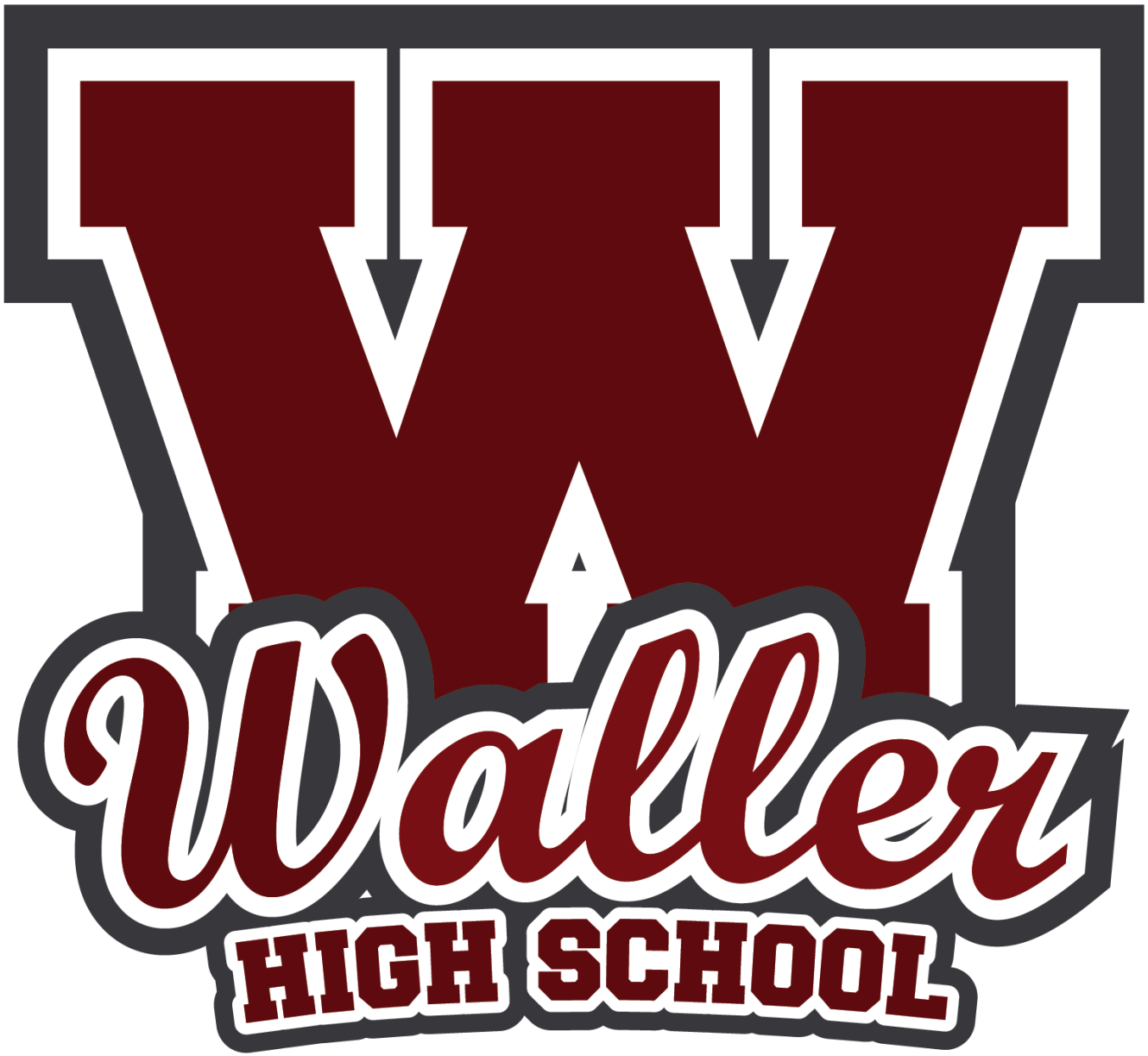

Approved by the Waller ISD School Board on November 12, 2026

Mission and Vision

Mission

Rooted in community, we inspire future leaders through critical thinking, rich experiences, and a passion for learning.

Vision

Waller High School is a supportive community that empowers every student through high-quality instruction and rich experiences that spark curiosity, critical thinking, and lifelong learning.

Needs Assessment

The needs assessment section of this tool uses the EDF levers as strategic guardrails, ensuring alignment with the TEC §11.252 and ESSA requirements. In this section, school systems and campuses will evaluate each lever for academic and operational success. The levers listed below frame the guiding questions and support school systems/campuses in conducting a holistic review of system strengths and identifying root causes. This ensures a focused, data-informed foundation for identifying priorities and informing subsequent planning efforts.

Note: The EDF levers serve as the foundation for assessing school system needs, but this document is not comprehensive of every EDF key practice. Learn more about specific key practices at texasedf.org.

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Lever 1: Planning and Performance Management

The campus leadership team will determine the degree to which the school has a clear, stakeholder-informed vision for student success, aligned campus improvement goals, and effective systems for monitoring classroom progress and driving continuous improvement.

Lever 1, Question A	
How does the campus planning process establish a clear vision and a localized roadmap that defines the daily student experience and academic success?	
Reference	**Recommended Data Sources - Data Folder**
EDF 1.1	Campus improvement plan Campus scorecards Texas Assessment Performance Report (TAPR) reports Stakeholder survey results.
Use the data to answer the question in the space below.	

The campus planning process is grounded in the district's partnership with Region 4 Education Service Center and Texas Education Agency through the Texas Strategic Leadership initiative during the 2025–2026 school year. This work has guided the development of a clearly defined student experience that outlines what students should know, experience, and achieve from entry through graduation.

At the campus level, this vision is translated into a localized roadmap through the Campus Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP). Campus leadership teams analyze student performance data, stakeholder feedback, and program effectiveness to identify priority needs directly tied to student outcomes. These priorities are then used to establish focused, measurable SMART goals that define the daily student experience and expectations for academic success.

During the 2025–2026 school year, the campus shifted from managing multiple board goals to prioritizing a smaller number of targeted goals aligned to student achievement. Campus leaders regularly monitor progress, adjust strategies, and ensure that instructional practices, interventions, and resources are aligned to these goals. Beginning in the 2026–2027 school year, the planning process will be further refined to streamline goals and deepen the focus on strengthening the academic experience.

This intentional alignment ensures that the campus planning process is cohesive, data-driven, and directly connected to the district's strategic vision, resulting in a clear, actionable roadmap that shapes the daily student experience and drives continuous improvement in academic success.

Lever 1, Question B	
What system(s) does the campus utilize to actively engage and incorporate input from diverse stakeholders—including families, teachers, students, and community members—throughout the development, implementation, monitoring, and annual revision of the Campus Improvement Plan (CIP)? Note: The CIP must be collaboratively developed, evaluated, and revised by the Campus Principal with the assistance of the Site-Based Decision-Making (SBDM) committee. Per TEC §11.251 and §11.253, the campus must ensure that planning involves professional staff, parents, and community members to improve student performance for all populations.	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a); ESSA, Title I, Part A, §1112(a)(1)(A); ESSA, Title I, Part A, §1112(a)(1)(B); ESSA, Title II, Part A, 2102(b)(2)(D) and 2102(b)(3)(A-B); EDF 1.1	Stakeholder engagement logs Sign-in sheets Meeting agendas/minutes Communication Artifacts Parent/staff survey data
Use the data to answer the question in the space below.	
The campus incorporates diverse stakeholder input through a structured and collaborative process centered on the Site-based decision-making committee (SBDM) in alignment with TEC §11.251, §11.252, and ESSA requirements. The principal and campus administrators work directly with the SBDM, which includes required representatives such as teachers, administrators, parents, community members, and business representatives, to collaboratively develop, monitor, evaluate, and revise the Campus Improvement Plan (CIP). Additionally, the campus holds Title 1 and Title 3 events for families and the community, and the campus solicits feedback from these events. Stakeholder Feedback: Stakeholders reported a lack of consistent means of soliciting feedback from stakeholders, including parents, students, staff, and community members. They expressed that campus community events are a strength, but that they could be more effectively promoted to increase attendance. They suggested adding virtual options so that parents and community members can participate in meetings and events if they are unable to attend in person. They suggested more anonymous surveys from the campus level to solicit feedback.	

Lever 1, Question C
If the campus is identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), how is the campus

leadership team implementing and monitoring the specific School Support and Improvement activities required under ESSA Sections 1111(d)(1) and 1111(d)(2)?

Note: If this campus has not been identified for CSI or TSI by the state, this section may be marked “Not Applicable.” However, if identified, the campus must provide evidence of a rigorous Comprehensive Needs Assessment (CNA) and a plan that addresses the specific student groups (e.g., Special Education, English Learners) that triggered the identification.

Reference	Recommended Data Sources - Data Folder
ESSA §1111(d)	Campus needs assessments Targeted Action Steps Allocation Dashboard Intervention plans Formative Assessment

Use the data to answer the question in the space below.

Not applicable

Lever 2: Talent

The campus leadership team will determine the degree to which it has developed and sustained a high-quality workforce by selecting the best candidates from the district pool, developing them through targeted coaching, and retaining them through a supportive campus culture and clear advancement pathways.

Lever 2, Question A	
How does the campus select high-quality educators from the applicant pool and utilize localized systems—such as T-TESS feedback, TIA pathways, and campus-based leadership roles—to ensure the retention and professional growth of effective staff?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2101(c)(4)(B)(i); EDF 2.2 and 2.3.2	Campus staffing plan Summative Evaluation Data T-TESS evaluation reports TIA designation lists Retention/turnover data Exit/Stay Interviews
Use the data to answer the question in the space below.	
Waller High School recruits and retains high-quality educators through targeted, data-driven strategies. The campus participates in the District Job Fair as well as additional Houston-area job fairs. The campus retention rate is currently 87.8%. The number of beginning teachers has decreased each of the last three years. There are 28 TIA designated teachers on campus with another 8 recommended for the upcoming school year. Twenty-four percent of our core in-class support sections are taught by a TIA designated teacher. There have been 1006 staff walk-throughs and observations to provide feedback to staff. Waller ISD offers competitive compensation and opportunities for growth and leadership. Stakeholder Feedback: Stakeholders expressed that professional development was more focused and cohesive this year and that it was based on data and campus goals. Stakeholders believed the establishment of the guiding coalition gave teachers more voice which helps promote a positive atmosphere. A need that was expressed was the development of a more formal teacher mentor program to help new staff members. They also suggested using observation data to help identify areas of need for professional development.	

Lever 2, Question B

How does the campus coordinate its professional development activities to ensure that federal, state, and local program goals—such as those for English Learners (Title III), Special Education (IDEA), and At-Risk students—are integrated into a cohesive instructional growth plan?

Note: Per ESSA §2102(b)(2)(F), professional development must be coordinated with other programs to avoid "siloed" training. For a campus, this means that a teacher's PD on literacy (Local/State) should also incorporate strategies for English Learners (Title III) and differentiated instruction (Title I/Special Education) rather than treating them as separate, unrelated workshops.

Reference	Recommended Data Sources - Data Folder
ESSA, Title II, Part A, §2102(b)(2)(F)	Professional Development tracker Attendance and topics Resource Alignment Coordination training Integrated training

Use the data to answer the question in the space below.

Waller High School coordinates professional development by aligning training initiatives with federal, state, local, and district programs to maximize impact and compliance. The campus participated in district-led professional development for Seidlitz literacy training using Title III funds and Character Strong social emotional-learning through Title IV. Seven campus administrators participated in a PLC conference to strengthen collaborative practices. Campus-led PD included a seven steps training to help support Emergent Bilingual students. Professional development was given for strategies in vocabulary and writing across the curriculum to help support not only our EB students, but all students across the campus .

Stakeholder Feedback:
Stakeholders reported that they appreciated the greater unity across professional development and the focus on campus needs, such as Algebra 1 growth and closing the gaps for Emergent Bilinguals. They also expressed that classroom management was an area of need for future professional development. Stakeholders also wanted to continue the focus on growing professional learning communities.

Lever 2, Question C

How does the campus leadership ensure that the most experienced and high-quality teachers are strategically assigned to the students, grade levels, or subject areas with the highest academic need?

Note: Per ESSA §1112(b)(2), schools must address disparities in teacher experience and effectiveness. At the campus level, this means monitoring the "Internal Equity" of teacher assignments—ensuring that "At-Risk," English Learner, and Special Education populations have consistent access to veteran, high-performing educators rather than a concentration of first-year or struggling staff.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1112(b)(2); EDF 2.1.5	Equity compliance Master schedule Student Progress reports Mentor/Mentee Logs Campus demographic reports
Use the data to answer the question in the space below.	
Teachers are assigned based on the certification area, then areas of high need are given priority when assigning teachers to specific subject areas. Teachers with high passing rates, EOC scores, and growth scores are assigned to areas of need. Teachers are also given a balance of on-level and advanced-level classes where possible to ensure all levels of classes and teams are staffed with experienced staff.	

Lever 2, Question D	
How does the campus ensure that professional development funded by Title II, Part A is directly aligned with the TEKS, fulfills the "Supplement, Not Supplant" requirement by providing training beyond basic mandates, and meets the federal definition of being "sustained, intensive, and job-embedded"? Note: Per ESSA §8101(42), "professional development" must not be a stand-alone, 1-day, or short-term workshop. At the campus level, this means a conference or workshop must be followed by ongoing PLC discussion, classroom observations, or coaching cycles to remain compliant with Title II funding.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2102(b)(2)(A), §2301, §8101(42)	TEKS alignment guides PD Definition Check Training Content Supplanting Check PD Feedback/Impact Professional development agendas
Use the data to answer the question in the space below.	
The campus along with the district analyzes multiple sources of data, including STAAR results, local assessment data, and campus needs identified	

through the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP), to determine professional development priorities for teachers and staff. Based on this data, Waller High School has identified mathematics instruction and effective classroom management strategies as key areas of focus.

To address these needs, the district contracted with math instructional consultants who work directly with teachers on campus to strengthen instructional practices aligned with the Texas Essential Knowledge and Skills (TEKS). The math consultant met several times with the math department and performed walks to help align classroom practice with professional development. The consultant provided key insights into the use of the new Bluebonnet curriculum. In addition, two behavior coaches provide targeted training and support to staff, focusing on strategies for de-escalation and supporting students with significant behavioral needs.

The campus also prioritizes the implementation of Professional Learning Communities (PLCs) to support ongoing, job-embedded professional learning. As part of this effort, Waller ISD is sending 14 staff members from the high school to the Solution Tree PLC at Work conference to build capacity in collaborative instructional practices that improve student outcomes.

All Title II-funded professional development activities are supplemental and would not be possible using local funds alone. These activities are sustained, job-embedded, and designed to improve teachers' instructional effectiveness and student academic achievement, ensuring compliance with the ESSA definition of professional development.

Stakeholder Feedback
Stakeholders reported that professional development aligned to campus goals including, increasing Algebra 1 academic achievement scores and closing the gaps for Emergent Bilingual students.
Stakeholders reported that they appreciated that the professional development was relevant to this campus and its academic needs and desires for future professional development to continue this trend.

Lever 3: Integrated Student Support Systems

The campus leadership team will determine the degree to which it implements localized systems to address non-academic barriers—such as mental health, behavior, and wellness—while actively engaging families and fostering a safe, inclusive environment that meets the unique needs of the campus community.

Behavioral and Mental Health Supports

This section focuses on the campus's coordinated efforts to address behavioral health, mental wellness, grief support, and trauma-informed needs of students and staff. For additional context, please consult TEA's mental health best practices and programs list of competencies document.

Lever 3, Question A	
What grief and trauma-informed practices does the campus have in place to support student and staff behavioral, mental, and wellness needs?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(10); EDF 3.3.1	MTSS documentation Counseling logs Staff training records Mental health referral data
Use the data to answer the question in the space below.	
Waller High School implements a Multi-Tired System of Supports (MTSS) framework, incorporating Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) to address student mental health and behavioral needs. The campus follows state-mandated trauma informed training for staff to recognize trauma effects and utilizes a threat assessment team to ensure safety. Key Supports: MTSS Trauma Informed Training Safe and Supportive Schools Program School Counselors Youth Mental Health First Aid Partnership with Texas Child Health Access Through Telemedicine (TCHAT) - providing telemedicine or telehealth programs to school districts to help identify and assess the behavioral health needs of children and adolescents and provide access to mental health services.	

Stakeholder Feedback
Stakeholders report the need for a clearer process for referring and moving students through the RTI process. Current procedures are unclear and stakeholders feel that some students may be missed.
Feedback also indicates that there is a need for more training on how to address behavioral issues using classroom-based interventions.
Stakeholders suggest a more focused grouping of students in advisory periods to focus on behavioral interventions.
Stakeholders report that proactive processes and counselor access are a strength of the campus.

Lever 3, Question B	
What programs, practices, strategies, and monitoring procedures are in place to evaluate the effectiveness of conflict resolution instruction?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(ii); EDF 3.2.3	Curriculum maps Counseling logs Peer mediation records Staff PD records

Use the data to answer the question in the space below.

Waller High School employs a combination of proactive student support programs, restorative practices, and formal reporting procedures to manage conflict and evaluate effectiveness of utilized strategies.

Programs/Strategies:
Restorative Practices
Counselor led support
MTSS
Crisis Go - allows for anonymous reporting of safety or conflict concerns.
Character Strong

Stakeholder Feedback:
Stakeholders report that there needs to be a more focused and coherent plan for instruction of conflict resolution. They note that students often struggle with this and it leads to several students having out of class placements. Current Character Strong implementation is not done with fidelity and is not sufficient to address this area of need for students.

Lever 3, Question C	
What violence prevention strategies are implemented at the campus, and how are these strategies monitored?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(iii); EDF 3.2.3	PBIS implementation logs Threat assessment team protocols School climate survey results

Use the data to answer the question in the space below.

Waller High School utilizes a multi-layered system to ensure the effectiveness of conflict resolution instruction and overall violence prevention efforts. This approach aligns with Texas Education Agency (TEA) guidance and state-mandated requirements.

Waller High School uses Positive Behavioral Interventions and Supports (PBIS), which establishes clear behavioral expectations, reinforces positive behavior, and reduces disciplinary incidents through consistent systems and ongoing data review. The current expectations center around students showing Respect, Effort, Accountability, and Leadership.

We also implement restorative practices to help students resolve conflict, repair harm, and rebuild relationships.

WHS implements Character Strong, a research-based social-emotional learning (SEL) program supported by annual professional development for staff. The curriculum emphasizes developing kindness (social skills and empathy), strength (goal-setting and perseverance), and well-being (emotional regulation and stress management). Through intentional lessons, guided discussions, and consistent adult modeling, students develop the essential skills needed to navigate conflict in healthy and productive ways.

WHS maintains a trained Threat Assessment Team that operates in accordance with Texas Education Code §37.115 and follows the Texas School Safety Center’s established guidelines for identifying, assessing, and responding to potential threats..

Certain identified staff members have received training in de-escalation strategies, trauma-informed care, and behavioral intervention practices. When students require additional support, we partner with local mental health agencies and community organizations to offer wraparound services such as mediation, crisis intervention, and family support. Together, these measures ensure we proactively address student needs while maintaining a safe, supportive school environment.

Anonymous Reporting via CrisisGo allows any student, staff, parent, or community member to report suspicious or concerning behavior. These reports are investigated at the campus level and then escalated to district administrators if necessary.

WHS uses Bark for Schools, a platform designed to identify early warning signs of potential violence, self-harm, and bullying, which serves as a proactive way to protect students on school-issued devices and accounts.
The Handle with Care (HWC) program is a cross-agency partnership designed to support children who have been exposed to traumatic events. It creates a communication bridge between first responders (law enforcement, EMS, fire departments) and WHS so that students who experience a "bad night" are treated with extra care and support when they arrive at school the next morning.

Stakeholder Feedback:
Stakeholders report that though restorative practices are being used, there is not a consistent method to measure how often these approaches are used and in what situations. The campus should explore how to enter these practices into the current discipline system.
Stakeholders report that greater fidelity is needed in the implementation of Character Strong and a desire to have more lessons created locally that feature current students and how different strategies impact their lives.

Lever 3, Question D	
How does the campus monitor and reduce the overuse of exclusionary discipline practices (e.g., suspensions, removals from class), especially among student subgroups with disproportionately high discipline rates?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(11); EDF 3.2.3	Disaggregated discipline reports Restorative practice logs Cultural responsiveness training records
Use the data to answer the question in the space below.	
WHS reviews disaggregated discipline data every six weeks as an Administrative Team and every nine weeks as an MTSS team. The data is used to identify high needs students who could benefit from extra support, including mentorship programs. Students who meet the criteria have behavior intervention plans to provide behavior and instructional support. Data disparities are discussed and solutions are explored. Stakeholder Feedback: Stakeholders report that interventions need to begin earlier and have a more formalized documentation procedure. RTI steps on campus are not clear for behavior concerns.	

Supportive School Environments

This section focuses on the campus's efforts to create safe, supportive environments for students in specialized program areas, including dyslexia, emergent bilingual learners, students at risk of dropping out, migrant students, students experiencing homelessness, and those in correctional or alternative education settings.

Lever 3, Question E	
What systems and procedures support students with dyslexia, including early identification, evidence-based instruction, and parent communication?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(iv); EDF 3.1.1, 3.1.2, and 3.1.4	Universal screener results Evaluation timelines Intervention plans Family communication records
Use the data to answer the question in the space below.	
Our campus implements the following guideline provided in the Texas Dyslexia Handbook: “Schools should be aware that a student may have reached middle school or high school without ever being screened, evaluated, or identified; however, the student may have dyslexia or a related disorder. One goal of ongoing monitoring is to identify these students regardless of their grade level. Therefore, it is important to remember that a referral for a dyslexia evaluation can be considered at any time kindergarten–high school.” Student referrals for dyslexia are handled in the same manner as all other suspected SLD’s, using classroom progress monitoring to help identify students who may have difficulties with reading. Our campus uses an evidence-based dyslexia program that provides a multisensory structured literacy approach, grounded in the Science of Reading. This instruction is explicit, systematic, cumulative, diagnostic to automaticity, and synthetic and analytic in its approach. The dyslexia instruction is delivered using TEA-approved programs (Reading By Design) that encompass the essential components of structured literacy: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax and reading comprehension and fluency. Students identified with dyslexia, who receive specially designed instruction, have individualized goals that are	

progress monitored on a weekly basis. Each goal is tailored to meet a student's specific need and adjusted when needed. Each grading period, and in accordance with the Texas Dyslexia Handbook, PDI's provide progress report updates for parents to review student growth. We also offer resources and information about dyslexia on our district website and in our student handbook. All communication is available in both English and Spanish, fostering strong family-school partnership.

As a team, the provider of dyslexia instruction, the regular classroom teacher, and special education teacher work together to provide multiple opportunities to strengthen skills introduced and taught within dyslexia intervention. Students have access to Learning Ally, an online audible book service that "enables struggling readers to keep pace with your curriculum to accelerate learning and help improve test scores". Also, upon diagnosis of dyslexia, parents are provided with information about the Talking Book Program, a statewide audio book program that can be used at home.

Our campus has at least one trained provider of dyslexia instruction who provides services aligned to TEA-approved programs (Reading by Design). Our provider of dyslexia instruction (PDI) engages in professional development opportunities both within and outside the district, including participating in key TEA courses that are outlined in the Texas Dyslexia Handbook. Our PDI also received coaching and resources from our district level dyslexia literacy coach who offers one on one coaching, lesson modeling, and monitoring of the fidelity of lesson implementation.

Our campus diagnosticians have completed TEA-approved dyslexia training courses, which include Texas Dyslexia Academy and Comprehensive Evaluation class. One diagnostician on our campus was previously a PDI, allowing for more in-depth insight into the RDB dyslexia intervention program. Evaluation timelines are monitored centrally for compliance, including the 45-school-day timeline for completion. Families are given prior written notice, Notice of Procedural Safeguards, a copy of the "Overview of Special Education for Parents", and must provide consent prior to evaluation, ensuring transparency and compliance. Families also receive both a verbal and written explanation of the dyslexia evaluation process, findings, and intervention plan.
When students complete the program, parents and students receive a completion form with program information and classroom recommendations to help students continue to thrive within the regular classroom. Along with high-quality tier one classroom reading instruction, dyslexia intervention gives students identified with dyslexia a foundation upon which instruction can have a more significant impact.

Stakeholder Feedback:
Stakeholders report the need for continued support and increased parent awareness of available resources and services.

Lever 3, Question F	
What systems does the campus have in place to identify emergent bilingual students and determine their eligibility for language instruction services, such as through home language surveys and English language proficiency assessments?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title III, Part A, §3113(b)(2); EDF 3.1.1 and 3.1.4	Home language survey responses LPAC meeting notes TELPAS data Language proficiency assessment results

Use the data to answer the question in the space below.

The Texas Education Code and Texas Administrative Code (TAC), Chapter 89, Subchapter BB, delineate the steps to implement an LPAC process to identify EB students at Waller High School as follows:

1. Initial Identification: Home Language Survey (HLS)
    - All students enrolling in a Texas public school must complete the HLS at initial enrollment.
    - The survey identifies the language spoken at home and by the student, and must be signed by the parent (PK–8) or student (9–12).
    - The HLS becomes part of the student's permanent record and is only administered once in Texas schools.
    - Campus LPAC practice should ensure the HLS is completed, reviewed, and any student indicating a language other than English is flagged.
2. State-approved LAS test
    - If the HLS shows a language other than English, the campus must administer the state-approved LAS proficiency test within 4 weeks of enrollment.
    - For high school students (Grades 9–12), the assessment covers listening, speaking, reading, and writing.

3. Campus LPAC Meeting
    - Based on the LAS results, the campus LPAC determines whether the student is eligible for ESL services.
    - The campus LPAC will communicate with the parents about the recommendation and obtain the parents' permission for the student to participate in the ESL program.
    - State bilingual funds won't be delivered to the school district until the parents' permission to participate in the ESL is obtained, and the student is coded in PEIMS.

Stakeholder Feedback:
Stakeholders report the appreciation for the campus's focus on Emergent Bilingual students and how professional development strategies have

helped these students along with the campus as a whole.
Stakeholders report that continued outreach to the community is important to help make sure these families are aware of the resources and opportunities available to students.

Lever 3, Question G	
What strategies does the campus use to prevent student dropouts and re-engage students who are at risk of dropping out or who have already disengaged from school?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(C); EDF 3.3.1	Early warning system dashboards Attendance reports Credit recovery program logs
Use the data to answer the question in the space below.	
Waller High School uses a proactive, multi-tiered approach to prevent dropouts and re-engage students who are at risk of disengaging. Through early warning systems that monitor attendance, grades, and behavior, staff identify concerns early and implement targeted interventions such as credit recovery, tutoring, mentoring, and individualized learning plans. Home visits and parent meetings are conducted by the assistant principals and At-Risk and Highly Mobile Liaison when attendance or engagement becomes a concern, ensuring families are actively involved in developing solutions. Stakeholder Feedback: Stakeholders reported that credit recovery options provide significant support to students to help them achieve graduation requirements. They also recommend development of programs to engage freshmen and help them get reengaged with learning earlier to limit the number of students requiring full time credit recovery programs.	

Lever 3, Question H
What academic programs and targeted support plans are laid out in the formal agreement between the campus and the local facility serving delinquent children and are in place for students residing in local institutions for neglected or delinquent youth, or enrolled in correctional or alternative education programs?

	Recommended Data Sources - Data Folder
ESSA, Title I, Part D, §1423(2, 3, & 6); ESSA, Title I, Part A, §1112(b)(5); EDF 3.3.4	MOUs with facilities Transition plans Case management logs Academic progress monitoring reports
Use the data to answer the question in the space below.	
Waller High School works in conjunction with our local group residential operations to ensure that students who are labeled as at-risk, neglected, and/or delinquent youth receive access and supports to their education including but not limited to: tutoring, transportation, special programs (as needed and qualified for), extra-curricular activities, and basic resources such as clothing, backpacks, school supplies, and hygiene products as needed. Further, these group residential operations are supported with different activities throughout the school year to support the basic needs of food insecurity through community and family engagement events sponsored by Waller ISD and the district's community partnerships. Stakeholder Feedback: Stakeholders appreciated the closeness with which WHS works with group homes to provide support to students.	

Lever 3, Question I	
What strategies does the campus use and fund to support students transitioning from juvenile justice placements or correctional facilities back into their zoned campuses?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part D, Subpart 2, §1421; ESSA, Title I, Part D, Subpart 2, §1423(2); ESSA, Title I, Part D, Subpart 2, §1422(b); EDF 3.3.4	MOUs with facilities Transition plans Case management logs Academic progress monitoring reports
Use the data to answer the question in the space below.	
When students return from placements, they have a meeting with a counselor, assistant principal, and when appropriate a case manager. The meeting reviews behavior expectations, academic status, and necessary support. The counselor and assistant principal are available to the student for additional support.	

Stakeholder Feedback:
Stakeholders report the need for an enhanced process that includes designated check-in times after reentry to ensure student success and to build valuable connections with staff.

Lever 3, Question J	
What poverty measure does the school system use to determine school-level Title I eligibility and select school attendance areas? Please select all that apply.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1113(a)(5)(A)	Enrollment data Free/reduced lunch eligibility reports Medicaid/TANF participation records Census poverty data Composite measure documentation

Use the data to check the applicable boxes.

Check all applicable boxes.

- ☐ Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education
- ☑ Children eligible for free and/or reduced-price lunches under the National School Lunch Act Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.
- ☐ Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF)
- ☐ Children eligible to receive medical assistance under the Medicaid program
- ☐ A composite of any of the above measures. If this measure is selected, also indicate which of the above-listed options are included in the composite.

Lever 3, Question K
What systems are in place to ensure students experiencing homelessness have fair access to education and related supports?

Note: Supports should reflect provisions under the McKinney-Vento Act, including immediate enrollment, transportation assistance, and academic support. If the school system does not have a McKinney-Vento program, describe what services it will provide to students who are experiencing homelessness in the school system.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1113(c)(3)(A); EDF 3.3.1	Identification logs Transportation assistance records Case management notes Shelter outreach logs

Use the data to answer the question in the space below.

Waller High School works to ensure all students experiencing homelessness have free access to public education and all supports entitled to those students. By employing an At-Risk and Highly Mobile Liaison, WHS prioritizes homeless students' education, well-being, and basic needs to be successful throughout their educational journey. The At-Risk and Highly Mobile Liaison trains each campus registrar on proper identification and terminology of the McKinney-Vento Act and ensures that every student who is enrolled in WHS has the opportunity to disclose their housing situation through the district's Student Residency Questionnaire. The At-Risk and Highly Mobile Liaison then interviews every family whose housing situation fits the requirements of the McKinney-Vento Act and works to serve as a bridge for the campus and the family. During that interview, basic needs for school success are identified and discussed, such as clothing, school supplies, shoes, class fees, hygiene products, etc. The Liaison then provides the discussed items and remains in contact with the family for the remainder of the academic year. Immediately after identification, the Liaison contacts the registrar, food services, transportation, and campus administration to ensure that the student is enrolled within 24 hours, is qualified for free lunch, and is routed on a bus as needed. The Liaison, in conjunction with community partners, helps to address basic needs of food insecurity for our McKinney-Vento families with different events throughout the year. In both the fall and spring semesters, the Liaison meets with the high school McKinney-Vento students individually to discuss grades, test scores, tutoring needs, FASFA, and college. The Liaison organizes a college tour trip for all sophomores, juniors, and seniors experiencing homelessness to allow these students to see and experience what post-high school options exist, and allow for meetings with the financial aid department. All fees for CTE and extra-curricular programs, technology, prom and dances, and any other school related-cost are waived by the district. The Liaison reaches out to all of the families experiencing homelessness, at minimum, 3 times a year to ensure that contact is consistent and supports are available to ensure that every student experiencing homelessness is successful at Waller High School

Stakeholder Feedback:
Stakeholders report that the Liaison communicates well with the campus to help make sure students are supported and necessary updates are given. Stakeholders report the homeless students are well supported by the district.

Lever 3, Question L	
How does the campus support students in foster care to ensure fair access to education and related supports?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1111(g)(1)(E); ESSA, Title I, Part A, §1112(c)(5)(B); EDF 3.3.1	Foster care liaison logs DFPS coordination records Enrollment and transportation documentation Case management notes
Use the data to answer the question in the space below.	
Waller High School works with the district to help support students in foster care. Waller ISD works to ensure all students in foster care have free access to public education and all supports entitled to those students. By employing an At-Risk and Highly Mobile Liaison, Waller ISD prioritizes foster care students' education, well-being, and basic needs to be successful throughout their educational journey. The At-Risk and Highly Mobile Liaison trains each campus registrar on proper identification and terminology of foster care laws and regulations and ensures that every student whot is enrolled within Waller ISD has the opportunity to disclose if they are part of the Foster Care System. The At-Risk and Highly Mobile Liaison then contacts each family who indicates they have foster care students and works to serve as a bridge for the district and the family. During that interview, basic needs for school success are identified and discussed, such as clothing, school supplies, shoes, class fees, hygiene products, etc. The Liaison then provides the discussed items and remains in contact with the family for the remainder of the academic year. Immediately after identification, the Liaison contacts the registrar, food services, transportation, and campus administration to ensure that the student is enrolled within 72 hours, is qualified for free lunch, and is routed on a bus as needed. The Liaison, in conjunction with community partners, helps to address basic needs of food insecurity for our foster care families with different events throughout the year. In both the fall and spring semesters, the Liaison meets with the high school foster care students individually to discuss grades, test scores, tutoring needs, FASFA, and college. The Liaison reaches out to all of the families in foster care, at minimum, 3 times a year to ensure that contact is consistent and supports are available to ensure that every student in foster care is successful in Waller ISD. Stakeholder Feedback: Stakeholders report that the district Liaison is a great support for the campus and helps the campus track and support foster care students.	

Lever 3, Question M	
How does the campus ensure timely identification and recruitment of migrant students?	
Reference	**Recommended Data Sources - Data Folder**

ESSA, Title I, Part C, §1304(c)(7); EDF 3.1.1	Migrant Family Survey responses TX-NGS/MSIX data ECOE documentation Program evaluation reports

Use the data to answer the question in the space below.

Waller ISD, as a non-project district, implements the following procedures at each campus to identify migrant students.

At the campus level, students are initially screened through the online state migrant survey during:

- Registration/enrollment
- Residency and withdrawal records review
- Family interviews or questionnaires (e.g., occupational/mobility indicators)

If a student's responses indicate YES to recent moves tied to agricultural or seasonal work, the Multilingual department will report it to Region 4.

Once the Region 4 MEP recruiter verifies the information, the certificate of eligibility (COE) and acknowledgement are sent to the Multilingual Department to code the student in PEIMS as a migrant.

Texas requires active, year-round identification and recruitment of migrant students.

- Trained migrant recruiters follow up on referrals.
- Recruiters conduct face-to-face interviews with families to determine eligibility.
- Information is documented on the official Certificate of Eligibility (COE) and shared with Waller ISD.
- Waller ISD codes identified migrant students in PEIMS for the duration of eligibility.

Stakeholder Feedback:
Stakeholders report the need to quickly identify migrant students so that supports can be provided proactively..

Lever 3, Question N	
How does the campus provide academic and support services to help migrant students meet challenging state standards and remove barriers to their educational success?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part C, §1306(b)(1–2); EDF 3.3.2	TX-NGS/MSIX tracking data Service delivery logs Summer program participation records Family engagement documentation
Use the data to answer the question in the space below.	
WHS implements academic and linguistic interventions for migrant students to support their attainment of state standards on End-of-Course assessments and successful graduation. Additionally, WHS partners with the Multilingual Department to ensure ongoing monitoring of migrant students' academic needs. WHS also strategically plans sheltered classes to support newcomers in addition to having bilingual paraprofessionals scheduled to help support the teachers and the students of those classes. Stakeholder Feedback: Feedback indicates a greater need for collaboration between these families and the campus to make sure they are aware of all resources. Stakeholders also report a need for training of teachers in sheltered classes on how to best hold to state standards while scaffolding instruction for migrant students.	

Family and Community Engagement

This section focuses on the campus's efforts to engage families and community partners to support student learning, access to services, and postsecondary readiness.

Lever 3, Question O
What are the campus's overall strategies for engaging with parents, families, and the community?

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1116(A, a); ESSA, Title I, Part A, §1116(c–f); EDF 3.1.4	Parent Advisory Council agendas Family engagement event logs Stakeholder survey results

Use the data to answer the question in the space below.

Waller High School partners with parents by including them on the Site Based Decision Making Committee. The campus sends out weekly updates on events and provides information to parents and families through the Bulldog Bark. The campus also has several events to help educate families about available resources and the different programs available to Waller High School students. These events include

- Title 3 Watch Party 9/24
- Title 1 Family Night
- Pathways to Success Night

The campus solicits feedback from these events to help address parent concerns better in the future.

The campus also communicates through social media websites, the campus website, and family access systems.

Stakeholder Feedback:
Stakeholders report the need for better advertising of events to help increase participation. They also suggest the possibility of adding virtual options for families who cannot attend in person. Stakeholders also report the need to solicit more feedback. They also suggest more direct connections with various community groups to promote a more diverse viewpoint.

Lever 3, Question P

If applicable, how does the campus ensure that schools operating Targeted Assistance Programs (TAP) identify and prioritize students most in need of Title I, Part A services? Describe the criteria developed in consultation with teachers, parents, administrators, and other relevant staff.

Note: See the TAP identification framework aligned with ESSA Section 1115(b)(1)(B), which requires multiple, educationally related, objective criteria. For grades PK–2, developmentally appropriate measures may include teacher judgment and parent input. Include district-wide cut scores (e.g., passing scores for state assessments, screeners, benchmarks) and documentation of stakeholder consultation.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1115(b)(1)(B); ESSA, Title I, Part A, §1115(c)(1)(B);	TAP identification criteria documentation Ranking sheets

EDF 3.1.1	Stakeholder consultation meeting notes
Use the data to answer the question in the space below..	
Not applicable	

Lever 3, Question Q	
The campus must have a written parent and family engagement policy that is incorporated into the campus's plan and establishes the campus's expectations and objectives for meaningful parent and family engagement Note: If the campus has a separate written parent and family engagement (PFE) policy that includes all the Title I, Part A PFE policy requirements listed in sections 1116(a) and 1116(e), the campus may incorporate that policy into this plan by reference and include the web link in the space below.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1116(a) and 1116(e); EDF 3.1.1	Parent and Family Engagement Policy document Web link to posted policy Stakeholder approval records
Use the data to answer the question in the space below.	
Waller High School has a written Parent and Family Engagement (PFE) Policy that is jointly developed with families and incorporated into the district and campus improvement plans in alignment with ESSA, Title I, Part A requirements. The policy establishes the district's expectations and objectives for meaningful parent and family engagement and is reviewed and revised annually with stakeholder input. The PFE Policy is distributed in English and Spanish, with additional language support available upon request to ensure accessibility for all families. It outlines requirements for building parent capacity, fostering family-school partnerships, and supporting student academic achievement. The campus collaborates with parents through feedback opportunities and engagement meetings to develop and evaluate the effectiveness of the policy. Documentation of stakeholder involvement, meeting agendas, and feedback is maintained at the campus and district levels. The campus' Parent and Family Engagement (PFE) Policy is reviewed annually and receives final approval during the District Site-Based Decision Making	

Approved by the Waller ISD School Board on November 12, 2026

Committee meeting held each June.

The policy is publicly accessible on campus and district websites:

- https://whs.wallerisd.net/families/campus-policies

WHS ensures compliance with ESSA requirements by aligning the PFE policy with district practices, providing coordination of engagement activities, and monitoring implementation across campuses.

Stakeholder Feedback:Stakeholders report the continued need for parent and family collaboration in the development of the PFE policy.

Approved by the Waller ISD School Board on November 12, 2026

Lever 4: Academic Experience

The campus will determine the degree to which it has established a strong instructional system that includes the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring access and resources to prepare students for college, career, or military pathways.

Lever 4, Question A	
How does the campus select and monitor Tier I instruction to ensure all students have access to high-quality, standards-aligned learning across subjects and grade levels? List the core curriculum materials used and describe how they support alignment to the state's challenging academic standards. Note: For school systems that have both Title I and non-Title I campuses, the description provided should make clear how children served with Title I, Part A funds are helped to meet the state academic standards.	
Reference	**Recommended Data Sources - Data Folder**
Title I, Part A, §1112(a)(3)(B); EDF 4.2.3, 4.1.2	Curriculum adoption lists HQIM rubrics TEKS alignment guides PLC agendas
Use the data to answer the question in the space below.	

Mathematics

- **Algebra I &II, Geometry:** Bluebonnet Learning Secondary Mathematics, Edition 1
- **Algebraic Reasoning:** Cosenza and Associates
- **LEA developed resources**
- **Supplemental Resource:** Zearn & Delta Math

Reading Language Arts (RLA)

- **English I and II:** HMH Into Literature
- **English III and IV:** Savvas Texas MyPerspectives
- **AP English Language and Literature:** Teacher created

Science

- **Biology, Chemistry, IPC, Physics:** STEMscopes Texas/Accelerate Learning
- **Aquatics, Earth Systems, and Environmental Systems:** Cengage
- **AP Environmental Science, AP Biology, and AP Physics**: BFW
- **AP Chemistry:** Pearson
- **AP Physics:** TEA Open Source Resource: TEA Pilot-Texas Gateways
- **AP Physics II:** BFW Publishing: College Physics for the AP Physics I and 2 Courses and College Board AP Classroom

Social Studies

- **U.S. History, World History, Government/Economics:** McGraw Hill
- **AP US History, AP Human Geography, AP Macroeconomics:** BFW
- **AP World History:** SAVVAS
- **AP Government:** WW Norton

Additional Curricular Resources

- **English as a Second Language (ESL):** Maravillas
- **Special Education:** Teach Town
- **Career & Technical Education (CTE):** eDynamic Learning

We've implemented protected PLC time for content teams, using the Solution Tree model that focuses on the 4 questions of a PLC for unit unpacking and lesson internalization. During these sessions, teachers work with instructional coaches to align resources to student needs, refine assessments, and practice delivery of high-leverage instructional strategies.

Stakeholder Feedback
Stakeholders reported that there is a need to better train teachers regarding which curriculum resources are available and how to appropriately leverage them.
Stakeholders reported that PLC's are going well in some areas but struggling in others, particularly social studies and non-core contents.
Stakeholders identified gaps in resources for science and social studies.

Lever 4, Question B
What is the campus's strategy for aligning both formative and summative assessments?

Note: For school systems that have both Title I and non-Title I campuses, the description provided should make clear how children served with Title I, Part A funds are helped to meet the state academic standards.

Reference	Recommended Data Sources - Data Folder
EDF 4.1.4	Assessment calendars STAAR blueprints Formative assessment logs Benchmark data reports

Use the data to answer the question in the space below.

Waller High School's assessment strategy ensures alignment between formative and summative measures through a vertically coherent system. All assessments are mapped to the Texas Essential Knowledge and Skills (TEKS) using state resources like STAAR blueprints, with curriculum teams developing pacing guides that incorporate formative checks leading to summative benchmarks. We use summative benchmarks for fall and spring that are aligned to STAAR 2.0. This tiered approach provides multiple data points on student progress while maintaining instructional relevance.

In all Bluebonnet Math curriculum, there are embedded formative and summative assessments that are in the form of Mid-Modules, Exit Tickets, End of Module Assessments, and Problem Sets.

There is an area of need to have more formative and summative alignment throughout our ELAR curriculum. We do use the released STAAR tests as benchmarks to align state standards to our testing.

Stakeholder Feedback
Stakeholders report that professional development for the next year should focus on how to use formative assessment to guide and adjust instruction. Stakeholders say that assessments are aligned to the summative, but are not consistently used to find instructional gaps.

Lever 4, Question C

How does the campus collaborate with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success to support Title IV Part A activities and ensure smooth transitions from middle school to high school and from high school to College Career and Military Readiness (CCMR), including early college, dual/concurrent enrollment, or career-focused pathways? Describe how these partnerships are documented and evaluated for effectiveness.

Reference	Recommended Data Sources - Data Folder

TEC §11.253(a)(3)(G); EDF 4.3.4 and 4.3.5	MOUs with partners Meeting agendas CCMR indicator dashboards Partnership evaluation reports
Use the data to answer the question in the space below.	
The campus collaborates with institutions of higher education, business partners, and community organizations to expand opportunities that support Title IV, Part A activities and promote successful student transitions from middle school to high school and from high school to College, Career, and Military Readiness (CCMR). The campus partners with Blinn College to provide dual enrollment opportunities and College Preparatory courses that allow students to earn college credit and strengthen college readiness skills while in high school. The campus is expanding these offerings for the 26-27 school year to include CTE dual credit in health sciences, construction, and manufacturing. In addition, partnerships with local businesses and community organizations support career and technical education pathways, career exploration, and workforce readiness experiences. These partnerships are documented through formal agreements, program participation records, and campus and district planning documents. The campus evaluates the effectiveness of these collaborations by reviewing student participation rates, course completion data, CCMR indicators, and postsecondary outcomes to ensure programs effectively support student readiness and successful transitions beyond high school. Currently, 45% of the senior class projected to graduate in 2026 has met CCMR criteria, and many more students will complete courses and IBC exams over the course of their last semester. Stakeholder Feedback: Stakeholders are excited about the additional CTE dual credit options and the opportunities it will afford students. Stakeholders report the need for more communication about available resources and connections with opportunities post high school.	

Lever 4, Question D	
How does the campus support the coordination and integration of academic and career and technical education (CTE) content through instructional strategies, experiential learning, and work-based opportunities that align with in-demand occupations and industry needs?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1112(b)(12); ESSA, Title IV, Part A, §4107; EDF 4.3.4	Graduation plans Endorsement pathway guides CTE course lists Internship participation logs
Use the data to answer the question in the space below.	

Through rigorous instructional strategies that include hands-on experiential learning, the campus bridges the gap between the classroom and industry. Waller High School offers 12 career pathways with 24 programs of study (POS), each one is aligned to their corresponding Industry-based certification (IBC) and endorsement. Strategic partnerships with Daikin, FAB Services, Houston Oaks, Memorial Hermann, and other local partners offer vital work-based opportunities, including internships and clinical rotations. This commitment to industry alignment is proven by our results, with Waller High School students successfully earning 771 IBCs for School Year 2024-2025. These certifications are allowing Waller High School to help our students establish clear pathways for future employment.

Stakeholder Feedback:
Stakeholders report the need to foster additional partnerships as programs grow to afford all students the opportunity for work experience.
Stakeholders report the need for more community awareness about programs to foster more opportunities for students.

Lever 4, Question E	
How does the campus determine the programs and activities funded by Title IV, Part A, to support the objectives and intended outcomes for well-rounded education, safe and healthy students, and effective use of technology and evaluate the effectiveness of such programs and activities and the corresponding objectives and intended outcomes?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title IV, §4106(e)(1)(A-D)	DIP/CIP documentation Program participation data Stakeholder feedback logs
Use the data to answer the question in the space below.	

Waller High School determines the programs and activities funded by Title IV, Part A through its Comprehensive Needs Assessment (CNA), data analysis, and stakeholder feedback. The campus reviews student performance data, discipline referral data, school climate indicators, and input from campus administrators and leadership teams to identify needs related to well-rounded education, safe and healthy students, and the effective use of technology.

One example of a Title IV-supported initiative is the campus's Character Strong program, which focuses on character education, student wellness, and positive behavior supports. WHS has established the following SMART goals to evaluate the effectiveness of this program:

Goal 1 – Safe and Healthy Students
Objective: By July 2026, Waller ISD will reduce discretionary Disciplinary Alternative Education Program (DAEP) placements by 5%, as measured by discipline referral data, through the implementation of a multi-tiered system of support that includes positive behavior interventions and character

education strategies.

Outcome: Waller ISD will decrease discretionary DAEP placements and increase students' instructional time in the classroom, which is expected to support improved academic achievement.

Goal 2 – Student Wellness and Character Development
Objective: Waller ISD will utilize campus staff to implement a character education curriculum and related services designed to develop well-rounded students, improve student wellness, support social-emotional development, and strengthen academic and career readiness.

Outcome: By July 2026, Waller ISD will decrease in-school suspension placements by 5% from the previous year through the implementation of the character education curriculum and related student supports.

In addition, Title IV, Part A funds are used to support student safety by funding security monitors at the high school. Through the district's needs assessment process, Waller ISD identified a need for additional student supervision to help maintain a safe and supportive school environment. Security monitors assist with monitoring student areas, supporting campus administration, and helping ensure safe and orderly school operations.

At the end of each school year, WHS reviews discipline data, including DAEP placements and in-school suspension rates, to determine whether the established goals have been met. The district uses this information to evaluate the effectiveness of Title IV-funded programs and to guide future program planning and funding decisions.

Stakeholder Feedback
Stakeholders report limited effectiveness of Character Strong through inconsistent implementation and lack of student reception to the materials. Stakeholders report the need to investigate an alternative social emotional curriculum in the future to best support student needs.

Lever 4, Question F	
How does the campus communicate the importance of making informed curriculum choices in middle and high school (e.g., endorsements, advanced coursework, career pathways) that align with students' post-secondary goals?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	Graduation plan templates Endorsement pathway guides Naviance, or similar platform usage reports
Use the data to answer the question in the space below.	

Waller High School communicates the importance of curriculum choices through a combination of structured guidance (school counselor), digital resources, and community engagement events. WHS emphasizes the alignment between coursework, post-secondary goals, and endorsements at all grade levels.

Waller High School counselors spend time at the junior highs to inform students of options and to provide further guidance as they make their decisions. Counselors meet with students each year to review choices and to confirm they are on track to complete their pathways.

WHS holds an annual Pathways to Success night to help students explore the different advanced academic and CTE pathways, as well as career opportunities that are available after high school.

WHS holds a dual credit night to help students learn about opportunities and to help them fill out necessary paperwork.

Stakeholder Feedback:
Stakeholders felt the Pathways to Success night was an effective tool for helping students gain an understanding of advanced academic and CTE pathways. They also reported that increased communication about the event to increase attendance. They also believed post event communication summarizing each presentation would be helpful.
Stakeholders recommended increasing guidance and support at the middle school level to better prepare students for high school decisions.

Lever 4, Question G	
How are students, families, teachers, and counselors supported in accessing and understanding sources of information about higher education admissions (e.g., college entrance exams, application timelines, institutional options)?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	College planning guides Counseling session logs Workshop attendance records Digital portal analytics
Use the data to answer the question in the space below.	
WHS counselors meet with Seniors in small groups based on their postsecondary goals and plans and discuss next steps relevant to their goals. The	

campus helps to facilitate college application workshops with various universities and for Common App and Apply Texas. The campus has a FAFSA night to help assist parents in completing the application. The campus facilitated 15 college visits and 3 Trade School visits.

The campus also offers several opportunities for students to take the TSIA 2 and all Juniors take the SAT in the spring.

The campus has a college and career center open during lunches for students to come and ask questions and get help applying to universities.

The campus also uses Xello to help students make postsecondary goals and to inform them about career opportunities.

Stakeholder Feedback:
Stakeholders reported the need to start earlier because competitive colleges often have deadlines for the early fall of the students' senior year.
Stakeholders reported that the campus has a strong CTE focus, but needs to also focus on stringent academic pathways for future college students.
Stakeholders reported the need for more educational opportunities for parents.

Lever 4, Question H	
How does the campus ensure students, families, and teachers have timely access to financial aid information, including FAFSA/TASFA completion, scholarships, and grants?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	FAFSA/TASFA completion tracking reports Financial aid workshop logs Communication plan documentation
Use the data to answer the question in the space below.	
In accordance with TEA, Waller High School requires all graduating seniors to complete the FAFSA (Free Application for Federal Student Aid) or TAFSA (Texas Application for State Financial Aid), or formally opt out. Waller High School ensures access to financial aid information through a combination of mandatory graduation requirements, specialized parent engagement programs, digital planning tools, and after-school training events for students and parents. Stakeholder Feedback: Stakeholders emphasized the importance of providing timely and accessible financial aid information to students and families. Feedback indicates a need for increased support and communication regarding FAFSA/TASFA completion and scholarship opportunities.	

Stakeholders recommended expanding family engagement efforts related to financial planning for postsecondary education.

Approved by the Waller ISD School Board on November 12, 2026

Lever 5: Instructional Leadership and Capacity Building

The campus will determine the degree to which it has developed instructional leadership and teacher capacity through effective coaching, development, and systems that support data-informed instruction and continuous improvement.

Lever 5, Question A	
How are leaders and teachers supported to plan, internalize, and deliver strong instruction?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.2, 5.2.3, and 5.2.4	PD calendars Coaching logs PLC agendas Curriculum repository usage reports
Use the data to answer the question in the space below.	
Waller High School has a dedicated Math Instructional Coach who supports PLCs and Lesson Internalization, and a shared RLA Instructional Coach who supports all secondary campuses. Lesson rehearsals have been incorporated to help support instruction delivery. Social Studies and Science teachers have a district coordinator who supports their weekly PLCs. We have district PDs that are focused on curriculum and internalization. Waller High School prioritizes providing teams with common planning periods when possible to help encourage strong planning. The campus led several PDs on PLCs. WHS started a Guiding Coalition this year to help guide professional development and provide support to the PLC process. Stakeholder Feedback: Stakeholders value the use of PLCs and instructional coaching to support lesson planning and delivery. Stakeholders report that more consistency in PLC implementation and more support for teams without common planning periods is needed. Stakeholders appreciated that the majority of PD is led by campus teachers who are aware of local needs and challenges.	

Lever 5, Question B

How do leaders and coaches observe classroom instruction and provide timely, actionable feedback to teachers?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.5	Walkthrough logs Observation rubrics Feedback cycle documentation Calibration meeting notes
Use the data to answer the question in the space below.	
The district has monthly Collaborative walks that are instructionally aligned to district expectations. The data is reviewed monthly at TLI Collaborative meetings with the instructional leadership teams from all campuses. We utilized Get Better Faster as our coaching tool to support teacher growth and the ILTs meet monthly to review, schedule, and talk through teacher needs. Resources that are used to help coach teachers include TLAC online and Get Better Faster phases. Campus leaders meet with instructional coaches or coordinators monthly the review department needs and to discuss walk throughs. Campus leaders perform a minimum of 2 walk-throughs for every teacher. Stakeholder Feedback Stakeholders report the need for more timely and actionable feedback. Stakeholders report the need to provide support for struggling teachers earlier and to have a more formal coaching cycle for consistency.	

Lever 5, Question C	
What is the campus's process for calibrating expectations for effective instruction during teacher observations?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.4, 5.2.5	Calibration protocols Scoring reliability reports Video observation logs, Leadership academy agendas
Use the data to answer the question in the space below.	

The campus reviews observation data yearly to determine alignment on ratings. All campus administrators are TTESS certified. Campus leaders participate in district Collaborative Walks to calibrate campus expectations and align expectations with the district.

Stakeholder Feedback:
Stakeholders report the need for more calibration on expectation among campus leaders and suggest having focus areas during different times of the year for walk-throughs.
Stakeholders report the need for more consistent review of walk-through data as a campus to align expectations.

Lever 6: Finance and Operations

The campus will determine the degree to which it has aligned resources, systems, and supports to promote a safe, effective, and student-centered learning environment that supports all students and families.

Lever 6, Question A	
How does the campus align resources to student needs and strategic priorities?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1112(b)(5); EDF 6.2.2	Budget allocation spreadsheets Weighted funding formulas Resource dashboards Expenditure review reports
Use the data to answer the question in the space below.	
Campus budgets utilize a per pupil allocation with the principal of each campus creating the campus budget using their campus needs assessments, campus improvement plans, and any other campus resource that determines their budget priorities. Campus budgets utilize a zero-based budgeting approach to build their budgets based on their needs, campus improvement plan, and any other campus resource that determines their campus's budget priorities. When planning budgets for the next fiscal year, campuses review previous year budgets and the data used to measure the desired outcomes to determine if the budgeted item is meeting the campus or department needs. Stakeholder Feedback: Stakeholders emphasized the importance of aligning resources to identified student needs and campus priorities. Stakeholders recommend a more collaborative review of campus spending.	

Lever 6, Question B	
How is the campus prioritizing resources and funding to schools with the greatest academic and economic needs?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1113(a)(1-3);	Needs assessment reports

EDF 6.2.2	Title I ranking sheets Staffing models Allocation tracking logs

Use the data to answer the question in the space below.

Waller ISD prioritizes resources and funding based on both academic need and economic need through a structured and data-driven process. The district conducts a comprehensive District Comprehensive Needs Assessment (CNA), which includes input from a wide range of stakeholders. During this process, stakeholders review data and provide feedback on both federal and local expenditures to ensure that funding decisions align with identified needs.

For federal funds, particularly Title I, Part A, the district uses a Title I ranking and serving process. Campuses are ranked based on the percentage of economically disadvantaged students, and funds are allocated accordingly to ensure that schools with the highest levels of poverty receive the greatest level of support.

This combined approach—utilizing stakeholder feedback through the CNA and applying the Title I ranking criteria—ensures that resources are strategically directed to campuses with the greatest academic and economic needs, while also maintaining compliance with federal requirements.

Stakeholder Feedback:
Stakeholders reported that funding decisions should be more closely aligned to campuses with the greatest academic and economic needs.
Feedback indicates a need for increased transparency in how funds are allocated across campuses.
Stakeholders emphasized the importance of using data to drive funding decisions and ensure equitable distribution of resources.

Lever 6, Question C

How does the campus coordinate with federal and state programs (e.g., Title I-C, McKinney-Vento, IDEA, Title III, State Comp Ed) to provide academic and support services for all federally identified student groups, including migrant students, students experiencing homelessness, Emergent bilingual students, and students with disabilities?

Note: School systems must coordinate services across applicable federal programs to ensure that migrant students, students experiencing homelessness, emergent bilingual students, and students with disabilities receive appropriate academic and support services without duplication or gaps.

Reference	Recommended Data Sources - Data Folder

ESSA, Title I, Part A, § 1112(a)(1)(B); EDF 6.2.3	Program coordination meeting notes Cross-departmental service logs Compliance documentation Longitudinal data reports

Use the data to answer the question in the space below.

Waller High School coordinates services across federal and state programs to ensure that federally identified student groups—including migrant students, students experiencing homelessness, emergent bilingual students, and students with disabilities—receive appropriate academic and support services without duplication or gaps.

The campus coordinates with the district's Teaching, Learning, and Innovation department to coordinate among programs.

McKinney-Vento and Title I, Part A Coordination: Students experiencing homelessness receive coordinated support services such as tutoring, school supplies, and transportation assistance. The McKinney-Vento liaison works closely with Title I staff and campus administrators to ensure that homeless students receive appropriate academic and support services through the most appropriate funding source.

Title III and Special Education (IDEA) Coordination: For Emergent Bilingual students who also receive special education services, the bilingual/ESL department collaborates with special education staff to ensure that language supports and instructional accommodations are aligned with each student's Individualized Education Program (IEP).

State Compensatory Education and Federal Programs: At-risk students identified through State Compensatory Education may also receive additional academic support funded through federal programs, such as targeted interventions, instructional support, and counseling services. Program leaders coordinate services to ensure that interventions are complementary and aligned with student needs.

Through these collaborative structures and regular communication among program leaders, Waller ISD ensures that federally identified student groups receive coordinated academic and support services while maintaining compliance with federal and state program requirements.

Stakeholder Feedback:
Stakeholders value coordination of services across programs to support diverse student populations.
Feedback indicates a need for clearer communication and alignment between departments to avoid gaps or duplication of services.
Stakeholders emphasized the importance of ensuring all student groups receive consistent and equitable support.

Lever 6, Question D

If applicable, how does the campus coordinate Title I, Part A services with early childhood education programs (e.g., Head Start, Pre-K) to support

smooth transitions and early learning success?

Note: School systems receiving Title I, Part A funds must, where applicable, coordinate with early childhood programs to align instruction, support family engagement, and ensure continuity of services as children enter kindergarten. Guidance related to the agreement the LEA must have with outside entities providing early childhood education services can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf.

A template that incorporates the elements required by Title I, Part A can be found at: Template for Early Childhood Education

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, § 1112(c)(7); EDF 6.2.3	MOUs with early childhood providers Transition plans Family engagement logs Kindergarten readiness data
Use the data to answer the question in the space below.	
Not applicable	

Lever 6, Question E	
How does the campus invest in and manage technology to support instruction and operational efficiency?	
	Recommended Data Sources - Data Folder
TEC §11.253(a)(3)(D); EDF 6.4, 6.4.1	Technology inventory lists Device distribution logs PD records for tech integration Usage analytics.
Use the data to answer the question in the space below.	

Instructional Technology Support and Training:

- The District Instructional Technologist actively monitors and manages teacher proficiency. For the 2025 cycle, all teachers were trained on their respective learning management systems (Canvas for Secondary, Edgenuity for SSA).
- New teachers are paired with a mentor who helps guide them through the use of technology resources.
- Teachers have access to district support, including training guides on the district website.
- The district provides support for parent access to Skyward during campus events such as open house, FAFSA nights, and Title I nights.

The campus coordinates with the district for digital program support and functionality. The District provides a robust technical infrastructure to ensure that digital tools are secure, accessible, and aligned with our instructional goals.

- Integration**:** All Department-approved digital curricula are vetted and integrated by District Instructional Technologists.This process ensures that software is compatible with district hardware and meets accessibility standards for all students and staff. Technical support for these programs is managed centrally to minimize classroom downtime. We monitor program usage to help assure that software purchases are being used in an effective manner.
- Access: The district utilizes Clever as our primary identity and access platform. Clever provides Secure Single Sign-On (SSO) for all digital resources. This benefits all district users by eliminating the need for students and staff to manage multiple passwords. Clever syncs directly with our Student Information System (SIS) to ensure class rosters are updated in real-time across all digital platforms. Program access is then curated by course, roster, or role.
- Security: This platform automates account provisioning and protects user data by maintaining unique, secure login credentials for every district user.
- Operational Efficiency: By automating repetitive administrative tasks with rostering, the clerical load is reduced, allowing staff, teachers, and students more time for direct student engagement and professional collaboration.

Stakeholder Feedback:
Stakeholders report that while there is value in having 1:1 devices, there is a need for instruction separated from digital resources.
Stakeholders report that there is good support for teachers on accessing technology.

Reflecting on Student Performance Data

This section guides the campus through a structured review of student performance data to identify areas of strength, persistent gaps, and student groups that may need additional support.

Student Performance Reflection 1	Reference
What summative and formative data sources does your campus use to monitor student performance and growth?	TEC §11.253(a)(1); EDF 5.3.1, 5.3.2, and 5.3.3
Answer the question in the space below.	
WHS uses a combination of summative and formative data sources to monitor student performance and academic growth. Summative data includes results from the Texas state assessments, including End-of-Course (EOC) exams and TELPAS, as well as district benchmark assessments administered to students twice each year to measure mastery of grade-level standards. Formative data is gathered through classroom assessments, progress monitoring, and marking period grades. Teachers and campus leadership review these data sources regularly during professional learning communities and data meetings to guide instructional decisions, adjust interventions, and support continuous student improvement.	

Student Performance Reflection 2	Reference
Based on recent summative and formative data, in which subjects and grade levels are students performing best, and where do performance gaps remain?	TEC §11.253(a)(1); EDF 5.3.1, 5.3.2, and 5.3.3
Use the data to answer the question in the space below.	
Students Performing Best: ● Overall Algebra I and English I scores improved at approaches, meets, and masters levels compared to 2025. ● Biology scores increased across grade levels and performance levels. ● Algebra I scores almost doubled at the meets and masters levels. **Performance Gaps Remain:** ● English I at masters level ● English II at all performance levels ● While academic growth increased, we are still under the 2026 target levels.	

- College Readiness

Student Performance Reflection 3	Reference
How do academic outcomes and growth trends vary across student groups (including race/ethnicity, emergent bilingual students, economically disadvantaged students, students with disabilities, students coded at-risk), and which groups are furthest below campus averages?	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
• Special Education, Highly Mobile, and Emergent Bilingual student performance lags behind the “all student” group • EL Proficiency (TELPAS) scores remained stagnant from 2025-2026	

Student Performance Reflection 4	Reference
Are there any other challenges the campus is facing that would be helpful to highlight? Note: This area is left intentionally open-ended.	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
• Overall attendance of students	

Student Performance Reflection 5	Reference
Reflecting on data, what are the top 3-5 academic challenges facing the campus?	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5

Use the data to answer the question in the space below.
• Increasing the student performance and growth in RLA • Increasing English Language Proficiency as measured through TELPAS • CCMR, with a focus on college readiness

Root Cause Analysis, Setting Priorities, and Driving Implementation

After completing the needs assessment, the campus identifies its highest-leverage priorities and builds a focused, results-driven annual plan. This process includes setting long-term goals, defining measurable objectives, and selecting aligned, evidence-based strategies. For each strategy, the campus outlines relevant initiatives, assigns staff, allocates resources, sets timelines, and establishes clear criteria for monitoring progress and course-correcting as needed. This planning tool is reviewed and revised annually to reflect updated needs and data.

The planning process is intentionally designed to build on the needs assessment, emphasizing coherence between desired outcomes, strategic actions, and implementation routines. This approach ensures that planning is grounded in data, aligned with statutory planning requirements, and focused on continuous improvement.

Action Steps

The following steps outline the process for translating needs assessment findings into a focused, results-driven plan:

Review the Needs Assessment:
Examine data for recurring themes, persistent gaps, and areas where student groups are furthest below system averages.

1. Conduct Root Cause Analysis (“5 Whys”): For each challenge, ask “Why?” up to five times to uncover underlying causes. The intention is to move up the chain of causality, from symptoms to core issues and more foundational solutions. While not explicitly required by statute, this process is a cornerstone of reflective practice and strongly encouraged.
2. Set Priority Focus Areas: Select 3–5 high-leverage needs based on analysis.
3. Define Long-Term Goals and Short-Term Objectives: Ensure goals and objectives are measurable and time bound.

Note: The following four questions are open-ended to encourage reflection and collaborative discussion. The planning tables in the proceeding step require specific, detailed responses for each section. If the district has already named goals via long-term strategic plan, they should be utilized below. Regardless, all campuses are encouraged to take part in this reflective practice.

Priority Identification

Priority Identification Question 1
Based on the reflections from the previous sections, what challenges would have the greatest transformative potential on student outcomes?
Answer the question in the space below.
• Low performance in English II • Navigating rapid district growth and new leadership

Priority Identification Question 2
What root causes underlie these challenges?" Utilize the "5 why's" up to five times to uncover underlying causes.
Answer the question in the space below.
Low performance in RLA English II • Lack of access to high quality instructional materials in RLA • Lack of systematic coaching support and targeted professional development • Historic lack of focus on foundational literacy skills and instruction • Lack of structure and consistency in MTSS and academic intervention • Lack of accessibility to HQIM for fragile learners **Navigating Rapid District Growth and New Leadership** • Need for additional support for campus leaders in the area of instructional leadership • Lack of defined systems for campus operations and improvement

Priority Identification Question 3
What would a best-case scenario look like 3-5 years from now? What long-term goals would clearly demonstrate solving the root issue? Note: If the district has already named goals via long-term strategic plan, they may be included below.

Answer the question in the space below.
• By the end of the 2028–2029 school year, Waller HS will demonstrate sustained improvement in student engagement and support systems as evidenced by a cumulative 6% reduction in unique students with one or more discipline referrals, a cumulative 3% increase in average daily attendance, and a cumulative 10% increase in favorable family engagement survey results. • By the end of the 2028–2029 school year, Waller HS will increase the percentage of students performing at the Meets Grade Level standard on district reading and mathematics assessments by at least 30%, ensure that 100% of teachers achieve and sustain a composite score of 4 in the Instructional Delivery component of the Classroom Observation Tool, and increase successful intervention transitions for students receiving Tier 2 and Tier 3 supports, as measured through district assessment, walkthrough, and intervention data. • By the end of the 2028–2029 school year, Waller HS will increase the percentage of students meeting projected growth targets in reading and mathematics by at least 15% above the Spring 2026 baseline, ensure that 100% of teachers participate in Observation/Feedback cycles with instructional leaders, and ensure 100% of PLC teams earn a rating of Proficient (4) or Exemplary (5) on the District PLC Quality Indicators Rubric.

Priority Identification Question 4
How can these goals be divided into measurable annual objectives that show progress towards these goals?
Answer the question in the space below.
See Priority Tables • Priority 1 • Priority 2 • Priority 3

Strategies and Planning Tables

The following section will hone in on specific strategies to implement in the upcoming school year

- When completing the planning tables, provide specific, detailed information for each section. (see Key Terms below).
- Each entry should be concrete and actionable, reflecting the campus's unique context and priorities.

Key Terms

Term	Description
ESSA Crosswalk	Checkboxes for each branch of ESSA Consolidated funding. Select the relevant boxes for funding related to the appropriate objective
Strategy	A research-based approach or method selected to address the root cause of a challenge. Strategies should be aligned to the campus's goals and supported by evidence of effectiveness. Avoid listing activities without explaining the strategic rationale
Initiatives	New and legacy programs or grants aligned to the specific strategy
Staffing	Individuals who will be responsible for executing each strategy
Resource/Source of Funds (SoF)	The non-human capital and/or funding source that will support and sustain each strategy. This section may be more specific and granular than the ESSA Crosswalk
Timeline	Approximate dates and/or intervals in which each strategy will be monitored for implementation.
Formative Evaluation Criteria	The metric(s) for assessing each strategy's level of success prior to final outcomes. Include key indicators of progress as well as any processes to monitor ESSA fund usage and implementation fidelity (e.g., internal reviews, fiscal checks, documentation logs).

Complete the sections below to define priorities, goals, objectives, strategies, and performance measures as part of the planning process.

Priority 1

Priority # 1	HB3 Alignment	
What is the first priority area?	Is this an HB3 Goal?	
Integrated Student Support Systems	☑ Yes	☐ No

Goal # 1
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Waller HS will demonstrate sustained improvement in student engagement and support systems as evidenced by a cumulative 6% reduction in the number of unique students with one or more discipline referrals, a cumulative 3% increase in average daily attendance, and a cumulative 10% increase in favorable family engagement survey results.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support this strategy?	Who will be responsible for implementing?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?

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Objective 1: Campus discipline referrals will decrease by 5%, from 54.1% of students having one or more referrals at the end of the 2025–2026 school year to 49% of students having one or more referrals at the end of the 2026–2027 school year, as measured through campus discipline referral data.	☐ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☑ Title IV, Part A	Strategy 1-1: Follow, communicate, and implement the district's Productive Learning Environment Framework.	Strategic classroom arrangements, Monitor Character Strong implementation, Walkthroughs, Productive Learning Environment Framework	Principal, SSA Principal, Assistant Principals, Counselors, Title IV Security Monitor, Behavior Coach	Local Funds, Title IV A	Monitored Quarterly	Reduction in office discipline referrals by semester, Walkthrough data demonstrates implementation of district expectations.
		Strategy 1-2: Build campus implementation capacity through targeted professional learning, leadership training, teacher leader development, and ongoing coaching support focused on classroom routines, student engagement, and behavior support.	Character Strong PD, Instructional Coaching, Leadership Development, New Teacher Support, PLCs	Principal, Assistant Principal, Instructional Coaches, Title II Behavior Coach, Curriculum and INstruction Department, Campus Teacher Leaders	Title II-A, Title IV-A, Local Funds	Monitored Quarterly	Participation in professional learning, coaching cycle completion rates, walkthrough data indicating implementation of classroom routines, teacher survey results, decrease in classroom-managed behavior incidents
		Strategy 1-3: Implement a campus monitoring and evaluation system that utilizes calibrated walkthrough tools, baseline implementation data, discipline data, and student engagement indicators to assess implementation fidelity and measure impact.	Walkthrough Calibration Process, Discipline Data Review, MTSS Data Meetings, Targeted coaching	Principal, Assistant Principals, MTSS Committee, Behavior Coach	Local Funds	Every progress report period data reviews, quarterly progress monitoring	Progress Report data reviews, progress towards 5% reduction target
Objective 2: The campus student attendance rate will increase by 1%, from 92.14% at the end of the 2025–2026 school year to 93.14% at the end of the 2026–2027 school year, as measured through campus attendance data.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☑ Title IV, Part A	Strategy 2-1: Develop, communicate, and reinforce a district-aligned campus culture framework that establishes shared expectations, culture commitments, and visible campus practices.	MTSS, Character Strong, PBIS, Campus Improvement Plans, Attendance Committees	Campus Principals, Assistant Principals, Counselors, Campus Leadership Teams	Local Funds, Title I-A, Title II-A, Title III-A, Title IV-A, Character Strong, MTSS Resources	Summer/Fall 2026 development; monitored quarterly	Progress on implementation of district framework, walkthroughs, campus observations

		Strategy 2-2: Provide professional learning, implementation resources, and staff support to ensure consistent implementation of campus culture expectations and student support practices.	Character Strong, MTSS, PBIS, New Teacher Induction and Mentoring, Professional Learning Communities (PLCs)	Campus Administrators, Counselors, Local Funded & Title I - Instructional Coaches, Student Services Staff	Local Funds, Title I-A, Title II-A, Title III-A, Title IV-A	Fall 2026–Spring 2027; monitored quarterly	Professional learning participation; implementation checklists; walkthrough data; staff feedback surveys; evidence of consistent campus practices.
		Strategy 2-3: Implement and monitor schoolwide culture, attendance, and student support initiatives—including district-led campus attendance incentive programs—through the collection and analysis of attendance, discipline, and school climate data.	MTSS, PBIS, Character Strong, Attendance Committees, Student Support Teams, Family Engagement Programs	Campus Administrators, Attendance Clerks, Counselors, Campus Family Engagement Liaison	Local Funds, Title I-A, Title IV-A	Implementation begins Fall 2026; monitored monthly and reviewed quarterly	Average Daily Attendance (ADA); chronic absenteeism rates; attendance by student groups; discipline referrals; student climate survey results; campus attendance incentive participation; progress toward the 1% attendance increase.
Objective 3: Favorable family engagement survey results will increase from 74% in September 2026 to 90% by June 2027, as measured through the campus family engagement survey.	☑ Title I, Part A ☐ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Engagement Framework that establishes consistent expectations for home visits, family communication, and support for learning at home.	Framework, Family Communication Protocols, Title I Parent and Family Engagement Programs	Campus Parent and Family Engagement Liaisons, Campus Principals	Title I, Part A Reserved Funds for Parent and Family Engagement Activities, Local Funds	Use Framework developed Summer/Fall 2026, implementation monitored quarterly	BOY, MOY, and EOY Family Engagement Surveys, implementation of Framework,parent participation rates, communication logs
		Strategy 3-2: Build campus capacity to implement the Family Engagement Framework through professional learning, implementation resources, staff	Parent and Family Engagement Professional	Campus Parent and Family Engagement Liaisons,	Title I, Part A Reserved Funds for Parent and Family, Local	August 2026 – May 2027, monitored quarterly	BOY, MOY, and EOY Family Engagement Surveys, family

		feedback, and ongoing support for evidence-based family engagement practices.	Learning, Staff Training, Family Engagement Resources	Campus administrators, Teachers	Funds		engagement event attendance
		Strategy 3-3: Implement, monitor, and evaluate family engagement practices through standardized data collection systems and analysis of family participation and engagement data to inform continuous improvement and expansion.	Family,Title I Annual Meeting, Parent and Family Engagement Events, Family Engagement Evaluation Process	Campus Parent and Family Engagement Liaisons, Campus Principals	Title I, Part A Reserved Funds for Parent and Family, Local Funds	Monthly monitoring, quarterly reviews, annual evaluation June 2027	BOY, MOY, and EOY Family Engagement Surveys, family participation rates, Title I Annual Meeting participation; family event attendance, progress toward 5% increase target

Priority 2

Priority # 2	HB3 Alignment	
What is the second priority area?	Is this an HB3 Goal?	
Academic Experience	☑ Yes	☐ No

Goal # 2
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Waller HS will increase the percentage of students performing at the Meets Grade Level standard on district reading and mathematics assessments by at least 30 percentage points, ensure that 100% of teachers achieve and sustain a composite score of 3 or higher in the Instructional Delivery component of T-TESS, and increase successful intervention transitions for students receiving Tier 2 and Tier 3 supports, as measured through district assessment, walkthrough, and intervention data.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support	Who will be responsible for implementing?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?

			this strategy?				
Objective 1: The average score on the Instructional Delivery (Domain 2) will increase to 3.2 or higher by May 2027, as measured by the Instructional Insights Application dashboard.	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 1-1: Ensure all adopted Tier 1 instructional materials are fully implemented in the classrooms	TSL	Campus leaders	Local Funds, Title I, Part A, Title II, Part A, HQIM	Walkthroughs; ILT meetings	Relentless walk documentation; PLC walkthroughs for all subjects
		Strategy 1-2: Guarantee teacher and student access to adopted Tier 1 instructional materials by communicating and implementing distribution systems, LMS integration, curriculum resource hubs, and ongoing access verification processes.	TSL	Campus leaders	Local Funds, Title I, Part A, Title II, Part A, HQIM	Monitoring monthly usage reports	Relentless Walks and PLC walk throughs
		Strategy 1-3: Establish implementation and assessment systems that support consistent use of Tier 1 instructional materials through district expectations, professional learning, walkthrough monitoring, and alignment of local assessments to adopted curriculum resources and TEKS.	TSL	Campus leaders	Local Funds, Title I, Part A, Title II, Part A, HQIM	Walkthroughs; ILT meetings	Relentless walk data
Objective 2: The percentage of students performing at the Meets Grade Level standard on district content-based assessments in will increase by 10 percentage points at each grade level, from 41.58% in Algebra 1, 29.47% in Geometry, 27% in Algebra 2, 5.4% in English 1, and 3.8% in English 2 at the beginning of the 2026–2027 school year to 51.58% in Algebra 1, 39.47% in Geometry, 37% in Algebra 2, 15.4% in English 1, and 13.8% in English 2 by May 2027, as measured through campus assessment data.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	Strategy 2-1: Establish clear instructional expectations, define look-fors, and monitor implementation through walkthroughs and data analysis.	TSL Guiding Coalition	Campus leaders; Locally Funded & Title I - Instructional coaches	Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds	Quarterly, ongoing	Obs and Feedback documentation; PLC walkthroughs
		Strategy 2-2: Strengthen and refine PLCs through team leader training, focus/purposeful PD. Increase coach/coordinator and admin participation in PLC meetings.	TSL	Campus leaders; Locally Funded & Title I - Instructional coaches, Title III - Aides	Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds	Monthly campus ILT meetings	PLC Walkthrough and Performance Data
		Strategy 2-3: Implementation of formative assessments in the classroom and reflective practices in PLC to monitor student growth	TSL	Guiding Coalition	Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds	Ongoing throughout the year	Obs and Feedback documentation; PLC walkthroughs
Objective 3: The percentage of students successfully transitioning to a less intensive level of intervention support will increase by May 2027, as	☑ Title I, Part A ☑ Title II, Part A	Strategy 3-1: Follow the districtwide framework for Tier 2 and Tier 3 supports	TSL MTSS HQIM District	Campus Leaders	Title I, Part A Title II, Part A Title III, Part A HQIM	MTSS Meetings	MTSS Data

measured through campus intervention and progress monitoring data, including at least 10% of Tier 2 students exiting to Tier 1 and at least 5% of Tier 3 students transitioning to Tier 2.	☑ Title III, Part A ☐ Title IV, Part A		Framework		Local Funds Intervention Materials		
		Strategy 3-2: Strengthen intervention implementation through data-driven decision-making processes that ensure students receive appropriate supplemental instruction, timely movement between intervention tiers, and ongoing progress monitoring.	TSL MTSS HQIM District Framework	Campus leaders, Locally Funded & Title I - Instructional Coaches, Title III - Aides	Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds Intervention Materials	MTSS Check Points	MTSS Data
		Strategy 3-3: Establish and sustain an effective campus MTSS team through regular data review cycles, targeted action planning, administrator and staff training, and continuous refinement of intervention systems based on implementation and student outcome data.	TSL MTSS HQIM District Framework	Campus Leaders, Locally Funded & Title I - Instructional Coaches, Title III - Aides	Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds Intervention Materials	MTSS Check points	MTSS Data

Priority 3

Priority # 3	HB3 Alignment	
What is the third priority area?	Is this an HB3 Goal?	
Instructional Leadership and Capacity Building	☑ Yes	☐ No

Goal # 3
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Waller HS will increase the percentage of students meeting projected growth targets in reading and mathematics by at least 15 percentage points above the Spring 2026 baseline, ensure that 100% of teachers participate in observation and feedback cycles with instructional leaders, and ensure 100% of PLC teams earn a rating of Proficient (4) or Exemplary (5) on the District PLC Quality Indicators Rubric.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support this	Who will be responsible for implementing?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?

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			strategy?				
Objective 1: The percentage of 9-10th grade students meeting projected growth targets will increase by 5 percentage points from 59% in English I, 70% in English II, and 85% in Algebra in September 2026, to 64% in English I, 75% in English II, and 90% in Algebra in in May 2027, as measured by STAAR/EOC.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☑ Title IV, Part A	Strategy 1-1: Implement district coaching framework that establishes clear expectations, coaching tools, documentation protocols, and leadership capacity to support high-quality instructional coaching.	PLC, Guiding Coalition, Instructional Leadership Team, New Teacher Induction and Mentoring	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators	Local Funds, Title I-A, Title II-A, Title III-A, IDEA-B, HQIM (Bluebonnet and HMH), District Benchmark Assessments, PLC Resources, TLI Coaching Tools, Walkthrough and Observation Instruments, and MTSS Systems	Monitored Quarterly	5% growth on benchmark data, Summative Assessments, Walkthrough data
		Strategy 1-2: Implement and sustain high-quality coaching cycles aligned to HQIM and district instructional priorities through PLC integration, classroom observations, feedback processes, and ongoing monitoring of coaching implementation.	PLC, Guiding Coalition, Campus Instructional Team, TLI Coaching Support and monitoring system, MTSS, New Teacher Induction and Mentoring	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators	Local Funds, Title I-A, Title II-A, Title III-A, IDEA-B, HQIM (Bluebonnet and HMH), District Benchmark Assessments, PLC Resources, TLI Coaching Tools, Walkthrough and Observation Instruments, and MTSS Systems	Monitored Quarterly	Coaching Dashboard, Walkthrough data, district benchmark data
		Strategy 1-3: Leverage coaching systems to improve instructional practice and student outcomes by aligning coaching priorities to student needs, monitoring instructional practice data, and evaluating the impact of coaching on student learning and engagement.	PLC, Guiding Coalition, Campus Instructional Team, TLI Coaching Support and monitoring system, MTSS, New Teacher Induction and Mentoring	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators	Local Funds, Title I-A, Title II-A, Title III-A, IDEA-B, HQIM (Bluebonnet and HMH), District Benchmark Assessments, PLC Resources, TLI Coaching Tools, Walkthrough and Observation Instruments, and MTSS Systems	Monitored Quarterly	Participation in professional learning, coaching cycle completion rates, walkthrough data indicating implementation of classroom routines, teacher survey results, district benchmark data (9-10)

Objective 2: The percentage of teachers participating in at least one documented observation and feedback cycle will increase to 100% by May 2027, as measured through the Instructional Insights App (Observation/Feedback dashboard).	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 2-1: Develop and implement a campuswide yearlong professional development plan aligning to district priorities, instructional goals, and development opportunities.	PLC	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators, and Guiding Coalition	Title II Part A, Local Funds	Summer 2026, December 2026, and May 2027	Professional Development Calendar, Professional Development Materials
		Strategy 2-2: Build educator and leader capacity through ongoing professional learning, coaching cycles, PLC facilitation, and structured leadership development opportunities.	PLC	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators, and Guiding Coalition	Title II Part A, Local Funds	Monitored Quarterly	Professional Learning Calendar, Observation Data Dashboard, Coaching Cycle documentation
		Strategy 2-3: Monitor the implementation and effectiveness of professional learning through participation data, coaching cycle completion, leader calibration processes, and continuous feedback for improvement.	PLC	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators, and Guiding Coalition	Title II Part A, Local Funds	Monitored Quarterly	Professional Learning Participation Data housed in Strive, Observation Data Dashboard, Coaching Cycle documentation
Objective 3: The campus average on the PLC Quality Review Rubric will increase from 2.90 in Fall 2026 to at least 3.75 by May 2027, as measured by the PLC Quality Review Rubric district dashboard.	☐ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Support implement districtwide curriculum-based professional learning framework that defines role-specific expectations, implementation indicators, and progression pathways for teachers, instructional leaders, and coaches.	PLC	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators, and Guiding Coalition	Title II Part A, Local Funds	Monitored Quarterly	Districtwide curriculum-based professional learning framework is developed and shared
		Strategy 3-2: Develop and implement professional learning pathways that build the knowledge and competencies necessary to support high-fidelity implementation of HQIM and district instructional priorities	PLC	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators, and Guiding Coalition	Title II Part A, Local Funds	September 2026	Role-aligned professional learning pathways are developed and shared

		Strategy 3-3: Strengthen implementation and accountability systems through curriculum-focused coaching, walkthrough monitoring, and PLC structures that support continuous improvement and instructional alignment.	PLC	Principals, Dean of Instruction, Assistant Principals, Content Coaches and Coordinators, and Guiding Coalition	Title II Part A, Local Funds	PLC Guiding coalition meetings in July, October, January, March, and June	Increase of 5% of PLC teams scoring 4 or 5 on the PLC Quality Indicators Rubric at each measure. Increase of 5% of appraisers and instructional leaders meeting walkthrough expectations at each measure. Increase of at least 5% of documented coaching cycles (Exchange - Insights app) at each measure.

Performance Objectives & Student Group Alignment

In this section, the campus will set performance targets for all students and disaggregate them by student group to align with CIP and ESSA planning requirements, ensuring every student is supported. Campuses may use EDF-aligned strategies to ensure that performance targets are not only data-informed but also supported by coherent systems of implementation and monitoring. Users are welcome to duplicate the table or extend it by adding rows as needed. (CIP: TEC §11.253(a)(2); ESSA, Title I, Part A, § 1111(c)(2); EDF 1.2.3

Subject Area	Student Group	Grade Level	Annual Performance Target	Differentiated Strategy	Monitoring Method
Math	All Students	Algebra 1 (9)	By the end of the 2026-2027 school year, all student achievement in Algebra I STAAR EOC at the Approaches and Meets level will increase from 80% to 85% and 46% to 51% respectively.	Implement aligned Tier 1 mathematics instruction through district-adopted curriculum resources, PLC-driven planning, and targeted intervention based on student performance data.	District common/interim assessments; PLC data cycles; curriculum-implementation walkthroughs; STAAR performance.
RLA	All Students	Eng 1 (9)	By the end of the 2026-2027 school year, all student achievement in English I and II STAAR EOC at the Approaches and Meets level will increase from 71% to 76% and 51% to 56% respectively.	Implement aligned Tier 1 RLA instruction through district-adopted curriculum resources, PLC-driven planning, and targeted intervention based on student performance data.	District common/interim assessments; PLC data cycles; curriculum-implementation walkthroughs; STAAR/EOC performance.
Social Studies	All Students	USH (10)	By the end of the 2026-2027 school year, all student achievement in USH STAAR EOC at the Approaches and Meets level will increase from 91% to 96% and 64% to 69% respectively.	Strengthen Tier 1 U.S. History instruction through TEKS-aligned planning, PLC analysis of assessment data and student work, targeted reteach of priority standards, and differentiated support for students not yet demonstrating mastery.	District common/interim assessments; PLC data cycles; instructional walkthroughs, including Dual Credit USH; EOC performance and progress toward Meets/Masters.

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Science	All Students	Bio (9)	By the end of the 2026-2027 school year, all student achievement in Biology STAAR EOC at the Meets level will increase from 63% to 68%.	Strengthen Tier 1 Biology instruction through TEKS-aligned planning, PLC analysis of student performance, evidence-based instructional practices, differentiated support, and targeted reteach/intervention based on identified learning gaps.	District common/interim assessments; PLC data cycles and student-work analysis; instructional walkthroughs; Biology EOC performance and progress toward Meets.

Subject Area Examples: Math, RLA, Science, Social Studies, CTE, Electives, All Subjects

Student Group Examples: African American, White, Hispanic, American Indian, Asian, Pacific Islander, Two or More Races, Economically Disadvantaged, Emergent Bilingual, Foster Care, McKinney Vento, Military Connected, Immigrant, Migrant, Title I, At Risk, Special Education, Gifted and Talented, Career & Technical Education, Dyslexia

Closing

Review the strategies outlined in the plan and respond “Yes” or “No” to ensure the plan meets the following requirement:

Supplement, not Supplant	Reference
Adheres to Supplement, Not Supplant ESSA guidelines - i.e., federal funds must be used to enhance (supplement) the services campuses already provide with state and local funds, not replace (supplant) those services. For more detailed information on how each federal program documents compliance with the Supplement, Not Supplant requirement, please review the Supplement, Not Supplant Handbook, pp 2-3. Select “Yes” or “No” in the boxes below	ESSA, Title I, Part A; ESSA, Title I, Part C; ESSA, Title I, Part D; ESSA, Title II, Part A; ESSA, Title III, Part A; ESSA, Title IV, Part A
☑ Yes ☐ No	

Title I Reservation	
If the campus has reserved Title I, Part A funds for any district-level activities that have not been described elsewhere in this plan, how will those funds be used?	
Reference	**Recommended Data Sources**
ESSA, Title I, Part A, § 1113(b)(13)	Budget allocation reports, program plans (e.g., summer or extended learning), expenditure tracking logs, transportation and meal service records, and family engagement documentation
Use the data to answer the question in the space below.	
Not applicable	

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Looking Ahead-Goals	Reference
Looking ahead, what is one key shift or breakthrough the campus is striving to achieve in the next year?	EDF 1.5
Answer the question in the space below.	
WHS is striving to see the growth of the PLC process impact student growth in the classroom.	

Looking Ahead-Implementation	Reference
What processes are in place to ensure ongoing compliance and alignment with CIP and ESSA planning requirements?	TEC §11.253(d); ESSA, Title I, Part A, § 1112(d)(3)(A)
Answer the question in the space below.	
Periodic meetings throughout the school year (CIP committee and District PLC)	

Looking Ahead-Closing
Is there anything further that should be noted regarding the campus's priorities, challenges, or strategies that was not captured in the tool above? Note: This area is left intentionally open-ended.
Answer the question in the space below.
Not applicable

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Calendar of Events

Date	Title Of Event	Location	Sent out Calendar Invites	Notes
February 16-27, 2026	Pre Plan for the CNA	WISD ESC	☑	District Leadership will assign the Lever questions by department. Chiefs and Directors will then assign jobs and responsibilities to their members.
Due Date: March 20, 2026	Data Compilation	WISD ESC	☑	All data must be in the corresponding folder and correctly labeled. As data is inputted, the department/director/chief will answer the question using the data. All Lever questions must be answered.
April 15, 2026	District CNA #1	WISD ESC	☑	District CNA with Stakeholders - (after hours) Stakeholders signed up for the committee via Google Form. This form can be shared with campuses so they can create their own copy.
May 6, 2026	Campus CNA	Campus	☑	Schedule as needed
July 15, 2026	CIP Workshop	WISD ESC	☐	Campus begins working on CIP goals and strategies
September 2, 2026	Cabinet Presentation	Campus	☑	Campus presents goals to the Cabinet
October 14, 2026	Campus CIP Meeting #1	Campus	☐	Present Big Three Goals
November 12, 2026	School Board Meeting - Approval of CIP	WISD ESC	☐	
January 8, 2027	Fall Benchmark Data - CIP & DIP Formative Evaluation	WISD ESC or Campus	☐	Revision and Review of the DIP/CIP using data

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February 3, 2027	DSBDMC #2	Google Meets	☐	
February 17, 2027	Campus CIP Meeting #2	Campus	☐	
March 4, 2027	Spring Benchmark Data (English)- CIP & DIP Formative Evaluation	Campus	☐	
April 8, 2027	Spring Benchmark Data (Alg, Bio, USH)- CIP & DIP Formative Evaluation	WISD ESC or Campus	☐	Revision and Review of the DIP/CIP using data
May 5, 2027	CIP/CNA #3	Campus	☐	
June 2, 2027	DSBDMC #3	Google Meets	☐	
June 15, 2027	STAAR Data - CIP & DIP Summative Evaluation	WISD ESC or Campus	☐	Revision and Review of the DIP/CIP using data

Summary - Planning and Distribution Procedures

CNA and CIP Process:
Data Gathering: WHS distributes the data gathering process amongst the many campus personnel including the Principal, Associate Principal, Dean of Instruction, Lead Counselor, Assistant Principals, and Department Chairs. Feedback from parents is collected throughout the year also.

Meetings: A calendar of meetings is created annually to guide the CNA and DIP development process.

- March: Begin the Comprehensive Needs Assessment (CNA) process
- May: Conduct an in-person after-school stakeholder meeting
- July: Being working on the CIP for the upcoming school year.

Needs Assessment: The Campus Site-Based Decision Making Committee analyzes the data and determines the needs of the campus.
After the release of STAAR results, the campus finalizes the CNA and determines priorities for the upcoming school year.

Campus Plan: The Campus Improvement Plan is developed directly from the priorities identified through the CNA process from the campus and district. The completed DIP is then used to support and complete the CIP process.

Distribution:
Campus Improvement Plan : The Campus Improvement Plan is available on the Waller ISD website under the State and Federal Programs Department. Printed copies may also be requested at the Waller ISD ESC building.

District Parent and Family Engagement: The District Parent and Family Engagement Policy is available on the Waller ISD website in both English and Spanish.

School-Parent Compact: WHS School-Parent Compact is posted on the campus website. Hard copies are available in the front office.

Translations: Translated versions of the Campus Improvement Plan are available upon request. The district translation policy is also posted on the district website.

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Stakeholder Checklist

The following stakeholders must be included within the planning process. Using the checklist below can ensure the right people are participating in the process.
Note: these meetings do not need to take place separately, and combining them can promote greater coherence and alignment.

Stakeholder Group	DIP/CIP	Title I-A	Title II-A	Title III-A	Title IV-A
Parents & Guardians	☑	☑	☑	☑	☑
Teachers	☑	☑	☑	☑	☑
Principals	☑	☑	☑	☑	☑
Specialized Instructional Support Personnel^		☑	☑		☑
Paraprofessionals		☑	☑		
Other School Leaders**		☑	☑	☑	☑
School System Administrators	☑	☑			
Community Members	☑	☑			
Community Organizations or Partners			☑		☑
Other Organizations/Partners with Expertise			☑		☑
Business Members	☑				
School Staff Who Will Carry Out the Plan		☑			
Local Government Representatives		☑			

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Stakeholder Checklist Notes

*Per TEC §11.253, school system employees may not serve as parent representatives for these committees.

**Per ESSA §8101(44), the term “school leader” means a principal, assistant principal, or other individual who is an employee or officer of an elementary or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building

^Per ESSA §8101(47), the term “specialized instructional support personnel” means school counselors, school social workers, and school psychologists and other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs.

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Committee Member Names - CIP/DIP and CNA - add rows as needed

First and Last Name	Position	Committee Role
Breana Smith	Principal	Principal
Teresa Cavazos	Dean of Instruction	Other School Leader
Corey Prestwood	Associate Principal	Other School Leader
Christopher Kenjura	Teacher/Department Chair	Teacher
Celeste Torkay	Parent	Parent/Guardian
Joshua Howard	Teacher/Department Chair	Teacher
Jennifer Newton	Teacher	Teacher
Kayla White	Parent	Community Member
Krista Miller	Teacher/Department Chair	Teacher
Kristen Gunderson	Business Owner	Business Members
Stanford, Kyla	Teacher/Department Chair	Teacher
Lidia Torres	Teacher/Department Chair	Teacher
Christopher Aguilar	Teacher/Department Chair	Teacher
Ayse Hamzehloo	Teacher/Department Chair	Teacher
Amanda Mcclelland Box	Teacher	Teacher
Angela Ward	Teacher	Teacher
Ashlee Zanelli	Teacher	Teacher

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Byrl Engel	Teacher/Department Chair	Teacher
Debrah Forteberry	Parent	Parent/Guardian
Doris Garrett	504 Coordinator	Specialized Instructional Support Personnel
Jessica Salazar	Counselor	Specialized Instructional Support Personnel
Karman Berry	Teacher	Teacher
Kassie Fincke	Teacher/Department Chair	Teacher
Michelle Hablitz	Teacher	Teacher
Michaelea Fuentes	Community Member/ Guardian	Community Member
Melissa Morgan	Teacher	Teacher
Priscilla Bean	Administrative Assistant	Paraprofessional
Robert Lee	Teacher	Teacher
Sara Cook	Teacher/Department Chair	Teacher
Myda Garcia	Paraprofessional	Paraprofessional
Crystal Vannest	Campus Resource Officer	Local Government Representative
Amarric Jones	Campus Resource Officer	Local Government Representative
Melissa Walton	Assistant Director-Accountability	District Administrator
		Select Role
		Select Role
		Select Role

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		Select Role

ESSA Compliance Checklist - 13 Descriptors

This checklist is intended to support self-validation of compliance with the 13 TEA-required Title I, Part A LEA Plan descriptions.

Description 1 - Student Progress & Monitoring	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will monitor students' progress in meeting the challenging State academic standards by [ESSA §1112(b)(1)]— 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
OnePlan Connection	Question 4A: How does the campus select and monitor Tier I instruction to ensure all students have access to high-quality, standards-aligned learning across subjects and grade levels? List the core curriculum materials used and describe how they support alignment to the state's challenging academic standards Recommended Data Sources: Curriculum adoption lists, HQIM rubrics, TEKS alignment guides, PLC agendas.
Additional Details	Waller High School monitors students' progress toward meeting the challenging State academic standards through a comprehensive instructional and progress-monitoring system that includes high-quality Tier I instruction, regular analysis of student performance data, targeted interventions, and ongoing adjustment of instructional practices. 1. Developing and implementing a well-rounded program of instruction: WHS provides students with a well-rounded, standards-aligned instructional program across mathematics, reading language arts, science, social studies, and other academic and enrichment areas. Core instruction is aligned to the Texas Essential Knowledge and Skills (TEKS) and supported by district-adopted instructional resources, including Bluebonnet Learning Secondary Mathematics, HMH Into Literature, Savvas Texas MyPerspectives, STEMscopes, and other approved curriculum resources. Teachers use PLC-driven planning, student work, assessment results, and instructional resources to strengthen Tier I instruction and ensure students have access to rigorous learning experiences.

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	2. Identifying students who may be at risk for academic failure: WHS uses multiple formative and summative data sources to identify students who are not demonstrating expected progress. These include STAAR End-of-Course assessments, TELPAS, district benchmark assessments, classroom assessments, progress-monitoring data, marking-period grades, attendance, and behavior data. Teachers and campus leaders regularly review these data through PLCs, data meetings, and MTSS processes to identify individual students and student groups requiring additional support. Early-warning systems also monitor attendance, grades, and behavior to identify students at risk of disengagement or academic failure. 3. Providing additional educational assistance: Students identified as needing additional assistance receive targeted supports based on their individual needs. Supports may include Tier 2 and Tier 3 interventions, tutoring, reteaching, credit recovery, mentoring, individualized learning plans, instructional support from teachers and instructional coaches, and additional assistance from Title III aides and other specialized staff. WHS uses its MTSS framework to provide supplemental instruction, monitor student progress, and make timely decisions about movement between intervention tiers. The campus has established a specific objective for students to successfully transition to less intensive levels of intervention based on progress-monitoring data. 4. Identifying and implementing strategies to strengthen academic programs and school conditions: Campus leaders and PLC teams use assessment results, student work, classroom observations, curriculum-implementation walkthroughs, and progress-monitoring data to evaluate the effectiveness of instructional strategies and make adjustments throughout the year. WHS has established academic performance targets in Algebra I, English I and II, U.S. History, Biology, and other areas, with differentiated strategies and monitoring methods tied directly to student performance. These include TEKS-aligned Tier I instruction, PLC data cycles, targeted reteaching, differentiated support, common/interim assessments, and instructional walkthroughs.

Description 2 - Teacher Quality	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of- field teachers; [ESSA §1112(b)(2)]
OnePlan Connection	Question 2C: How does the campus ensure that campuses with the greatest student need are staffed with experienced, high-quality teachers? Recommended Data Sources: Needs-based staffing models, campus demographic reports, and incentive program documentation.

Additional Details	Waller High School works with the district to monitor teacher quality and assignment patterns to ensure that low-income students, minority students, and other high-need student groups are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers. The One Plan specifically identifies this as an internal equity responsibility and calls for reviewing teacher assignments for At-Risk, Emergent Bilingual, and Special Education students to ensure these students have consistent access to veteran, high-performing educators. Campus and district leaders review staffing information, the master schedule, teacher certification and assignment information, student demographic data, student progress data, and educator effectiveness information when making staffing and scheduling decisions. The recommended evidence within the One Plan includes equity compliance data, the master schedule, student progress reports, mentor/mentee documentation, and campus demographic reports. WHS also uses T-TESS evaluation data, classroom walkthroughs and observations, Teacher Incentive Allotment (TIA) designations, retention data, and other staffing information to identify effective educators and support strategic teacher placement. WHS currently has 28 TIA-designated teachers, with an additional eight recommended for designation, and 24% of core in-class support sections are taught by a TIA-designated teacher. The campus has also conducted more than 1,000 walkthroughs and observations to provide feedback and strengthen instructional effectiveness. When a disparity or staffing concern is identified, campus and district leadership can address the concern through master-schedule adjustments, strategic placement of experienced and effective teachers, targeted coaching and professional development, mentoring and support for beginning teachers, and recruitment and retention efforts. WHS also coordinates professional development to strengthen teacher capacity for serving Emergent Bilingual students, students with disabilities, At-Risk students, and other high-need populations. Through ongoing review of staffing, teacher effectiveness, student demographics, and student performance, WHS seeks to provide equitable access to effective, appropriately assigned educators for all students and to address any identified disparities in teacher experience or effectiveness, as required by ESSA §1112(b)(2).

Description 3 - School Support & Improvement	
Applies to	Title I, Part A LEAs with schools identified for school improvement under ESSA §1111(d)(1) and (2)
Requirement	How the LEA will carry out its School Support and Improvement activities responsibilities under ESSA §1111(d)(1) and (2); [ESSA §1112(b)(3)]
OnePlan Connection	Question 1C: If the campus has any campuses identified for Comprehensive Support and Improvement or Targeted Support and Improvement, how will the campus carry out its School Support and Improvement activities and responsibilities under ESSA

	§1111(d)(1) [Comprehensive Support and Improvement] and ESSA §1111(d)(2) [Targeted Support and Improvement]? Recommended Data Sources: Campus needs assessments, ESSA CSI/TSI identification reports, intervention plans, resource allocation dashboards.
Additional Details	Not Applicable. Waller High School is not currently identified by the State for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under ESSA §1111(d)(1) or §1111(d)(2). Therefore, no School Support and Improvement activities are required for the campus at this time. If the campus is identified in the future, Waller ISD and Waller High School will complete the required comprehensive needs assessment, identify the student groups and areas that led to identification, develop and implement targeted improvement strategies, allocate appropriate resources, and monitor implementation and student outcomes in accordance with ESSA requirements.

Description 4 - Measure of Poverty	
Applies to	All Title I, Part A LEAs
Requirement	The poverty criteria that will be used to select school attendance areas under ESSA §1113 [ESSA 1112(b)(4)]
OnePlan Connection	Question 3J: What poverty measure does the campus use to determine school-level Title I eligibility and select school attendance areas? Please select all that apply. ☐ Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education ☐ Children eligible for free and/or reduced-price lunches under the National School Lunch Act Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage. ☐ Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF) ☐ Children eligible to receive medical assistance under the Medicaid program ☐ A composite of any of the above measures. If this measure is selected, also indicate which of the above-listed options are included in the composite. Recommended Data Sources: Enrollment data, free/reduced lunch eligibility reports, Medicaid/TANF participation records, census poverty data, composite measure documentation.
Additional Details	Waller ISD uses the percentage of children eligible for free and/or reduced-price meals under the National School Lunch Act to determine school-level poverty rates for the purpose of identifying and ranking Title I, Part A school attendance areas in

	accordance with ESSA §1113. Campuses are ranked based on their poverty percentage, and Title I eligibility and allocations are determined in accordance with federal requirements and district rank-and-serve procedures.

Description 5 - Nature of Title I Programs	
Applies to	All Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children)
Requirement	The nature of the programs to be conducted under Schoolwide (ESSA §1114) and Targeted Assistance (ESSA §1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [ESSA §1112(b)(5)]
OnePlan Connection	Question 6A: How does the campus align resources to student needs and strategic priorities? Question 3H: What academic programs and targeted support plans are laid out in the formal agreement between the campus and the local facility serving delinquent children and are in place for students residing in local institutions for neglected or delinquent youth, or enrolled in correctional or alternative education programs? Recommended Data Sources: Budget allocation spreadsheets, weighted funding formulas, resource dashboards, expenditure review reports; MOUs with facilities, transition plans, case management logs, academic progress monitoring reports.
Additional Details	Waller High School operates a Title I, Part A Schoolwide Program designed to improve the academic achievement of all students, with particular attention to students who are academically at-risk or who face barriers to educational success. Title I resources are aligned to needs identified through the Comprehensive Needs Assessment and Campus Improvement Plan and are used to strengthen Tier I instruction, provide targeted academic interventions, support instructional staff, and increase access to resources and services that help students meet State academic standards. WHS also works with local group residential operations serving students who may be identified as neglected, delinquent, or at risk. These students are provided equitable access to the full instructional program and may receive additional supports including tutoring, transportation, special programs for which they qualify, extracurricular opportunities, school supplies, clothing, hygiene items, and other resources necessary to support educational success. The campus and district coordinate Title I, State Compensatory Education, and other federal and local resources to ensure services are based on student need, are supplemental where required, and do not result in duplication or gaps in support. Resources and program effectiveness are reviewed through the campus planning, budgeting, and progress-monitoring processes and adjusted as student needs change.

Description 6 - Services to Homeless Children & Youth; Title I set-aside	
Applies to	All Title I, Part A LEAs
Requirement	The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [ESSA §1112(b)(6)]. This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.
OnePlan Connection	Question 3K: What systems are in place to ensure students experiencing homelessness have fair access to education and related supports? Note: Supports should reflect provisions under the McKinney-Vento Act, including immediate enrollment, transportation assistance, and academic support. If the campus does not have a McKinney-Vento program, describe what services it will provide to students who are experiencing homelessness in the campus. Recommended Data Sources: Identification logs, transportation assistance records, case management notes, shelter outreach logs.
Additional Details	Waller High School works in coordination with Waller ISD's McKinney-Vento Homeless Education program to remove barriers to the enrollment, attendance, participation, and academic success of students experiencing homelessness. The district's At-Risk & Highly Mobile Liaison works directly with Waller High School staff, students, and families to identify eligible students, address enrollment barriers, coordinate transportation, and connect students with academic and basic-needs supports. At Waller High School, students experiencing homelessness are provided access to appropriate services based on their individual needs. Supports may include transportation, tutoring and academic assistance, school supplies, clothing, hygiene items, and other resources necessary for students to participate fully in school. The campus works with the district liaison and appropriate departments, including registration, food services, transportation, and campus administration, to address barriers and maintain ongoing support for students and families. Because Waller High School serves secondary students, particular attention is also given to credit attainment, grades, assessment performance, tutoring needs, graduation progress, and college and career readiness to help students experiencing homelessness remain on track for graduation and successful postsecondary transition. Waller ISD determines and maintains the required Title I, Part A reservation for students experiencing homelessness at the district level. These reserved funds support eligible students across the district, including students at Waller High School, and are coordinated with McKinney-Vento and other available resources. The amount reserved is determined through the district's annual Title I planning and needs-assessment process based on the needs of students experiencing homelessness.

	Through this campus and district coordination, Waller High School works to ensure that students experiencing homelessness can enroll without unnecessary barriers, attend school consistently, access the same educational opportunities as their peers, receive needed academic and non-academic supports, and remain on track for graduation and postsecondary success.

Description 7 - Parent & Family Engagement Strategy	
Applies to	All Title I, Part A LEAs
Requirement	The strategy the LEA will use to implement effective parent and family engagement under ESSA §1116. [ESSA §1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.
OnePlan Connection	Question 3O: What are the campus's overall strategies for engaging with parents, families, and the community?; Question 3Q: The campus must have a written parent and family engagement policy that is incorporated into the campus's plan and establishes the campus's expectations and objectives for meaningful parent and family engagement. Note: If the campus has a separate written parent and family engagement (PFE) policy that includes all the Title I, Part A PFE policy requirements listed in sections 1116(a) and 1116(e), the campus may incorporate that policy into this plan by reference and include the web link in the space below. Recommended Data Sources: Parent Advisory Council agendas, family engagement event logs, stakeholder survey results; Parent and Family Engagement Policy document, web link to posted policy, stakeholder approval records
Additional Details	Waller High School implements effective parent and family engagement in accordance with ESSA §1116 through its written Campus Parent and Family Engagement Policy, which is incorporated into the Campus Improvement Plan by reference. The policy establishes the campus's expectations and objectives for meaningful parent and family engagement and is reviewed with input from parents and other stakeholders. Waller High School provides families with opportunities to participate in their child's education and campus decision-making through Title I and Title III family events, the Site-Based Decision-Making Committee (SBDM), surveys, campus communications, and other family and community engagement opportunities. The SBDM includes parents and community representatives who participate in the development, monitoring, evaluation, and revision of the Campus Improvement Plan. Waller High School uses parent and stakeholder feedback to evaluate and strengthen its family engagement efforts. The campus identified a need to provide more consistent opportunities for feedback, increase promotion of campus and community events, consider virtual participation options, and provide additional anonymous surveys to increase family participation and input.

	Waller High School's written Parent and Family Engagement Policy is incorporated into the Campus Improvement Plan by reference and serves as the primary documentation of the campus's compliance with ESSA §1116.

Description 8 - Early Childhood Education Programs & Transition Plans	
Applies to	Title I, Part A LEAs reserving Title I, Part A funds for preschool programs
Requirement	If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [ESSA §1112(b)(8)]
OnePlan Connection	Question 6D: If applicable, how does the campus coordinate Title I, Part A services with early childhood education programs (e.g., Head Start, Pre-K) to support smooth transitions and early learning success? Note: Campuses receiving Title I, Part A funds must, where applicable, coordinate with early childhood programs to align instruction, support family engagement, and ensure continuity of services as children enter kindergarten. Guidance related to the agreement the LEA must have with outside entities providing early childhood education services can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf. A template that incorporates the elements required by Title I, Part A can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodtemplate.docx Recommended Data Sources: MOUs with early childhood providers, transition plans, family engagement logs, kindergarten readiness data.
Additional Details	Not Applicable. Waller High School serves students in grades 9–12 and does not operate an early childhood education or preschool program supported with Title I, Part A funds. The campus does not transition students from early childhood programs into local elementary school programs. Therefore, the requirements related to coordinating Title I, Part A services with early childhood education programs under ESSA §1112(b)(8) do not apply to Waller High School.

Description 9 - Identification of Eligible Children (Targeted Assistance Program)	
Applies to	Title I, Part A LEAs with at least 1 Targeted Assistance Campus

Requirement	How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [ESSA §1112(b)(9)]
OnePlan Connection	Question 3P: If applicable, how does the campus ensure that schools operating Targeted Assistance Programs (TAP) identify and prioritize students most in need of Title I, Part A services? Describe the criteria developed in consultation with teachers, parents, administrators, and other relevant staff. Note: See the TAP identification framework aligned with ESSA Section 1115(b)(1)(B), which requires multiple, educationally related, objective criteria. For grades PK–2, developmentally appropriate measures may include teacher judgment and parent input. Include district-wide cut scores (e.g., passing scores for state assessments, screeners, benchmarks) and documentation of stakeholder consultation. Recommended Data Sources: TAP identification criteria documentation, ranking sheets, stakeholder consultation meeting notes.
Additional Details	Not Applicable. Waller High School operates a Title I, Part A Schoolwide Program under ESSA §1114 and does not operate a Targeted Assistance Program under ESSA §1115. Therefore, the requirements for identifying and prioritizing individual students eligible to receive Title I, Part A services under a Targeted Assistance Program do not apply to Waller High School. As a Schoolwide Program campus, WHS may use Title I, Part A resources to improve the overall educational program while giving particular attention to students who are at risk of not meeting State academic standards.

Description 10 - Transitions: Middle to High School/High School to Postsecondary	
Applies to	Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools)
Requirement	How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [ESSA §1112(b)(10)]— 1) coordination with institutions of higher education, employers, and other local partners; and 2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
OnePlan Connection	Question 4C: How does the campus collaborate with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success to support Title IV Part A activities and ensure smooth transitions from middle school to high school and from high school to College Career and Military Readiness (CCMR), including early college, dual/concurrent enrollment, or career-focused pathways? Describe how these partnerships are documented and evaluated for effectiveness.

	Question 4F: How does the campus communicate the importance of making informed curriculum choices in middle and high school (e.g., endorsements, advanced coursework, career pathways) that align with students' post-secondary goals? Question 4G: How are students, families, teachers, and counselors supported in accessing and understanding sources of information about higher education admissions (e.g., college entrance exams, application timelines, institutional options)? Question 4H: How does the campus ensure students, families, and teachers have timely access to financial aid information, including FAFSA/TASFA completion, scholarships, and grants? Recommended Data Sources: MOUs with partners, meeting agendas, CCMR indicator dashboards, partnership evaluation reports; Graduation plan templates, endorsement pathway guides, Naviance or similar platform usage reports; College planning guides, counseling session logs, workshop attendance records, digital portal analytics; FAFSA/TASFA completion tracking reports, financial aid workshop logs, communication plan documentation.
Additional Details	Waller High School implements multiple strategies to support successful student transitions from middle school to high school and from high school to postsecondary education, employment, or military service. WHS counselors work directly with students at the junior high campuses to provide information about high school course selections, endorsements, advanced coursework, CTE pathways, and other opportunities so students can make informed decisions aligned with their interests and postsecondary goals. Once students enter high school, counselors meet with them annually to review course selections and ensure they remain on track to complete their selected pathways. WHS also hosts an annual Pathways to Success Night to help students and families explore CTE pathways, and related career opportunities. WHS collaborates with institutions of higher education, businesses, and community partners to expand College, Career, and Military Readiness opportunities. The campus partners with Blinn College to provide dual enrollment and College Preparatory courses that allow students to earn college credit and strengthen college-readiness skills while still in high school. For 2026–27, WHS is expanding CTE dual-credit opportunities in health sciences, construction, and manufacturing. Partnerships with local businesses and organizations also provide career exploration, internships, clinical rotations, and other workforce-readiness experiences. WHS provides extensive career and technical education opportunities through 12 career pathways and 24 programs of study, aligned with industry-based certifications and endorsements. Partnerships with employers and community organizations provide students with work-based learning opportunities that connect classroom instruction with careers and in-demand occupations. To support the transition from high school to postsecondary education, WHS counselors meet with seniors in small groups based on their individual postsecondary goals and provide guidance on college applications, admissions, testing, financial aid, and next steps. The campus facilitates university, Common App, and ApplyTexas application assistance; provides FAFSA support for students and families; offers TSIA2 testing opportunities; and provides SAT testing for juniors. Students also have access to a College and Career Center during lunch and use Xello to explore careers and develop postsecondary goals. WHS additionally

	provides college and trade-school visits to help students explore their options after graduation. Through counseling, dual-credit opportunities, CTE pathways, partnerships with higher education and employers, work-based learning, college and career planning, and family engagement, Waller High School provides a coordinated system to help students successfully transition into high school and ultimately into college, career, or military pathways.

Description 11 - Discipline Disproportionality	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [ESSA §1112(b)(11)]
OnePlan Connection	Question 3D: How does the campus monitor and reduce the overuse of exclusionary discipline practices (e.g., suspensions, removals from class), especially among student subgroups with disproportionately high discipline rates? Recommended Data Sources: Disaggregated discipline reports, restorative practice logs, cultural responsiveness training records.
Additional Details	Waller High School uses disaggregated discipline data to monitor and reduce the overuse of exclusionary discipline practices, including suspensions and removals from class. The campus administrative team reviews discipline data every six weeks, and the MTSS team reviews data every nine weeks to identify students and student groups with high rates of discipline and determine where additional supports are needed. Data disparities are discussed, and campus leaders explore appropriate interventions and solutions. Students identified as needing additional behavioral support may receive interventions through the campus MTSS process, including mentoring and individualized behavior intervention plans designed to provide both behavioral and instructional support. WHS also uses restorative practices and positive behavior supports as alternatives to exclusionary discipline when appropriate. Stakeholder feedback has identified a need for more consistent documentation of restorative practices and earlier, more formalized behavioral interventions. WHS has established a campus goal to reduce discipline referrals by 5%, from 54.1% of students having one or more referrals at the end of 2025–26 to 49% by the end of 2026–27. Strategies include implementation of the district's Productive Learning Environment Framework, professional learning and coaching focused on classroom routines, student engagement, and behavior support, and ongoing review of discipline and walkthrough data. Progress is monitored throughout the year through discipline

	data reviews, MTSS meetings, walkthroughs, and other student-engagement indicators. The campus also evaluates efforts intended to keep students in the instructional setting, including positive behavior and character-development supports. WHS reviews DAEP placement and in-school suspension data to determine whether these strategies are reducing the amount of instructional time students lose because of disciplinary removals. Through regular review of disaggregated discipline data, MTSS interventions, behavior supports, staff development, and progress monitoring, Waller High School works to reduce unnecessary removals from the classroom and address disproportionate discipline patterns among student subgroups.

Description 12 - Coordination & integration with Career/Technical Education	
Applies to	All Title I, Part A LEAs operating Career and Technical Education programs
Requirement	If applicable, how the LEA will support programs that coordinate and integrate [ESSA §1112(b)(12)]— 1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
OnePlan Connection	Question 4D. How does the campus support the coordination and integration of academic and career and technical education (CTE) content through instructional strategies, experiential learning, and work-based opportunities that align with in-demand occupations and industry needs? Recommended Data Sources: Graduation plans, endorsement pathway guides, CTE course lists, internship participation logs.
Additional Details	Waller High School coordinates academic and Career and Technical Education (CTE) programming to provide students with rigorous, hands-on learning experiences connected to high-demand careers and industries. WHS offers 12 career pathways and 24 programs of study, with each program aligned to an appropriate endorsement and industry-based certification. These pathways are designed to connect classroom learning with the knowledge and technical skills students will need for postsecondary education and employment. The campus incorporates experiential learning and work-based learning opportunities that allow students to apply academic and technical skills in authentic settings. WHS partners with employers and community organizations, including Daikin, FAB Services, Houston Oaks, Memorial Hermann, and other local partners, to provide opportunities such as internships and clinical rotations

	that give students direct interaction with industry professionals. WHS also works with Blinn College to expand dual-enrollment opportunities and is increasing CTE dual-credit offerings in health sciences, construction, and manufacturing for the 2026–27 school year. These opportunities strengthen the connection among academic coursework, technical skill development, college credit, industry preparation, and future employment. The campus monitors the effectiveness of these programs through student participation, course completion, CCMR indicators, industry-based certification attainment, and postsecondary outcomes. In 2024–25, WHS students earned 771 industry-based certifications, providing students with recognized credentials and clearer pathways into future education and employment. Through aligned CTE programs of study, dual-credit opportunities, industry certifications, experiential learning, internships, clinical rotations, and partnerships with employers and higher education, Waller High School integrates academic and technical instruction while providing students meaningful exposure to industry professionals and in-demand career fields.

Description 13 - Other Proposed Uses of Funds	
Applies to	All Title I, Part A LEAs
Requirement	Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [ESSA §1112(b)(13)]— 1) Assist schools in identifying and serving gifted and talented students; and 2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
OnePlan Connection	Performance Objectives & Student Group Alignment - Explain how reservations and program uses align to performance objectives and close gaps for specific student groups. Recommended Data Sources: Reservation use narrative; budget reports.
Additional Details	Waller High School uses Title I, Part A funds to support the academic needs and priorities identified through the campus Comprehensive Needs Assessment and Campus Improvement Plan. At this time, WHS does not propose additional Title I, Part A expenditures specifically for gifted and talented identification/services or for the development of school library programs under ESSA §1112(b)(13). WHS will continue to ensure that gifted and talented students have access to rigorous, standards-aligned instruction and advanced learning opportunities and that students have access to appropriate instructional and digital resources through existing

	campus and district programs and funding sources. If additional needs are identified through the CNA or campus planning process, WHS will evaluate whether Title I, Part A funds may appropriately supplement those services in accordance with federal requirements.

Links to Additional Supporting Documents

These materials are referenced throughout the document, and can serve as additional planning supports throughout the campus's planning and implementation process.

Federal Programs Guidance from Region 14, in collaboration with TEA:

- Collaborative Comprehensive Needs Assessment: CCNA (ESC 14)
- LEA Program Plan Toolkit: LEA Program Plan Toolkit (ESC 14)
- Federal Programs Planner: Federal Programs Planner (CCNA)

LEA Title I, Part A Reservation for Services to Students Experiencing Homelessness: t1ahomelessreservation.xlsx

Guidance on mandatory School System agreements with outside early childhood education providers: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf.

A template that incorporates the early childhood elements required by Title I, Part A: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodtemplate.docx

ESSA Supplement, not Supplant guidelines: Supplement, Not Supplant Handbook, pp 2-3.

Effective District Framework: Texasedf.org

Approved by the Waller ISD School Board on November 12, 2026