

# WHARTON JH

## Campus Improvement Plan

### 2022/2023

*#MovingForward*



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# WHARTON JH

## **Mission**

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

### Nondiscrimination Notice

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

# WHARTON JH

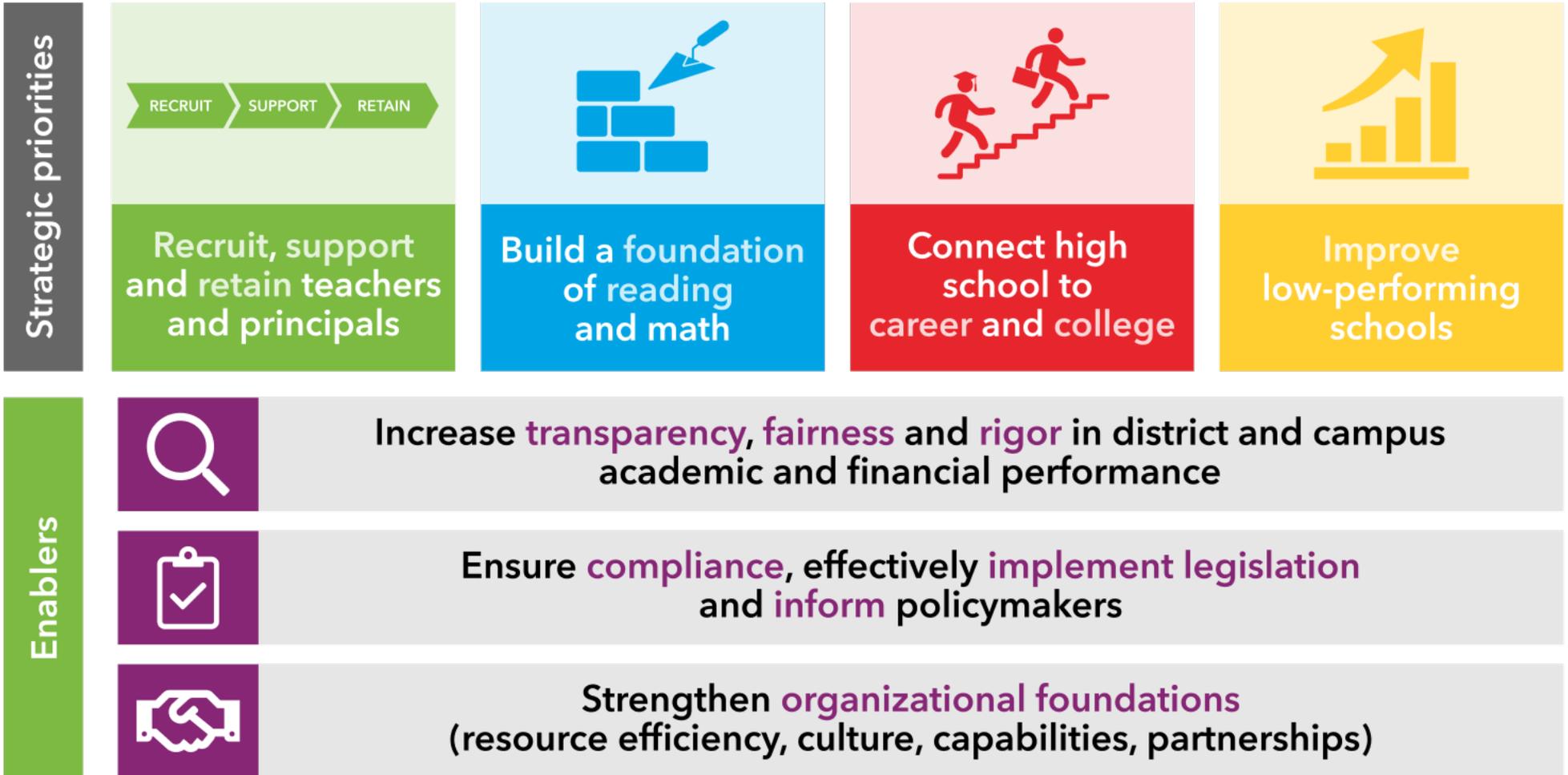
## **Vision**

*WJH will produce college and career ready leaders of tomorrow.*

### Nondiscrimination Notice

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



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

# WHARTON JH Site Base

Name	Position
Traylor, Ahmad	Principal
Wind, Sara	Instructional Coach
Peddy, Melodie	Assistant Principal
Gaines, Azure	Counselor
Zarate, Fritz	WISD Math Specialist
Hunt, Ryan	Assistant Principal
Moss-Hill, LaShanda Moss	ELAR Department Chair
Williams Sr., Curtis	SS Department Chair
Steingas, Julie	Math Department Chair
Mata, Sonya	Science Department Chair

# Resources

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

In 2021, WJH met target in 4 targets in Domain 2 (Growth)

Hispanic  
White  
EB/EL (Current and Monitored)  
Continuously enrolled

Wharton Jr. High's total enrollment in 2022 is 371. Historically, the campus demographics have remained stable during the last 2 years but has slightly decreased from 2023.

Title I as of 09/29/2022

Entity: 042 - Wharton Junior High Grade: 08

Federal Race/Ethnicity Codes # Enrolled

HISPANIC/LATINO 89

1-AMERICAN INDIAN OR ALASKAN NATIVE 0

2-ASIAN 1

3-BLACK OR AFRICAN AMERICAN 34

4-NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER 0

5-WHITE 12

TWO OR MORE RACES/ETHNICITIES 2

Total # Enrolled: 138

Entity: 042 - Wharton Junior High Grade: 07

Federal Race/Ethnicity Codes # Enrolled

HISPANIC/LATINO 88

1-AMERICAN INDIAN OR ALASKAN NATIVE 0

2-ASIAN 0

3-BLACK OR AFRICAN AMERICAN 31

4-NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER 0

5-WHITE 17

TWO OR MORE RACES/ETHNICITIES 4

Total # Enrolled: 140

Entity: 042 - Wharton Junior High Grade: 06

Federal Race/Ethnicity Codes # Enrolled

HISPANIC/LATINO 54

# Comprehensive Needs Assessment

## Demographics Strengths (Continued)

1-AMERICAN INDIAN OR ALASKAN NATIVE 0  
2-ASIAN 2  
3-BLACK OR AFRICAN AMERICAN 27  
4-NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER 0  
5-WHITE 7  
TWO OR MORE RACES/ETHNICITIES 3  
Total # Enrolled: 93  
Title I as of 09/29/2022  
Entity: 042 - Wharton Junior High ENTITY SUMMARY  
Federal Race/Ethnicity Codes # Enrolled  
HISPANIC/LATINO 231  
1-AMERICAN INDIAN OR ALASKAN NATIVE 0  
2-ASIAN 3  
3-BLACK OR AFRICAN AMERICAN 92  
4-NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER 0  
5-WHITE 36  
TWO OR MORE RACES/ETHNICITIES 9  
Total # Enrolled: 371

## Demographics Weaknesses

Campus instructional leaders providing training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.

## Demographics Needs

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

2 out of 18 - Academic Achievement  
6 out of 18 - Student Growth

# Comprehensive Needs Assessment

## Demographics Needs (Continued)

1 of 1 - ELPS/TELPASS

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

## Demographics Summary

After analyzing the STAAR data for the 2022 school year, it is evident that focus must be to increase our scores for approaches, meets and masters by 5-10 pts. In doing so, a 5 point increase gives us an opportunity to be a D in this domain and 10 points will give us a C rating. We will focus on intentional planning during PLC time, improving the Fundamental 5 lesson cycle, and aligning our assessment materials. Our focus on weekly observations and feedback will help us progress monitor and provide interventions.

We will focus on students growth, we think it is very achievable to decrease the number of students that did not meet mastery. In doing so, we will set a goal to increase in approaches, meets and master by 5-10 pts in the areas of Reading and Math. We must have utilize DMAC to track and monitor individual student groups and provide interventions.

## Student Achievement

### Student Achievement Strengths

In Math our 8th graders had a 9% gain. In Reading our 8th graders had a 3% gain. In Social Studies 8th graders had a 9% gain. In Science 8th graders had a 4% gain. In Math, 7th graders had a 6% gain.

Student Group Performance--2018-2019

	Previous Year	Current Year
Asian	73%	100%
Black	51%	62%
ECD	57%	60%
ELL	36%	54%
Hispanic	63%	60%

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

Native	25%	0%
SPED	15%	14%
Two Or More	71%	94%
White	70%	71%

Overall, the campus received a B rating with a score of 87. The campus experienced the greatest success in Domain II with an 89, or B, in Academic Growth. Overall, the campus received 1066.5 points out of a possible 1668 points.

## Student Achievement Weaknesses

In Reading 7th graders decreased by 6% and in Writing 7th graders decreased by 6%. Additionally, Wharton Jr. High received a Targeted Improvement. Additionally, the campus is identified for targeted support and improvement because of student group performance in Domain III--Closing the Gap. The White students missed the Meets Expectations target of 60% in three indicators for three consecutive years: Reading, Math, and Student Success.

## Student Achievement Needs

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

- Writing – All, 7th grade
- Reading – All, 7th grade & 8th grade

## Student Achievement Summary

# Comprehensive Needs Assessment

Wharton Junior High received an accountability rating of "Met Standard" with a B rating. Monitoring the academic progress and language acquisition proficiencies of ELL students assessed by TELPAS will continue to be a priority in all areas of instruction. Intervention for all students will be offered during the school day and possible in extended day. Common assessments will be used over the critical curricular concepts in all core areas. District and Campus initiatives will be implemented with fidelity and monitored for effectiveness.

On-site professional development lead by the Instructional Facilitator and Instructional staff will be ongoing on a weekly basis, focusing on strengthening Tier I instruction across the board.

Based on STAAR scores, iStation and Imagine Math universal screeners, struggling students will continue to be serviced through RTI and after-school Interventions. To better track data, Wharton Junior High has implemented team PLC's weekly. We will be utilizing data talks with teachers to better assist teachers in planning effective lessons. Participation is mandatory.

## Title 1

6100 Funding

Anette Lynn Lee

Region 3 for professional development services

TEKS Resource System through Region 3

DMAC through Region 3

6300

Living Materials to enhance science program through Region 3

DMAC Solutions

## Title II

6200 Funding

District & Assessment Coordination

New Teacher Academy

R3 Teacher Mentoring & Coaching

Library Support Services

Title 3 Bilingual/ESL professional development

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Teachers are being trained on strategies that preserve instructional time. Through the use of the school wide discipline matrix model, WJHS has seen a decrease in referrals to the office for classroom disruptions. Teachers' visibility in the halls during passing periods has reduced issues in the halls during passing periods. WJH continuously seeks opportunities to celebrate both students and staff.

## School Culture and Climate Weaknesses

Wharton Junior High must continue to improve our plan to transition 7th grade students onto the Jr. High campus more effectively.

## School Culture and Climate Needs

Teachers need additional training on how to accurately document and follow the discipline matrix for consistent coding in PEIMS. WJHS needs to increase staff morale in order to decrease the turnover rate of staff and administration. WJHS needs to create a parent and community involvement plan to help decrease the negative community perception of the school.

## School Culture and Climate Summary

To improve the campus climate a campus wide discipline program will be compulsory and publicized in common areas of the school and in all classrooms for the 2019-2020 school year. WJHS will continue to expand the implementation of Fundamental Five strategies. Student expectations will be posted in common areas and hallways. Student expectations will be posted in each classroom, which include expectations for group work, independent practice, testing, and teacher led instruction. We will be implementing campus wide efforts to build culturally appropriate, positive rapport with all students.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

Experienced teachers who have demonstrated success in the classroom, will be called upon to guide the new staff members. Our 8th grade ELAR teachers are certified in ESL and ELA both critical areas of instruction for ELL's. 100% of our instructional staff are fully certified and have been in the classroom since the first day of instruction.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

Hires continue with new and younger teachers with less experience.

## Staff Quality, Recruitment and Retention Needs

Because of the number of new and beginning teachers to our campus, we are in need of trainings in SIOP, GT, AVID, and data analysis. We must reduce the turnover rate of instructional staff and administration. We also must find creative ways to get our new staff to interact and be a welcomed part of our community.

## Staff Quality, Recruitment and Retention Summary

All of WJHS contractual teachers are highly qualified. They are involved in district and campus planning and staff development to improve student achievement. All teachers attend campus meetings, department meetings and PLC's to keep the lines of communication fluid and expectation in place. The administrative staff along with department chairs and our Instructional Facilitators complete frequent classroom walk-throughs. Our first and second year teachers also participate in the WISD induction program.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

WJHS does have seven veteran teachers who have deep roots in the curriculum they teach. They must be used to assist the new teachers in curriculum and instruction. The formative and summative assessments will be used to track strengths and weaknesses of student progress. Teachers share a common planning period to allow for collaboration, planning and PLC's. Data is also discussed during our daily PLC's.

## Curriculum, Instruction and Assessment Weaknesses

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

## Curriculum, Instruction and Assessment Needs

# Comprehensive Needs Assessment

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

## Curriculum, Instruction and Assessment Summary

District adopted initiatives will be implemented WJHS campus. All classes have implemented a weekly Reading/Writing Initiative to strengthen our students ELA knowledge. AVID Focus Note-taking will be implemented for the entire campus. Students will be monitored on an individual basis with attention on the academically fragile student groups. Frequent walk-through's will be completed by administrators as well as campus leadership to ensure that high yield strategies are being implemented. IStation (Reading), Imagine Math, Lead4Ward, & DMAC will be used to enhance instruction and provide data for enrichment and intervention. ELAR teachers have newly adopted materials and the campus continues to utilize the TEKS Resource System for planning.

## Family and Community Involvement

### Family and Community Involvement Strengths

Parents are very responsive when called upon for assistance. Parents are heavily involved in their children's education. Community partners are engaged and dependable in supporting students. We have a variety of ways to digital and print methods that we use to communicate with parents. WJH has Communities is Schools support and is stationed on campus.

### Family and Community Involvement Weaknesses

The use of Social Media, Family Newsletter, District website to get information out about our school are not widely used by parents. There is a need for more parents to become active in these media outlets.

### Family and Community Involvement Needs

WJHS will increase the use of available communication, conduct junior high family nights and parent meetings. The campus will create and develop parent involvement opportunities.

# Comprehensive Needs Assessment

## Family and Community Involvement Summary

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

## School Context and Organization

### School Context and Organization Strengths

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

### School Context and Organization Weaknesses

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

### School Context and Organization Needs

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

## Technology

### Technology Strengths

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

# Comprehensive Needs Assessment

## Technology Needs

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

## Technology Summary

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

# Comprehensive Needs Assessment Data Sources

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

# WHARTON JH

**Goal 1.** Focus on strengthening all areas of the instructional program.

**Objective 1.** All teachers will access and implement the Texas Essential Knowledge and Skills to plan effective instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use TEKS Resources, DMAC disaggregation tool, district pacing guide, and CBA's to develop materials and lessons for instruction. (Title I SW: 1,2,4,8,9) (Title I TA: 1,2,3,4) (Target Group: All,W,ECD) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Assistant Principal(s), ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	Each 9 weeks	(S)Local Funds	80% of all students will achieve mastery on all content CBA's. There will be a 5% increase in the number of students who perform at the approaches, meets, and masters levels of STAAR.
2. During weekly professional learning community (PLC) meetings, lessons plans will be collaboratively developed using the TEKS Resource System. (Title I SW: 1,3,4,5,8,9) (Title I TA: 1) (Target Group: All) (CSFs: 1,2,4,6,7) (ESF: 5.1)	Assistant Principal(s), ELA Instructional Specialist, Math Instructional Specialist, Teacher(s)	Each Instructional Week	(S)Local Funds	100% of teacher lesson plans will show alignment to the TEKS. All walk-throughs & T-TESS appraisals will show evidence of TEKS based instruction as well as alignment to the Year at a Glance and Instructional Focus Documents in the TEKS Resource System.
3. 100% of all WJH teachers will utilize best practices from the Instructional Playbook and Fundamental Five instructional model with a focus on Randomization, Sentence Stems and Exit Tickets. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Department Head, Instructional Facilitator, Principal, Principal(s)	August 2022 - May 2023		Criteria: 10% increase in subject area CBA's & STAAR Assessments at all performance levels

# WHARTON JH

**Goal 1.** Focus on strengthening all areas of the instructional program.

**Objective 2.** Teachers will use a variety of data resources to monitor student progress and provide appropriate intervention strategies based on student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take CBA's every three week, unit quizzes, unit test, a benchmark, and semester exams to gauge mastery on given content material. (Title I SW: 1,8,9) (Title I TA: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent of C & I, Core Subject Teachers, Instructional Facilitator, Principal, Special Ed Teachers, Teacher(s)	August 2022-May 2023	(S)Local Funds	Teacher data will show a 10% increase in the mastery of the Texas Essential Knowledge and Skills as the year progresses by recording the data on the TEKS Verification Documents for their courses.
2. Students will be assessed using MAPS, CBS, and STAAR Interim to progress monitoring. (Title I SW: 1,8,9) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	AIMSweb, iStation and Imagine Math usage data will increase by 10% from the BOY to the EOY screener.
3. Teachers will disaggregate CBA and benchmark data by performance standards. (Title I SW: 1) (Title I TA: 8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent of C & I, Campus Testing Coordinator, Counselor(s), Director of Student Services, District Testing Coordinator, Instructional Facilitator, Principal, Special Ed Teachers, Teacher(s)	April 2022-May 2023	(S)Local Funds	Domain III-Closing the Gap--will show an increase of 10% in the percentage of students who are Meets Expectations.

# WHARTON JH

**Goal 1.** Focus on strengthening all areas of the instructional program.

**Objective 3.** General Education teachers and Special Education teachers will provided Arded Services to 100% of the special education students according to the IEP's.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive instruction in resource and in class support in core classes combined with pull out intervention in qualifying areas. (Title I SW: 1,2,3,5,10) (Title I TA: 3,4,5) (Target Group: SPED,7th ,8th) (CSFs: 1)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	August 2022-May 2023	(F)IDEA Special Education	100% of students who receive special education services will be scheduled into inclusion classes in their areas of qualification. Each of the inclusion classes will have 2 highly qualified instructors based on the minute requirement for each SPED student.
2. Inclusion teachers and in class support will be structured to support all core classes. (Title I SW Elements: 2.4) (Target Group: SPED) (CSFs: 1,4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2022-2023	(S)Local Funds	Attendance in the core class activities.
3. Case managers will complete weekly service logs to update progress on students IEPs goals. (Target Group: SPED)	Assistant Principal(s), Director of Special Education, Special Ed Teachers, Teacher(s)	August 2022 - May 2023		Special education students will show an increase of 5% in Meets Expectations.
4. Students Arded for adaptive behavior room will be provided with support to access Arded services. (Title I SW Elements: 2.1,2.6) (Target Group: SPED) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Director of Special Education, Principal(s), Special Ed Teachers	August 2022-May 2023	(F)IDEA Special Education	Criteria: 100% of students who receive behavior room placement will be scheduled accordingly.

# WHARTON JH

**Goal 1.** Focus on strengthening all areas of the instructional program.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By the end of the 2022-2023 school year, 75% of our teachers will fully implement our Fundamental 5 Instructional framework with the support of on-going trainings and teacher feedback as evidence by utilizing the district Instructional Rounds Feedback form.. (Title I SW: 1) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,7)	Assistant Principal(s), Assistant Superintendent of C & I, Core Subject Teachers, Instructional Facilitator, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	
2. Provide after school tutorials and in school interventions to support reading and math for all grade levels. (Title I SW Elements: 2.5,2.6) (Target Group: All,AtRisk) (CSFs: 2,4)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	100% of all students will be identified by academic levels on a timely a basis and receive interventions that help them show progress.
3. Master schedule will allow for double instructional minutes for reading language arts. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	August 2022-May 2023	(S)Local Funds	Criteria: There will be a 10% increase in the number of students who perform at the approaches, meets, and masters levels of STAAR.

# WHARTON JH

**Goal 1.** Focus on strengthening all areas of the instructional program.

**Objective 5.** Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will conduct weekly Instructional Rounds and provide feedback to teacher to support TIER 1 instruction . (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Lead Teacher, Principal	August 2022-May 2023	(S)Local Funds	90 %
2. By the end of the 2022-2023 school year, 80% of of campus PLCs will focus on data analysis to support student progress as evidence by agendas and meeting minutes. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Counselor(s), Director of Student Services, Principal	October 2020-May 2021	(S)Local Funds	20% of the students enrolled at the Jr. High will register for one of the advanced assessments offered.

# WHARTON JH

**Goal 2.** Provide facilities that enhance a positive learning environment and foster student and community pride.

**Objective 1.** Improve the physical building appeal to increase school pride and promote a positive environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PBIS initiatives and PAX curriculum posters will be placed throughout the building that promote positive social behaviors. (Title I SW: 1,2,9,10) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,5,6)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Teacher(s)	August 2022-May 2023	(S)Local Funds	Administrators will perform weekly building walks to ensure that the building promotes positive behavior.
2. Student work will be displayed in instructional hallways. (Title I SW: 1,3) (Title I TA: 1,4) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Instructional Facilitator, Teacher(s)	August 2022 - May 2023	(S)Local Funds	A minimum of 1 assignment/project per 6 weeks will be displayed in the hallway outside of teacher's classrooms.
3. Submit work order to ensure timely repairs of the building and grounds with a focus on school safety. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Director of Operations, Principal(s)	August 2022 - May 2023	(S)Local Funds	100% of approved maintenance request forms will be completed.

# WHARTON JH

**Goal 2.** Provide facilities that enhance a positive learning environment and foster student and community pride.

**Objective 2.** Implement consistent communication that will positively change the perception of our school in the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will promote and market academic and extracurricular events through social media, flyer, and call outs to increase parental and community involvement. (Title I SW: 2,6) (Title I TA: 2,7) (CSFs: 3,5,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	Agendas and sign-in sheets will reflect a 10% increase in parent & community involvement.
2. The campus will hold yearly campus orientations to inform parents and students of district and campus expectations. (Title I SW: 1,6,9,10) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	Fall 2022	(S)Local Funds	Student enrollment in advanced class will increase to 2 sections.

# WHARTON JH

**Goal 2.** Provide facilities that enhance a positive learning environment and foster student and community pride.

**Objective 3.** Create and implement creative avenues to increase parent involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will increase parent attendance for Fall and Spring Open House. (Title I SW: 6) (Title I TA: 2,7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Director of Student Services, Instructional Facilitator, Principal, Teacher(s)	August 2022 - 2023	(S)Local Funds	Parent sign-in sheets will reflect that a minimum of 15 parents of 6th graders attend the Open House.
2. The campus will promote parent volunteers to help support on campus events. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	August 2022 - May 2023	(S)Local Funds	Flyers and parent sign-in sheets will reflect that 100% of the parents received an invitation at various times of the year to attend the breakfasts.
3. The campus with implement an active PTA to support campus mission and vision. (Target Group: All)		August 2022 - May 2023		

# WHARTON JH

**Goal 2.** Provide facilities that enhance a positive learning environment and foster student and community pride.

**Objective 4.** Wharton Junior High School will implement procedures, systems and programs that will improve student morale and attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Wharton Jr. High staff will utilize PAX curriculum and Fred Factor to model appropriate behaviors. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Assistant Principal(s), Athletic Coaches, Core Subject Teachers, Counselor(s), Instructional Facilitator, Principal(s), Response to Intervention Teachers, Teacher(s)	August 2022 - May 2023	(S)Local Funds	Every 9 weeks students will be recognized on the campus Praise Board for Perfect Attendance, A-B Honor Roll, Good Behavior, Athletic Success, & Organization.
2. The campus will recognize students with perfect attendance each 9 weeks. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Facilitator, Principal, Teacher(s)	Every 9 Weeks	(S)Local Funds	The campus administrative team will document teacher presence in the hallway.
3. Students will be provided choices and opportunities in areas of leadership, character, and service through NJHS (National Jr. Honor Society & Student Council and Student Council. (Title I SW Elements: 2.4)				
4. WJH will provide a safe and secure facility to help foster student and teacher morale. (Title I SW Elements: 2.4)	Assistant Principal(s), Chief of Police, Principal, Principal(s), Superintendent, Teacher(s)	August 2022 - May 2023		

# WHARTON JH

**Goal 3.** Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus and district administrators will schedule monthly meetings to provide support to teachers new to the teaching profession. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Assistant Principal(s), Assistant Superintendent of C & I, Director of Professional Development, Director of Student Services, Mentor Teachers, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	100% of staff new to the teaching profession will attend the monthly induction meetings hosted at the campus and district levels.
2. The campus will provide mentors for teachers new to the profession and/or new to the district. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Director of Professional Development, Director of Student Services, Mentor Teachers, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	100% of mentors will provide documentation of class visits and conferences as per the Mentor Handbook.

# WHARTON JH

**Goal 3.** Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

**Objective 2.** Provide staff recognition.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives in order to retain highly motivated staff. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	Monthly breakfast incentive for all staff. A minimum of one teacher will be recognized each 6 weeks for submitting lesson plans, attendance and grades on time each week.
2. The campus will promote faculty and staff on Facebook and Twitter for Tuesday Teacher, Wharton WOWS, and Fundamental 5 Teachers of the week. (Target Group: M,F)	Assistant Principal(s), Associate Principal, Core Subject Teachers, Counselor(s), Department Head, Principal, Principal(s), Teacher(s)	August 2022 - May 2023		

# WHARTON JH

**Goal 3.** Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

**Objective 3.** Provide professional development to support classroom teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide Weekly PLC meetings and planning time for teachers within their content area. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7) (ESF: 5.1)	Assistant Principal(s), Assistant Superintendent of C & I, Director of Professional Development, Instructional Facilitator, Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	90% of PLC time will focus on TIER 1 instruction and lesson cycle.
2. The campus will provide professional development with a focus on Reading, Math, Science, and Social Studies to support Tier 1 instruction. (Target Group: All) (ESF: 5.1,5.3)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent(s), Director of Special Education, Instructional Facilitator, Principal, Principal(s)	August 2022 - May 2023		

# WHARTON JH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide 100% of staff and students with training on the district wide discipline matrix. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6)	Assistant Principal(s), Principal	August 2022	(S)Local Funds	There will be a 10% decrease of referrals, ISS and DAEP placements.
2. Teachers and administrators will continue with the use of lunch detention, after school detention, ISS and other behavioral interventions. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2022-May 2023	(S)Local Funds	There will be a 10% decrease in the number of disciplinary actions for the school year.
3. Campus administrators will conduct grade level assemblies to explain behavior expectations and the discipline matrix. (Title I SW: 1,3,10) (Title I TA: 1,3,4) (Target Group: All) (CSFs: 1,3,6)	Assistant Principal(s), Principal	August 2022	(S)Local Funds	Detailed calendar & agendas will reflect dedicated time for a review of behavior expectations and the discipline matrix.
4. The campus will communicate behavior expectations to parents and students using a variety of communication tools including back to school campus orientation. (Title I SW: 6,9) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Principal, Teacher(s)	August 2022 - May 2023	(S)Local Funds	Communication records will reflect that a minimum of five different communication tools are used throughout the year to inform parents and students.

# WHARTON JH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ISS and DAEP staff will be appropriately trained to effectively create an environment that is conducive to learning. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6)	Assistant Principal(s), Principal, Teacher(s)	August 2022	(S)Local Funds	Two Professional Development sessions will be completed by May 2020 by the ISS and DAEP staff.
2. WJH teachers will utilize PAX curriculum to promote PAX leaders (Target Group: All,6th,7th ,8th)	Assistant Principal(s), Principal, Principal(s), Teacher(s)	August 2022 - May 2023		
3. Campus and district administrators will collaborate with ISS, DAEP staff, students, and parents to complete transitions plans for students returning from a disciplinary placement. (Target Group: 6th,7th ,8th)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent(s), Principal, Principal(s), Superintendent	August 2022 - May 2023		

# WHARTON JH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide professional development on effective classroom management and building relationships with all stakeholders. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal(s), Director of Professional Development, Principal	August 2022-May 2023	(S)Local Funds	100% of staff will participate in professional development as indicated by sign in sheets and certificates.
2. The campus leadership team will recognize FREDs of the Week during morning announcements. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2022 - May 2023	(S)Local Funds	A minimum of 10 students will be recognized each nine weeks. 1 Large incentive per semester will also be used to recognize academic and behavior success.
3. WJH will create a PBIS store that will reward positive behavior and provide meaningful incentives for all students. (Title I SW: 2) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	August 2022-May 2023	(S)Local Funds	Review out of class disciplinary action.

# WHARTON JH

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District and campus will train teachers and students on the implementation of Clever to give student access to educational software during instruction. (Title I SW: 1,4,9,10) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), District Technology Integration Specialist, Instructional Facilitator, Instructional Technologist, Principal, Teacher(s)	August 2022 - May 2023	(S)Local Funds	The campus calendar and PLC Agendas will reflect time technology training sessions are offered.
2. District and campus will train teachers and students on Schoology to successfully implement in classrooms. (Target Group: All)	Assistant Principal(s), Assistant Superintendent of C & I, Director of Technology, District Technology Integration Specialist, Principal, Principal(s), Teacher(s)	August 2022 - May 2023		
3. By the end of the 2022-2023 school year, 80% of of campus PLCs will focus on data analysis to support student progress as evidence by agendas and meeting minutes using DMAC reports. (Target Group: All) (ESF: 5.3)	Assistant Principal(s), Assistant Superintendent of C & I, Assistant Superintendent(s), Data Teams, Department Head, Instructional Facilitator, Principal, Principal(s), Teacher(s)	August 2022 - May 2023		