

WHARTON JH

Campus Improvement Plan 2025/2026

#BuiltForExcellence
#WiredToWin



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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.

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency, fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

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

WHARTON JH Site Base

Name	Position
Wind, Sara	Instructional Coach
Raybon, Donna	Counselor (Part-time)
Zarate, Fritz	WISD Math Specialist
Williams Sr., Curtis	SS Department Chair
Collier, Alias	Math Department Chair
Williams, Mariah	Parent
Carter, Courtney	Principal
Alphonse, Clarissa	RLA Department Chair
Clark, Donte	Science Department Chair

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Junior High's demographic strength lies in its rich diversity—our campus reflects a wide range of ethnic and cultural backgrounds, and we actively celebrate those cultures throughout the year.

We operate a dedicated, daily multi-tiered intervention block—the Tiger Den—embedded in student schedules to provide timely, data-driven support.

Our targeted professional development is intentionally aligned to close achievement gaps across all sub-populations.

Teachers and staff engage in daily collaborative PLCs centered on high-quality instruction and individual student needs. Each core department partners weekly with a Region 3 Specialist during PLCs on the following rotation: Math & Social Studies—Monday; Science—Tuesday; RLA—Wednesday.

Demographics Weaknesses

Campus data show a disparity in disciplinary placements for African American male students, who are referred more often than other populations.

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. We were a D in 2022, C 2025 and if we meet the following targets, we will be rated a B in 2026.

2025 Accountability Summary (WJH)

Overall: 76 (C)

Domains:

Student Achievement: 60 (D) — primary area for improvement

School Progress: 76 (C)

Academic Growth: 76 — solid growth

Relative Performance: 63 (D) — below peers with similar demographics

Closing the Gaps: 77 (C) — strongest domain

Takeaway: Growth and gap-closing are on track, but overall achievement and relative performance lag. Focus on Tier 1 instruction, targeted interventions, and progress monitoring to lift Student Achievement and Relative Performance.

Comprehensive Needs Assessment

Demographics Needs (Continued)

Beginning in October, Wharton Junior High will also implement Jump Start Saturday Schools focused on STAAR preparation. To reach our goals, students will engage in a comprehensive system of supports, including enrichment during the school day, after-school tutorials, targeted pullouts, and incentive-based programs designed to increase motivation and student achievement.

Snacks will be provided for students attending after-school Title I-funded tutorials to support participation and engagement in academic intervention activities.

Demographics Summary

Wharton Junior High School is a grades 6–8 campus in Wharton Independent School District, located in Wharton, Texas. Our total enrollment is 338 students: 113 sixth graders, 104 seventh graders, and 121 eighth graders.

Our student body is approximately 23% African American, 63% Hispanic, 11% White, 0.6% Asian, 0.3% Pacific Islander, and 3% Two or More Races, with 53% of students identified as Economically Disadvantaged. Opened in 1950, WJH has served Wharton ISD for more than seven decades.

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

Students participate in a wide range of programs and clubs, including athletics (sports), Band, Choir, Cheer, National Junior Honor Society, Student Council, and the Queens in Training mentor group.

Student Achievement

Student Achievement Strengths

RLA: 7th grade held steady; 8th grade increased by 5%.

Math: Overall increased by 7%; 7th grade up 12% and 8th grade up 7%.

Science (8th): Increased by 21%.

Social Studies (8th): Increased by 3%.

Student Achievement Weaknesses

Sixth-grade RLA decreased by 1%, and eighth-grade Algebra decreased by 5%.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

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:

Reading and Language Arts - 6th & 7th grade
Social Studies 8th grade

Student Achievement Summary

Curriculum and Instruction drives the planning and delivery of a rigorous, well-rounded instructional program at Wharton Junior High. All core content classes have daily access to technology to support integration of the Technology Applications TEKS and standards, and staff receive ongoing professional development to ensure high-quality, engaging technology use.

Ongoing professional learning is a campus priority embedded in our culture and expectations for continuous student and teacher growth. Professional learning occurs through PLCs, staff meetings, and job-embedded coaching. Our MTSS framework provides targeted small-group instruction and individual progress monitoring for scaffolded intervention. The Site-Based Committee meets monthly to discuss campus decisions and initiatives. We communicate regularly with families via Remind and social media to share news, events, and essential updates, and we emphasize two-way communication to strengthen engagement. Wharton Junior High also offers comprehensive supports addressing academic, social, and emotional needs, along with extensive extracurricular opportunities in 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.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

In collaboration with Region 3, we are implementing SCR to enhance consistency in school-wide culture and routines.

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.

To strengthen this area, we are partnering with Kevin Curtis to implement the Connection Driven Classroom (CDC) and collaborating with TJ Burkes to design a comprehensive campus MTSS plan.

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.

School Culture and Climate Summary

To improve campus climate and culture, WJHS has planned student incentives throughout the year—such as the PBIS Store, school dances, and staff–student basketball and kickball games—to promote positive behavior. Student expectations are reinforced during transitions, in morning announcements, and at assemblies. We are implementing campus-wide efforts to build culturally responsive, positive rapport with all students. The WJHS Culture and Climate Committee also has a calendar of staff-celebration events planned for the year. To strengthen this work, we are partnering with Kevin Curtis to implement the Connection Driven Classroom (CDC) and collaborating with TJ Burkes to design a comprehensive campus MTSS plan. In addition, our campus is working alongside Region 3 on SCR to establish strong, unified school-wide culture and routines. During Back-to-School professional development, staff collaborated to develop and share ideas for consistent school-wide routines; teachers took ownership of solutions addressing prior-year challenges, and we will continue to refine and adjust these practices throughout the year.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

WJH has demonstrated steady staff retention with little turnover, resulting in a higher number of returning teachers at the start of the 2025–2026 school year compared to last year. With the implementation of TIA, we are positioned to recruit more highly qualified candidates, and through improvements to our recruitment tools, we are continuing to bring in strong applicants who align with our mission.

Staff Quality, Recruitment and Retention Weaknesses

WJH continues to hire with new and younger teachers with less than 5 years experience. These teachers require more support and coaching.

Staff Quality, Recruitment and Retention Needs

While our mentoring program remains in place, teachers would benefit from increased mentor time for coaching and skill building, as well as additional professional development both on and off campus. WJH also intends to expand the recruitment of bilingual-certified teachers to mirror the diversity of our community.

Staff Quality, Recruitment and Retention Summary

WJH actively recruits highly qualified educators—many from our local community—by attending job fairs and pursuing top candidates. We also grow talent from within: numerous instructional aides are working toward certification through the WISD Teacher Pathway Program. To develop and retain staff, we provide purposeful growth opportunities that include mentoring, coaching, and leadership opportunities. New teachers attend an orientation to acclimate to district and campus expectations, and ongoing coaching and support are provided throughout the school year.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

WJH has transitioned to daily, teacher-led PLCs to create structured time for departmental calibration, data analysis, and collaborative planning. We also partner with Region 3 and other professional learning providers to implement new curriculum and reinforce high-yield instructional practices. A Region 3 specialist is on campus weekly to plan with core teams on a standing schedule:

Monday: Math & Social Studies
Tuesday: Science
Wednesday: RLA

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

These routines ensure ongoing coaching, aligned planning, and measurable impact on instruction.

2024-2025 academic year WJH participated in observation feedback implementation, which enables the leadership team to monitor and make adjustments to curriculum and teaching strategies throughout the year.

Curriculum, Instruction and Assessment Weaknesses

Wharton Junior High School has struggled with implementing small group pullouts during lessons; however, there is a continued need to strengthen both individualized instruction and small group instruction to better address student learning needs.

Curriculum, Instruction and Assessment Needs

WJHS students need to strengthen critical thinking and higher-order questioning skills, increase opportunities for reading and writing across all content areas, and implement more effective strategies to promote and sustain student engagement. In addition, targeted strategies are needed to address specific skill development in RLA, Math, and Social Studies.

Curriculum, Instruction and Assessment Summary

We are launching Writing Wednesdays campus-wide, using the RACE strategy so students can apply evidence-based writing across all content areas.

District-adopted initiatives will be implemented with fidelity at WJH. Administrators and campus leadership will conduct frequent walkthroughs, including calibrated instructional rounds, to ensure consistent use of high-yield strategies.

To strengthen instruction and guide enrichment and intervention, we will utilize Reading Theory, Amplify (RLA), Amplify Boost, Zearn, Lead4Ward, and DMAC.

Curriculum Adoption (2025–2026)

RLA: Amplify

Mathematics: Bluebonnet

Science: McGraw Hill

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Social Studies: Lowman

Differentiation & Small-Group Support

To address prior challenges with small-group pullouts, WJH will reinforce individualized instruction and small-group instruction during core lessons, ensuring targeted support for students' specific learning needs.

Family and Community Involvement

Family and Community Involvement Strengths

Community partners provide dependable support for students, and we keep families informed through multiple digital and print channels. Our on-site Communities In Schools (CIS) program leads an incentive-based initiative to improve attendance. Family engagement is sustained through Meet the Teacher, Grandparents Lunch Day, pep rallies (Pink Out), Title I Trunk or Treat, Fire Safety Week, and recurring Coffee & Conversations. We celebrate growth via Red Ribbon Week, the Character Parade, and Nine Weeks Award Ceremonies. We honor traditions with Veterans Day, the Fall Book Fair, and the Thanksgiving Feast. We also launched a PTO, now in its inaugural year.

Family and Community Involvement Weaknesses

While we use social media, district call-outs, Remind, and the district website to share information, parent participation remains limited. Increasing engagement in these platforms is a priority. WJH began a PTO this year; it is in its inaugural, early-stage phase.

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

Wharton Junior High engages families throughout the year with Meet the Teacher (Aug 26), Grandparents Lunch Day (Sept 5), and spirited pep rallies, including Pink Out (Oct

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

9). Title I Trunk or Treat (Oct 30), Fire Safety Week (Oct 6–12), and recurring Coffee & Conversations foster timely communication. Red Ribbon Week (Oct 21–25), the Character Parade (Oct 31), and the Nine Weeks Award Ceremonies (Oct 29, 8:30 a.m.) celebrate student growth. Veterans Day (Nov 11, 1:15 p.m.), the Fall Book Fair (Nov 18–21), and the WJH Thanksgiving Feast sustain community traditions, while Career Day and additional Coffee & Conversations round out the fall calendar.

School Context and Organization

School Context and Organization Strengths

Sustained support from the central office and school board, coupled with strong buy-in from students, staff, and parents, has enabled WJHS to meet most annual goals: raising academic outcomes, increasing parent involvement, and reducing turnover to retain highly qualified teachers.

School Context and Organization Weaknesses

WJHS will continue scheduling quarterly CIP review meetings.

School Context and Organization Needs

Sustain regular on-campus engagements for families and community partners, including volunteer roles and classroom observations, to highlight academic improvements. Signage for arrival and dismissal needed for a more safe, organized, and secure school.

Comprehensive Needs Assessment

School Context and Organization Summary

Installing clear parking lot signage supports a safe, structured, and efficient arrival and dismissal process. It helps direct traffic flow, reduces confusion, and ensures students, staff, and parents understand designated areas and expectations, contributing to a secure and orderly school environment. WJH advances campus improvement through daily and weekly PLC collaboration aligned to priority standards and data; targeted, needs-based professional learning; and the intentional use of high-yield instructional strategies. To ensure strong communication, the campus publishes a biweekly family newsletter, The Tiger Tribune, and a weekly staff newsletter, supplemented by community updates showcasing events, student achievements, and opportunities for involvement. Leadership development is supported through student-led organizations—including STUCO, Leo Club, NJHS, and the Queens in Training mentoring group—and teacher-led committees such as the Climate and Culture Committee, Leadership Committee, and CIP Committee, which build collective capacity and reinforce a culture of shared responsibility and continuous 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

Teachers need training on the newly adopted online curricula. All core teachers have received DMAC training to generate reports for PLCs, pullouts, tutorials, and instructional planning. Current priorities include integration training for new staff and professional development to support campus-wide implementation of the 1:1 technology initiative.

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

Other

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 8% 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 (Bluebonnet, Amplify, Lowman, McGraw Hill) 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, Region III - ESC Staff, 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), Region III - ESC Staff	August 2025 - May 2026	(L)Grant, (S)Local Funds	Criteria: 10% increase in subject area CBA's & STAAR Assessments at all performance levels
4. WJH will use Bluebonnet -Math, Amplify-RLA, Lowman-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 2025 - May 2026	(L)Grant, (S)LASO 3.0, (S)Local Funds	Criteria: Measure implementation through walkthroughs and PLCs guiding Tier One instruction.

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), Core Subject Teachers, Executive Director of Curriculum & Instruction, Instructional Coach(es), Principal, Special Ed Teachers, Teacher(s)	August 2025-May 2026	(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-Topic & End of the Unit Tests, and STAAR Interim for growth/progress monitoring. (Title I SW: 1,8,9) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Executive Director of Curriculum & Instruction, Instructional Coach(es), Principal, Teacher(s)	August 2025-May 2026	(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), Campus Testing Coordinator, Counselor(s), Department Head, District Testing Coordinator, Executive Director of Curriculum & Instruction, Instructional Coach(es), Principal, Special Ed Teachers, Teacher(s)	April 2025-May 2026	(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, Amplify Boost, Read Theory, K-12 Summit (EB students) and iLEAD 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 2025 - May 2026	(F)Title III Bilingual / ESL, (L)Grant, (S)LASO 3.0	

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 2025-May 2026	(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 2025-2026	(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 2025 - May 2026	(S)Local Funds	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 2025-May 2026	(F)IDEA Special Education	Criteria: 100% of students who receive behavior room placement will be scheduled accordingly.

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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 Bluebonnet 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 2025-2026 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 walkthroughs. (Title I SW: 1,4) (Title I SW Elements: 2.5,2.6) (Title I TA: 1,2,3,6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Assistant Principal(s), Core Subject Teachers, Instructional Coach(es), Principal, Teacher(s)	August 2025-May 2026	(F)Title I, (S)Local Funds	Criteria: Walkthroughs
2. Provide Saturday STAAR tutorials, after school tutorials and in school interventions to support reading and math for all grade levels. Snacks will be provided for students attending after-school Title I-funded tutorials to support participation and engagement in academic intervention activities. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Assistant Principal(s), Counselor(s), Instructional Coach(es), Principal, Teacher(s)	August 2025-May 2026	(F)Title I, (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. 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 2025 - 2026		Criteria: Professional development attendance for the academic year.
4. 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 2025 - May 2026		Criteria: Number of students exiting the ESL program at the end of the year.

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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 2025 to 23% by May 2026.

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 2025- May 2026	(F)Title I	Criteria: STAAR score results.

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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 CDC 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 2025-May 2026	(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 2025 - May 2026	(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 2025-May 2026	(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 2025-2026 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 SW Elements: 3.1) (Title I TA: 2,7) (Target Group: All) (CSFs: 3,5,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2025-May 2026	(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 2025	(S)Local Funds	Student enrollment in advanced class will increase to 2 sections.

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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 DMAC walkthrough form.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing reminders and accountability checks weekly to ensure the implementation of the Fundamental Five. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Assistant Principal(s), Instructional Coach(es), Principal(s)	August 2025- May 2026	(S)Local Funds	Criteria: Walkthroughs

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 2025-May 2026	(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 2025-May 2026	(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 "Stripes Of Excellence" and campus and parent 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 2025-May 2026	(S)Local Funds	A minimum of one teacher will be recognized each 9 weeks for submitting lesson plans, attendance and grades on time each week. Quarterly luncheons for the staff and celebrations for holidays.
2. The campus will promote faculty and staff on Facebook and WJH Stripes of Excellence Award monthly. The principal will publish the Tiger Tribune biweekly for parents and weekly for staff. (Target Group: M,F) (ESF: 2.1)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Department Head, Principal, Principal(s), Teacher(s)	August 2025 - May 2026	(S)Local Funds	Criteria: Climate and culture survey feedback and parent surveys.

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 2025 - May 2026	(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), Director of Special Education, Instructional Coach(es), Principal, Principal(s)	August 2025 - May 2026	(F)Title I, (S)Local Funds	Criteria: Attendance at professional development and walkthroughs to evaluate implementation.
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), Instructional Coach(es), Instructional Specialist(s), Principal(s), Region III - ESC Staff, Teacher(s)	August 2025 - May 2026	(F)Title I, (S)LASO 3.0, (S)Local Funds	Criteria: Documentation of on campus support and walkthroughs to evaluate implementation from supports provided.

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 2025	(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 2025 - May 2026	(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 2025	(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 2025 - May 2026	(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.

WHARTON JH

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

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 2025 - May 2026	(S)Local Funds	Criteria: Annual Training and site visit collaboration from Region 3. Site visits by administration to the DAEP campus. Annual Training and site visit collaboration from Region 3. Site visits by administration to the DAEP campus.
2. Campus and district administrators will collaborate with ISS, DAEP staff, students, and parents to complete transitions plans for students returning from a disciplinary placement. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 4) (ESF: 3.2,3.4)	Assistant Principal(s), Principal, Principal(s), Superintendent	August 2025 - May 2026	(O)Local Districts	Criteria: Completed transition plans and meeting for each student returning from DAEP.

WHARTON JH

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 the Connection Driven Classroom 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 Fred's 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 2025 - May 2026	(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), District Technology Integration Specialist, Executive Director of Technology, Principal, Principal(s), Teacher(s)	August 2025 - May 2026	(S)Local Funds	Criteria: Ensuring each teacher has a google classroom set up with accessible curriculum for students and parents.
3. By the end of the 2025-2026 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. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,5.3)	Assistant Principal(s), Data Teams, Department Head, Instructional Coach(es), Principal, Principal(s), Teacher(s)	August 2025 - May 2026	(S)Local Funds	Criteria: Evaluated by agendas and meeting minutes using DMAC reports.