

Whitehouse Independent School District

Whitehouse Junior High School

2019-2020 Campus Improvement Plan



Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

The mission of Whitehouse ISD, the standard of excellence, is to inspire and equip students through innovative and challenging opportunities.

Vision

Above all, students first!

Core Beliefs

We believe faith and family are the foundation of our community.

We believe our children's success is our highest priority.

We believe each student's unique gifts and abilities have value.

We believe that supportive relationships are the foundation of learning.

We believe everyone has the right to a safe and caring environment.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Students are the reason for the school. It is the goal of Whitehouse Junior High School to equip all students with the tools needed to not only succeed in our world, but also excel.

Student Achievement Strengths

Our students are typically supported at home and have been given the basic skills to succeed in school. The students are interested in taking a role in making Whitehouse Junior High School a better place to be. Overall, student performance on standardized testing has been above state average, and students have continued to improve in many areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 2018-2019, the percentage of 8th grade students who scored Masters on the STAAR US History test was 26%, a 2% decrease from the 2017-2018 school year. **Root Cause:** WJHS is in early stages of adding more rigor to the US History Honors classrooms.

Problem Statement 2 (Prioritized): In 2018-2019, the percentage of 8th grade students who scored Masters on the STAAR Science test was 29%, an 8% decrease from the 2017-2018 school year. **Root Cause:** Not enough differentiation b/w on level and honors classes, specifically in the elaborate piece of each lesson plan.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Having a staff of Highly Qualified teachers and staff is the goal of Whitehouse Junior High School through established hiring practices. State law has long required teachers to be degreed and certified in the area(s) to which they are assigned. Federal law as promulgated in Public Law 107-110, No Child Left Behind Act of 2002, reemphasized this state requirement. According to the law, all teachers in states and /or school districts accepting Title I, Part A funds must be “highly qualified” to teach in the area(s) to which they are assigned.

Staff Quality, Recruitment, and Retention Strengths

Based on the most current data available, the teachers at the junior high school are highly experienced. The teaching staff is comprised of 73% females and 27% males. There is a good mix of new and experienced teachers, which allows for the proper transfer of knowledge within the profession. The staff of Whitehouse Junior High School is committed to working in partnership with all stakeholders to increase student success.

Priority Problem Statements

Problem Statement 1: In 2018-2019, the percentage of 8th grade students who scored Masters on the STAAR US History test was 26%, a 2% decrease from the 2017-2018 school year.

Root Cause 1: WJHS is in early stages of adding more rigor to the US History Honors classrooms.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: In 2018-2019, the percentage of 8th grade students who scored Masters on the STAAR Science test was 29%, an 8% decrease from the 2017-2018 school year.

Root Cause 2: Not enough differentiation b/w on level and honors classes, specifically in the elaborate piece of each lesson plan.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices
- Other additional data


Goals



Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. Funding Sources: Title II = \$750, ESSER I = \$84,584 FTE's = 1






Performance Objective 1: 2020 STAAR scores in 7th Grade Reading will approach at 85%, will meet at 55%, and master at 30%. STAAR scores after the first assessment of the 8th Reading will approach at 90%, will meet at 65% and master at 40%.






Evaluation Data Sources: A-F Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate differentiated instruction in all ELAR Classes to meet the needs of all students. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators English Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide targeted tutorials in the spring for students who are at risk of failing the Reading and/or Writing STAAR. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Monitor: Assistant Principals Instructional Coordinators ELAR Teachers	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrate various technology resources such as Benq, BYOD Kahoot, Quizzizz, Plickers, etc. to formatively assess students in ELAR classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing an English class each 9 weeks and semester.</p> <p>Monitor: Principal Assistant Principals Instructional Coordinators Instructional Technology Specialist Media Technology Specialist English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Align the written, tested, and taught English curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing an English class each 9 weeks and semester.</p> <p>Monitor: Assistant Principals Instructional Coordinators ELAR Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in ELAR classrooms. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators ELAR Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Regular walk-throughs and teacher feedback to ensure effective teaching practices. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Alignment of 7th & 8th grade through the use of Readers/Writers Workshop and the continuation of 6+1 Writing. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators ELAR Teachers	Formative		
	Nov	Feb	May
			



Strategy 8 Details	Formative Reviews		
Strategy 8: Analyze 2019 STAAR results, unit tests, & Benchmarks to identify priority standards. Monitor student individually and as groups based on approaches/meets/masters. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: ELAR Teachers Instructional Coordinators Assistant Principals Principals	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

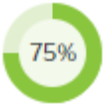

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. Funding Sources: Title II = \$750, ESSER I = \$84,584 FTE's = 1




Performance Objective 2: 2020 STAAR scores in 7th Grade Writing will approach at 85%, will meet at 60%, and master at 30%.






Evaluation Data Sources: A-F Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate differentiated instruction in all ELAR Classes to meet the needs of all students. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators English Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide targeted tutorials in the spring for students who are at risk of failing the Reading and/or Writing STAAR. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Monitor: Assistant Principals Instructional Coordinators ELAR Teachers	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrate various technology resources such as Benq, BYOD Kahoot, Quizzizz, Plickers, etc. to formatively assess students in ELAR classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing an English class each 9 weeks and semester.</p> <p>Monitor: Principal Assistant Principals Instructional Coordinators Instructional Technology Specialist Media Technology Specialist English Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Align the written, tested, and taught English curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing an English class each 9 weeks and semester.</p> <p>Monitor: Assistant Principals Instructional Coordinators ELAR Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in ELAR classrooms. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators ELAR Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Regular walk-throughs and teacher feedback to ensure effective teaching practices. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Alignment of 7th & 8th grade through the use of Readers/Writers Workshop and the continuation of 6+1 Writing. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators ELAR Teachers	Formative		
	Nov	Feb	May
			



Strategy 8 Details	Formative Reviews		
Strategy 8: Analyze 2019 STAAR results, unit tests, & Benchmarks to identify priority standards. Monitor student individually and as groups based on approaches/meets/masters. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an English class each 9 weeks and semester. Monitor: ELAR Teachers Instructional Coordinators Assistant Principals Principals	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. Funding Sources: Title II = \$750, ESSER I = \$84,584 FTE's = 1






Performance Objective 3: 2020 STAAR scores in 7th Grade Math will approach at 90%, will meet at 55%, and master at 20%. STAAR scores after the first assessment of the 8th Grade Math will approach at 95%, will meet at 80% and master at 35%.






Evaluation Data Sources: A-F Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate differentiated instruction in all Math Classes to meet the needs of all students. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing a Math class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators Math Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide targeted tutorials in the spring for students who are at risk of failing the Math STAAR. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Monitor: Assistant Principals Instructional Coordinators Math Teachers	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrate various technology resources such as Benq, BYOD Kahoot, Quizzizz, Plickers, etc. to formatively assess students in Math classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing a Math class each 9 weeks and semester.</p> <p>Monitor: Principal Assistant Principals Instructional Coordinators Instructional Technology Specialist Media Technology Specialist Math Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Align the written, tested, and taught Math curriculum through the implementation of Professional Learning Communities, the use of the TEKS Resource System, and the development of common assessments.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing a Math class each 9 weeks and semester.</p> <p>Monitor: Assistant Principals Instructional Coordinators Math Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in Math classrooms. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing a Math class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators Math Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Regular walk-throughs and teacher feedback to ensure effective teaching practices. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Continuation of double blocked math periods for all on level math courses. Strategy's Expected Result/Impact: High student performance on classroom, district and state assessments Lower percentage of students failing Math each 9 weeks and semester Monitor: Principal	Formative		
	Nov	Feb	May
			



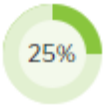
Strategy 8 Details	Formative Reviews		
Strategy 8: Analyze 2019 STAAR results, unit tests, & Benchmarks to identify priority standards. Monitor student individually and as groups based on approaches/meets/masters. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing a Math class each 9 weeks and semester. Monitor: Math Teachers Instructional Coordinators Assistant Principals Principals	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. Funding Sources: Title II = \$750, ESSER I = \$84,584 FTE's = 1








Performance Objective 4: 2020 STAAR scores in 8th Science will approach at 90%, will meet at 65% and master at 35%.

Evaluation Data Sources: A-F Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement STAAR warm-ups targeting low performance objectives and/or older standards that will serve as review. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an Science class each 9 weeks and semester. Monitor: Science Teachers Instructional Coordinators	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Science in school tutorials in the spring approximately 2 months before, using data from Benchmark. Students pulled out during Science class, to work in small group with Science teacher. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an Science class each 9 weeks and semester. Monitor: Principal Assistant Principal Science Teachers Instructional Coordinator	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Strategically placed review of 6th/7th grade TEKS during the fall and the spring. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing an Science class each 9 weeks and semester. Monitor: Science Teachers Instructional Coordinators	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate differentiated instruction in all classes to meet the needs of all students with a focus on the elaborate piece of 5E.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing an Science class each 9 weeks and semester.</p> <p>Monitor: Principal Assistant Principal Science Teachers Instructional Coordinators</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in Science classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing an Science class each 9 weeks and semester.</p> <p>Monitor: Principal Assistant Principals Instructional Coordinators Science Teachers</p>	Formative		
	Nov	Feb	May
			


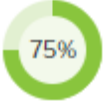
Strategy 6 Details	Formative Reviews		
Strategy 6: Integrate various technology resources such as Benq, BYOD Kahoot, Quizzizz, Plickers, etc. to formatively assess students in Science classrooms. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing an Science class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators Instructional Technology Specialist Media Technology Specialist Science Teachers	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Regular walk-throughs and teacher feedback to ensure effective teaching practices. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals Instructional Coordinators	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Analyze 2019 STAAR results, unit tests, & Benchmarks to identify priority standards. Monitor student individually and as groups based on approaches/meets/masters. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing a Science class each 9 weeks and semester. Monitor: Science Teachers Instructional Coordinators Assistant Principals Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards. Funding Sources: Title II = \$750, ESSER I = \$84,584 FTE's = 1

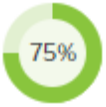

Performance Objective 5: 2020 STAAR scores in US History will approach at 85%, will meet at 50% and master at 30%.








Evaluation Data Sources: A-F Accountability Data

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate differentiated instruction in all classes to meet the needs of some students Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing a US History class each 9 weeks and semester Monitor: Principal Assistant Principals Instructional Coordinators US History Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will provide targeted interventions in the Spring for all student groups - approaches/meets/masters. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Monitor: Assistant Principals Instructional Coordinators US History Teachers	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrate various technology resources such as Benq, Exploros, BYOD Kahoot, Quizzizz, Plickers, etc. to formatively assess students in US History classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing a US History class each 9 weeks and semester.</p> <p>Monitor: Principal Assistant Principals Instructional Coordinators Instructional Technology Specialist Media Technology Specialist US History Teachers</p>	Formative		
	Nov	Feb	May
			









Strategy 4 Details	Formative Reviews		
Strategy 4: Daily Professional Learning Communities meetings to review, analyze, and improve curriculum, instruction and assessment in US History classrooms. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Higher student performance on classroom, district and state assessments. Lower percentage of students failing a US History class each 9 weeks and semester. Monitor: Principal Assistant Principals Instructional Coordinators US History Teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Regular walk-throughs and teacher feedback to ensure effective teaching practices. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals	Formative		
	Nov	Feb	May
			



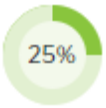





Strategy 6 Details	Formative Reviews		
Strategy 6: Analyze 2019 STAAR results, unit tests, & Benchmarks to identify priority standards. Monitor student individually and as groups based on approaches/meets/masters. Strategy's Expected Result/Impact: Higher student performance on classroom, district and state assessments. Lower percentage of students failing a US History class each 9 weeks and semester. Monitor: US History Teachers Instructional Coordinators Assistant Principals Principals	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Culture & and Climate: WISD will maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 1: Whitehouse Junior High School will implement programs and initiatives that build and support a safe and drug-free school.

Summative Evaluation: Significant progress made toward meeting Objective




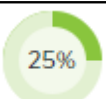
Strategy 1 Details	Formative Reviews		
Strategy 1: Use the Wildcat Post to communicate with parents, community members, and other stakeholder any relevant information about campus programs and initiatives. Strategy's Expected Result/Impact: Feedback from parents based on communicated information, and increased attendance and participation from parents at school related events. Monitor: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Recognize Student of the Month in 7th and 8th grade. Strategy's Expected Result/Impact: Public recognition of students who reflect the Wildcat Way. Monitor: Assistant Principal Principal Committee	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Discipline Management Training(through EduHero) that includes prevention and education concerning unwanted physical or verbal aggression, and other forms of bullying in schools, on school grounds, and in school vehicles (TEC 37.083(a)). Strategy's Expected Result/Impact: Teachers are trained and able to help students identify and work through issues as they come up. Monitor: Assistant Superintendent Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training for suicide prevention, conflict resolution, dating violence, and violence resolution through Eduhero. Strategy's Expected Result/Impact: Student morale, self-esteem, and communication increased. Increased teacher awareness of theses issues. Teachers can identify when students are needing support with these issues. Monitor: Principal Director of Instructional Programs	Formative		
	Nov	Feb	May
			

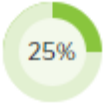





Strategy 5 Details	Formative Reviews		
Strategy 5: Wildcat drawing recognizes six students monthly. Students earn cards for being good citizens, i.e. traits of POG. Strategy's Expected Result/Impact: Continued public recognition for good citizenship Monitor: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Monthly focus on a POG trait as a whole school. Additionally, one department will adopt a trait each month to expand on the trait with students. Students will also identify peers exhibiting the monthly trait, and student names will be shared over the announcements as a celebration. Strategy's Expected Result/Impact: Student morale. Student's actions showing evidence of POG characteristics. Monitor: Counselors Principal Teachers Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Say Something Anonymous Reporting Strategy's Expected Result/Impact: Increased safety for all staff and students. Monitor: Principal Assistant Principal Counselors Nurse Student Resource Officer	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Random drug testing for UIL students. Strategy's Expected Result/Impact: Accountability for all students. Monitor: Counselor Secretary Assistant Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Increase student performance by hiring quality personnel with a passion for working with seventh and eighth grade students and maintaining an environment where employees are highly motivated and empowered to serve our students.

Summative Evaluation: Significant progress made toward meeting Objective



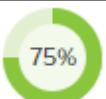
Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize a teacher and additional staff member each month and award them with a gift card. Strategy's Expected Result/Impact: Staff morale. Recognition of staff members. High teacher retention Monitor: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly walkthroughs to provide positive and specific feedback for teachers that are demonstrating high quality instruction. Strategy's Expected Result/Impact: Increase or reinforcements of effective teacher instructional strategies and classroom management. Monitor: Principal Assistant Principals Instructional Coordinators	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly walkthroughs to provide constructive feedback for teachers to improve in all areas of instruction and classroom management. Strategy's Expected Result/Impact: Increase or reinforcements of effective teacher instructional strategies and classroom management. Monitor: Principal Assistant Principals Instructional Coordinators	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Meet with new teachers on a weekly basis individually or as a group in order to assess needs and support. Strategy's Expected Result/Impact: Increase or reinforcements of effective teacher instructional strategies and classroom management. Monitor: Principal Assistant Principals Instructional Coordinators	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
Strategy 5: Attend job fairs to recruit and hire top quality teacher candidates. Strategy's Expected Result/Impact: High teacher retention and full staffing with HQ teachers. Monitor: Executive Director of Human Resources Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Every faculty member will memorize the district mission, vision, and beliefs Strategy's Expected Result/Impact: Alignment of campus activities to district to mission, vision, and beliefs. Monitor: Principal Faculty	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 2: WJHS will provide innovative professional development opportunities for faculty.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers in tested subjects will receive Professional Development through PLCs on a daily basis. PD will focus on campus needs including student intervention needs, high yield strategies, technology implementation, and teacher growth goals. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-Tess Evaluations. Monitor: Principal Assistant Principal Instructional Coordinators Media Technology Specialist Instructional Technology Specialist PLC Facilitators.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will attend highly productive and meaningful workshops throughout the year. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals Instructional Coordinators Academic Departments Department Chairs PLC Facilitators Campus MTS	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff development days built in the calendar each nine week period. We will use campus PD to focus on assessing for learning for all students. Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations. Monitor: Principal Assistant Principals PLC Facilitators Instructional Coordinators	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Amie Dean the Behavior Queen will providing training on understanding behavior, Teaching respect & coping skills, positive classroom systems, building motivation and confidence, strategies and planning.</p> <p>Strategy's Expected Result/Impact: Teachers scoring proficient or above on the planning and instructional domains on T-TESS Evaluations.</p> <p>Higher student performance on classroom, district and state assessments.</p> <p>Lower percentage of students failing classes each 9 weeks and semester.</p> <p>Reduced referrals each 9 weeks compared to same time last year</p> <p>Monitor: Principal Assistant Principals Counselors Staff Faculty</p>	Formative		
	Nov	Feb	May
	 100%	 100%	 100%
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Addendums