the use of Dream Box, will be a part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a math lab course taught by a certified teacher. Mission Math materials available from Cosenza and Associates will be used for targeted lesson during the school year and summer school. Other materials as needed will be provided for students attending summer school. Strategy's Expected Result/Impact: Pre and Post Tests to measure growth Data from computer based and teacher led small group instruction. Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Curriculum Coordinator, Classroom Teachers	Formative		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will present the math TEKS to students using interactive lessons that engage students and encourage participation. Teachers will incorporate real world examples and number talks into their lessons to increase literacy in math. Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Math Interventionists, Classroom Teachers, Mathlink Consulting	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Visual materials-Vocabulary Anchor Charts. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores Staff Responsible for Monitoring: Leader: Principal Involved: Campus EL interventionist, Classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers Additional Targeted Support Strategy	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: Four function calculators will be purchased for 6th and 7th grade at risk students with the accommodations for the use of calculator. Class sets will be provided for 6th and 7th grade Math and Math Advisory classes. Students will receive training from their math teachers on use of these calculators and they will be routinely used during classroom instruction and during classroom, district and state testing. Math manipulatives including algebra tiles, die, colored counters, angles, base ten block sets and cuisenaire rods will be used by students all math classes. Strategy's Expected Result/Impact: Improved STAAR scores. Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Math Coordinator, classroom teachers	Formative		
	Nov	Jan	Mar
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

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

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

Econ. Dis 72% to 74%,

EB 60% to 63%,

SPED 43% to 45%,

AA 66% to 68%

Hispanic 73% to 75%





The overall students who scored at the Masters grade level will improve from 22% to 25%

Evaluation Data Sources: 2021 STAAR scores compared with 2022 STAAR scores

Universal Screener data BOY/MOY/EOY

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide intervention during advisory for all students who did not make adequate progress in 2019-2020 and did not show growth on the Universal Screeners administered at BOY/MOY and EOY. Resources such as Reading Assistance Plus, Edgenuity and FastForward will be part of this plan. Students who fail to approach standard on STAAR for multiple years receive intensive intervention in a reading lab course taught by a certified teacher. Strategy's Expected Result/Impact: Pre and Post Tests Data from Computer based instruction Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Reading Specialist, Dyslexia Teacher, Classroom Teachers, ELAR Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will choose from a selection of chapter books to read for these activities. All campus teachers will have access to a Capsule Library that will allow students access to reading material during a variety of classes. Strategy's Expected Result/Impact: Class work Lesson Plans Walk-throughs Observations STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, ELAR Instructional Coach, Reading Specialist, Classroom Teachers	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: ELAR teachers are trained on the Reader's Writer's Workshop model to be used for classroom instruction. Strategy's Expected Result/Impact: Increased vocabulary skills used in student writing and speech. STAAR scores Lesson plans Observations Walk-throughs Staff Responsible for Monitoring: Leaders: District ELA Involved: Administrators, Instructional Facilitator, Classroom Teachers, ELAR Instructional Coach	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Title III will fund several trainings with Seidlitz Ed , Part II, and Part III of 7 Steps training with books for new and current ELAR and SS teachers of EL students in order to meet the instructional needs of our long term EL students also for training campus coordinators, AP's , and Principal. With Title III funds J.Siedlitz Education will present several days of PD trainings (7 Steps to Lang. Rich Interactive Classroom and Boosting Achievement for Underschooled Students) for teachers and 7 Steps books will be purchased for new teachers Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores Staff Responsible for Monitoring: Leader: Principal Involved: District EL interventionist, Campus EL interventionist, classroom teachers, Secondary EL Coordinator	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers, ELAR Instructional Coach.	Formative		
	Nov	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers Additional Targeted Support Strategy	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize English Language Arts and Reading Instructional Coach to coach teachers, model lessons, write curriculum, analyze data, & facilitate professional learning communities for all ELAR grade level teams. Strategy's Expected Result/Impact: Improve STAAR scores & content mastery Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principal & Waller ISD Curriculum Team	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

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

Econ. Dis 70% to 72%,

EL 57% to 60%,

SPED 28% to 30%,

AA 57% to 59%

Hispanic 71% to 73%

The overall students who scored at the Masters grade level will improve from 36% to 38%

Evaluation Data Sources: 2021 STAAR scores compared with 2022 STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Representatives from the science department will attend the CAST conference and bring back strategies and materials to share with entire department. Strategy's Expected Result/Impact: Common Language on Campus, Lesson Plans, Test Scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District Science Coordinator, Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training for teachers of EL students in order to meet the instructional needs of our long term EL students. Visual materials-Science Vocabulary Anchor Charts. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, walkthroughs, test scores Staff Responsible for Monitoring: Leader: Principal Involved: Campus EL interventionist, classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers Additional Targeted Support Strategy	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide training for teachers of honors classes to increase depth of knowledge labs from a Level 1 depth of knowledge to a Level 2 depth of knowledge. Strategy's Expected Result/Impact: An improvement in Meets and Masters scores on the Science STAAR. Staff Responsible for Monitoring: Leader:: Principal Involved: Instructional Facilitator, Department Chair, Classroom Teachers	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

Econ. Dis 57% to 59%,

EL 40% to 42%,

SPED 32% to 34%,

AA 55% to 57%

Hispanic 58% to 60%

The overall students who scored at the Masters grade level will improve from 25% to 26%

Evaluation Data Sources: 2021 STAAR scores compared with 2022 STAAR scores





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will work with the social studies team to implement and use writing strategies including short answer responses and quick writes. Strategy's Expected Result/Impact: Increased vocabulary skills used in student writing and speech. STAAR scores Lesson plans Observations Walk-throughs Staff Responsible for Monitoring: Leaders: District ELA and SS Coordinators Involved: Administrators, Instructional Facilitator, EL Secondary Coordinator Interventionist, Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will increase rigor in the honors class by adding depth and complexity into lessons. Teachers will also create and implement individualized, cross curricular activities . Students in honors classes will read and study 1 novel per semester. The novel studies will support cross-curricular reading and writing activities. Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teachers, District SS and ELA Coordinators	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will provide opportunities for students to use a variety of technology for review and assessment. Teachers will also incorporate technology into their Tier 1 and Tier 2 Instruction and offer project based learning activities to enhance student achievement. Strategy's Expected Result/Impact: Lesson plans Walk-throughs Observations Student Writing Samples Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teacher	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Title III will fund PD Seidlitz Workshop, and Books for NAC Teachers-Pathway to Greatness. Strategy's Expected Result/Impact: Certificates, Sign in sheet, lesson plans, implementation of strategies, test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Classroom Teacher, District Coordinator EL Secondary Coordinator	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize tutors to provide push in and pull out targeted content and/or language instruction for students at risk of not meeting the standard on the STAAR exam. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, District EL Coordinator, Campus EL Interventionist, Department Chairs, classroom teachers Additional Targeted Support Strategy	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 5: Provide access to instruction and academic remediation to remote and on campus learners.

Evaluation Data Sources: Six Week Report Cards and 2021 STAAR scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize certified teachers and tutors to provide targeted instruction for students at risk of not meeting the passing standard on the STAAR exam or failing to meet a passing grade in core content. Strategy's Expected Result/Impact: Improved STAAR Scores and six weeks report card grades Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, ELAR Coach, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize certified teachers to provide targeted instruction in a Learning Lab for students needing additional support due to excessive absences or inadequate internet capabilities. Strategy's Expected Result/Impact: Improved student engagement and six weeks report card grades. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, ELAR Coach, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: By the beginning of the school year, 100% of PK-12 core area teachers are using the district's scope and sequence to plan instruction.

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


Strategy 1 Details	Formative Reviews		
Strategy 1: Prior to the beginning of the school year, all PK-12 educators will create/modify an instructional pacing calendar documenting the objectives to be taught each 6-weeks period, completing all required TEKS by the end of the school year. Strategy's Expected Result/Impact: Students will receive high-quality instruction over the entire district curriculum in each content area. Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators Involved: Department Chairs, Classroom Teachers, Instructional Facilitators, Campus Administrators	Formative		
	Nov	Jan	Mar
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			


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


Performance Objective 2: Throughout the year, 100% of all core area content grade levels will give at least 3 common assessments in state tested grade levels.


Evaluation Data Sources: The measure of impact will be determined by at least an 5% increase in student scores on this year's local assessments as compared with last year's corresponding assessments. In addition, we expect at least a 2-3% increase on all STAAR assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: All core teachers will attend district curriculum planning. Teachers will create common assessments targeting specific TEKS as outlined in the district pacing calendar. Strategy's Expected Result/Impact: A comparison between last year's district-developed assessment results and this year's teacher-developed assessment results shows a tighter alignment between curriculum and instruction as demonstrated by higher student achievement on both the assessments and STAAR. Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Grade-Level Content Facilitators, Campus Instructional Facilitators Involved: Classroom Teachers, Campus Administrators	Formative		
	Nov	Jan	Mar


0% No Progress


100% Accomplished


Continue/Modify



Discontinue


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


Performance Objective 3: During the spring semester, 100% of the parents/guardians of all 8th grade students will be provided with the TEA Graduation Toolkit to assist in planning for the high school years and beyond.


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

Strategy 1 Details	Formative Reviews		
Strategy 1: All junior high campuses will coordinate with the high school counselors to help with the completion of the 4 year graduation plan during the spring semester of the student's 8th grade year. A TEA Graduation Toolkit will be provided for each 8th grade student and will be purchased through Title I funds from Region IV. Strategy's Expected Result/Impact: Completion in Xello during student's 8th grade year. Staff Responsible for Monitoring: Leader: High School and Junior High Counselors Involved: Campus Administration TEA Priorities: Connect high school to career and college	Formative		
	Nov	Jan	Mar


0% No Progress


100% Accomplished






Continue/Modify


Discontinue

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

Performance Objective 4: Throughout the year, 100% of teaching staff and paraprofessionals will receive professional development in instructional strategies and data analysis related to core content areas and/or training specific to a targeted sub population.





Evaluation Data Sources: The measure of impact will be determined by the development of aligned assessments, scope and sequence documents, and implementation in the classroom as observed through walk throughs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1. All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population such as: *ELPS *Valley Speech *Lead4Ward and Full Streamlining Ahead with the Social Studies TEKS , *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *History Alive *ELL Trainings *The Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *Reader's & Writer's Workshop * Reading/Writing Toolkit, NEWSELA PD, Questioning & Randomization PD, Patterns of Power, Summer Math Institute for 6th Grade through Algebra 1.</p> <p>2. Instructional Coaching Group - Coaching for Positive Classrooms - a virtual training for instructional coordinators and coaches to be held on April 23, 2021. The training also includes the book "The Impact Cycle" by Jim Knight.</p> <p>Strategy's Expected Result/Impact: Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators Involved: Consultants, such as: Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, John Samara, Angeles Chaves, and Alana Morris, Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Mathlink Consulting, Amy Rasmussen, Jodie Denton</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teaching staff and paraprofessionals will have access to necessary materials in order to effectively implement district goals as identified by the pacing calendar and related professional development.</p> <p>Strategy's Expected Result/Impact: Evidence of the use of materials, as identified through professional development and pacing calendars, in the classroom through lesson plans.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators, Campus Administrators, Instructional Facilitators Involved: Curriculum and Campus Secretaries</p>	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 5: Counselors will participate in Professional Development that addresses the Title IV Grant Program Requirements.

Evaluation Data Sources: The development of Red Ribbon Week, Generation Texas Week, Anti-Bullying Month, and number of students taking the Credit by Exam Acceleration Test. Sign-In Sheets from professional development.

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

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

Performance Objective 1: Surveys will reflect a 5% increase in feeling safe on campus in student and staff safety on campus.

Evaluation Data Sources: This will be reflected through comparing the 2021 and 2022 staff surveys.





Strategy 1 Details	Formative Reviews		
Strategy 1: Increase awareness and understanding of the Student Code of Conduct with students, parents, teachers, and community members Strategy's Expected Result/Impact: Discipline Data, Reports, all students will listen to announcements daily and attend assemblies with administrators each semester. Staff Responsible for Monitoring: Leader: Assistant Principals Involved: Principal, Counselor, Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement counseling groups with students: anger, study skills, divorce, social skills, grief, self-esteem and others as need arises. Strategy's Expected Result/Impact: Campus Counselors Staff Responsible for Monitoring: Leader: Counselors	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement planning to increase student safety including a duty schedule, fire drills, lock down drills, and emergency procedures. The purchase of hand held radios from Bear Com Wireless Worldwide for office staff to have immediate communication during an emergency. Character Strong Full Day Professional Development for Secondary Campuses training on Character Strong's curriculum, implementation, SEL character development and how to build a safe and positive school culture. The purchase of hand held radios from Bear Com Wireless Worldwide for the Office staff, to have immediate communication during an emergency. Strategy's Expected Result/Impact: 100% safe and orderly campus before and after school. 100% compliance with Fire Code. Staff Responsible for Monitoring: Leader: Campus Administration	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for faculty, students, and parents on student harassment including board policy, parent/student handbook, and prevention tips. Strategy's Expected Result/Impact: Parent receipt of parent/student handbook, discipline data Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principals, Counselor, Faculty	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase awareness on bullying, healthy relationships and positive social media usage through presentation by our counselors. Strategy's Expected Result/Impact: Campus Counselors Staff Responsible for Monitoring: Leader: Counselors	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: The district will provide a basic DAEP Program. Strategy's Expected Result/Impact: To maintain educational access to all students placed in DAEP Staff Responsible for Monitoring: DAEP Administrator, Counselor, Teacher & Administrative Assistant.	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 2: Throughout the year, 100% of staff will be trained in bullying/harassment prevention, suicide prevention, conflict resolution, child abuse/maltreatment, and 504.

Evaluation Data Sources: Staff certificates of completion





Strategy 1 Details	Formative Reviews		
Strategy 1: Schultz Jr. High will utilize Region 10 on-line compliance trainings and resources for *Bloodborne Pathogens *Diabetes Overview *Let's Talk About It: Child Abuse, Sexual Abuse, and other Maltreatment of Children *Texas Educators' Code of Ethics *Legal Issues: FERPA and Copyright Law *Legal Issues: Section 504 *Legal Issues: Sexual Harassment *Bullying Prevention for School Administrators, Teachers and Staff *Suicide Prevention: Don't Keep it a Secret Strategy's Expected Result/Impact: Staff completion certificates Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston. Strategy's Expected Result/Impact: Staff members will be better equipped to support the physical, social and emotional needs of our students. Staff Responsible for Monitoring: Counselors, New Staff Members	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Character Strong will provide training on their SEL curriculum for new staff and returning staff. All new teachers will attend a half-day training that will focus on the objectives and methods of teaching the lessons. All returning teachers will attend a 1/2 day refresher training. Strategy's Expected Result/Impact: Teachers will be more equipped to serve their students by increasing their understanding of the SEL curriculum. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Schultz Jr. High will maintain a Positive Behavioral Intervention and Supports (PBIS) system.

Evaluation Data Sources: 5% decrease in discipline referrals from 2020 to 2021.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement CharacterStrong as our Social and Emotional Learning curriculum with training. Strategy's Expected Result/Impact: ADL documentation Reduction in office referrals Staff Responsible for Monitoring: Leader: Counselors and APs Involved: Teachers Students	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will review the student and staff PBIS matrix at the beginning of the year to make needed changes. Teachers will create their classroom matrix and introduce it to students on the first week of school. Title IV funds will support PBIS Virtual Conference and Training at PBIS Rewards. Strategy's Expected Result/Impact: Matrix posted in room Lesson Plans Walk-throughs Staff Responsible for Monitoring: Leader: Assistant Principals Involved: Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Schultz Jr. High will continue to implement the PAWS incentive program each six weeks to reinforce student behavior, academics, and attendance. Strategy's Expected Result/Impact: % of students participating in PAWS Staff Responsible for Monitoring: Leader: Principal Involved: Teachers Students	Formative		
	Nov	Jan	Mar





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

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

Performance Objective 1: During the year, 100% of academic core subjects will continue to be taught by highly qualified teachers and paraprofessionals in compliance with federal and state law.

Evaluation Data Sources: Highly Qualified Annual Compliance Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Schultz Jr High will utilize an interview committee to hire new staff. All candidates will be screened by the HR department to make sure they are highly qualified. Strategy's Expected Result/Impact: Teacher Certification Interview documentation Staff Responsible for Monitoring: Leader: Principal Involved: Schultz Jr High Staff Human Resources Department	Formative		
	Nov	Jan	Mar

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Goal 5: WISD and SJH will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: Create a cooperative environment where staff members work in teams to support each other and students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level/subject area teams will meet at least 2 times a week to plan lessons. Strategy's Expected Result/Impact: Sign in logs lesson plans Walk-throughs/Observations Gradebook Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Intervention Teachers, Classroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Subject area teams will meet weekly to discuss curricular strategies. Some weeks will be campus meetings and some weeks will be meeting with teachers at WJH. Strategy's Expected Result/Impact: Sign in logs lesson plans Walk-throughs/Observations Gradebook Test scores Staff Responsible for Monitoring: Leader: Principal Involved: Instructional Facilitator, Intervention Teachers, Classroom Teachers	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: The following teams will meet at least once a month to facilitate communication and goal focus: Campus Improvement Team, Campus Behavior Management Team, Leadership Team, Mentor Committee, Attendance Committee, Faculty, and other committees. Strategy's Expected Result/Impact: Sign In Sheet Campus Improvement Plan Agendas Staff Responsible for Monitoring: Leader: Principal Involved: Teachers District Staff Community Members	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The SJH administrative team, instructional facilitator and ELAR Instructional Coach will meet weekly to discuss the instructional progress and related items affecting instruction. Strategy's Expected Result/Impact: Sign In Agendas Staff Responsible for Monitoring: Leader: Principal Involved: Assistant Principals Instructional Facilitator Others: Attendance Registrar Counselors SRO	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 1: Students at SJH will be given increased opportunities to use technology to access TEKS in all subject areas.





Evaluation Data Sources: Increased STAAR scores, attendance rate,

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

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

Performance Objective 1: The opportunity for involvement of all stakeholders will increase 10% in 2022 when compared to the 2021 school year.

Evaluation Data Sources: 2022 stakeholders involvement opportunities compared to the 2021 stakeholder involvement opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will be able to access updated information regarding campus events through the website, skyward phone calls, remind, facebook, twitter, mailed/e-mailed newsletters and other information along with visual displays in front office. Materials will be allotted for posters, newsletters, and calendars to made to increase communication with parents. Strategy's Expected Result/Impact: 80% of parents will say the school keeps them informed when surveyed. Staff Responsible for Monitoring: Leader: Principal Involved: Technology Specialist	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: All parents will be given opportunities to volunteer on campus during the school day. (i.e. Provide additional options for family engagement activities throughout the school year.) Strategy's Expected Result/Impact: 50% of parents will say they have opportunities to be active in their student's school. Staff Responsible for Monitoring: Leader: Principal Involved: Counselors, Enrichment Activity Leaders, and Club Leaders	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Throughout the year, 100% of the funds allocated to Schultz Jr High will be used to improve instruction for staff and students





Evaluation Data Sources: Fiscal Reports showing use of all funding areas

Strategy 1 Details	Formative Reviews		
Strategy 1: The Campus Improvement Team will assist the Principal in making decisions regarding instructional use of allotted funds. Supplemental funds such as Title I, II, and III funding will be used to supplement allotted funding to enhance students learning opportunities. Strategy's Expected Result/Impact: Financial Reports Title Documentation Staff Responsible for Monitoring: Leader: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: A portion of instructional funds will be set aside for professional development opportunities throughout the year. Strategy's Expected Result/Impact: Lesson plans, walk throughs, observations, test scores, grades, meeting agenda and sign-in sheets Staff Responsible for Monitoring: Leader: Principal Involved: Campus Improvement Team, curriculum teams, district curriculum coordinators	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Administrative supplies to be used for reviewing EL data and progression toward campus and district goals. NAC Support Materials Strategy's Expected Result/Impact: Sign-in sheets, walk throughs, observations, test scores, meeting agenda Staff Responsible for Monitoring: Bil/ESL Director	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Title 1 Homeless Funds will be used to purchase clothing and school supplies for our students enrolled as homeless on our campus. Strategy's Expected Result/Impact: Title Documentation Staff Responsible for Monitoring: Leader: Counselor	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 1: Students will participate in activities to help them make decisions about post-secondary education (Index 4).

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in opportunities to learn about careers and post-high school education such as Generation Texas Week, meetings/conferences with counselors, transition research and opportunity for Credit by Exam for Acceleration by Texas Tech University K-12. Title IV will support these programs. Strategy's Expected Result/Impact: By the end of 8th grade, 100% of students will be prepared to choose a career path and plan out their classes for high school. Staff Responsible for Monitoring: Leader: Counselors Involved: Administrators, Teachers, Community Members	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: 8th grade students will receive Graduation Toolkits to provide them with information about their post-secondary options. Strategy's Expected Result/Impact: Class rosters, number of toolkits handed out Staff Responsible for Monitoring: Leader: Counselors Involved: Adminstrators, Teachers	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in Red Ribbon Week and Anti-Bullying Month. Title IV will support the activities for the week. Self-stick ribbons, Keeping our Paws off Drugs! "Believe In Yourself And Do Your Best Earbuds In Pouch" purchased from Positive Promotions. Anonymous Alert subscription-Anti Bullying and Safety System that allows anyone to communicate concerns to campus administration & resource officers. Title IV funds will purchase from Anonymous Alerts LLC. Strategy's Expected Result/Impact: In October we will have done Red Ribbon Week, and Anti-Bullying Month. Staff Responsible for Monitoring: Leader: Counselors, Student Council Involved: Administrators, Teachers, Community Members	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Throughout the school year, 99% of students who are struggling in school will be provided support to obtain promotion standards (Index 4).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: SJH staff will work to help students who are struggling academically, behaviorally, and/or emotionally so they can be successful in class. This will be accomplished through counseling, RTI interventions, administrative intervention, parent conferences, and mentoring. Strategy's Expected Result/Impact: PEIMS data Reduction of Office Referrals Increased attendance rates Student grades Math and Reading Lab Class rosters Fast Forward and Dreambox reports Staff Responsible for Monitoring: Leader: Principal Involved: All Staff	Formative		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 3: During the school year, 100% of students will participate in activities to improve their health during two of their three junior high school years.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Schultz Jr High students will participate in activities that will improve their health either through physical activity or education regarding how to lead a healthy life style. Strategy's Expected Result/Impact: Class rosters Lesson Plans Staff Responsible for Monitoring: Leader: Counselors Involved: Coaches, PE teachers, Health Teachers	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 1: The staff at SJH will provide opportunities that will help parents become a part of their child's education and broaden students understanding of different cultures.

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

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

Strategy 5 Details	Formative Reviews		
Strategy 5: Title III will fund One Way Education by Carlos Salazar presentations for Family Engagement to provide parents and students a training that will focus on how to obtain goals and dreams through technology and available resources. Strategy's Expected Result/Impact: Carlos Salazar with One Way Education offers strategies that are culturally sensible and based on current events and technology, to enhance families' knowledge of resources available to prepare students for the future. Staff Responsible for Monitoring: Family Engagement Specialist, Bilingual Director, and Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Title III will fund brochures from Woodburn Press for Language Learners rack cards to support the parents of ELs. Strategy's Expected Result/Impact: Implantation will be noted by mailing this resource to families for an EL family orientation night. Families will be provided with expert tips and advice with resources that show parents how they can help and support their EL students. Staff Responsible for Monitoring: Parent Family Engagement Liaison Principals, Bilingual ESL Director, and Chief Academic Officer	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide Canvas Parent Virtual Trainings for all families funded through Title I with Instructure INC. Strategy's Expected Result/Impact: To build the capacity of parents on how to stay connected to their child's learning through Canvas, our learning management system. Family engagement is a vital role in the academic lives of children and their overall success. Obtaining the appropriate tools is crucial to help families be involved by supporting their child in being successful and to build confidence by being able to check their grades, view assignment due dates, read instructions, follow their calendars and communicate easily with their teachers. The overall goal is to provide increased family engagement opportunities to ALL families within the district by building their capacity for increased student achievement. Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept.	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			