

**Judson Independent School District**  
**Wagner High School**  
**2016-2017 Campus Improvement Plan**

# Mission Statement

Systematically producing excellence!

## Vision

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

## Value Statement

Students First

Teamwork

Accountability

Results Oriented

Loyalty

Integrity and Mutual Respect

Safe and Secure Environment

Two-Way Communication

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at Wagner High School averages 2,200. During the 2016 school year, the student population was comprised of 57% Hispanic, 30% African American, 9% White and 5% students made up the other groups. Of these, 87% of the students are at-risk, 71.7% qualify for free/reduced lunch, 12.0% are in special education and 7.0% are Limited English Proficient.

### Demographics Strengths

Student data shows that Hispanic, African American and Economically Disadvantaged students increased in student performance in most areas, thus closing the achievement gap. In addition, there is a steady increase of students enrolled in advanced courses as well as performance on AP exams and STAAR EOC results. Student drop-out rates continues to decrease each year.

### Demographics Needs

Overall, there is inconsistent performance among LEP and Special Education students on state exams. Mobility rate among students is steady at approximately 20%. The campus has also had an increase in students speaking various languages in our LEP and ESL programs. Students receiving free/reduced lunch has increased by  $\pm 10\%$  in the last 3 years and student identified as at-risk has increased  $\pm 13\%$  and continues along this trend. Average daily attendance has increased from 92% to 94% over the last 3 years.

# Student Achievement

## Student Achievement Summary

Wagner HS "Met Standard" on the 2016 Accountability Rating System. Out of 3,346 maximum point in index 1 (student achievement) students earned 2,166 points with an index score of 65. The maximum points of Index 2 (Student Progress) was 1200 and students earned 213 points for an index score of 18. For index 3 (closing Performance Gaps) students earned 891/2,400 points for an index score of 37. Finally in index 4 (Post-secondary Readiness), students earned an index score of 75. In all subjects tested, 65% performed at Phase-in 1 Level II or above. Of these 63% AA; 65% Hisp; 70% White; 67% AI; 75% Asian; 50% PI; 64% 2+ races performed at Phase-in 1 Level II or above. Additionally, 31% SpEd; 64% EcoDis; and 46% of ELL students performed at Phase-in 1 Level II or above.

Algebra 1 EOC is at 54% overall

Biology EOC is at 81% overall

English 1 EOC is at 53% overall

English 2 EOC is at 59% overall

US History EOC is at 85% overall

## Performance Index Summary

Student Achievement	2,166 Points earned	3,346 Maximum Points	Index Score: 65
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Student Progress	213 Points earned	1,200 Maximum Points	Index Score: 18
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Closing Performance Gaps	891 Points earned	2,400 Maximun Points	Index Score: 37
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Postsecondary Readiness	1,361 Points earned	1,800 Maximun Points	Index Score: 75
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## System Safeguards

Performance Status        25 out of 29 = 86%

Participation Status       14 out of 15 = 93%

Federal Graduation Status        5 out of 6 = 83%

### **Student Achievement Strengths**

The overall percentage in progress measure increased from 31% to 35% in all subjects. In Science, the postsecondary readiness standard increased from 47% to 51% in comparison to the previous year.

### **Student Achievement Needs**

Improve student performance on STAAR test in all student groups in all 5 tested content areas. Student performance on state assessment in Special Education and LEP fluctuates from year to year. We need to look at ensuring consistency among staff through professional development on instruction and sheltered strategies.

We still struggle with our English I and English II EOC Scores. Our Hispanic students, LEP, and Special Education students continue to struggle each year. We are seeking to address this concern through improving classroom instruction through strategic professional development.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Wagner High School staff is committed to "Success and Nothing Less". Students and staff agree that there are diverse opportunities for students to meet all interests. With 60+ student organizations, the students feel they can find a way to become part of the the school culture. Students state that there is a feeling of organization and structure to the school day and that they feel safe at school. Students and staff are accepting of all students and encourage success equally. Students and teachers recognize the high expectations for academic performance, good attendance and good behavior.

Students, who struggled academically and socially, were identified early. These students have been afforded the opportunity to be successful academically and sociably, utilizing the Social worker, Counselors, At-Risk Coordinator, and RTI Instructional coaches.

Principal communicates weekly events via Bright Arrow. In addition, there are monthly Coffee with the Principal meetings held to increase parental involvement and communication.

### **School Culture and Climate Strengths**

Students and staff understand the expectation for high academic rigor. Students know that they need good grades to earn credit and pass the STAAR exam so that they can graduate. When in school they know they need to act appropriately, be respectful and be in dress code. Effective procedures in place to promote safety include visibility in the hallways, at lunch and an "open-door" policy for staff and students. Staff has input on campus decision-making and student ambassadors share information with visitors on campus culture to state & regional leaders. Out SBDM meets quarterly and addresses campus concerns.

Various sponsors acknowledge and implement activities for Hispanic Heritage Month, Black History Month, Breast Cancer Awareness, and Community Sweep Programs.

### **School Culture and Climate Needs**

We recognize that there is a need to increase parent involvement in academics and student discipline. While there are rare instances of "bullying" on campus, cyber-bullying is a concern we are addressing.

This year we have made a concerted effort to do more to recognize staff and student accomplishments.

The Response to Intervention process is lengthy and lacks systemic implementation at the HS level. Some students are also identified by other services and

this creates concern on which program has priority over servicing the students. The camps seeks to improve student and staff moral and ownership by bringing in all stakeholders to increase buy in with campus-wide initiatives.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All teachers hired at Wagner High School are highly effective. First year teachers and those new to Wagner HS are supported through mentoring and monthly meetings to provide specific support in the areas of instruction and classroom management. Teachers are provided opportunities for professional development through campus, district, and Region 20 resources. Professional development has been provided in the areas of building relationships with minority students and we are also working to incorporate PD on working with English Language learners. In addition, the campus utilized a "trainer of trainer" model to share information and training and expectations for performance. The staff is currently in the process of learning the functions of PLC's and forming effective learning communities within the content areas.

### **Staff Quality, Recruitment, and Retention Strengths**

The staff Wagner High School attend training as needed or requested by administration, department chairs, or district content specialists. Teachers work collaboratively to provide content support to one another. All staff attends training required for course assignment such as inclusion, sheltered training, and GT.

### **Staff Quality, Recruitment, and Retention Needs**

Since 2012, we have had a turnover rate of approximately 25 staff members per year. Teachers state reasons for leaving Wagner include: being closer to home, increased salary, or relocation of a spouse. This school year, we have 10 new "alternative certification" teachers, as well as, 38 teachers new to Wagner High School. An identified need would be to provide support in the areas of district/campus expectations, instructional strategies, classroom management, and time management/organization. Ensure all staff members are aware of training offered by the district to improve job & student performance.

We still need to increase the number of teachers with ESL certification to service the increasing numbers of students with language needs.

A new mentoring program is in place to help support new teachers and teachers new to Wagner.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Teachers in the core areas follow district-created curriculum guides and use other supplementary lessons and resources. The staff is utilizing a collaborative planning and professional learning structure to evaluate lessons and student work to ensure they align with the rigor, concept, and context of the TEKS/SEs. The campus administration is routinely walking classrooms to evaluate alignment and delivery of content and provide immediate feedback to the teachers using the Eduphoria Focused Walk-through Form and T-TESS Observation Form. Teachers use state assessment data from the previous year as well as common assessments per unit to inform instructional decisions and monitor student progress toward expected goals. The campus has implemented the use of All in Learning to effectively monitor student progress toward mastery of targeted student expectations. Students in need of assistance are hand-scheduled into intervention classes and/or are invited to attend tutoring.

### Curriculum, Instruction, and Assessment Strengths

Content teams follow curriculum provided by JISD through Curriculum Guides found on the TEKS Resource Center Website. They create lesson plans with emphasis on differentiated strategies as well as incorporating the district non-negotiables and ELPS. Content teams create common assessments per unit and participate in the development, monitoring, and analysis of CBA data.

Reader's and Writer's Workshops will continue for the 2016 - 2017 SY. S.P.A.C.E. format for journals will continue to be implemented in all applicable content areas. The district's SELFIE math problem solving method will continue to be implemented. Remediation will be provided for students in TIER II and TIER III. Checking for Understanding will be a strategy used across the curriculum.

### Curriculum, Instruction, and Assessment Needs

A focus for this school year is the effective implementation of essential systems models to include the PLC's, vertical alignment, and common planning throughout all content areas. Implementation of the instructional planning process is the focus for content planning teams as they shift from sharing to collaborating as they participate in peer review of instruction and resources to identify areas needing improvement in planning and delivery as measured by student performance.

The district will be working on resources to ensure that each campus implements the necessary curriculum as required by the TEA. Journals are expected for all content areas, however, some students struggle to bring the requested materials for each content area. Consumables, supplemental, and rigorous resources are in constant need. Identifying and purchasing researched based materials is a high demand. Keeping Teachers supplied with student

composition notebooks and ELA portfolios is also essential to maintaining consistency in journaling in all subjects and grade levels.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Wagner High School is committed to family and community involvement by creating a welcoming atmosphere from the moment they enter the school with friendly and helpful staff to greet and assist visitors. Families are encouraged visit the campus for student performances, open house, student registration, "Fish Camp," parent meetings as well as sporting events. We also encourage and support parent-teacher-administrator/counselor conferences and parent shadowing of their student. Communications to the community are sent via Blackboard Alert in both English and Spanish, the campus website, and school marquee. In addition, teachers utilize teacher-websites and email to communicate information about student assignments and grades.

### **Family and Community Involvement Strengths**

Over the last 3 years, there has been an increase in the number of parent volunteer training at Wagner HS. The Band and Athletic booster clubs have increased membership and are working to strengthen their organization. Over 65% of parents utilize the Parent Portal to monitor student grades and attendance. In addition, the Boys and Girls club has partnered with Wagner HS to provide academic and character building resources to students and parents.

District has provided the technological communications, such as the Parent Portal, PTSO, Campus/Teacher Web Sites, and Blackboard Connect. Parents are given progress reports, notification letters, and report cards to inform them of child's academic progress.

Recruit member to the SBDM Committee.

Annual WHS Open House, college information days, FAFSA days have had good turnout.

### **Family and Community Involvement Needs**

An increase in parental involvement is on-going. While our parents volunteer with the Booster organizations, there could be an opportunity for parents to volunteer at campus to assist teachers or mentor students. We would also like to see increased partnerships with community businesses to support our students and families. While some of our teachers are involved in sponsoring extra-curricular activities, we would like to see more teachers involved with school events and functions.



## **School Context and Organization**

### **School Context and Organization Summary**

Students understand that Wagner HS is a place for learning. Interruptions in the learning environment are limited and bell-to-bell instruction is an expectation. Students are held accountable for their attendance through Attendance Tracker and frequent parent communication from either the automated attendance call or a call from members of the Attendance Committee. Students requiring extra time for learning are scheduled into elongated periods in their specific content area of need through placement in content support classes. Teachers meet in weekly content meetings, bi-weekly department meetings and campus meetings to address campus concerns, plan for instruction, and share student data. Collaboration of campus leadership team includes: Administration, Counseling staff, Department Chairs, At-Risk Coordinator, Testing Coordinator and Credit Recovery Lead Teacher.

### **School Context and Organization Strengths**

Wagner HS has implemented an effective "Chain of Command" for sharing and disseminating information and expectations. Staff has input on campus decision-making through input at bi-monthly faculty meetings, weekly department chair meetings, and weekly content/department meetings, in addition to the administration "open-door" policy. Content teams meet weekly to create lesson plans & common assessments. Teachers sponsor UIL, student clubs, and before and after school tutoring. Site-Based Committee meeting 4-5 times per year. In addition, students understand that discipline on campus is fair and consistent. The administration, counselors and teachers have worked to build relationships of trust and understanding with students and their parents.

For the 2016 - 2017 SY, the school day will consist of a 7 period day (47 minutes), with an advisory period (22 minutes). Remedial classes will be integrated with 1<sup>st</sup> Period/Advisory, Advisory/2<sup>nd</sup> Period, and 4<sup>th</sup> Periods. Tier II and Tier III will be part of the remediation efforts.

Programs include: TAG, ESL, AP/DC, CATE, UIL Academics, Music, and UIL Athletics, in addition to various student organizations.

### **School Context and Organization Needs**

We have identified a need for an increase in diverse teacher involvement with student events and shared responsibilities. We continue to work to build traditions as a school.

Strategic campus-wide plan to address the demands of a high At-Risk population to better serve the needs of students and staff.

# **Technology**

## **Technology Summary**

Technology used for instruction include Mobies and Elmo combined with LCD projectors. Teachers are encouraged to allow students to use the technology with the teacher for instruction. The use of on-line resources has also increased as textbooks become obsolete or unavailable. Many teachers utilize hand-held devices such as cell phones or tablets for student access to information.

As a campus, all teachers are expected to maintain a teacher website with content resources and course information. Teachers are also expected to utilize eSchool and Eduphoria to access student data and information as well as TAC to accurately maintain student grades and attendance. Parents are encouraged to monitor students through Parent Center and communicate with teachers via e-mail if they wish.

## **Technology Strengths**

Most teachers are comfortable with basic technology-Outlook, PowerPoint, Word, Excel, etc. During walk throughs administrators are observing more technology used in the delivery of instructions as well as students use of technology to show mastery.

All classrooms have a teacher computer, document camera, and a projector.

ELL students have nooks available for checkout.

## **Technology Needs**

Monies to maintain all technology continues to be a concern.

There is a need to increase student access to technology in the regular classrooms as actual computer lab space is extremely limited.

Calculators (Inspires) continue to be needed along with batteries or charging docks.

There is a continued need to secure professional development for campus faculty who may still require training in technology areas and integration into instruction.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent Involvement Rate

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 1:** Wagner HS will increase student performance for all groups on STAAR EOC Algebra to meet or exceed 70% passing, English I and II to meet or exceed 70% passing, Biology to meet or exceed 90%, and US History to meet or exceed 90%.

**Evaluation Data Source(s) 1:** The summative evaluation will be the overall campus performance for the 2016 - 2017 assessment cycle.

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) STAAR Accelerated Instruction Classes (Practical Writing I, Practical Writing II, Intensified Algebra, Math Models, and Strategic Learning in Math) - Students showing deficiencies in STAAR EOC Assessments will be hand scheduled into acceleration classes that will support learning deficiencies in EOC subject area with targeted curriculum, planning, and instructional strategies.</p>	Assistant Principals of specific content areas Academic Dean RTI Instructional Coaches Department chairs Counselors At-Risk Coordinator	Students scoring at >65% on District CBAs and Campus CAs  Students scoring at Level II or III on the English I and/or English II EOCs				
Funding Sources: 171-7 State Compensatory Education - \$12,000.00						
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Inclusion Support - Wagner HS will align planning, instructional practices, and professional development to improve inclusion teacher performance and student achievement performance in core classes.</p>	Academic Administrator of core areas Academic Dean RTI Instructional Coaches Department Chairs Teachers	Increased scores on common assessments, district Curriculum Benchmarks, and STAAR EOC assessments for students serviced through Special Education.				
Funding Sources:						

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 3) Job-Embedded Professional Development - Rti Instructional Coaches and administration will provide on going professional development for content area teachers.</p> <p>Progress Monitoring for Tier II and Tier III at-risk students.</p> <p>Data collection via All in Learning in order to align content area lessons as well as the assessment.</p>	Principal Academic Assistant Principal RTI Instructional coaches Department chairs Teachers	Aligned instructional delivery and assessments  Increased scores on common assessments, district curriculum benchmarks, and STAAR EOC assessments					
Funding Sources:							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 2:** Wagner HS will increase the academic performance of all SPED students across all EOC assessments during the 2016 - 2017 STAAR EOC Assessment cycle.

**Evaluation Data Source(s) 2:** Overall increase in Special Education student group performance for the 2016 - 2017 Assessment cycle.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Instructional Support in Inclusion Setting for Students with Special Needs - Wagner HS will align planning, instructional practices, and implement a support model to improve inclusion teacher performance and maximize student participation in the least restrictive environment. Teachers will be trained and supported throughout the year in the co-teach instructional model and providing accommodations for monitor students.</p>	<p>Special education teachers Principal Assistant Principal Academic Dean Department chair Counselors</p>	<p>Students will demonstrate increased academic success evidence by improved performance on common assessments, district curriculum benchmarks, and STAAR EOC assessments.</p>				
Funding Sources:						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 3:** Wagner HS will increase the academic performance of all English Language Learners in STAAR EOC Assessments in the 2016 - 2017 cycle.

**Evaluation Data Source(s) 3:** Overall increase in English Language Learners student group performance for the 2016 - 2017 Assessment cycle.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Best Practices for ELL Instruction - All Wagner HS teachers will receive training in and implement ELL Best Practices with use of ELPS to guide lesson planning and instructional delivery to service ELL students.</p>	<p>WHS Administration Sheltered teachers WHS Instructional staff</p>	<p>Increase overall ELL student performance on STAAR EOC Assessments by 10% during the 2016 - 2017 assessment cycle.</p>				
<p>Funding Sources: 199-7 -General Operating - \$2,100.00</p>						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation**

**Performance Objective 1:** Wagner HS will utilize the website platform provided by the district to relay campus information to all stakeholders.

**Evaluation Data Source(s) 1:** All stakeholders will have access to the campus website and be provided the opportunity via a survey to provide feedback.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Wagner HS will assign one employee to update and maintain the campus website on a weekly basis.	Campus Administration Campus Webmaster	Increased flow of communication to stakeholders				
Funding Sources: 						

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 2:** Wagner HS will utilize the Bright Arrow system provided by the district to provide weekly updates to homes of WHS students.

**Evaluation Data Source(s) 2:** Parents will receive consistent and updated information. A survey will be provided to parents to gauge success and give opportunity for feedback.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) The campus principal will incorporate weekly announcements via the Bright Arrow call system which has avenues for calls, emails, and text messages.</p>	<p>WHS Campus Administration</p> <p>Funding Sources:</p>	<p>Increased parental support and involvement.</p>				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 3:** Wagner HS will hold parental involvement events throughout the 2016 - 2017 SY.

**Evaluation Data Source(s) 3:** WHS will use sign in sheets to verify that we have serviced over 500 parents through the scheduled events.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Coffee with the Principal - This event is held monthly to provide grassroots approach to discussing academic goals and interventions with WHS parents.</p>	<p>WHS Campus Administration</p> <p>Funding Sources:</p>	Increase parental support and participation.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) WHS Parent Information Nights - WHS will present parent meetings to provide general information on financial aid, counseling issues, and STAAR EOC Tips.</p>	<p>WHS Campus Administration</p> <p>WHS Counseling Department</p> <p>At-Risk counselor</p>	Increased parental involvement				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides**

**Performance Objective 1:** Wagner HS will decrease attrition rate by 5% from the previous year.

**Evaluation Data Source(s) 1:** Employee retention rate at the end of the contract year

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) New Teacher Mentor Program - Academic Dean will hold monthly meetings for new teachers and their mentors to provide ongoing support throughout the year.</p>	<p>Academic Dean Lead Mentors</p>	<p>New teacher retention will be at or above 90%</p>				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** To increase employee satisfaction and retention of highly effective teachers and instructional aides

**Performance Objective 2:** Wagner HS will increase staff communication throughout the SY 2016 - 2017.

**Evaluation Data Source(s) 2:** All WHS staff members will receive updated information regarding campus initiatives, programs, and events. A mid-year and end-year survey will be conducted to gauge effectiveness and impact of this objective.

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Bright Arrow - This platform will be used weekly to communicate with faculty and staff of Wagner HS.</p>	Campus Principal	100% of all faculty and staff will receive information in a timely manner.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Leadership Meetings - Monthly Leadership Team meetings will be held to discuss curricular concerns and planning. This team will disseminate all planned activities and strategies to their prospective departments.</p>	Campus Principal Academic Dean Campus Leadership Team	Walkthroughs will demonstrate curricular alignment				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>3) WHS Thunderbird Way Newsletter - Wagner HS staff will receive a bi-monthly newsletter that contains information regarding pedagogy, instructional strategies, campus activities, and deadlines.</p>	Campus Principal	100% of faculty and staff will receive research-based information for teaching and learning.				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** To increase employee satisfaction and retention of highly effective teachers and instructional aides

**Performance Objective 3:** Wagner HS will continue to implement the JISD Three Instructional Systems Continuous Improvement Model.

**Evaluation Data Source(s) 3:** T-TESS informal and formal observations, as well as, JISD Focus Walkthroughs will be used to assess this objective.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) In order to fully implement the Three Instructional Systems, Wagner HS will continue to incorporate common planning with all EOC tested classes to provide teachers the time to discuss data, student products, and improve instructional practice. WHS teachers will also meet throughout the year utilizing the Reflective Practice Model to increase teaching and learning.</p>	<p>WHS Academic Dean Department chairs Teachers</p>	<p>Increased STAAR EOC performance Alignment in instructional practice</p>				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment**

**Performance Objective 1:** Wagner HS will use collaborative decision making to determine campus expenditures.

**Evaluation Data Source(s) 1:** Sign in sheets from SBDM Committee meetins

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Campus Site Based Decision Making Committee will be used to make recommendations to campus principal on budgeting and expenditures of campus funds from local, state, federal, and grant monies.</p>	<p>Campus Administration AP assigned to SBDM</p> <p>Funding Sources:</p>	<p>Wagner HS will use 100% of allotted budget effectively and equitably.</p>				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning**

**Performance Objective 1:** Professional development with a focus on student's social, emotional, physical, and cognitive needs, so that students meet graduation requirements and are prepared for college or a career pathway.

**Evaluation Data Source(s) 1:** Increase the number of students benefiting from the counseling supports by 10%.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Counseling staff will participate in professional development which will enhance their ability to focus on student's social, emotional, physical, and cognitive needs.</p>	<p>Campus Administration Campus Counseling Department</p> <p>Funding Sources:</p>	<p>Increase the number of students benefiting from counseling supports by 10% over 2014-2015 school year.</p>				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	STAAR Accelerated Instruction Classes (Practical Writing I, Practical Writing II, Intensified Algebra, Math Models, and Strategic Learning in Math) - Students showing deficiencies in STAAR EOC Assessments will be hand scheduled into acceleration classes that will support learning deficiencies in EOC subject area with targeted curriculum, planning, and instructional strategies.
1	1	2	Inclusion Support - Wagner HS will align planning, instructional practices, and professional development to improve inclusion teacher performance and student achievement performance in core classes.
1	1	3	3) Job-Embedded Professional Development - Rti Instructional Coaches and administration will provide on going professional development for content area teachers. Progress Monitoring for Tier II and Tier III at-risk students. Data collection via All in Learning in order to align content area lessons as well as the assessment.
1	2	1	Instructional Support in Inclusion Setting for Students with Special Needs - Wagner HS will align planning, instructional practices, and implement a support model to improve inclusion teacher performance and maximize student participation in the least restrictive environment. Teachers will be trained and supported throughout the year in the co-teach instructional model and providing accommodations for monitor students.
1	3	1	Best Practices for ELL Instruction - All Wagner HS teachers will receive training in and implement ELL Best Practices with use of ELPS to guide lesson planning and instructional delivery to service ELL students.

# Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	STAAR Accelerated Instruction Classes (Practical Writing I, Practical Writing II, Intensified Algebra, Math Models, and Strategic Learning in Math) - Students showing deficiencies in STAAR EOC Assessments will be hand scheduled into acceleration classes that will support learning deficiencies in EOC subject area with targeted curriculum, planning, and instructional strategies.

# State Compensatory

## Budget for Wagner High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
171-7-11-008-24-6329-00	6329 Reading Materials	\$7,480.00
171-7-11-008-24-6399-00	6399 General Supplies	\$10,000.00
171-7-13-008-24-6399-00	6399 General Supplies	\$3,000.00
171-7-31-008-24-6399-00	6399 General Supplies	\$3,000.00
171-7-32-008-24-6399-00	6399 General Supplies	\$3,000.00
<b>6300 Subtotal:</b>		<b>\$26,480.00</b>
<b>6400 Other Operating Costs</b>		
171-7-13-008-24-6411-00	6411 Employee Travel	\$20,000.00
171-7-31-008-24-6411-00	6411 Employee Travel	\$2,000.00
171-7-32-008-24-6411-00	6411 Employee Travel	\$3,000.00
171-7-11-008-24-6494TF	6494 Reclassified Transportation Expenses	\$30,000.00
<b>6400 Subtotal:</b>		<b>\$55,000.00</b>

## Personnel for Wagner High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfaro, Priscilla	At-Risk Coordinator	SCE	1
Aviles, Gerardo	teacher	SCE/ELA	1
Boot, Sara Francis	RTI Instructional Coach	SCE RTI English/US History	1
Coleman, Shamia	SCE At-Risk Counselor	SCE	1
Dunn, Karen	RTI Instructional Coach	SCE RTI Math/Science	1
Herron Jr., Robert Lee	Credit Recovery Teacher	SCE Credit Recovery	.83
Littrell, Vendetta	teacher	SCE ELA	1
Mckee, Alan	Credit Recovery Teacher	SCE	1
Mireles, Melinda	At-Risk Social Worker	SCE	1
Ogden, Jeffrey	Credit Recovery Teacher	SCE Credit Recovery	.33
Richardson, David	Credit Lead Recovery Teacher	SCE Credit Recovery	1.0
Tejada, Linda	RTI ELL Teacher	ELL RTI	1

# Title I

## Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
  - b. Use effective methods and instructional strategies based on scientific research that:
    - Strengthen the core academic program in the school.
    - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
    - Include strategies for meeting the educational needs of historically underserved populations.
  - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
    - Counseling, pupil services, and mentoring services.
    - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
    - The integration of vocational and technical education programs.
  - d. Address how the school will determine if such needs have been met.
  - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

1. Develop system of providing contracts for high-needs students that promotes positive behaviors.

### **2: Schoolwide Reform Strategies**

1. Student Awards for good conduct.
2. Develop and implement Student ID policy.
3. Establish on-going counseling groups.
4. Implement peer mediation group.
5. Implement Understanding Our Differences sessions.
6. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.

### **3: Instruction by highly qualified professional teachers**

1. Ensure all campus teachers are qualified to instruct the grade level assigned.
2. New teachers to the District and to Metzger as well as teachers new to their position will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in District and Campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support for teachers in all content areas.
4. Professional staff book studies include but not limited to: Thinking Through Project Based Learning: Guiding Deeper Inquiry; Teaching with the Brain in Mind; and Deep Curriculum Alignment.
5. Staff will complete a climate survey.

**5: Strategies to attract highly qualified teachers**

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Improve Staff attendance to a minimum of 97%.

**6: Strategies to increase parental involvement**

1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
2. Provide STAAR Strategy Training for parents (grades 6-8).
3. Increase teacher participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.
5. Have student recognition for attendance during six-week assemblies.
6. Provide Quarterly Newsletters to families by classroom teachers and administration.
7. Provide Parent Volunteer Training.
8. Have Meet-The-Teacher Open House.
9. Have Family Literacy Night.

10. Provide parents with Campus Student Performance Data for 2012 – 2013 STAAR.
11. Post CIP on school website for parent access.
12. Develop a School/Parent Compact & notify parents that Metzger Middle School is a Title I school.
13. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
14. Post information for parents and community on the school marquee.
15. Provide Information Brochures for parents on bullying and a Parent Guidebook for children to be successful in middle school.
16. Celebrate diversity with multicultural events with parents as participants.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

N/A

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

1. Provide training on the Judson ISD Instructional Planning Process.
2. Grade Level Planning meetings utilizing the Judson ISD Instructional Planning Process.
3. Provide academic support through instructional coaching.
4. Meet with Administrative team to look at data and determine strategies aimed at improving instruction.
5. Ongoing analysis of student work and/or data to monitor and adjust lesson plans.
6. Provide instructional feedback from classroom walk-throughs.
7. Develop and implement Parent involvement activities that support the campus goal of increasing student performance.
8. Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.
9. Provide Instructional support to teachers of students in Special Education.
10. Provide teachers of ELL students with Sheltered Instructional Support.

Mathematics

1. Utilization of effective common planning practices to include all JISD middle school Mathematics teachers.

Reading

1. Provide training to teachers on Reader's Workshop (Crafting, Independent Reading, Reader's Response, invitational Groups).
2. Utilizing technology in the classroom - Nooks, iPods and eReaders.
3. The dictionaries will be used as accommodations to support English-as-Second Language Learners for local assessments (CBAs/Semester Exams, STAAR, and STAAR-L).
4. IPADs and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
5. The International Readers Association Conference will provide instructional strategies for campus Reading teachers to assist with struggling readers and improve STAAR scores.

#### English Language Arts

1. Provide training to teachers on Writer's Workshop (mini-lessons, writing process, use of mentor texts, conferencing).

#### Social Studies

1. Utilization of effective common planning practices for campus.
2. Utilization of effective common planning practices to include all JISD middle school Social Studies teachers.
3. Utilization of common Social Studies Department assessment data in planning instruction.

#### Science

1. Use common content and instructional planning and protocols.
2. Collaborating with District curriculum specialists.

#### Technology

1. Students will take Computer Literacy I by the end of 8th Grade.
2. Teachers deliver at least four technology integration projects.
3. Teachers will create and maintain campus web pages.
4. VBRICK lab will be used to deliver announcement, professional development, and classroom instruction.

### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

1. Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.  
Collect and utilize student data to determine appropriate tiers and interventions.

- 2.
3. Develop and implement parent involvement activities that support the campus goal of increasing student performance.
4. Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.
5. IPADS and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
6. Provide Tutoring before and after school
7. Homework Assistance Center
8. Remediation Classes
9. ESC - 20

#### Mathematics

1. Provide math intervention program training to teachers.
2. ALEKS is an online math intervention program that provides individualized learning with immediate feedback and progress monitoring for struggling learners.

#### Reading

1. Hire 1 Comp Ed and 2 Title I teachers.
2. I-Station web-based diagnostic and intervention software for struggling students.

#### Social Studies

1. Provide training on Document Based Questions.
2. History Fair
3. Journaling

#### Science

1. Training with Science consultant, Ms. Minnux-Wilkes.
2. Tutoring
3. Homework Assistance Center

#### Behavior Intervention

1. Ripple Effect for In-School Suspension
2. Alpha Phi Fraternity Mentoring Program

## **10: Coordination and integration of federal, state and local services and programs**

1. Guidance Curriculum – Dating Violence, Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management. Programs to provide counseling intervention to assist students and parents.
2. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
3. Conduct monthly evacuation drills.
4. Have a Family Literacy Night.

# Campus Funding Summary

<b>199-7 -General Operating</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$2,100.00
2	1	1			\$0.00
2	2	1			\$0.00
2	3	1	laptop computer		\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					<b>\$2,100.00</b>
<b>171-7 State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Materials, Professional Development		\$12,000.00
1	1	3			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					<b>\$12,000.00</b>
<b>Campus Activity Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>161-7 - Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>161-6 Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00

	<b>Sub-Total</b>	\$0.00
	<b>Grand Total</b>	\$14,100.00