

WHARTON JH

Campus Improvement Plan 2024/2025

#MovingForward
#Scholar & Conquer



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Date Reviewed:

DMAC Solutions ®

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WHARTON JH

Mission

WJH will encourage, empower and educate all students to be successful high-quality citizens.

Nondiscrimination Notice

WHARTON JH does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WHARTON JH

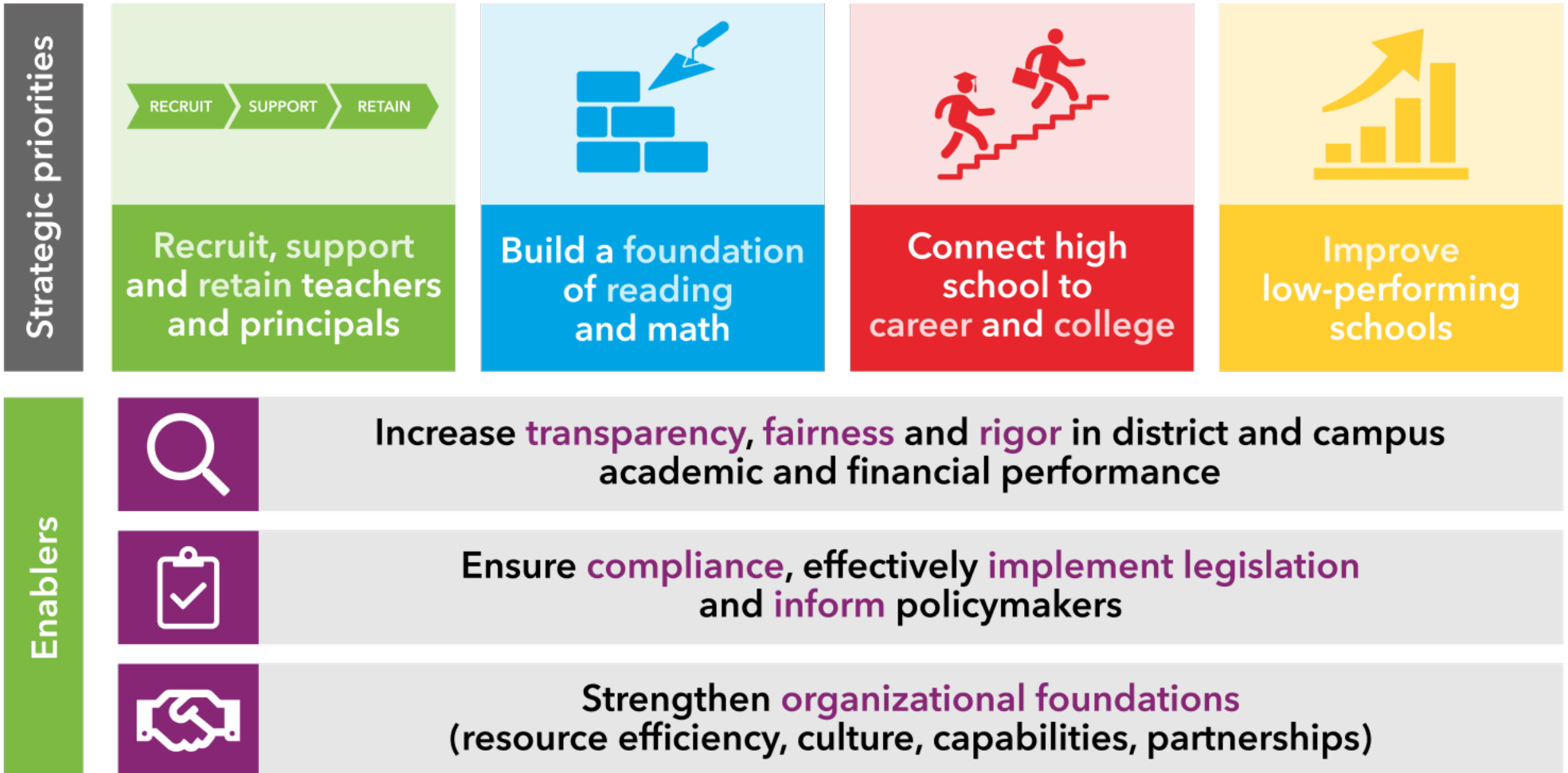
Vision

WJH will produce college and career ready leaders of tomorrow.

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Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

WHARTON JH Site Base

Name	Position
Coleman, Dollie	Substitute Principal
Wind, Sara	Instructional Coach
Raybon, Donna	Counselor (Part-time)
Zarate, Fritz	WISD Math Specialist
Carter, Courtney	Assistant Principal
Harper, DeLeon	ELAR Department Chair
Williams Sr., Curtis	SS Department Chair
Collier, Alias	Math Department Chair
Fox-Smith, Brayln	Science Department Chair
Williams, Mariah	Parent

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Junior High's strengths in demographics are the diversity and ethnicity across the campus. The campus is represented and celebrates many diverse cultures from around the world.

Wharton Junior High has a dedicated, daily multi-tiered instructional intervention system built into student schedules called the Tiger Den.

Wharton Junior High has targeted professional development focusing on closing the gaps in achievement across all sub-populations.

Wharton Junior High teachers and staff participate in daily collaborative PLC's that focus on high quality instructional strategies and student needs.

Demographics Weaknesses

Students who are male and African American are sent to disciplinary settings at a higher rate than the other population.

Demographics Needs

In identifying our focus for the various sub pops on our campus, we prioritized Special Education math in student achievement and reading for our African American group for student growth. Currently we are 0/18 in academic achievement and 4/18 in student growth of meeting our targets. We were a D in 2022 and if we meet the following targets, we will be rated a C in 2023.

2 out of 18 - Academic Achievement

6 out of 18 - Student Growth

1 of 1 - ELPS/TELPASS

To reach our goals, our students will need enrichment during the day, after school tutorials, pullouts, and incentives to help support student achievement.

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

Wharton Junior High School is a 6th - 8th grade campus in Wharton Independent School District located in Wharton, TX. The total enrollment for our campus is 357 with 139 6th graders, 93 7th graders and 125 8th graders.

The demographic breakdown for our campus is 25 % African American, 64 % Hispanic, 10% White, .3% Asian, 0.3% Pacific Islander, and 3% Two or More Races. WJH has a population of 78% Economically Disadvantaged. Wharton Junior High opened in 1950 and is celebrating 73 years of servicing students in WISD.

The strong connections and collaborative efforts of our staff, parents and students create a tradition of high expectations and a student focused educational experience.

There are a variety of student programs and clubs in which our students participate including sports, Cheer, National Junior Honor Society, and Student Council.

Student Achievement

Student Achievement Strengths

In RLA, we saw significant growth in 7th and 8th grades.

Student Achievement Weaknesses

In Math, the achievement scores showed a decrease in 6th and 7th grades.

Student Achievement Needs

Based on district and campus data analysis and information on the STAAR exam, the areas of need are identified and listed below:

Math - 7th & 8th grades

Reading and Language Arts - 7th grade

Comprehensive Needs Assessment

Student Achievement Summary

Curriculum and Instruction is the driving force for planning and implementation of a well rounded and rigorous instructional program at Wharton Junior High. All core content classes have technology access daily to incorporate integration of Technology Application TEKS and standards as well as providing ongoing professional development for high quality and engaging technology integration. Ongoing Professional Learning is a campus priority and embedded in the campus culture and expectation for continued student and teacher growth. Professional learning occurs in a variety of school processes including PLC's, Staff Meetings and job embedded coaching opportunities. MTSS is also a campus system of support that reflects targeted, small group instructional practices and individual student tracking for scaffolded intervention. Site Based Committee Members participate in monthly discussions involving campus based decisions and activities. Wharton Junior High communicates a variety of information in a variety of multi-media channels from remind updates to social media posts that reflect campus news and events and important information for all stakeholders. Two way communication is also stressed as an important component in cultivating a culture of engagement and involvement. Wharton Junior High provides a variety of support services to meet the needs of students, staff and stakeholders to address academic, social and emotional needs. Wharton Junior High provides many extracurricular opportunities for students including athletics, fine arts, CTE and student choice clubs.

School Culture and Climate

School Culture and Climate Strengths

Teachers are being trained on instructional fundamental five strategies. Through the use of the school wide discipline matrix model, WJHS has seen a decrease in referrals to the office for classroom disruptions. Teachers visibility in the halls during passing periods has reduced issues in the halls during passing periods. WJH continuously seeks opportunities to celebrate both students and staff. The WJHS culture and climate committee has several events planned thought the year to celebrate staff.

School Culture and Climate Weaknesses

Incident referrals involving Special Education students made up over half of the total referrals. There is a need to actively recruit high quality teachers to be more reflective of our student population.

School Culture and Climate Needs

There is a need to actively support the emotional well-being and mental health of all students. Teachers need additional training on how to accurately document and follow the discipline matrix for consistent coding in PEIMS. WJHS needs to create a parent and community involvement plan to help decrease the negative community perception of the school.

Comprehensive Needs Assessment

School Culture and Climate Summary

To improve the campus climate and culture, student incentives have been planned throughout the school year to promote good behavior such as the PBIS store and incentivized events such as school dances and staff/student basketball and kickball games. Student expectations are reiterated during transitions, morning announcements and assemblies. We will be implementing campus wide efforts to build culturally appropriate, positive rapport with all students. The WJHS culture and climate committee has several events planned to celebrate staff throughout the school year.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

WJH has been able to retain more teachers at the beginning of the 2023-2024 school year than the previous year. When seeking out new staff, we were able to seek out more quality candidates by refining and enhancing our recruitment tool.

Staff Quality, Recruitment and Retention Weaknesses

WJH hires continue with new and younger teachers with less experience.

Staff Quality, Recruitment and Retention Needs

WJH needs to recruit more bilingual teachers to reflect the demographics of our community. Although we did have a mentoring program in the previous years, WJH new teachers need more opportunities for staff to participate in on-campus and off-campus staff development.

Staff Quality, Recruitment and Retention Summary

WJH strives to recruit highly qualified teachers, many of which are from our local community. We attend job fairs and make every attempt to recruit the best candidates possible. We also have many instructional aides that are currently working towards their teacher certification through the WISD teacher pathway program.. We want to grow and retain teachers

on our campus by providing them growth opportunities. WJH provides new teacher orientation for teachers to acclimate them to the district and the campus. WJH assigns mentors for those teachers new to the district and provides them with mentorship opportunities throughout the school year.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

WJH has transitioned to daily teacher-led PLCs to provide opportunities for teachers to calibrate and collaborate with their department. WJH also has Region 3 and other professional development providers to come in and implement new curriculum and refine and reinforce best teaching practices.

Curriculum, Instruction and Assessment Weaknesses

Wharton Junior High School struggled with implementing small group pulls during their lessons, a lack of curriculum for our RTI students and an effective assessment tool for CBA assessments.

Curriculum, Instruction and Assessment Needs

WJHS students need to improve critical thinking and higher level questioning, increase reading and writing in all content areas, improve strategies to increase and maintain student engagement and strategies to address math skills.

Curriculum, Instruction and Assessment Summary

District adopted initiatives will be implemented at the WJH campus. Frequent walk-through's will be completed by administrators as well as campus leadership to ensure that high yield strategies are being implemented. Reading Plus, Zearn, Lead4Ward, & DMAC will be used to enhance instruction and provide data for enrichment and intervention. Math teachers have newly adopted curriculum from Carnegie.

Family and Community Involvement

Family and Community Involvement Strengths

Community partners are engaged and dependable in supporting students. We have a variety of ways to digital and print methods that we use to communicate with parents. WJH has Communities in Schools support and is stationed on campus. CIS has implemented the ACE afterschool program this year.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

The use of social media, district call-outs, Remind, and the district website are tools to get information out about our school are not widely used by parents. There is a need for more parents to become active in these media outlets. WJH is seeking to initiate an active Parent-Teacher Organization.

Family and Community Involvement Needs

WJHS will increase the use of available communication, and will create and develop parent involvement opportunities.

Family and Community Involvement Summary

WJHS's parental involvement activities include beginning of the year Fall Open House, Spring Open House, NJHS Induction, Academic Awards Assemblies, Band and Orchestra performances, sports events, and Parental Title I meetings.

School Context and Organization

School Context and Organization Strengths

Ongoing support from central office, school board and buy-in from students, staff and parents have allowed WJHS to meet most of our yearly expectations in terms of increasing academic success, increasing parent involvement, and lowering the turnover rate for retaining highly qualified teachers.

School Context and Organization Weaknesses

WJHS will continue working towards having quarterly meetings to address CIP needs.

School Context and Organization Needs

Continue creating opportunities for parents and community leaders to visit WJHS to serve in voluntary roles and witness improvements in all academic settings.

Comprehensive Needs Assessment

School Context and Organization Summary

Wharton Junior High's processes and programs include daily PLC collaboration tightly aligned to academic needs based on data and student achievement. Targeted Professional Development based on student data and needs. Innovative instructional strategies and activities embedded in daily student experiences. Weekly communication with parents, staff and community highlighting campus events, student achievements and involvement opportunities. Student led organizations and activities to build leadership and character. Teacher led committees to build school-wide capacity and cultivating a culture of shared responsibilities and growth.

Technology

Technology Strengths

WJH has the following access to technology: 1:1 Chromebook campus, Library computer area, iPads and Chromebooks are available to use by staff, as well as, Elmos and interactive projectors. There are several digital cameras on campus for use by staff and students.

Technology Weaknesses

WJH has a high rate of technology turnover due to student damage.

Technology Needs

Integration training for new staff and training for the implementation of the 1:1 technology on campus are current needs.

Technology Summary

With increased training and more devices on campus, students and staff members will have greater access to learning experiences at WJH.

Comprehensive Needs Assessment Data Sources

Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Highly Qualified Staff
Homeless Students
Parent Participation
Parental Involvement Policy
PEIMS Reports
Progress Monitoring Tools
Promotion/Retention Rates
Report Card Grades
Special Student Populations
Staff Development
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates
Wharton Independent School District

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Grant	Local
Local Funds	State

WHARTON JH

Goal 1. WJH will increase student academic achievement by at least by 3% annually.

Objective 1. Wharton Junior High will improve student performance in standardized testing by 6% over the next two years in the areas of Math and Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use DMAC disaggregation tool to support HQIM (Carnegie & Amplify) district pacing guide, and assessments to develop materials and lessons for instruction. (Title I SW: 1,2,4,8,9) (Title I TA: 1,2,3,4) (Target Group: All,W,ECD) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Assistant Principal(s), Instructional Specialist(s), Math Instructional Specialist, Principal, Teacher(s)	Each 9 weeks	(S)Local Funds	80% of all students will achieve mastery on all content CBA's. There will be a 5% increase in the number of students who perform at the approaches, meets, and masters levels of STAAR.
2. During weekly professional learning community (PLC) meetings, lessons plans will be collaboratively developed using the TEKS, pacing guides and framework from all HQIM material. (Title I SW: 1,3,4,5,8,9) (Title I TA: 1) (Target Group: All) (CSFs: 1,2,4,6,7) (ESF: 5.1)	Assistant Principal(s), Instructional Specialist(s), Math Instructional Specialist, Teacher(s)	Each Instructional Week	(S)Local Funds	100% of teacher lesson plans will show alignment to the TEKS. All walk-throughs & T-TESS appraisals will show evidence of TEKS based instruction as well as alignment to the Year at a Glance and Instructional Focus Documents in the TEKS Resource System.
3. 100% of all WJH teachers will utilize best practices from the Fundamental Five instructional model, the district's instructional playbook with different focuses such as Randomization, Think-Pair-Share, and Exit Tickets, and from the Teach Like a Champion framework provided from our Region 3 TIL training. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Department Head, Instructional Coach(es), Principal, Principal(s)	August 2024 - May 2025		Criteria: 10% increase in subject area CBA's & STAAR Assessments at all performance levels
4. WJH will use Carnegie-Math, Amplify-RLA, Savvas-History, and McGraw Hill-Science resources to support Tier 1 instruction. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 4.1,5.3)	Assistant Principal(s), Department Head, Instructional Coach(es), Principal, Principal(s), Teacher(s)	August 2024 - May 2025		

WHARTON JH

Goal 1. WJH will increase student academic achievement by at least by 3% annually.

Objective 2. Wharton Junior High teachers will use a variety of data resources such as district MTSS platform to monitor student progress and provide appropriate intervention strategies based on student needs quarterly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take unit test in science and history, unit quizzes, unit test, a benchmark, and semester exams to gauge mastery on given content material. Students will take mid-topic and end of the unit test in RLA and Math, and semester exams to gauge mastery on given content material. (Title I SW: 1,8,9) (Title I TA: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent of C & I, Core Subject Teachers, Instructional Coach(es), Principal, Special Ed Teachers, Teacher(s)	August 2024-May 2025	(S)Local Funds	Teacher data will show a 10% increase in the mastery of the Texas Essential Knowledge and Skills as the year progresses by recording the data on the TEKS Verification Documents for their courses.
2. Students will be assessed using MAPS, assessments, Mid-Topics, End of the Unit Test, and STAAR Interim to progress monitoring. (Title I SW: 1,8,9) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent of C & I, Instructional Coach(es), Principal, Teacher(s)	August 2024-May 2025	(S)Local Funds	AIMSweb, iStation and Imagine Math usage data will increase by 10% from the BOY to the EOY screener.
3. Teachers will disaggregate CBA's, Mid-Topic Test, End of the Unit Test, and benchmark data by performance standards. (Title I SW: 1) (Title I SW Elements: 2.2) (Title I TA: 8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1) (ESF: 4.1)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent, Secondary, Associate Principal, Campus Testing Coordinator, Counselor(s), Department Head, Director of Student Services, District Testing Coordinator, Instructional Coach(es), Principal, Principal(s), Special Ed Teachers, Teacher(s)	April 2024-May 2025	(S)Local Funds	Domain III-Closing the Gap--will show an increase of 10% in the percentage of students who are Meets Expectations.
4. WJH will utilize Zearn software and Second Step during Tiger Den Period (RTI). (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1)	Assistant Principal(s), Principal(s), Teacher(s)	August 2024 - May 2025		

WHARTON JH

Goal 1. WJH will increase student academic achievement by at least by 3% annually.

Objective 3. Wharton Junior High general education and special education teachers will annually provided ARD'ed services to 100% of the special education students according to the IEP's.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive instruction in Co-Teach settings and in class support in core classes combined with pull out intervention in qualifying areas. (Title I SW: 1,2,3,5,10) (Title I TA: 3,4,5) (Target Group: SPED,6th,7th ,8th) (CSFs: 1) (ESF: 5.3,5.4)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	August 2024-May 2025	(F)IDEA Special Education	100% of students who receive special education services will be scheduled into inclusion classes in their areas of qualification. Each of the inclusion classes will have 2 highly qualified instructors based on the minute requirement for each SPED student.
2. Inclusion teachers and in class support will be structured to support all core classes. (Title I SW Elements: 2.4) (Target Group: SPED) (CSFs: 1,4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2024-2025	(S)Local Funds	Attendance in the core class activities.
3. Case managers will complete weekly service logs to update progress on students IEPs goals. (Target Group: SPED)	Assistant Principal(s), Director of Special Education, Special Ed Teachers, Teacher(s)	August 2024 - May 2025		Special education students will show an increase of 5% in Meets Expectations.
4. Students Arded for adaptive behavior room will be provided with support to access Arded services. (Title I SW Elements: 2.1,2.6) (Target Group: SPED) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal(s), Special Ed Teachers	August 2024-May 2025	(F)IDEA Special Education	Criteria: 100% of students who receive behavior room placement will be scheduled accordingly.

WHARTON JH

Goal 1. WJH will increase student academic achievement by at least by 3% annually.

Objective 4. Campus instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials, such as Carnegie and Amplify. We will also provide research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By the end of the 2024-2025 school year, 75% of our teachers will fully implement our Fundamental 5 Instructional framework with the support of on-going trainings and teacher feedback as evidence by utilizing the district Instructional Rounds Feedback form.. (Title I SW: 1) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,7) (ESF: 5.1,5.3)	Assistant Principal(s), Assistant Superintendent of C & I, Core Subject Teachers, Instructional Coach(es), Principal, Teacher(s)	August 2024-May 2025	(S)Local Funds	
2. Provide after school tutorials and in school interventions to support reading and math for all grade levels. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (CSFs: 2,4)	Assistant Principal(s), Counselor(s), Instructional Coach(es), Principal, Teacher(s)	August 2024-May 2025	(S)Local Funds	100% of all students will be identified by academic levels on a timely a basis and receive interventions that help them show progress.
3. Master schedule will allow for double instructional minutes for 6th grade reading language arts and 6-8 grade math students that didn't pass the STAAR in 2023-2024 school year. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)	Assistant Principal(s), Counselor(s), Instructional Coach(es), Principal	August 2024-May 2025	(S)Local Funds	Criteria: There will be a 10% increase in the number of students who perform at the approaches, meets, and masters levels of STAAR.
4. The Principal will provide opportunities for professional development for Administrators, Department Chairs, Counselor, teachers and instructional paraprofessionals. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,5.1,5.2)	Assistant Principal(s), Principal(s), Teacher(s)	August 2024 - 2025		
5. WJH will utilize Summit K12 interventions to provide support to our Emergent Bilingual population. (Title I SW Elements: 1.1,2.5) (Target Group: All) (ESF: 5.1)	Principal(s), Teacher(s)	August 2024 - May 2025		

WHARTON JH

Goal 1. WJH will increase student academic achievement by at least by 3% annually.

Objective 5. The percentage of 8th grade students who achieve "Meets" grade level or above on STAAR Math will increase from 20% in May 2024 to 23% by May 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. WJH will utilize Lowman STAAR Blitz to provide enrichment and STAAR prep to grades 6-8. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3)	Assistant Principal(s), Instructional Coach(es), Instructional Specialist(s), Principal, Teacher(s)	August 2024 - May 2025		

WHARTON JH

Goal 2. By June of 2025, WJH will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 90%

Objective 1. Wharton Junior High will support, recognize, and empower all staff quarterly to foster a positive climate and culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PBIS initiatives and PAWS curriculum posters will be placed throughout the building that promote positive social behaviors. (Title I SW: 1,2,9,10) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,5,6)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Teacher(s)	August 2024-May 2025	(S)Local Funds	Administrators will perform weekly building walks to ensure that the building promotes positive behavior.
2. Student work will be displayed in instructional hallways and classrooms. (Title I SW: 1,3) (Title I TA: 1,4) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Instructional Coach(es), Teacher(s)	August 2024 - May 2025	(S)Local Funds	A minimum of 1 assignment/project per 6 weeks will be displayed in the hallway outside of teacher's classrooms.
3. Submit work order to ensure timely repairs of the building and grounds with a focus on school safety. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Director of Operations, Principal(s)	August 2024 - May 2025	(S)Local Funds	100% of approved maintenance request forms will be completed.

WHARTON JH

Goal 2. By June of 2025, WJH will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 90%

Objective 2. By the end of the 2024-2025 school year, Wharton Junior High will retain 90% of the teaching staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will promote and market academic and extracurricular events through social media, flyer, and call outs to increase parental and community involvement. (Title I SW: 2,6) (Title I TA: 2,7) (CSFs: 3,5,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2023-May 2024	(S)Local Funds	Agendas and sign-in sheets will reflect a 10% increase in parent & community involvement.
2. The campus will hold yearly campus orientations to inform parents and students of district and campus expectations. (Title I SW: 1,6,9,10) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Instructional Coach(es), Principal	Fall 2023	(S)Local Funds	Student enrollment in advanced class will increase to 2 sections.

WHARTON JH

Goal 2. By June of 2025, WJH will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 90%

Objective 3. Wharton Junior High teachers will implement the Fundamental 5 Instructional framework at 75% with the support of on-going trainings and teacher feedback as evidence by utilizing the District's Instructional Rounds Feedback form.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WHARTON JH

Goal 3. WJH will provide learning environments through updated safe facilities and increased student and community involvement annually

Objective 1. Provide an induction program and mentors for teachers new to the profession and those new to the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus and district administrators will schedule monthly meetings to provide support to teachers new to the teaching profession. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7) (ESF: 2.1)	Assistant Principal(s), Assistant Superintendent of C & I, Director of Professional Development, Director of Student Services, Mentor Teachers, Principal, Teacher(s)	August 2024-May 2025	(S)Local Funds	100% of staff new to the teaching profession will attend the monthly induction meetings hosted at the campus and district levels.
2. The campus will provide mentors for teachers new to the profession and/or new to the district. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7) (ESF: 1.1,2.1)	Assistant Principal(s), Director of Professional Development, Director of Student Services, Mentor Teachers, Principal, Teacher(s)	August 2024-May 2025	(S)Local Funds	100% of mentors will provide documentation of class visits and conferences as per the Mentor Handbook.

WHARTON JH

Goal 3. WJH will provide learning environments through updated safe facilities and increased student and community involvement annually

Objective 2. WJH will provide student and staff recognition through "Wharton WOWS" and campus weekly newsletters.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives in order to retain highly motivated staff. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7) (ESF: 2.1)	Assistant Principal(s), Instructional Coach(es), Principal, Teacher(s)	August 2024-May 2025	(S)Local Funds	Monthly breakfast incentive for all staff. A minimum of one teacher will be recognized each 6 weeks for submitting lesson plans, attendance and grades on time each week.
2. The campus will promote faculty and staff on Facebook and Twitter for Tuesday Teacher, Wharton WOWS, and Fundamental 5 Teachers of the week. (Target Group: M,F) (ESF: 2.1)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Counselor(s), Department Head, Principal, Principal(s), Teacher(s)	August 2024 - May 2025		

WHARTON JH

Goal 3. WJH will provide learning environments through updated safe facilities and increased student and community involvement annually

Objective 3. Provide professional development to support classroom teachers. WJH will increase the number of students participating and achieving high honors in school sponsored activities and competitions. (Example: Rodeo Art, Band, Theater, and UIL Academic Contest).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide weekly PLC meetings and planning time for teachers within their content area. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7) (ESF: 1.2,4.1,5.1)	Assistant Principal(s), Assistant Superintendent of C & I, Director of Professional Development, Instructional Coach(es), Principal, Teacher(s)	August 2024 - May 2025	(S)Local Funds	90% of PLC time will focus on TIER 1 instruction and lesson cycle.
2. The campus will provide professional development with a focus on Reading, Math, Science, and Social Studies to support Tier 1 instruction. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,5.1,5.3)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent(s), Director of Special Education, Instructional Coach(es), Principal, Principal(s)	August 2024 - May 2025		
3. The Principal will provide opportunities for TIER 2 and TIER 3 (Tutorials) support using Region 3, central office administration, and campus administration. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1,5.1,5.2,5.3)	Assistant Principal(s), Assistant Superintendent, Secondary, Instructional Coach(es), Instructional Specialist(s), Principal(s), Region III - ESC Staff, Teacher(s)	August 2024 - May 2025		

WHARTON JH

Goal 3. WJH will provide learning environments through updated safe facilities and increased student and community involvement annually

Objective 4. WJH will provide mentorship for students while collaborating with community members and other stakeholders. (Example:Leos Club, Boss Up, NJHS and Student Council).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WHARTON JH

Goal 4. Wharton Junior High will implement WISD's discipline model, which will serve the student, staff and all stakeholders.

Objective 1. Wharton Jr. High will implement and enforce the district wide disciplinary system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide 100% of staff and students with training on the district wide discipline matrix. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6) (ESF: 3.1,3.2,5.4)	Assistant Principal(s), Principal	August 2024	(S)Local Funds	There will be a 10% decrease of referrals, ISS and DAEP placements.
2. Teachers and administrators will continue with the use of lunch detention, after school detention, ISS and restorative behavioral interventions. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6) (ESF: 3.1,3.2,5.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2024 - May 2025	(S)Local Funds	There will be a 25% decrease in the number of disciplinary actions for the school year and OSS and ISS placements.
3. Campus administrators will conduct grade level assemblies to explain behavior expectations and the discipline matrix. (Title I SW: 1,3,10) (Title I TA: 1,3,4) (Target Group: All) (CSFs: 1,3,6) (ESF: 3.1,3.2,3.3,5.4)	Assistant Principal(s), Principal	August 2024	(S)Local Funds	Detailed calendar & agendas will reflect dedicated time for a review of behavior expectations and the discipline matrix.
4. The campus will communicate behavior expectations to parents and students using a variety of communication tools including back to school campus orientation. (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3.2,3.3,3.4,5.4)	Assistant Principal(s), Principal, Teacher(s)	August 2024 - May 2025	(S)Local Funds	Communication records will reflect that a minimum of five different communication tools are used throughout the year to inform parents and students.

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Objective 2. WJH ISS room expectations will support appropriate student behavior and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ISS and DAEP staff will be appropriately trained to effectively create an environment that is conducive to learning and reduce ISS and OSS placements for students by 25%. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6) (ESF: 3.1,3.2,3.3)	Assistant Principal(s), Principal, Teacher(s)	August 2024	(S)Local Funds	Annual Training
2. WJH teachers will utilize PAWS curriculum to promote PAWS leaders (Target Group: All,6th,7th ,8th) (ESF: 1.2,3.1,3.2,3.3)	Assistant Principal(s), Principal, Principal(s), Teacher(s)	August 2024 - May 2025		
3. Campus and district administrators will collaborate with ISS, DAEP staff, students, and parents to complete transitions plans for students returning from a disciplinary placement. (Target Group: 6th,7th ,8th)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent(s), Principal, Principal(s), Superintendent	August 2024 - May 2025		

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Goal 4. Wharton Junior High will implement WISD's discipline model, which will serve the student, staff and all stakeholders.

Objective 3. WJH will utilize PBIS and supports to help foster a positive climate and culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will collaborate with Region 3 Teach Like a Champion training to provide professional development on effective classroom management and building relationships with all stakeholders. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6) (ESF: 3.2,3.3,5.1,5.2)	Assistant Principal(s), Director of Professional Development, Principal	August 2024-May 2025	(S)Local Funds	100% of staff will participate in professional development as indicated by sign in sheets and certificates
2. The campus leadership team will recognize Student of the Month, Student Attendance, and Honor Roll each quarter to celebrate students. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,6) (ESF: 1.2,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2024 - May 2025	(S)Local Funds	A minimum of 10 students will be recognized each nine weeks. 1 Large incentive per semester will also be used to recognize academic and behavior success.
3. WJH will create a PBIS store that will reward positive behavior and provide meaningful incentives for all students. (Title I SW: 2) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3.1,3.2,3.3,5.1)	Assistant Principal(s), Principal(s), Teacher(s)	August 2024 - May 2025	(S)Local Funds	Tiger Bucks Freds of the Week Recognizing Pax Leaders

WHARTON JH

Goal 5. Create opportunities for the teachers and students of Wharton Junior High School to have a higher level of technology integration during instruction.

Objective 1. Provide ongoing professional development for effective implementation and use of all technology and technology systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District and campus will train teachers and students on the implementation of Clever and Google Classroom to give student access to educational software during instruction. (Title I SW: 1,4,9,10) (Target Group: All) (CSFs: 1,7) (ESF: 5.3)	Assistant Principal(s), District Technology Integration Specialist, Instructional Coach(es), Instructional Technologist, Principal, Teacher(s)	August 2024 - May 2025	(S)Local Funds	The campus calendar and PLC Agendas will reflect time technology training sessions are offered.
2. District and campus will train teachers and students on Google Classroom to successfully implement in classrooms. (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1,5.1,5.3)	Assistant Principal(s), Assistant Superintendent of C & I, District Technology Integration Specialist, Executive Director of Technology, Principal, Principal(s), Teacher(s)	August 2024 - May 2025		
3. By the end of the 2024-2025 school year, 80% of of campus PLCs will focus on data analysis to support student progress as evidence by agendas and meeting minutes using DMAC reports. (Target Group: All) (ESF: 1.2,5.3)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent(s), Data Teams, Department Head, Instructional Coach(es), Principal, Principal(s), Teacher(s)	August 2024 - May 2025		