

# WHARTON JH

## Campus Improvement Plan

### 2019/2020

*"Can't Stop, Won't Stop! Moving towards Distinctions."*  
~Wharton Junior High~



Olatunji Oduwole  
1120 N. Rusk  
9795326840  
ooduwole@whartonisd.net

# WHARTON JH

## **Mission**

*The mission of Wharton Junior High School is to provide all students with the highest quality educational program designed to maximize student achievement.*

*In support of our mission, we believe . . .*

*...all children can learn.*

*...education makes a positive difference in the lives of children.*

*...all children can become productive and responsible members of society.*

*...the educational needs of students are best met through a partnership of the school board, teachers, administrators, students, parents, business people, and community members.*

## **Vision**

*Through collaboration with all stakeholders, Wharton Junior High School will promote opportunities which enable all students to relentlessly pursue academic, social and athletic excellence.*

### **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.

# Strategic Priorities

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools

## WHARTON JH Site Base

Name	Position
Cano, Kim	Teacher
Cox, Judy	Parent
Gomez, Lisa	Parent
Lee, Anette	Curriculum Facilitator
Oduwole, Olatunji	Principal
Wortham, Samantha	Assistant Principal
Yackel, Gina	Counselor

# Resources

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

# 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 DMAC disaggregation tools, Imagine Math, I-Station data, 6 weeks grades and CBA's to develop materials and lessons for instruction for the individual students from a diagnostic study of TEKS. (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 6 weeks	(S)Local Funds	90% of all students will achieve mastery on all content CBA's. There will be a 10% 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)	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. English Language Arts and Mathematics classes will be 90 minutes daily to provide extensive instruction in these content areas. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, ELA Instructional Specialist, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	10% Increase in all performance areas of Math & Reading as measured by the STAAR test. Increase the number of students reading on grade level by 10% as shown in iStation. Increase the number of students working on grade level in Math by 10% as shown and Imagine Math reports.
4. Increase the use of AVID strategies campus wide to enhance the effectiveness of the AVID elective classes in 7th & 8th grade through deeper understanding of the W.I.C.O.R. strategies & more in depth tutorials. (Title I SW: 1,3,9) (Target Group: All, W, ECD, ESL, GT, 7th , 8th) (CSFs: 1)	Assistant Principal(s), Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(F)Title I, (S)Local Funds	100% Passing Rate for AVID students in all STAAR tested areas.

# 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
5. Campus administrators and the instructional facilitator will monitor the use of the TEKS Resource System to assure that teachers are accessing the shared language, the structure and the process for developing curriculum for their classes. (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal(s), Director of Professional Development, Executive Director of C & I, Instructional Facilitator, Principal	Every three week period	(S)Local Funds	Effectively aligned lessons will lead to a 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 unit quizzes, unit test, 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), Core Subject Teachers, Executive Director of C & I, Instructional Facilitator, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(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 a variety of technology tools for intervention and progress monitoring. (Title I SW: 1,8,9) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	iStation and Imagine Math usage data will increase by 10% from 2018-19 school year.
3. Teachers will disaggregate STAAR, benchmark, and progress monitoring data by student demographic groups. (Title I SW: 1) (Title I TA: 8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Campus Testing Coordinator, Counselor(s), Director of Student Services, District Testing Coordinator, Executive Director of C & I, Instructional Facilitator, Principal, Special Ed Teachers, Teacher(s)	April 2020-May 2020	(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 support 100% of the special education students according to the IEP's.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive 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 2019-May 2020	(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 are assigned to a specific content. (Title I SW Elements: 2.4) (Target Group: SPED) (CSFs: 1,4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2019-2020	(S)Local Funds	Attendance in the core class activities.
3. Case managers will conduct on-going weekly checks of students' progress to ensure IEPs are implemented correctly.				Special education students will show an increase of 5% in Meets Expectations.

# WHARTON JH

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

**Objective 4.** Students will show a minimum of one year's growth in Reading and Math on the STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The 1:1 Technology implementation on campus will give all students access to live documents, virtual classrooms/field trips & the use of Google Docs for projects and research papers. (Title I SW: 1,2,3,4,9) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(L)Grant, (S)Local Funds	100% of Wharton Junior High School students will have access to a chromebook for use during all classes.
2. All teachers will receive training on the process of increasing rigor in all classes. (Title I SW: 1,2,3,4,9) (Title I TA: 2,3,5,6) (Target Group: All, W, ECD, GT) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Core Subject Teachers, Director of Professional Development, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	Fall 2019	(S)Local Funds	Student groups measured in Domain III--Closing the Gap--will meet expectations for their specific groups target for meets expectations.
3. AVID strategies will be implemented campus wide with specific emphasis on Focused Note-taking processes, the use of AVID binders, using Costa's Levels WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) in each classroom, and the use of daily planners. (Title I SW: 1) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,7)	Assistant Principal(s), Core Subject Teachers, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	There will be an increase of at least 10% at each performance level of the STAAR.
4. Provide timely interventions for all students through intervention instruction provided during the core teacher's PLC time. (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 2019-May 2020	(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.

# WHARTON JH

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

**Objective 5.** Promote career and college awareness and higher education to 100% of 8th grade students and expose our 7th grade students to the different career clusters.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will promote college and career readiness during zero period lessons. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Lead Teacher, Principal	August 2019-May 2020	(S)Local Funds	100% of the Zero Period lesson plans will reflect discussion time dedicated to college and career interests of the students.
2. The campus will provide students with the opportunity to take the TIP (Duke) and the PSAT tests in Jr. High. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Counselor(s), Director of Student Services, Principal	October 2019-May 2020	(S)Local Funds	20% of the students enrolled at the Jr. High will register for one of the advanced assessments offered.
3. Students will be provided the opportunity to excel in areas of leadership, character, and service through NJHS (National Jr. Honor Society & Student Council). (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Members will participate in 95% of the activities sponsored by the NJHS and Student Council.
4. Utilize Naviance to provide 8th grade students career exploration opportunities, while administering the interest and skills inventories during the 2nd semester in preparation for course selection process.		August 2019-May 2020		100% of the students will select a career cluster during the freshmen registration process.
5. The campus will research a variety of curriculum sources that promote STEM and College and Career Readiness. (Target Group: All) (CSFs: 1,4)	Assistant Principal(s), Director of Professional Development, Director of School Improvement, Principal	August 2019-May 2020	(S)Local Funds	The principal, curriculum director, and select teachers will research at least 3 STEM programs that support STEM careers and align to high school initiatives.

# 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. The advisory period will consist of positive character building lessons and posters that promote positive social behaviors will be present throughout the building. (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), Counselor(s), Teacher(s)	August 2019-May 2020	(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 2019-May 2020	(S)Local Funds	A minimum of 1 assignment/project per 6 weeks will be displayed in the hallway outside of teacher's classrooms.
3. Implement timely repairs of the building and grounds. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Director of Operations, Principal(s)	August 2019-May 2020	(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 invite parents and the community to attend and participate in academic and extracurricular events. (Title I SW: 2,6) (Title I TA: 2,7) (CSFs: 3,5,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Agendas and sign-in sheets will reflect a 10% increase in parent & community involvement.
2. Consistent use of multiple methods of communication will provide timely information to parents, guardians, students, faculty, staff, and the community. (Title I SW: 6,9) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Athletic Coaches, Campus Webmasters, Core Subject Teachers, Counselor(s), Director of Technology, Principal, Superintendent, Teacher(s)	August 2019-May 2020	(S)Local Funds	Compiled portfolio of communication events, including sign-in sheets, will indicate a 10% increase in parental and community involvement at school sponsored events.
3. The campus will hold informational sessions for parents with the counselor/principal to provide information about advanced courses offered at the Jr. High and the class expectation during the spring of 2020. (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	Spring 2020	(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 create and implement a parent involvement plan that appeals to a variety of student and parent interests as well as demographic groups. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	August 2019-May 2020	(S)Local Funds	Parent event sign-in sheets and minutes from parent meetings will demonstrate parent involvement from 100% of the demographic groups.
2. The campus will invite parents and 6th grade students to the spring Open House. (Title I SW: 6) (Title I TA: 2,7) (Target Group: All, 6th) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Director of Student Services, Instructional Facilitator, Principal, Teacher(s)	Spring 2020	(S)Local Funds	Parent sign-in sheets will reflect that a minimum of 15 parents of 6th graders attend the Open House.
3. The campus will invite parents to WJH at the end of each six weeks for breakfast with the leadership team.	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	October 2019-May 2020	(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.

# 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 create a plan and implement procedures to recognize student accomplishments. (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 2019-May 2020	(S)Local Funds	Every 6 weeks students will be recognized on the campus Praise Board for Perfect Attendance, A-B Honor Roll, Good Behavior, Athletic Success, & Good Citizenship.
2. There will be increased visibility of teachers and administrators in hallways and common areas during transition time. (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)	August 2019-May 2020	(S)Local Funds	The campus administrative team will document teacher presence in the hallway using the TTESS and walkthrough tools in DMAC.
3. Counselors will schedule classroom intervention supports that provide inform students about bullying and cyber-bullying. (Title I SW: 2) (Title I TA: 4) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	The counselor will schedule one in-class social lesson per quarter to be serviced through Science & Social Studies classes.

# 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), Director of Professional Development, Director of Student Services, Executive Director of C & I, Mentor Teachers, Principal, Teacher(s)	August 2019-May 2020	(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 2019-May 2020	(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 recognition of staff accomplishments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide incentives for staff based on attendance, lesson plans, grades and attendance submitted on time. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(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.

# WHARTON JH

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

**Objective 3.** Provide professional development within the classroom using instructional coaches.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly PLC meetings will provide professional development for teachers within their content area. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Assistant Principal(s), Director of Professional Development, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	15% of PLC time will be dedicated to professional development as noted by sign in sheets and agendas.

# WHARTON JH

**Goal 4.** Wharton Junior High will implement an effective discipline plan, which serves the student, staff and all stakeholders.

**Objective 1.** Wharton Jr. High will develop and implement a school 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 school wide discipline matrix. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6)	Assistant Principal(s), Principal	August 2019	(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 2019-May 2020	(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, 6th) (CSFs: 1,3,6)	Assistant Principal(s), Principal	August 2019 & January 2020	(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. (Title I SW: 6,9) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Principal, Teacher(s)	August 2019-May 2020	(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 an effective discipline plan, which serves the student, staff and all stakeholders.

**Objective 2.** The ISS room expectations will be established for appropriate management 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 2019	(S)Local Funds	Two Professional Development sessions will be completed by May 2020 by the ISS and DAEP staff.
2. All campus administrators are required to make daily visits into the ISS and DAEP settings. (Title I SW: 2,9) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	Administrators will continue to visit daily as documented through sign-in sheets.

# WHARTON JH

**Goal 4.** Wharton Junior High will implement an effective discipline plan, which serves the student, staff and all stakeholders.

**Objective 3.** Positive reinforcement will be leading focus during the 2019-2020 school year.

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 2019-May 2020	(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 establish avenues of recognition for students striving to improve academically. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	A minimum of 10 students will be recognized each six weeks. 1 Large incentive per semester as well as the use of our daily "TIGERS!" incentive.
3. The campus leadership team will create behavioral & academic incentive opportunities throughout the school year. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	August 2019-May 2020	(S)Local Funds	A minimum of 10 students will be recognized each six weeks. 1 Large incentive per semester as well as the use of our daily "TIGERS!" incentive.

# 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.** Assure the campus is supporting the use of instructional technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Wharton Junior High School student will be equipped with a Chromebook for educational purpose. (Title I SW: 1,3,9) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2018-May 2019	(L)Grant, (S)Local Funds	Inventory will reflect that 100% of all WJHS students were in possession of technology during instruction.
2. Teachers will create innovative technology lesson plans for each content area they teach. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Instructional Facilitator, Lead Teacher, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	A portfolio of lesson plans from 100% of the content areas will be accessible to exemplify the use of technology during activities.

# 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 2.** Provide ongoing professional development for effective implementation and use of all technology and technology systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology training will be offered to faculty and staff to increase the integration into instruction. (Title I SW: 4,9,10) (Title I TA: 6) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(L)Grant, (S)Local Funds	100% of teachers will have certificates recording attendance at technology professional development.
2. Various technology strategies will be shared with teachers during PLCs and professional development sessions to encourage the use of new tools and resources in the classrooms. (Title I SW: 1,4,9,10) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	The campus calendar and PLC Agendas will reflect time technology training sessions are offered.
3. The technology integration specialist will provide specialized training and support that will enhance classroom implementation of various technologies to improve learning experiences. (Title I SW: 2,4,9) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	All content teachers will meet with the Technology Integration Specialist a minimum of one time per 6 weeks.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Wharton Junior High School experienced an overall improvement in the number of students meeting the Approaches Grade Level Rating in all testing areas from 61% to 62%. Significant percentage increases were also seen in African Americans who went from and Economically Disadvantaged students. Smaller increases were seen in Hispanic students and Special Education Students.

Wharton Jr. High's enrollment in 2018-19 was 300 students. For the 2019-2020 school year, the enrollment has increased to 327 students. Historically, the campus demographics have remained stable during the last 2 years.

#### Student Demographics 2018 - 2019

##### Gender

Female 46.61%

Male 53.39%

##### Ethnicity

Hispanic-Latino 60.49%

##### Race

American Indian - Alaskan Native 0.05%

Asian 0.93%

Black - African American 25.02%

Native Hawaiian - Pacific Islander 0.00%

White 11.79%

Two-or-More 1.72%

#### Student Programs 2018-19

Career and Technical Education (CTE) 0.00%

Free Lunch Participation 62.54%

Reduced Lunch 0.00%

Other Economically Disadvantaged 12.38%

Gifted and Talented 7.12%

Special Education (SPED ) 12.69%

Title I 100.00%

Pregnancy Related 0.00%

#### Homeless Statuses



# Comprehensive Needs Assessment

## Demographics Strengths (Continued)

Homeless Status Total 1.86%  
Shelter 0.31%  
Doubled Up 1.55%  
Unsheltered 0.00%  
Hotel/Motel 0.00%

Other Student Information 2018 - 2019  
Economically Disadvantaged 74.92%  
Title I Homeless 0.00%  
Limited English Proficient 13.31%  
Migrant  
Military Connected 0.00%  
Foster Care 0.00%  
Section 504 8.67%  
Intervention Indicator 57.59%  
Unaccompanied Youth 0.00%  
IGC Reviewed 0.00%

## Demographics Weaknesses

The following groups are higher than the state average for a campus of this size:

Economically Disadvantaged--74.92%  
Limited English Proficient 13.31%  
Special Education (SPED ) 12.69%  
Title I 100.00%

## Demographics Needs

Overall, the campus needs a variety of systems in place to support student needs, including lunch programs, social and emotional networks, and teacher training to help teachers improve instruction for students in these demographic groups.

## Demographics Summary

Wharton Junior High School's population is approximately 300 with 24% African American, 65% Hispanic, 8% White, 73% Economically Disadvantaged, 10% are identified as Special Education and 61% are at risk. Wharton Junior High is 52% boys and 48% girls. 7% of our students are GT and 14% are LEP. Wharton Junior High's attendance rate is 95.7% and will continue to be monitored. The administrative staff with the help of the attendance clerk and counselor will monitor attendance on a daily basis, making parent contact and working with students. Interventions and accelerated instruction will be provided for the academically fragile students who are at-risk.

# Comprehensive Needs Assessment

## 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%
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

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.

# Comprehensive Needs Assessment

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

## Student Achievement Summary (Continued)

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

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

# Comprehensive Needs Assessment

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.

### 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.

# Comprehensive Needs Assessment

## 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

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.

## 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.

## 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.

# Comprehensive Needs Assessment

## 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.

### 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