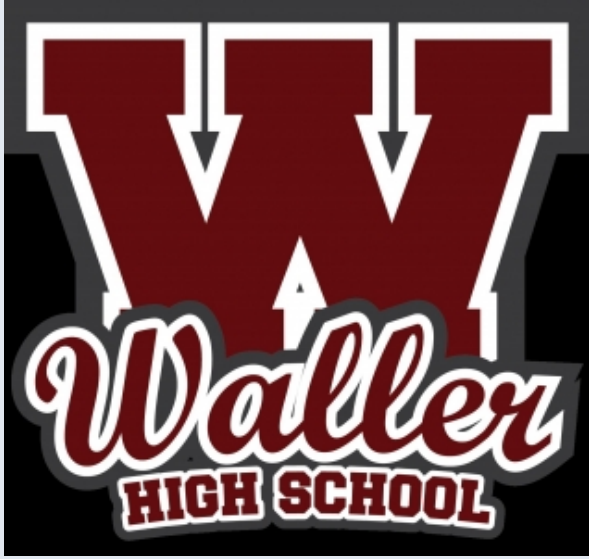


Waller Independent School District



Waller High School

Accountability Rating: C

2025-2026 Campus Improvement Plan

Board Approval Date:
November 13, 2025

Public Presentation Date:
October 15, 2025

Mission Statement

At Waller High School, we cultivate a culture of perseverance, purpose, and pride to ensure all Bulldogs are empowered to relentlessly pursue excellence in learning, leadership, and life.

Vision

All Bulldogs will be relentless in their pursuit of excellence.

Value Statement

At Waller High School, we value perseverance, purpose, and pride as the foundation of a relentless pursuit of excellence. We believe every Bulldog has the ability to learn, lead, and thrive, and we commit to fostering a supportive community that empowers students and staff to achieve their fullest potential in learning, leadership, and life.

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Comprehensive Needs Assessment

Demographics

Summary

Waller High School is a 6A high school that serves students in 9th-12th grade, and is a Title I campus. Waller High School has a 4-year longitudinal graduation rate of 95.9% and an annual dropout rate of 0.2% for the class of 2024.

Demographics - The following demographics represent the composition of the students and staff as of the Fall 2024 PEIMS Snapshot (10/25/24).

School Population				
	23-24 Count	23-24 Percent	24-25 Count	24-25 Percent
Student Total	2846	100%	2994	100%
9th Grade	895	31.5%	884	29.53%
10th Grade	757	26.6%	790	26.39%
11th Grade	708	24.9%	718	23.98%
12th Grade	486	17.1%	602	20.11%
Student Demographics				
	23-24 Count	23-24 Percent	24-25 Count	24-25 Percent
<i>Gender</i>				
Female	1431	50.3%	1513	50.53%
Male	1415	49.7%	1481	49.47%
<i>Ethnicity</i>				
American Indian-Alaskan Native	12	0.4%	13	0.43%
Asian	33	1.2%	41	1.37%
Black - African American	307	11%	351	11.72%
Hispanic-Latino	1630	57.3%	1729	57.75%
Native Hawaiian - Pacific Islander	3	0.1%	2	0.07%
White	792	27.8%	789	26.35%
Two or More	69	2.4%	69	2.30%

Student Program				
	23-24 Count	23-24 Percent	24-25 Count	24-25 Percent
Emergent Bilingual	821	28.9%	794	26.52%
Bilingual	0	0%	0	0%
English as a Second Language	615	21.6%	690	23.05%
Gifted and Talented	188	6.6%	213	7.11%
Special Education (SPED)	329	11.6%	361	12.06%
Dyslexia	236	8.3%	274	9.15%
<i>Economic Disadvantage</i>				
Economic Disadvantage Total	1811	63.6%	1757	58.68%
Free Meals	1600	56.2%	1527	51.00%
Reduced-Price Meals	199	7.0%	230	7.68%
<i>Homeless Statuses</i>				
Homeless Status Total	18	0.6%	15	0.5%
Other Student Information				
	23-24 Count	23-24 Percent	24-25 Count	24-25 Percent
At-Risk	1700	59.7%	1967	65.70%
Military Connected	41	1.4%	70	2.34%
Foster Care	10	0.4%	7	0.23%
Transfer In Students	44	1.6%	36	1.20%

Attendance

Cumulative Attendance Rate for 2024-2025	
Attendance Rate for 2024-2025 School Year	91.8%
Grade	
9th Grade	91.7%
10th Grade	92.6%
11th Grade	91.9%

12th Grade	90.9%
<i>Gender</i>	
Female	91.9%
Male	91.8%
<i>Ethnicity</i>	
American Indian-Alaskan Native	91.6%
Asian	94.5%
Black - African American	92.1%
Hispanic-Latino	91.3%
Native Hawaiian - Pacific Islander	97.3%
White	92.7%
Two or More	92.9%

Special Programs

Our schoolwide Title I program consists of parent involvement activities, supplemental computer-based intervention programs, extended day/Saturday credit recovery, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of instructional aides to assist at-risk students, Student Success Academy (DAEP and credit recovery program), pregnancy related services, homebound instruction, and summer programming for identified students, Summer EOC remediation, and supplemental supplies.

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

Our Title III program consists of bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, district professional development and parent involvement activities.

Our campus counselors offer college and career information and assistance as needed. These opportunities are also available to community members and parents.

Our Carl Perkins Grant purchases consist of instructional supplies, materials, equipment, and professional development for the following career clusters: Agriculture; Architecture and Construction; Manufacturing; Law, Public Safety, and Security; Education and Training; Hospitality and Tourism; Health Science; Marketing; Business, Management, Administration, and Finance; and Information Technology. These grant funds supplement the state money set aside as the CTE allotment, as well as local funds.

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, purchasing specially designed materials for instructional purposes, providing 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.

Strengths

Waller High School continues to educate a wide range of students from all race/ethnic groups and economic backgrounds utilizing a variety of strategies focused on each individual student. Waller High School serves a diverse student population and strives to offer a family environment, welcoming of all families and serves new arrival students through a campus based program.

- Diverse Population of Students
- Foreign Exchange Students
- Celebrating Cultural Days that represent our students (i.e. Cinco de Mayo, Black History Month, etc...)
- Increased the number of students taking the SAT/ACT
- Plans and programs to reduce dropouts.
- Technology resources to assist students accelerate and recover academic credits.
- Increased campus attendance rate and graduation rate.
- Decreased the annual dropout rate.

Problem Statements Identifying Demographics Needs

Problem Statement		Root Cause
1	Increase in 4-year longitudinal graduation rate over the last two years from 92.9% (class of 2022) to 95.9% (class of 2024).	Credit recovery opportunities through night school, summer school, and Student Success Academy. Educating parents and students of graduation requirements through counselor meetings, PFE events, etc...
2	Increase in special education and dyslexia students.	District/campus growth and earlier identification of students.

★ = Priority

Student Achievement

Summary

In the 2024-2025 school year Waller High School met standard in all 3 domains for state accountability.

- Domain 1 - Student Achievement = Waller HS = 76 (C)
- Domain 2 - School Progress = Waller HS = 77 (C)
- Domain 3 - Closing the Gaps = Waller HS = 76 (C)

Waller High School received an OVERALL SCORE of 77 Letter Grade (C) for 2024-2025 State Accountability.

STAAR Performance at Approaches or Above for all grades tested in 2025

- All Subjects: 77% (State 75%, District 72%)
- ELA/Reading: 69% (State 76%, District 73%)
- Mathematics: 72% (State 72%, District 67%)
- Science: 91% (State 78%, District 75%)
- Social Studies: 89% (State 77%, District 75%)

Graduation Rate (4-Year Longitudinal Rate Gr 9-12)

- Class of 2024: 95.9% (State 90.7%, District 95.9%)
- Class of 2023: 95.2% (State 90.3%, District 95.2%)
- Class of 2022: 92.9% (State 89.7%, District 92.9%)

College, Career, and Military Readiness (CCMR)

- 2023-2024: Campus 70% (State 82%, District 70%)
- 2022-2023: Campus 63% (State 76%, District 63%)
- 2021-2022: Campus 58% (State 70%, District 58%)

Domain 3 - Closing the Gaps Compared to State Targets

The disaggregated performance results of the state accountability system serve as the basis of the safeguards for the accountability system to ensure that poor performance in one area or one student group is not masked in the domain measurement. The disaggregated performance measures and closing the gaps targets are calculated for the performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races, Economically Disadvantaged, Special Education Current and Former, and English Learners Current and Monitored, Continuously Enrolled and Non-Continuously Enrolled.

Strengths

- Core Content teams have common planning time
- Daily PLC periods for English 1, English 2, and Algebra 1
- Increased Graduation Rate and College, Career, Military Readiness (CCMR)
- Dual Credit Offerings and free tuition for students
- Increase in number of AP Exams taken and number of students scoring a 3 or higher
- Overall Academic Growth increased from 57 to 64
- Overall Closing the Gaps increased from 43 to 57
- Interventions:
 - New Arrival Center Newcomers' Course
 - Academic Advisory
 - Edgenuity - Online Courses
 - After School Tutoring
 - Saturday School for Credit Recovery

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.	Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain of the TELPAS assessment.
2★ Waller High School did not meet any targets in the area of math in Domain 3: Closing the Gaps	Lack of intentional interventions to close the gaps in students math skills and ensure all Tier-I instruction is aligned to the TEKS.
3★ RLA performance has consistently been below the state and region for the last four years (2022 to 2025) at all performance levels (approaches, meets, and masters) in both English I and English II.	Lessons and assignments have not been aligned to the depth and complexity of grade level TEKS. Lack of campus ELAR instructional coach to meet with teachers daily and provided individual instructional coaching to teachers.

★ = Priority

School Culture and Climate

Summary

Waller High School strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The Student Code of Conduct serves as a platform for student expectations and discipline. School safety is paramount to the success of Waller High School. We have two school resource officers on campus every day, as well as two parking lot attendants to patrol and monitor Waller High School parking lots to ensure no unauthorized person is on campus. Waller High School offers a variety of after school activities, clubs, and UIL events promoting student self-awareness and achievement that is individualized for specific student characteristics. Waller High School strives to recognize both students and staff achievement and excellence.

Waller High School is currently implementing the Character Strong Curriculum and Multi-tiered System of Support (MTSS) framework. Character Strong Curriculum provides research-based social and emotional learning curricula and professional learning services that positively impact lives. This curricula and professional learning is grounded in research and focused on fostering the whole child with vertically-aligned lessons that teach Social Emotional Learning and character, side-by-side. MTSS is a proactive and preventative framework integrating data and instruction to maximize student achievement, MTSS supports emotional, social, and behavioral needs.

All Waller High School stakeholders contribute to the formation of our school's culture and climate. This includes parents, staff, business leaders, and community members.

Strengths

- Variety of Student Clubs and Organizations
- Variety of courses offered to students, especially within CTE.
- Weekly communication with parents and students with the "Bulldog Bark" newsletter
- Weekly staff newsletter
- All staff have access to Waller High School Canvas course (important documents, campus info, etc...)
- Teacher engagement in supporting student activities
- Increase in number of teacher walkthroughs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1★ Lack of unified school culture between staff and departments on campus.	Rapid growth at both the district and campus level, a rising number of new staff throughout the school year, inconsistent on boarding processes, and limited opportunities for campus-wide collaboration hinder alignment of goals, practices, and relationship-building across departments.
2 Increase opportunities for students, staff, parents, and community members to provide feedback through effect surveys and data analysis.	New policies and procedures being implemented, as well as continued growth in our student population. Feedback on effectiveness is needed.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Waller High School strives to hire and retain well-trained, certified, and highly qualified educators who will positively impact student achievement. For the 2024-2025 school year Waller High School employed 230 full time staff members, with 176 of them being full time teachers.

The following breakdown reflects the years of teaching experience among Waller High School educators from [TxSchools.gov](https://www.txschools.gov) and TAPR reports.

Teachers by Years of Experience	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	2.6%	24.6%	13.3%	11.9%
Teachers with 1-5 years of Experience	30.7%	21.1%	35.6%	38.2%
Teachers with 6-10 years of Experience	19.9%	15.6%	15.0%	16%
Teachers with 11-20 years of Experience	29.5%	21.1%	22.2%	23.2%
Teachers over 20 years of Experience	17.4%	17.6%	14.1%	10.7%

The chart below displays the racial and ethnic distribution of teachers at Waller High based on data reported on [TxSchools.gov](https://www.txschools.gov) and TAPR reports.

Staff Race/Ethnicity	24-25 Count	24-25%
African American	21	12.2%
Hispanic	26	14.6%
White	123	69.9%
American Indian	4	2.3%
Asian	0	0%
Pacific Islander	1	0.6%
Two or More Race	1	0.6%

Strengths

- Weekly team meetings with District Content Coordinators/Instructional Coaches
- Professional Learning Communities (PLCs) for English 1, English 2, and Algebra 1 Teachers
- Professional Development for Core Content Areas throughout the year on District Professional Development Days
- Staff Surveys for Professional Development Needs
- Offered Professional Development Rotations based on staff needs on campus PD days
- Retained new teachers from previous year
- Incorporate hiring panels with department members and school administrators
- Competitive Salary and Stipends
- Teacher Retention Rate 24-25: 89%

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1★ All staff at Waller High School need ongoing professional development throughout the year that is focused on the level and need of the individual teacher.	Lack of coordinators or coaches for content areas outside of the core area, funding, and time for various levels of training.
2 Need for more in-depth professional development for new teachers that is specific to their individual needs.	Increased number of teachers new to the profession at Waller High School. 50% of teaching staff has 5 or less years of experience.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Waller High School continues to focus on instructional engagement and improvement in student achievement. In order to do this effectively, curriculum, instruction, and assessment must be in alignment. Continuous staff development is provided to improve teaching practices. In line with District goals and objectives, all core teachers received training in ESL strategies. In 2025-26, emphasis will continue on Tier I instruction in all classrooms. All staff will utilize Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts.

Waller High School strives to have common planning times for teachers in the four core content areas (English, Mathematics, Science, and Social Studies), with designated PLC time each day for English 1, English 2, and Algebra 1 teachers. This time allows for teams to plan and implement common lessons, assessments, and review student assessment data to inform curriculum decisions and instructional delivery planning. All teachers, administrators, and support staff are expected to actively participate in campus planning meetings.

Strengths

- Teacher collaboration in instructional planning, developing common lessons and assessments
- Weekly instructional technology support available for Canvas and other instructional programs
- Individual student data is analyzed to determine placement in specific and targeted intervention programs
- Limited English Proficient students receive additional support from paraprofessionals who work with them to address areas of weakness
- Newcomer EB students are enrolled in our NAC program to immerse them into the English language
- District content coordinators/coaches on campus weekly
- CTE industry based certifications are increasing each year
- Students are completing CTE programs of study for graduation
- Implementation of Get Better Faster (GBF) Coaching Cycle

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Student achievement performance at all levels in Math, Science, Social Studies, and English Language Arts/Reading are below the state and region.	The absence of dedicated daily PLC time for all core EOC subjects and limited access to campus instructional coaches hinder effective instructional planning and implementation. Additionally, challenges with student attendance and insufficient professional learning in small group instruction and differentiation limit teachers' ability to strengthen Tier I instruction and improve student achievement
2 Inconsistent quality of Tier I instruction across campus.	Limited campus-level support for curriculum and instruction has led to inconsistent implementation of curriculum and district expectations. The increased number of novice teachers requires ongoing, frequent instructional guidance to ensure success.
3 ★ Consistent gap in College Post-Secondary Readiness compared to the state and campus comparison groups.	Students are under prepared for SAT, ACT, and TSIA2 due to misalignment between classroom instruction and the rigor of college entrance exams. Performance at the Meets and Masters levels on STAAR EOC exams remains below state and regional averages, and participation in AP exams is low.
4 ★ In class support staff in need of consistent and frequent professional development to effectively implement the co-teach model to effectively support students.	In class support staff receive limited professional development during the school year, and the high turnover rate among special education teachers disrupts program consistency and support for students.

★ = Priority

Family and Community Engagement

Summary

Waller High School believes that a strong relationship with families and community is important to students success. We strive to offer multiple opportunities for collaboration with parents through grade level meetings with counselors, weekly newsletters, Title I meetings, and Curriculum nights. Waller High School utilizes many forms of communication to ensure parents stay informed, including social media (Facebook, Instagram), the campus website, call-outs, emails, and newsletters. We continue to provide students with community service opportunities through organizations such as National Honor Society, Spanish Club, and Student Council. We offer training at each of our Title I and Curriculum nights for parents to set up their Skyward Parent Portal and how to check students grades and attendance.

Strengths

- Skyward Parent Portal Access
- Volunteers In Public Schools (VIPS)
- Community Service provided by students
- Parent partners on Campus Improvement Plan Committee
- Pathway to Success Night for incoming 9th Graders
- Senior Camp Day in summer to prepare seniors for final high school year and career/college prep
- HB5 Pathway conferences with counselors and all students and parents
- Freshman Orientation for all incoming 9th graders
- Active Facebook, Instagram, school website and frequent use of School Messenger for communication purposes
- Open House Night
- College and Career Night
- All Teachers are using CANVAS Classroom
- Curriculum Night - focused on Advanced Academics, STAAR information, Skyward Training for Parents, etc...

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Although we offer multiple parents engagement nights throughout the year attendance has been low at events.	Offer too many events throughout the year that offers similar information, and time of events hard for some working parents to attend.

★ = Priority

School Organization

Summary

Waller High School strives each year to develop a master schedule that allows common planning times for core academic teams (English, Mathematics, Science, and Social Studies) and Professional Learning Communities (PLCs) daily for English I, English II, and Algebra I. Our goal during these common planning times and PLCs is to provide an opportunity to create common lessons and assessments, review data to help drive instruction, and collaborate on instructional strategies. Our schedule is also designed to provide students with targeted interventions within the school day, as well as before and after school tutorials. We have developed a duty schedule for our staff to help monitor and ensure safety of students before school, and we have an administrator on duty until 4:00 pm daily.

The campus administrators, counselors, department chairs, and staff, work collaboratively to develop campus policies and procedures, and evaluate what is working effectively.

Strengths

- Variety of elective courses direct pathways to endorsements
- Campus Planning Process that involves staff and community
- Ongoing professional development to support initiatives to improve instruction
- Bi-weekly Department Chair meetings
- Bell Schedule that supports collaborative time for teachers to meet during common planning time
- Advisory allows for interventions, tutorials, and PSAT/SAT Prep
- Teachers continue to refine their common assessments both on campus and vertically across campuses
- District-supported curriculum planning days

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	The majority of classes at Waller High School are at capacity.	Rapid growth to Waller High School/Waller ISD.
2	Lack of campus instructional coaches for all content areas.	Limited supplemental funding.

 = Priority

Technology

Summary

Waller High School is committed to making the effective use of technology high priority in the areas of instruction, communication, and administration. Waller High School is currently a 1:1 campus with each student and teacher having their own device. Each classroom is equipped with a Promethean board or interactive display with wireless connection capability. This includes our collaboration and large group instruction spaces throughout the building.

Here are a few highlights of technology at WHS:

- Canvas, Learning Management System
- Eduphoria Aware used for online testing for campus/district assessments, data analysis, student testing history
- Eduphoria Strive used for T-TESS, Professional Development
- FMX used for work orders for Technology, Maintenance, and Event Reservations
- Clever - single sign-on for students and staff
- Google Suite for students and staff
- Edgenuity, online program for credit-recovery

Strengths

- Waller High School is 1:1 for devices, all students issued a Chromebook
- Security cameras installed and operational for entire campus
- Promethean boards are provided to all core teachers and several Career Technology Educators
- All teachers utilize our district learning management system: Canvas

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of technology integration throughout classes at Waller High School.	Teachers at various learning levels with technology integration, and lack of targeted professional development for staff on technology programs/ integration and how to implement effectively.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.

Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain of the TELPAS assessment.

2
★

Waller High School did not meet any targets in the area of math in Domain 3: Closing the Gaps

Lack of intentional interventions to close the gaps in students math skills and ensure all Tier-I instruction is aligned to the TEKS.

3
★

RLA performance has consistently been below the state and region for the last four years (2022 to 2025) at all performance levels (approaches, meets, and masters) in both English I and English II.

Lessons and assignments have not been aligned to the depth and complexity of grade level TEKS. Lack of campus ELAR instructional coach to meet with teachers daily and provided individual instructional coaching to teachers.

4
★

In class support staff in need of consistent and frequent professional development to effectively implement the co-teach model to effectively support students.

In class support staff receive limited professional development during the school year, and the high turnover rate among special education teachers disrupts program consistency and support for students.

5
★

Consistent gap in College Post-Secondary Readiness compared to the state and campus caparison groups.

Students are under prepared for SAT, ACT, and TSIA2 due to misalignment between classroom instruction and the rigor of college entrance exams. Performance at the Meets and Masters levels on STAAR EOC exams remains below state and regional averages, and participation in AP exams is low.

6
★

Lack of unified school culture between staff and departments on campus.

Rapid growth at both the district and campus level, a rising number of new staff throughout the school year, inconsistent on boarding processes, and limited opportunities for campus-wide collaboration hinder alignment of goals, practices, and relationship-building across departments.

7
★

All staff at Waller High School need ongoing professional development throughout the year that is focused on the level and need of the individual teacher.

Lack of coordinators or coaches for content areas outside of the core area, funding, and time for various levels of training.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Homeless data
- ☒ Dyslexia data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1

Increase English Learner Proficiency in Domain 3 (Closing the Gap) from 30 to 35 by May 2026.

Evaluation Data Source: 2025 STAAR scores compared with 2026 STAAR scores
EB student ELA Benchmark Assessment Data

Strategy 1

Work with all PLC teams to incorporate purposeful reading and writing across all content areas.

Strategy's Expected Result/Impact: Increase emergent bilingual (EB) students reading and writing proficiency.

Staff Responsible for Monitoring: Lead: WHS Administrators
Support: Science Coordinator, Social Studies Coordinator, ELAR Instructional Coach, Math Instructional Coach

Problem Statements: Student Achievement 1

Funding Sources: Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Strategy 2

Professional development on implementing the ELPS effectively and effective instructional strategies for emergent bilingual (EB) students.

Strategy's Expected Result/Impact: Increased teacher knowledge on how to differentiate for EB students and increase in EL proficiency.

Staff Responsible for Monitoring: Lead: AP (Cavazos), Dean of Instruction
Support: All WHS Administrators

Problem Statements: Student Achievement 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

May

Strategy 3

Implement vocabulary strategies in all classes to support language development and encourage students to learn academic vocabulary.

Strategy's Expected Result/Impact: Increase in student academic vocabulary and EL proficiency.

Staff Responsible for Monitoring: WHS Administrators and Content Coordinators/Coaches

Problem Statements: Student Achievement 1

Funding Sources: Seidlitz Title I, Part A - Improving Basic Programs (211),

Formative Reviews

Some Progress

November

Considerable Progress

February

May

Strategy 4

All EB students have an opportunity to take a practice TELPAS exam and ensure the testing environment is conducive to each section.

Strategy's Expected Result/Impact: Increase in TELPAS scores and students showing growth on the test.

Staff Responsible for Monitoring: Lead: AP (Cavazos) and Testing Coordinator
Support: WHS Administrators

Problem Statements: Student Achievement 1

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

November

Some Progress

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.

Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain of the TELPAS assessment.

Performance Objective 2

Improve the overall Academic Achievement score in Domain 3 (Closing the Gaps) in Math by six points (from 26% to 32%) by May 2026.

Evaluation Data Source: 2025 STAAR scores compared with 2026 STAAR scores
Algebra 1 Benchmark Assessment Data

Strategy 1

Improved ICS support in Algebra 1 by training ICS staff through PLCs, setting clear expectations for supporting all students in the classroom, and providing a common planning time with the Algebra 1 team.

Strategy's Expected Result/Impact: Improved SPED and all student performance on the Algebra 1 EOC.

Staff Responsible for Monitoring: Lead: AP (Gonzalez)
Support: Dean of Instruction, Math Instructional Coach

Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 4

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Considerable Progress

February

May

Strategy 2

Vertical alignment with academic vocabulary and teaching strategies used in elementary and junior high math classes to build on students' prior knowledge.

Strategy's Expected Result/Impact: Increased number of student performing at the meets and masters level on STAAR.

Staff Responsible for Monitoring: Lead: Math Instructional Coach
Support: Algebra 1 Teachers, WHS Administrators

Problem Statements: Student Achievement 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

May

Strategy 3

Implement formative assessments of essential skills and adjust lessons in a timely manner to address student learning gaps.

Strategy's Expected Result/Impact: Improved student math performance on the 2026 STAAR assessment.

Staff Responsible for Monitoring: Lead: Algebra 1 Teachers, Math Instructional Coach
Support: WHS Administrators

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

May

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
2 Waller High School did not meet any targets in the area of math in Domain 3: Closing the Gaps	Lack of intentional interventions to close the gaps in students math skills and ensure all Tier-I instruction is aligned to the TEKS.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
4 In class support staff in need of consistent and frequent professional development to effectively implement the co-teach model to effectively support students.	In class support staff receive limited professional development during the school year, and the high turnover rate among special education teachers disrupts program consistency and support for students.

Performance Objective 3

Improve overall student performance in RLA on the English 1 and 2 EOC assessments by increasing Approaches from 69% to 74%, Meets from 48% to 53%, and Masters from 8% to 10% by May 2026. (Domain 1)

Evaluation Data Source: 2025 STAAR scores compared with 2026 STAAR scores English 1 and 2 Benchmark Assessment Data

Strategy 1

Ensure all English 1 and 2 lessons and activities are aligned to the appropriate grade-level TEKS.

Strategy's Expected Result/Impact: Increase performance on the English 1 and 2 EOC assessments.

Staff Responsible for Monitoring: Lead: RLA instructional coach, E1 & E2 teams
Support: WHS Administrators

Problem Statements: Student Achievement 3

Funding Sources: Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Strategy 2

Work with all PLC teams to incorporate purposeful reading and writing across all content areas.

Strategy's Expected Result/Impact: Increased student performance on the English 1 and 2 EOC assessments.

Staff Responsible for Monitoring: WHS Administrators, Content Coordinators/Instructional Coaches, Teachers

Problem Statements: Student Achievement 1, 3

Funding Sources: Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Strategy 3

Implement formative assessments of essential skills and adjust lessons in a timely manner to address student learning gaps.

Strategy's Expected Result/Impact: Increased student performance on the English 1 and 2 EOC assessments.

Staff Responsible for Monitoring: Lead: RLA Instructional Coach, E1 and E2 Teams
Support: WHS Administrators

Problem Statements: Student Achievement 3

Funding Sources: Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

February

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.

Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain of the TELPAS assessment.

3

RLA performance has consistently been below the state and region for the last four years (2022 to 2025) at all performance levels (approaches, meets, and masters) in both English I and English II.

Lessons and assignments have not been aligned to the depth and complexity of grade level TEKS. Lack of campus ELAR instructional coach to meet with teachers daily and provided individual instructional coaching to teachers.

Performance Objective 4

Waller High School will increase student attendance rate to 93% or higher in the 2025-2026 school year.

Evaluation Data Source: ADA Report from Skyward
On-Data Suite Attendance Reports
TAPR

Strategy 1

*Attendance Contracts: Students who fell below the 75% threshold for 3 or more classes in 24-25 and student with poor attendance during the 25-26 school year. (Meet with these students every progress report) *Review attendance trends each 9 weeks and identify students with attendance concerns and place them on attendance contracts. *Monthly incentivized competitions between grade levels and classrooms *Monthly raffle for students with perfect attendance

Strategy's Expected Result/Impact: Increased student attendance.

Staff Responsible for Monitoring: Lead: AP (Moser)
Support: Campus Administrators, Counselors

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Goal 2

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

Performance Objective 1

By May 2026, Waller High School will ensure that 100% of instructional staff will implement TEKS-aligned curriculum with fidelity, supported by ongoing professional development and coaching.

Evaluation Data Source: PLC agendas, walkthrough observations, assessment results

Strategy 1

All teachers will participate in Professional Learning Communities (PLCs) to ensure we collaboratively plan and implement TEKS-aligned instruction, analyze student data, and implement targeted interventions to support student learning.

Strategy's Expected Result/Impact: Improved Tier-1 Instruction and student performance

Staff Responsible for Monitoring: WHS Administrators, Content Coordinators/Coaches, Teachers

Problem Statements: Student Achievement 1, 2, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 4

Funding Sources: Solution Tree Title I, Part A - Improving Basic Programs (211),

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Strategy 2

Provide ongoing professional development for instructional staff focused on Solution Tree's PLC process, effective instructional strategies to support Emergent Bilingual (EB) students (e.g., ELPS, 7 Steps), and practices that foster a positive classroom and campus culture.

Strategy's Expected Result/Impact: Increase teacher collaboration and Tier-1 instruction
Improve student academic performance

Staff Responsible for Monitoring: Lead: Campus Administrators
Support: Instructional Coaches/Coordinators

Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4

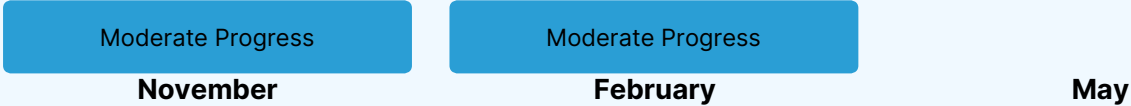
Funding Sources: Solution Tree Title II, Part A -Teacher/Principal Training (255), , Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Campus leaders will meet with ICS teachers biweekly to provide coaching, resources, and collaborative planning support, to implement a consistent Co-Teach model that incorporates small-group instruction and targeted interventions for Special Education students.

Strategy's Expected Result/Impact: Improved instructional support for students.

Staff Responsible for Monitoring: Lead: AP (Gonzalez)
Support: Campus Administrators, SPED Instructional Coaches

Problem Statements: Curriculum, Instruction, and Assessment 4

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.	Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain

of the TELPAS assessment.

2

Waller High School did not meet any targets in the area of math in Domain 3: Closing the Gaps

Lack of intentional interventions to close the gaps in students math skills and ensure all Tier-I instruction is aligned to the TEKS.

3

RLA performance has consistently been below the state and region for the last four years (2022 to 2025) at all performance levels (approaches, meets, and masters) in both English I and English II.

Lessons and assignments have not been aligned to the depth and complexity of grade level TEKS. Lack of campus ELAR instructional coach to meet with teachers daily and provided individual instructional coaching to teachers.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Lack of unified school culture between staff and departments on campus.

Rapid growth at both the district and campus level, a rising number of new staff throughout the school year, inconsistent on boarding processes, and limited opportunities for campus-wide collaboration hinder alignment of goals, practices, and relationship-building across departments.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

1

All staff at Waller High School need ongoing professional development throughout the year that is focused on the level and need of the individual teacher.

Lack of coordinators or coaches for content areas outside of the core area, funding, and time for various levels of training.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

4

In class support staff in need of consistent and frequent professional development to effectively implement the co-teach model to effectively support students.

In class support staff receive limited professional development during the school year, and the high turnover rate among special education teachers disrupts program consistency and support for students.

Performance Objective 2

By the end of the 2025-2026 school year, Waller High School will increase the percentage of graduates meeting College Readiness for the CCMR indicator by 5% measured by the Texas Accountability System.

Evaluation Data Source: CCMR Tracker, 2026 Accountability, Event Flyers/Sign-in Sheets

Strategy 1

*Provide opportunities for students to take the TSIA2, SAT, ACT, and AP Exams at Waller High School
*Provide Mastery Prep Tutorials for SAT, ACT, and TSIA2 to students during the school day
*Meet with AP teachers quarterly to increase student performance and participation on all AP Exams.
*Provide mock AP exams and reviews to students in preparation for AP Exams.
*Educate parents and students on the benefits of College Readiness exams and how to prepare for them thorough information sessions at PFE events.
*Expanding access to Credit by Exam options for students seeking acceleration.
*Offering summer school programs and Edgenuity to support credit recovery, acceleration, and college readiness.
*Implementing a transition program for incoming 9th graders to ensure a smooth adjustment to high school expectations, academic pathways, and available support services.

Strategy's Expected Result/Impact: Students will demonstrate increased participation and improved performance on college readiness assessments (TSIA2, SAT, ACT, AP), higher rates of meeting college readiness benchmarks, and expanded access to acceleration and recovery options through Credit by Exam and summer school.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Counselors, Testing Coordinator, AP Teachers, Instructional Coaches.

Problem Statements: Curriculum, Instruction, and Assessment 3

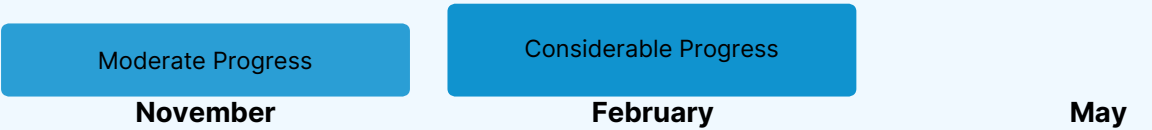
Funding Sources: Credit By Exam, PSAT Title IV (289), , Edgenuity Title I, Part A - Improving Basic Programs (211),

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
3	Consistent gap in College Post-Secondary Readiness compared to the state and campus caparison groups.	Students are under prepared for SAT, ACT, and TSIA2 due to misalignment between classroom instruction and the rigor of college entrance exams. Performance at the Meets and Masters levels on STAAR EOC exams remains below state and regional averages, and participation in AP exams is low.

Goal 3

Waller ISD and Waller HS will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1

Waller High School will implement proactive safety measures and foster a culture of relentlessness to ensure that 100% of students and staff report feeling safe, supported, and empowered on campus.

Evaluation Data Source: student/staff surveys, reduced discipline referrals, successful completion of emergency drills

Strategy 1

Waller High School will ensure a safe learning environment by *implement safety measures including drills and weekly door checks *educating students and staff on the Standard Response Protocol *educating students and staff on building safety procedures *Embedding social-emotional learning and positive behavior supports through the Character Strong program. * Utilizing a dedicated Security Monitor to enhance daily campus safety and supervision.

Strategy's Expected Result/Impact: A secure and safe instructional environment

Staff Responsible for Monitoring: AP (Moore) and WHS Administration

Problem Statements: School Culture and Climate 1

Funding Sources: Character Strong, Security Monitor Title IV (289),

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Strategy 2

Waller High School will create a positive school culture that focuses on Building Relentless Bulldogs by increasing school spirit, promoting school events, and focusing on getting all students involved in school activities.

Strategy's Expected Result/Impact: Increase in student participation at school activities and events.

Staff Responsible for Monitoring: WHS Administration

Problem Statements: School Culture and Climate 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Lack of unified school culture between staff and departments on campus.	Rapid growth at both the district and campus level, a rising number of new staff throughout the school year, inconsistent on boarding processes, and limited opportunities for campus-wide collaboration hinder alignment of goals, practices, and relationship-building across departments.

Goal 4

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

Performance Objective 1

By May 2026, Waller High School will ensure all core subjects are taught by certified teachers and qualified paraprofessionals and increase our staff retention rate to 92%.

Evaluation Data Source: Reports reflecting Certification Attainment, Staff Development/Training Hours

Strategy 1

100% of the staff at Waller High School will be assigned to a teaching assignment utilizing certification information (i.e. GT, ESL, SPED, etc.) in order to provide a highly effective instructional setting for all students

Strategy's Expected Result/Impact: Improved teacher retention and student outcomes.

Staff Responsible for Monitoring: Lead: Principal and Dean of Instruction
Support: Assistant Principals and Interview Committees.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Considerable Progress

November

Considerable Progress

February

May

Goal 5

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

Performance Objective 1

By May 2026, WHS will strengthen teacher effectiveness and satisfaction by providing targeted professional development, instructional resources, and ongoing coaching through Get Better Faster and the T-TESS cycle.

Evaluation Data Source: Campus PD Schedules
Staff Surveys
Walkthrough and Observation Data

Strategy 1

Strengthen collaboration and communication through structured team meetings at all levels to support instruction, student success, and campus goals. *Provide targeted PD to staff at monthly faculty meetings and campus PD days that align to campus goals and areas of focus. *All teachers will engage in collaborative PLC planning: Core Content Teams will meet a minimum of once a week, all other teams will meet a minimum of twice a month *Campus Committees (All Faculty, WHS ILT Team, Core 4 Team, Guiding Coalition, Attendance Committee, Assistant Principals, and others) will meet at least once a month to facilitate communication, maintain goal focus, and review appropriate data as needed. *All teachers will receive a minimum of two walkthroughs and one 45-minute observation, as well as participate in the Get Better Faster coaching cycle.

Strategy's Expected Result/Impact: Improved teacher effectiveness and satisfaction, resulting in improved student performance.

Staff Responsible for Monitoring: Lead: Principal, Associate Principal, Dean of Instruction
Support: Assistance Principals

Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 4

Funding Sources: Solution Tree, Mathlinks, Lead4ward Title II, Part A -Teacher/Principal Training (255),

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Lack of unified school culture between staff and departments on campus.	Rapid growth at both the district and campus level, a rising number of new staff throughout the school year, inconsistent on boarding processes, and limited opportunities for campus-wide collaboration hinder alignment of goals, practices, and relationship-building across departments.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 All staff at Waller High School need ongoing professional development throughout the year that is focused on the level and need of the individual teacher.	Lack of coordinators or coaches for content areas outside of the core area, funding, and time for various levels of training.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
4 In class support staff in need of consistent and frequent professional development to effectively implement the co-teach model to effectively support students.	In class support staff receive limited professional development during the school year, and the high turnover rate among special education teachers disrupts program consistency and support for students.

Goal 6

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

Performance Objective 1

Waller High School will implement the use of eDynamic Learning digital curriculum and resources in relevant CTE courses to increase student learning and preparedness for certification exams.

Evaluation Data Source: Technology Usage Reports
Lesson Plans
T-TESS, Walkthroughs

Strategy 1

Waller High School will provide professional development on how to best use eDynamic Learning and monitor its use through usage reports, lesson plans, and walk-throughs.

Strategy's Expected Result/Impact: Students and staff will have access to a digital tool that can help prepare students for industry recognized certification exams and provide an additional resource for learning.

Staff Responsible for Monitoring: AP (Prestwood), CTE Director, Dean of Instruction

Problem Statements: Staff Quality, Recruitment, and Retention 1

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 All staff at Waller High School need ongoing professional development throughout the year that is focused on the level and need of the individual teacher.	Lack of coordinators or coaches for content areas outside of the core area, funding, and time for various levels of training.

Goal 7

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

Performance Objective 1

By May 2026, Waller High School will increase parent and family engagement in school communication and events by 15% as measured by parent survey responses, event attendance, and participation in school committees.

Evaluation Data Source: *Parent/Family Surveys (fall and spring) measure satisfaction with communication and engagement opportunities.

*Family Access Skyward Usage Reports

*Event Attendance Records (sign-in sheets, RSVP counts, or digital check-ins)

*Parent Advisory/Committee Participation Records (meeting minutes, rosters)

*Communication Logs (Bulldog Bark newsletters)

*Student Academic Performance Data (grades, attendance, behavior trends -- to connect family engagement with student outcomes).

*Staff Feedback Surveys on the effectiveness of communication strategies and family involvement.

*Social Media (Facebook and Insta Gram)

*Blackboard for mass emails and callouts to parents/students

Strategy 1

Waller High School will implement a minimum of one parent, family engagement event per semester, focusing on topics such as understanding academic standards, navigating school resources, and using technology to support learning, and provide an open line of two-way communication with parents through our weekly newsletter (Bulldog Bark), Skyward Family Access, and social media accounts.

Strategy's Expected Result/Impact: Improved communication with all stakeholders, and increased parent, family engagement

Staff Responsible for Monitoring: Lead: Principal and AP (Cavazos)

Support: Campus Administrators

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3

Funding Sources: Parent and Family Engagement Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Considerable Progress

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.

Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain of the TELPAS assessment.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

Consistent gap in College Post-Secondary Readiness compared to the state and campus caparison groups.

Students are under prepared for SAT, ACT, and TSIA2 due to misalignment between classroom instruction and the rigor of college entrance exams. Performance at the Meets and Masters levels on STAAR EOC exams remains below state and regional averages, and participation in AP exams is low.

Goal 8

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

Performance Objective 1

Waller High School will use 100% of allotted and supplemental funds to support Emergent Bilingual (EB) students, provide staff professional development, and enhance student learning experiences.

Evaluation Data Source: Budget Reports, Documentation in Title I Crate

Strategy 1

*Review all campus expenditures through department chairs, administrators, bookkeeper, and principal to ensure alignment to campus needs. *Support EB students through supplemental staff (paraprofessionals) and teacher professional development (Seidlitz) on 7-steps instructional strategies. *Utilize supplemental funds to enhance students learning experiences and achievement *Allocate funds for staff professional development such as APSI, conferences, and Region IV Training *Use Title 1 Homeless Funds to purchase resources (clothing, school supplies, hygiene items) for homeless students on our campus

Strategy's Expected Result/Impact: Funds utilized effectively and in compliance with district, state, and federal guidelines.

Staff Responsible for Monitoring: Lead: Principal, Bookkeeper
Support: WISD Business Office

Funding Sources: Seidlitz, Title I Crate Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress
November

Moderate Progress
February

May

Goal 9

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

Performance Objective 1

By May 2026, WHS will expand student opportunities by establishing at least two new clubs or organizations aligned to Career and Technical Education (CTE) pathways, increasing student participation in co-curricular and extracurricular programs that support college, career, and workforce readiness.

Evaluation Data Source: Club/Organization Rosters
Meeting Agendas/Sign-in Sheets

Strategy 1

*Provide students access to clubs/organizations that align to their career pathways in CTE.
*Assist teachers with establishing clubs/organizations *Engage students and families in sharing clubs/organizations opportunities through PFE events, Bulldog Bark, and social media.

Strategy's Expected Result/Impact: More students connected to school and post secondary readiness

Staff Responsible for Monitoring: CTE Teachers and Director, Campus Administrators

Problem Statements: Curriculum, Instruction, and Assessment 3

Funding Sources: Parent and Family Engagement Title I, Part A - Improving Basic Programs (211),
Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November



Accomplished

February

May

Strategy 2

Waller High School will provide students opportunities to earn course credit through Credit by Exam from Texas Tech University and University of Texas.

Strategy's Expected Result/Impact: Students have additional avenue to earn course credit towards graduation requirements.

Staff Responsible for Monitoring: Counselors, Principal, Dean of Instruction

Funding Sources: Credit by Exam Title IV (289),

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November

Considerable Progress

February

May

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
3 Consistent gap in College Post-Secondary Readiness compared to the state and campus caparison groups.	Students are under prepared for SAT, ACT, and TSIA2 due to misalignment between classroom instruction and the rigor of college entrance exams. Performance at the Meets and Masters levels on STAAR EOC exams remains below state and regional averages, and participation in AP exams is low.

Goal 10

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

Performance Objective 1

By May 2026, WHS will ensure 100% of parent meetings and major campus communications include translation services for Spanish-speaking families and other language groups to support academic achievement of Emergent Biligual (EB) students.

Evaluation Data Source: Meeting invites, Newsletters/Documents, PLC agendas

Strategy 1

*Provide translation services for all major campus communications (newsletters, parent notices, website updates) and at parent/community meetings. *Train staff on strategies to foster inclusive communication and engagement with EB families. *Establish PLC discussions focused on EB instructional strategies in all content areas. *Monitor EB student progress regularly through common formative assessments and campus benchmarks. *Host parent workshops and information sessions in multiple languages to strengthen school-home partnerships.

Strategy's Expected Result/Impact: *Improved family participation in school events, parent conferences, and decision-making committees.

*A more inclusive school culture where diverse perspectives are valued, enhancing student, staff, and community collaboration.

*Increased EB student performance on TELPAS, STAAR, and common assessments.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3

Funding Sources: Title III Aide Title III, Part A - EL Acquisition (263), , Parent and Family Engagement, Seidlitz, Bilingual Dictionaries Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Waller High School failed to meet EL Proficiency targets in Domain 3 two years in a row, and EL proficiency has steadily declined over the last four years.	Lack of training for teachers on effective instructional strategies for EB students. Lack of intentional planning to provide students practice opportunities, and the best testing environment for each Domain of the TELPAS assessment.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
3 Consistent gap in College Post-Secondary Readiness compared to the state and campus caparison groups.	Students are under prepared for SAT, ACT, and TSIA2 due to misalignment between classroom instruction and the rigor of college entrance exams. Performance at the Meets and Masters levels on STAAR EOC exams remains below state and regional averages, and participation in AP exams is low.