

# WHARTON JH

## Campus Improvement Plan 2017/2018

*The Relentless Pursuit of Excellence*



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Date Reviewed:

Date Approved:

# 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.

# WHARTON JH Site Base

Name	Position
Barron, Jerrell	Principal
Brown, Pat	Dean of Instruction
Diaz, Gloria	Parent
Heard, Alice	Parent
Lee, Anette	Instructional Facilitator
Maffett, Cindy	Librarian
Yackel, Gina	Counselor
Zbranek, Kelly	Parent

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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**Goal 1.** At the conclusion of the 2017-2018 school year, all students will reach high academic and behavior standards, at a minimum attaining "Approaches" or better in all STAAR tested areas.

**Objective 1.** 100% of core teachers will 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, Star Renaissance Universal Screener, 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) (Strategic Priorities: 2,4)	Assistant Principal(s), Core Subject Teachers, Director of Student Services, ELA Instructional Specialist, Principal(s)	Each instructional Week	(S)Local Funds Title II	Summative - 70% of all students will pass CBA's with a minimum score of 70, in all core areas at the end of each grading period. 70% of all students will meet standard on STAAR in all tested areas.
2. During weekly professional learning community (PLC) meetings, lesson plans will be collaboratively developed using the TEKS Resource System/ELA: Year At a Glance and Bundles. (Title I SW: 2,4); (T I TA: 1,2,6) (Target Groups: All) (NCLB 1) (Title I SW: 1,3,4,5,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Core Subject Teachers, ELA Instructional Specialist, Executive Director of C & I, Principal(s), Response to Intervention Teachers, Special Ed Teachers, Teacher(s)	Each instructional week	(S)Local Funds Title II	Summative - Summative: 100% of teacher lesson plans will reveal alignment. 90% of walk-throughs will reveal activities supporting the TEAKS. 100% of T-TESS appraisals will show alignment with TEKS Resource System/Literacy YAG/Bundles.
3. English Language Arts and Mathematics will be 100 minutes daily to provide for extensive instruction in these foundation content areas. (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Counselor(s), ELA Instructional Specialist, Executive Director of C & I, Principal(s)	August 2017-June 2018	(S)Local Funds	Summative - Summative: 10% increase in Reading, Writing, and Mathematics as measured by STAAR.
4. Implement the AVID program in 7th and 8th grade. (Title I SW: 1,3,6,10) (Target Group: All, 7th , 8th) (Strategic Priorities: 2,3,4)	Core Subject Teachers, Counselor(s), Executive Director of C & I, Lead Teacher, Principal	August 2017-June 2018	(S)Local Funds	Summative - 10% increase in scores for students enrolled in the AVID program as measured by STAAR.
5. Implementation of Thinking Maps & Marzano in Social Studies and Science to strengthen academic and content vocabulary. (Title I SW: 1,2,3,9) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Executive Director of C & I, Teacher(s)	August 2017-June 2018	(S)Local Funds	Summative - 30% increase in scores as measured by STAAR.

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**Goal 1.** At the conclusion of the 2017-2018 school year, all students will reach high academic and behavior standards, at a minimum attaining "Approaches" or better in all STAAR tested areas.

**Objective 2.** All students will be properly assessed throughout the school year using multiple assessment tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take 3 week quizzes, 6 week test, Benchmark and semester exams to gauge mastery on given content material. (Title I SW: 1,2,3,5,8) (Title I TA: 3,4,5) (Target Group: All, 7th , 8th) (Strategic Priorities: 4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal(s), Teacher(s)	August 2017- June 2018	(S)Local Funds	Summative - All students will gain a minimum of one year's growth in mastery of all content area curriculum. 70% of all students will meet passing standards for each assessment.
2. Students will be assessed using different technology tools. (Title I SW: 1,2,3,4,8) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Student Services, ELA Instructional Specialist, Principal(s)	August 2017- June 2018	(S)Local Funds	Summative - Students will achieve grade level performance or better using Star Renaissance and Think Through Math
3. LPAC meetings will be conducted and each student will be provided linguistic accommodations to assist in preparation for the TEKS and STAAR level assessment for their current grade level. (Title I SW: 4) (Target Group: ESL)	Core Subject Teachers	August, 2017- October, 2018	(S) Local (F)Title III Bilingual / ESL	Summative - 70% of all students will achieve the "Approaches" standard in each grade tested area.

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- Goal 1.** At the conclusion of the 2017-2018 school year, all students will reach high academic and behavior standards, at a minimum attaining "Approaches" or better in all STAAR tested areas.
- Objective 3.** 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 support through the use of in class support in core classes combined with pull out intervention in qualifying areas. Case managers will conduct on-going weekly checks of students' progress. (Title I SW: 1,2,3,5,10) (Title I TA: 3,4,5) (Target Group: SPED, 6th, 7th , 8th)	Assistant Principal(s), Counselor(s), Director of Special Education, Lead Teacher, Special Ed Teachers	August 2017 - June 2018	(F)IDEA Special Education	Summative - 100% of students who receive special education services will be scheduled into co-teach classes in their areas of qualification. Each of the co-teach classes will have 2 highly qualified instructors.
3. ARD meetings will be conducted and each student will be provided linguistic accommodations to assist in preparation for the TEKS and STAAR level assessment for their current grade level. (Title I SW: 4) (Target Group: ESL)	Core Subject Teachers	August, 2017- October, 2018	(S) Local	Summative - 70% of all students will achieve the "Approaches" standard in each grade tested area.

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**Goal 2.** Wharton Junior High School will create a safe and supportive environment where students and staff are improving learning and community members believe their school is a safe, positive and supportive place.

**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. Positive character building lessons and posters. (Title I SW: 1,6,10) (Title I TA: 1,3,4) (Target Group: All, 6th, 7th , 8th)	Assistant Principal(s), Counselor(s), Teacher(s)	August 2017 - June 2018	(S)Local Funds	Summative - Building walks Visible checklists
2. Landscape renovations to exterior and plant a spring garden with community volunteers. (Title I SW: 1,6) (Target Group: All, 7th , 8th)	Assistant Principal(s), Director of Operations, Parent Volunteers, Principal	Fall 2017-Spring 2018	(S)Local Funds	Summative - Building, campus grounds walks
3. Implement timely repair of the building and grounds. (Title I SW: 1,9) (Target Group: All)	Assistant Principal(s), Deputy Superintendent, Principal	August 2017-July, 2018	(S)Local Funds	Summative - 100% of approved maintenance request forms will be completed.



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**Goal 2.** Wharton Junior High School will create a safe and supportive environment where students and staff are improving learning and community members believe their school is a safe, positive and supportive place.

**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. Invite parents and community to academic and extra-curricular events. (Title I SW: 2,3,6) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2017- June 2018	(S)Local Funds	Summative - Agenda's Sign-In Sheets
2. Consistent use of multiple methods of communication to provide timely information to parents, guardians, students, faculty, staff, and the community. (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), Associate Principal/Dean of Instruction, Athletic Coaches, Campus Webmasters, Core Subject Teachers, Counselor(s), Director of Technology, District Technology Integration Specialist, Gifted & Talented Teachers, Parent Volunteers, Principal, Principal(s), Response to Intervention Teachers, School Nurse, Special Ed Teachers, Teacher(s)	August 2017- June 2018	(S)Local Funds	Summative - Compiled portfolio of communication events will indicate a 15% increase in parental and community involvement at school sponsored events.

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**Goal 2.** Wharton Junior High School will create a safe and supportive environment where students and staff are improving learning and community members believe their school is a safe, positive and supportive place.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create, develop and implement a parent involvement Plan to increase participation and inform parents on how they can assist their students with academic achievement in the core subject areas. (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Response to Intervention Teachers, Teacher(s)	August 2017- June 2018	(S)Local Funds	Summative - Parent Events Sign-In Sheets Meeting Minutes

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**Goal 2.** Wharton Junior High School will create a safe and supportive environment where students and staff are improving learning and community members believe their school is a safe, positive and supportive place.

**Objective 4.** Implement procedures, systems and programs that will improve student morale and attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement procedures to recognize student accomplishments. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2017 - June 2018	(S)Local Funds	Formative - Formative assessment: 80% of the students will submit feedback through a student survey.
2. Daily support checks by having high visibility in the hallways, scheduled classroom intervention supports and managing all common areas of the school during transitions. (Title I SW: 1,2,9) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), Mentor Teachers, Principal, Response to Intervention Teachers	August 2017- June 2018	(S)Local Funds	Summative - Discipline documentation, instructional PLC's and teacher feedback.

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**Goal 3.** Wharton Junior High will implement an effective discipline plan which serves the student, staff and all stakeholders. 100 % of staff and students will be provided with training on the school wide discipline matrix plan. There will be a decrease of referrals, ISS and DAEP placements by a minimum of 10%.

**Objective 1.** Staff will have a written discipline plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School wide matrix discipline plan will be developed and shared with staff prior to beginning of year. (Title I SW: 1,10) (Title I TA: 1,4,8) (Target Group: All)	Assistant Principal(s), Principal(s)	July 2017-Aug. 2017	(S)Local Funds	Summative - 100% of staff will sign off on receiving on campus training of the current discipline matrix.

# WHARTON JH

**Goal 3.** Wharton Junior High will implement an effective discipline plan which serves the student, staff and all stakeholders. 100 % of staff and students will be provided with training on the school wide discipline matrix plan. There will be a decrease of referrals, ISS and DAEP placements by a minimum of 10%.

**Objective 2.** The ISS room expectations will be established for appropriate management and learning. Personnel will be appropriately trained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Written plan to include PD and all necessary training for all personnel in ISS and DAEP. (Title I SW: 1,3,9,10) (Title I TA: 1,2,4) (Target Group: All, 8th)	Campus Instructional Technologist, Counselor(s), Director of Student Services, Principal(s), Teacher(s)	August 2017 - June 2018	(S)Local Funds Title II	Summative - Agendas Campus Surveys

# WHARTON JH

**Goal 3.** Wharton Junior High will implement an effective discipline plan which serves the student, staff and all stakeholders. 100 % of staff and students will be provided with training on the school wide discipline matrix plan. There will be a decrease of referrals, ISS and DAEP placements by a minimum of 10%.

**Objective 3.** All students will be made aware of the discipline plan, matrix and importance of being engaged in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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, 7th , 8th)	Assistant Principal(s), Principal(s)	August 2017, January 2018	(S)Local Funds	Summative - Calendar and agendas
2. Provide written and verbal communication through classrooms, newsletter, callouts, newspaper and all available venues. (Title I SW: 6,9) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August 2017- June 2018	(S)Local Funds	Summative - 100% of communication will be collected in an annual portfolio.

# WHARTON JH

**Goal 3.** Wharton Junior High will implement an effective discipline plan which serves the student, staff and all stakeholders. 100 % of staff and students will be provided with training on the school wide discipline matrix plan. There will be a decrease of referrals, ISS and DAEP placements by a minimum of 10%.

**Objective 4.** There will be focus on positive reinforcement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development on relationship building and cultural diversity. (Title I SW: 2,3) (Target Group: All)	Assistant Principal(s), Principal	August 2017-June 2018	(S)Local Funds Title II	Summative - 100% of staff will participate in professional development as indicated by sign in sheets and certificates.
2. Establish avenues of recognition for students striving to improve academically. (Title I SW: 2,3,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Athletic Coaches, Counselor(s), Principal, Teacher(s)	August 2017-June 2018	(S)Local Funds	Summative - A minimum of 10 students will be recognized each six weeks.

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**Goal 4.** Improve integration of technology to enhance instruction.

**Objective 1.** Assure the campus is supporting the use of instructional technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of Kindles into the English Language Arts classrooms to assist with my ON resources in guided reading instruction and independent practice. (Title I SW: 1,9,10) (Target Group: All, ESL, At Risk, 7th , 8th) (Strategic Priorities: 2,4)	Assistant Principal(s), District Technology Integration Specialist, ELA Instructional Specialist, Principal, Teacher(s)	August 2017 - June 2018	(F)Title VI, Part B Rural/Low Income	Summative - Inventory from ELA classrooms will reflect a minimum of 10 kindles in each classroom.
2. Implement the use of graphing calculators in all 8th grade mathematics classrooms. (Title I SW: 1,9) (Target Group: All, 7th , 8th) (Strategic Priorities: 2,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Campus Instructional Technologist, Principal	August 2017- June 2018	(F)Title VI, Part B Rural/Low Income, (S)Local Funds	Summative - Inventory of mathematics classrooms will indicate a minimum of 15-20 graphing calculators in each mathematics classroom.
3. Computer Labs, Kindles other additional technology will be utilized in all mathematics classroom to enhance instruction. (Title I SW: 3,9) (Target Group: All, 7th , 8th)	Associate Principal/Dean of Instruction, District Technology Integration Specialist, Principal	August 2017 - June 2018	(F)Title VI, Part B Rural/Low Income	Summative - Inventory will reflect that 100% of mathematics classrooms have Kindles to enhance instruction.



# WHARTON JH

**Goal 4.** Improve integration of technology to enhance instruction.

**Objective 2.** Provide professional development activities to support the use of instructional technology.

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: 1,9,10)	Associate Principal/Dean of Instruction, District Technology Integration Specialist, ELA Instructional Specialist, Principal	August 2017- June 2018	(S)Local Funds	Summative - 100% of teachers will have certificates recording attendance at technology professional development.
2. Region 3 PD sessions will be shared with the teachers as a tool for professional growth. (Title I SW: 1,4,9,10) (Target Group: All)	Assistant Principal(s), Associate Principal/Dean of Instruction, District Technology Integration Specialist, ELA Instructional Specialist, Principal	Fall 2017 - Spring 2018	(S)Local Funds	Summative - Sign in sheets will reflect 10% of PLC time was dedicated to Texas Gateways professional development.

# WHARTON JH

**Goal 4.** Improve integration of technology to enhance instruction.

**Objective 3.** Teacher and students will utilize computer labs, Kindles and Chrome Books to support, enhance and extend learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and students will utilize multiple devices to enhance instruction through the use of technology. (Title I SW: 1,3,10) (Target Group: All)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Response to Intervention Teachers, Teacher(s)	August 2017 - June 2018	(F)Title VI, Part B Rural/Low Income, (S)Local Funds	Summative - 20% of lesson per week will include the integration of technology as indicated by lesson plans.

# WHARTON JH

**Goal 5.** Attract and retain quality personnel.

**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. Schedule monthly meetings to provide support to teachers new to the teaching profession. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Student Services, Principal	Monthly	(F)Title IIA Principal and Teacher Improvement	Summative - 100% of staff new to the teacher profession will attend the monthly induction meetings.
2. Provide mentors for teachers new to the profession and/or new to the district. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Student Services, Mentor Teachers, Principal	monthly	(F)Title IIA Principal and Teacher Improvement	Summative - 100% of mentors will provide documentation of class visits and conferences as per the Mentor Handbook.
3. Utilize a campus instructional coach to provide support to teachers to the improve academic strategies within. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Student Services, Mentor Teachers, Principal	monthly	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - 100% of staff new to the teacher profession will attend the monthly induction meetings.

# WHARTON JH

**Goal 5.** Attract and retain quality personnel.

**Objective 2.** Provide recognition of staff accomplishments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recognition will be provided for staff for the accomplishments within and outside of the classroom. (Title I SW: 3) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Executive Director of C & I, Mentor Teachers, Principal(s)	Monthly	(S)Local Funds	Summative - At least one teacher will be recognized each month.

# WHARTON JH

**Goal 5.** Attract and retain quality personnel.

**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: 1,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Executive Director of C & I, Principal	Weekly	(S)Local Funds	Summative - 15% of PLC time will be dedicated to professional development as noted by sign in sheets and agendas.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Wharton Junior High School experienced an overall improvement in current 7th & 8th grade Math and overall improvement in Reading amongst our students currently in 8th grade.

### Demographics Weaknesses

Wharton Junior High School experienced an overall decrease in Reading & Writing scores among our current 7th grade population. We also experienced a decrease in scores in Science & Social Studies for 8th grade students.

### Demographics Needs

Wharton Junior High will continue to work hard with the large number of students not meeting state standards and not showing adequate academic growth in the areas of Math and Reading, 7th grade Writing, Science & Social Studies. The Math and ELA classes are scheduled for 100 minute a day.

### Demographics Summary

Wharton Junior High School's population is approximately 300 with 28% African American, 57% Hispanic, 14% White, 84% Economically Disadvantaged, 11.6% are identified as Special Education and 53.6% are at risk. Wharton Junior High is 53% boys and 47% girls. 5.6% of our students are GT and 4.6% are LEP. Wharton Junior High's attendance rate is 95.8% 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.

## Student Achievement

### Student Achievement Strengths

In math our 7th graders had a 1% gain. The Special Education population will continue to be a focus especially considering that STAAR A is a more challenging

# Comprehensive Needs Assessment

## Student Achievement Weaknesses

System Safeguards were missed in Science by All students, African American, Hispanic, and Economically Disadvantaged populations, in Social Studies by All students, African American, Hispanic and Economically Disadvantaged populations.

## 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:

Science - All, African American, Hispanic, Economically Disadvantaged, At Risk

Social Studies - All, African American, Hispanics, Whites, Economically Disadvantaged, At Risk

## Student Achievement Summary

Wharton Junior High has a TEA rating of "Did Not Meet Standard". 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 Facilitators and Instructional staff will be ongoing on a weekly basis, focusing on strengthening Tier I instruction across the board.

Based on STAAR scores and the Renaissance 360 universal screener, struggling students will Rtl 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.

## School Culture and Climate

# Comprehensive Needs Assessment

## 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 will see a decrease in referrals to the office for classroom disruptions. Teachers will also be visible in the halls during passing periods to reduce issues in the halls during passing periods.

## School Culture and Climate Weaknesses

Wharton Junior High is perceived as an unsafe and unsupportive environment where students are under-achieving.

## School Culture and Climate Needs

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

## School Culture and Climate Summary

To improve the campus climate a campus wide discipline program will be compulsory and publicized in common areas of the school and in all classrooms for the 2017-2018 school year. WJHS will continue to expand the implementation of PBIS strategies model from Safe and Civil Schools. PBIS posters with 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

Fourteen teachers of the WJHS staff returned for the 2017-2018 school year. Experienced teachers who have demonstrated success in the classroom, will be called upon to guide the new staff members. We are seeking to add more ESL teachers that are certified in ESL and ELA both critical areas of instruction for ELL's. 100% of our instructional staff are fully certified and have been in the classroom since the first day of instruction.



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Weaknesses

We continue to have to hire 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, PBIS, and Kilgo data analysis. We must reduce the turnover rate of instructional staff and administration. We also must find creative ways to get our new staff to interact and be a welcomed part of our community.

## Staff Quality, Recruitment and Retention Summary

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

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

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

## Curriculum, Instruction and Assessment Weaknesses

Wharton Junior High School is performing below expectations (state standards) in all academic areas which resulted in a previous rating of Improvement Required. Current data indicates the campus met standards for growth but will continue to be monitored.

# Comprehensive Needs Assessment

## 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. Some of the initiatives, such as Renaissance 360, have built in assessments. Students will be assessed every three weeks through CBAs, in all core classes, to monitor student mastery of the SEs. All classes have implemented a weekly Reading/Writing Initiative to strengthen our students ELA knowledge. Writing Across the Curriculum has been implemented in all classes to strengthen student's writing skills. 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. STAR Reading, STAR Math, Lead4Ward, DMAC, and Kilgo data analysis will be used to enhance instruction and provide data for enrichment and intervention.

## Family and Community Involvement

### Family and Community Involvement Strengths

Parents are very responsive when called upon for assistance. Parents are becoming more heavily involved in their children's education. Community partners are engaged and dependable in supporting students.

### Family and Community Involvement Weaknesses

The use of available communication to get information out about our school is not widely used by parents. There is a negative community perception about the school.

### Family and Community Involvement Needs

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

# Comprehensive Needs Assessment

## Family and Community Involvement Summary

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

## Technology

### Technology Strengths

WJH has the following access to technology: 3 computer labs, Library computer area, iPads and Chromebooks are available to use by staff and students, as well as, Elmos and projectors. There are several digital cameras on campus for use by staff and students.

### Technology Weaknesses

Wi-Fi is not reliable in certain areas of the campus. There is a plan in place to rectify internet access in all areas of the building, however, at this time it is not complete. Teachers currently do not have technology/devices for whole class online activities and instruction.

### Technology Needs

Wi-Fi access throughout the building is an ongoing challenge and a current need. The purchase of more Kindles are needed for the campus. The campus would have increased and expanded access to technology with the purchase of (3) three laptop carts. A cart would need to be assigned to the following areas: downstairs classrooms, upstairs classrooms and the science building classrooms.

### Technology Summary

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

# Comprehensive Needs Assessment Data Sources

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