# Smithville Independent School District

# Smithville Junior High

# 2022-2024 Campus Improvement Plan

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithville Junior High is a 6th-8th grade campus.  The current total enrollment is 392 and is comprised of 109 6th graders, 143 7th graders, and 140 8th graders.  Smithville Junior High serves a variety of students derived from ethnic and racial backgrounds.  It is an open-enrollment campus that serves students with varying educational needs.  Below indicated the breakdowns of our student population.

### Demographics Strengths

SJHS is a culturally rich and diverse campus. Students from varied backgrounds and economic standing and provides students with rich experiences.  All SJHS ELAR teachers are ESL trained and certified.  Our instructional coach is focusing on academic areas and providing support for our ESL students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase in Hispanic and EL population. **Root Cause:** Shifting population.

**Problem Statement 2:** There are disparities between student groups including White, Hispanic, and African American as well as At-Risk students in all tested subject areas. **Root Cause:** Smithville Junior High did not have processes and systems for progress monitoring.

**Problem Statement 3:** Economically Disadvantaged student scaled scores on STAAR was 59. **Root Cause:** Smithville Junior High did not have processes and systems for progress monitoring.

# Student Learning

**Student Learning Summary**

| Subject | STAAR 2019 Approaches | STAAR 2019 Meets | STAAR 2019 Mastered | STAAR 20-21 Approaches | STAAR 20-21 Meets | STAAR 20-21 Mastered | STAAR 21-22 Approaches | STAAR 21-22 Meets | STAAR 21-22 Masters |
|---|---|---|---|---|---|---|---|---|---|
| Rdg 6 | 72 | 34 | 16 | 60 | 30 | 11 | 69 | 49 | 30 |
| Rdg 7 | 68 | 48 | 29 | 60 | 45 | 23 | 77 | 47 | 32 |
| Rdg 8 | 87 | 55 | 25 | 73 | 50 | 21 | 85 | 52 | 26 |
| Writing w/ Essay | 71 | 46 | 22 | 66 | 31 | 11 | | | |
| Math 6 | 76 | 42 | 14 | 65 | 24 | 5 | 70 | 28 | 9 |
| Math 7 | 61 | 23 | 2 | 40 | 9 | 2 | 30 | 7 | 2 |
| Math 8 | 88 | 47 | 8 | 77 | 54 | 16 | 76 | 32 | 4 |
| Alg | 100 | 91 | 61 | 100 | 93 | 75 | 97 | 74 | 47 |
| Sci 8 | 83 | 39 | 19 | 74 | 46 | 22 | 76 | 37 | 22 |
| SS 8 | 64 | 32 | 13 | 45 | 14 | 4 | 51 | 20 | 7 |

**Student Learning Strengths**

Performed above the state average in the following grades and subject areas.

- 7th Writing +5%

- 8th Reading +1%

- 8th Math +17%

- 8th Science  +7%

Students are receiving 30 hours of intervention for subject areas that were below approaches from the previous school year.  Students can obtain these intervention hours during Tiger Time, after-school interventions, and Saturday Interventions.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** 7th-grade math and 8th-grade social studies fell below the state average for 2021. **Root Cause:** The need for stronger intervention and stronger level

instruction.

**Problem Statement 2:** There are disparities between student groups including White, Hispanic, and African American as well as At-Risk students in all tested subject areas. **Root Cause:** Smithville Junior High did not have processes and systems for progress monitoring.

**Problem Statement 3:** Economically Disadvantaged student scaled scores on STAAR was 59. **Root Cause:** Smithville Junior High did not have processes and systems for progress monitoring.

**Problem Statement 4 (Prioritized):** 6-8th grade math scores in STAAR were below the state average. **Root Cause:** Instruction did not align with the curriculum to the rigor of STAAR and instructional changes were not made based on data.

# School Processes & Programs

**School Processes & Programs Summary**

Professional Practices:

- Common Planning- Smithville Junior High teachers participate in weekly common planning meetings or PLCs (Professional Learning Communities). During common planning teachers, under the guidance of the instructional coach and administration, evaluate teaching strategies, plan for instruction, participate in data analysis, and receive professional development.

- Professional development opportunities through Lead4Ward.

- TIL (Texas Instructional Leadership) Professional Development: Lesson Alignment & Formative Assessment

- New teachers receive ongoing instructional and systems support from the instructional coach, administrators, and mentor teachers
- All classrooms participate in Fundamental 5 instructional strategies
- Teachers and students utilize short cycle assessments to monitor student learning and growth every 3 weeks. Students needing extra support in pre-requisite skill acquisition in reading or math are enrolled in local intervention classes
- During personnel interviews, a committee is used during the hiring process to evaluate the best choice for the need on campus.
- Sheltered Instruction professional development opportunities
- CoTeach professional development opportunities

Programs and Opportunities for Students:

- Tiger Time Intervention: Students who previously did not meet standards on the STAAR test will participate in a 30 minute intervention time designed to address gaps in student learning. Tiger time can focus on pre-requisite skills, organizational strategies, and character education. Study Island will be one of the tools.

- All students have the opportunity to participate in academic UIL events.

- The counselor is performing character education lessons and bully prevention to the students on Tuesdays during the classes
- The Family Crisis Center is providing Bully Prevention to the students during an assembly
- GT opportunities are provided during Tiger Time using Texas Future Problem Solvers. The Texas Future Problem Solvers also participate in competitions.
- Dyslexia Students utilize the Reading By Design curriculum.

Procedures:

In addition to the items listed above, Smithville Junior High also implement the following practices and procedures:

- Master Schedule: The master schedule is built in an effort to increase both student instruction and teacher preparation and planning time. The master schedule includes a 30 minute intervention time, a daily 50 minute conference/common planning PLC time for each team.

- PBIS: The campuses have developed PBIS (Positive Behavior Interventions and Supports) to help encourage positive student interactions with each other and with teachers.

- Counseling Groups

- SEL Instruction

- The Family Crisis Center is providing Bully prevention to the students and parents
- HB4545 Intervention time is built-in during Tiger Time, After School Intervention, and Saturday School intervention. Study Island will be a tool.
- CHAMPS is integrated in the common areas and classrooms

**School Processes & Programs Strengths**

School Process & Program Strengths Include:

- Professional Learning Communities (Common planning)

- Scheduled Intervention Time

- Fundamental 5 Powerwalks for Observations and Feedback

- Instructional Coach to lead Common planning and perform teacher observations and provide feedback

- CHAMPS and PBIS

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Need for additional social and emotional support. **Root Cause:** Isolation due to COVID

**Problem Statement 2:** There are disparities between student groups including White, Hispanic, and African American as well as At-Risk students in all tested subject areas. **Root Cause:** Smithville Junior High did not have processes and systems for progress monitoring.

**Problem Statement 3:** Economically Disadvantaged student scaled scores on STAAR was 59. **Root Cause:** Smithville Junior High did not have processes and systems for progress monitoring.

**Problem Statement 4 (Prioritized):** 6-8th grade math scores in STAAR were below the state average. **Root Cause:** Instruction did not align with the curriculum to the rigor of STAAR and instructional changes were not made based on data.

# Perceptions

**Perceptions Summary**

<u>Smithville Junior High School Mission</u>

Smithville Junior High School builds respectful relationships and positive connections among staff, students, families and community. We create a safe, inclusive, and supportive learning environment. We consistently model high expectations and individual accountability. We provide an innovative curriculum and relevant instruction to encourage creativity and support student success.

<u>Smithville Junior High Vision</u>

Smithville Junior High builds respectful relationsips in a safe learning environment to inspire success.

Staff Perceptions/Engagement: At the end of the 2021-22 school year, SJHS administration conducted a staff climate survey.

Survey highlights include:

- The belief that teachers are knowledgable in their subjects areas

- The drive for consistency to improve the JH

Areas to Address Include:

- Promoting the success of teachers and staff

- Increased community support

- Increased consisten use of strategies for addressing discipline issues

- Professional development on SEL

Community Engagement

For the 22-23 school year, the SJHS administration is implementing the responses to the ESF(Effective Schools Framework) Survey from the 21-22 school year.

Communication systems that are being used are Peach Jar, BlackBoard, Facebook, REMIND101,and SportsU.  Communication information is translated on PeachJar and Blackboard in English and Spanish.

**Perceptions Strengths**

Campus Perception Strengths include:

- Strong educational culture

- Opportunities for students to grow socially, emotionally, and academically

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Reduce disciplinary incidents **Root Cause:** SJHS must develop and maintain a campus-wide expectation and behavioral management system.

**Problem Statement 2:** Need for additional parent involvement opportunities **Root Cause:** Visitor policy related to COVID

# Priority Problem Statements

**Problem Statement 3**: 6-8th grade math scores in STAAR were below the state average.

**Root Cause 3**: Instruction did not align with the curriculum to the rigor of STAAR and instructional changes were not made based on data.

**Problem Statement 3 Areas**: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

**Problem Statement 1**: Reduce disciplinary incidents

**Root Cause 1**: SJHS must develop and maintain a campus-wide expectation and behavioral management system.

**Problem Statement 1 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

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

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 1:** Implement CATCH strategies including Social and Emotional Learning (SEL), Character Education, and physical education programs to provide for emotionally and physically healthy students

**Evaluation Data Sources:** Master Schedule, PLC Rotations, Counseling Topic Schedule, SHAC committee

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** The teachers will present Character Strong lessons to the classes. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. | **Dec** | **May** | **Aug** |
| **Staff Responsible for Monitoring:** Edwards, Gommert, Mayberry<br><br>**Title I:**<br>2.5<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** The counselor will rotate between grade levels on Tuesdays to present the Character Strong Material to the students. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. | **Dec** | **May** | **Aug** |
| **Staff Responsible for Monitoring:** Edwards, Gommert, Mayberry<br><br>**Title I:**<br>2.5<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | | | |

| **Strategy 3 Details** | | **Formative Reviews** | | |
|---|---|---|---|---|
| **Strategy 3:** Implement Bully Prevention lessons for students and families. | | **Formative** | | |
| **Strategy's Expected Result/Impact:** Give students and parents the opportunity to learn more about the effects of bullying, warning signs to look for, and how to help your child if they are involved in a bully situation.<br>**Staff Responsible for Monitoring:** Edwards, Gommert, Mayberry<br><br>**Title I:**<br>2.5, 4.2<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | | **Dec** | **May** | **Aug** |
| | | | | |

0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 2:** Implement a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies, attendance, and dropout data

    **Evaluation Data Sources:** PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data

| Strategy 1 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 1:** Implement staff and student PBIS committees. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase positive behaviors on campus and decrease office referrals and reflections. | **Dec** | **May** | **Aug** |
| **Staff Responsible for Monitoring:** Mayberry, Gommert, <br><br> **Title I:** <br> 2.5 <br>  - **ESF Levers:** <br> Lever 3: Positive School Culture | | | |

| Strategy 2 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 2:** Implement PBIS systems (CHAMPS) into the classroom and common areas. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase positive behaviors on campus and decrease office referrals and reflections. | **Dec** | **May** | **Aug** |
| **Staff Responsible for Monitoring:** Mayberry, Gommert <br><br> **ESF Levers:** <br> Lever 3: Positive School Culture | | | |

| Strategy 3 Details | Formative Reviews | | |
| --- | --- | --- | --- |
| **Strategy 3:** Review discipline data to promote positive behaviors by rewarding students. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase positive behaviors on campus and decrease office referrals and reflections. | **Dec** | **May** | **Aug** |
| **Staff Responsible for Monitoring:** Mayberry, Gommert <br><br> **Title I:** <br> 2.5 <br>  - **ESF Levers:** <br> Lever 3: Positive School Culture | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
| --- | --- | --- | --- |

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 3:** 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st

| Strategy 1 Details | | Formative Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Train all staff/students on safety drills using SRP (Standard Response Protocol). | | **Formative** | | |
| **Strategy's Expected Result/Impact:** Staff and students are knowledgeable on how to react to emergency situations using SRP. **Staff Responsible for Monitoring:** Gommert, Mayberry<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | | Dec | May | Aug |
| | | | | |
| Strategy 2 Details | | Formative Reviews | | |
| **Strategy 2:** Train all staff on cybersecurity | | **Formative** | | |
| **Strategy's Expected Result/Impact:** Staff and students are knowledgeable on how to react to cybersecurity situations. **Staff Responsible for Monitoring:** Gommert and Mayberry<br><br>**Title I:**<br>2.5<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | | Dec | May | Aug |
| | | | | 0% |
| 0% No Progress        100% Accomplished        ➡ Continue/Modify        ✖ Discontinue | | | | |

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 4:** Increase student engagement opportunities in extra-curricular and enrichment activities.

    **Evaluation Data Sources:** Student scores, student participation rates

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Purchase entry level band instruments that will allow low-income students to be a part of the Smithville ISD award winning band program who would otherwise not be able to participate due to monetary issues with purchasing needed instruments. | **Formative** | | |
| | **Dec** | **May** | **Aug** |
| **ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Funding Sources:**  - 265 Title IV, Part A - $23,603 | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Continue to provide support for Project Lead The Way to increase student access to STEM  activities and enrichment/elective options. | **Formative** | | |
| | **Dec** | **May** | **Aug** |
|     **Strategy's Expected Result/Impact:** Provide additional enrichment/elective option to students.<br>    **Staff Responsible for Monitoring:** Gommert<br><br>    **Title I:**<br>    2.5<br>     - **ESF Levers:**<br>    Lever 4: High-Quality Curriculum<br>    **Funding Sources:** Professional Development & Training Modules - 211 Title I, Part A - $5,000 | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 2:** The campus will meet and exceed state and federal accountability standards.

**Performance Objective 1:** Campus will obtain an state accountability rating of B with a scaled score of 80 at the campus level.

   **High Priority**

   **Evaluation Data Sources:** STAAR Scores, Benchmark Scores, Intervention Programs, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Implement year long At-Risk Interventions (including HB 4545) during Tiger Time, Afterschool, and Saturdays utilizing TEA vetted programs with a student passing rate of 80% for identified tutoring areas. | Formative | | |
| | Dec | May | Aug |
|     **Strategy's Expected Result/Impact:** Increase ELAR and math short cycle scores.<br>    **Staff Responsible for Monitoring:** Gommert and Mayberry<br><br>    **Title I:**<br>2.4, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br> **- Targeted Support Strategy** | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by creating well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress to obtain the 60% "meets expectation" on STAAR. | Formative | | |
| | Dec | May | Aug |
|     **Strategy's Expected Result/Impact:** Student achievement, as a whole and as student groups, will increase.<br>    **Staff Responsible for Monitoring:** Gommert and Mayberry<br><br>    **Title I:**<br>2.4, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br> **- Targeted Support Strategy** | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Employ fulltime instructional coach to develop instructional skills of teaching staff and contract with Instructional Coach for data use, leadership and instructional support so that STAAR "Meets Expectation" scores meet or exceeds 60%. | **Formative** | | |
| | **Dec** | **May** | **Aug** |
| **Strategy's Expected Result/Impact:** Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data<br>**Staff Responsible for Monitoring:** Gommert<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br> - **Results Driven Accountability**<br>**Funding Sources:** Salary for Instructional Coach, contracted services - 211 Title I, Part A - ESF Funds - $0 | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Campus administrators will utilize Power Walks, at least 10 per week, to provide real time feedback to instructional staff so that 60% of students meet expectations on STAAR. | **Formative** | | |
| | **Dec** | **May** | **Aug** |
| **Strategy's Expected Result/Impact:** Provide valuable feedback to instructional staff on classroom instruction.<br>**Staff Responsible for Monitoring:** Gommert<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** Power Walks subsription - 211 Title I, Part A | | | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Provide high quality staff development in order to improve instructional outcomes for student groups so that 60% of student will score "Meets Expectation" on STAAR. | **Formative** | | |
| | **Dec** | **May** | **Aug** |
| **Strategy's Expected Result/Impact:** Student achievement increase as a result of weekly  use by teachers of data analysis and corresponding instructional response.<br>**Staff Responsible for Monitoring:** Gommert<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction<br>**Funding Sources:** Staff development training resources - 211 Title I, Part A | | | |

| Strategy 6 Details | Formative Reviews |
|---|---|

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 6:** Provide a vertically aligned curriculum and support the alignment through weekly content PLCs so that core instruction increases rigor and 60% of the students meet expectation on STAAR and campus short cycle tests.<br>**Strategy's Expected Result/Impact:** Increased student achievement through a vertically aligned curriculum<br>**Staff Responsible for Monitoring:** Gommert and Mayberry<br><br>**TEA Priorities:**<br>Improve low-performing schools<br> - | **Formative** | | |
| | Dec | May | Aug |
| | | | 0% |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | Continue/Modify | ✕ Discontinue | |

**Goal 2:** The campus will meet and exceed state and federal accountability standards.

**Performance Objective 2:** Campus will meet federal standards for Emergent Bilingual and special education student groups in comparison to the all students group.

**High Priority**

**Evaluation Data Sources:** STAAR Scores, Benchmark Scores, Intervention Programs, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Implement Sheltered Instruction strategies for ESL students in all classes. | **Formative** | | |
| **Strategy's Expected Result/Impact:** ESL student scores will increase through the implementation of ESL strategies. <br> **Staff Responsible for Monitoring:** Gommert, Mayberry <br><br> **Title I:** <br> 2.4, 2.6 <br> - **TEA Priorities:** <br> Build a foundation of reading and math, Improve low-performing schools <br> - **ESF Levers:** <br> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <br> - **Targeted Support Strategy** | **Dec** | **May** | **Aug** |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Monitor student achievement for all student groups, including economically disadvantaged and at-risk, and respond with changes in instructional strategy use and practices. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies. <br> **Staff Responsible for Monitoring:** Gommert and Mayberry <br><br> **Title I:** <br> 2.4, 2.6 <br> - **TEA Priorities:** <br> Build a foundation of reading and math <br> - **ESF Levers:** <br> Lever 5: Effective Instruction <br> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | **Dec** | **May** | **Aug** |
| | | | 0% |

| Strategy 3 Details | Formative Reviews |
|---|---|

| **Strategy 3:** Implement Co-teaching instructional strategies for all special educations in inclusion settings. | Formative | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** Special Education achievement will increase as measure on state tests. | **Dec** | **May** | **Aug** |
| **Staff Responsible for Monitoring:** Gommert, Mayberry **Title I:** 2.4, 2.6  - **TEA Priorities:** Build a foundation of reading and math  - **ESF Levers:** Lever 5: Effective Instruction  - **Targeted Support Strategy - Results Driven Accountability** | | | 0% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 3:** The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

**Performance Objective 1:** Provide regular communication to parents regarding events and opportunities on campus

   **Evaluation Data Sources:** Blackboard, Facebook , Remind 101, SportsU

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Get information to parents through multiple medias.<br>**Staff Responsible for Monitoring:** Gommert, Miles, Mayberry, Peterson<br><br>**Title I:**<br>4.1<br> **- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** Parent Newsletter - 211 Title I, Part A - $374 | **Dec** | **May** | **Aug** |
| | | | |
| <sub>0%</sub> No Progress          <sub>100%</sub> Accomplished          → Continue/Modify          ✕ Discontinue | | | |

**Goal 3:** The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

**Performance Objective 2:** Provide 2 parent involvement opportunities during the 2022-2023 school year.

   **Evaluation Data Sources:** Attendance Sheets, Schedule

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Parent/Counselor Bully Prevention 101 Session | **Formative** | | |
| **Strategy's Expected Result/Impact:** Allow transparency between the school and the community/parents on effects of bullying on students, warning signs to look for, and how to help your child if involved in a bully situation. <br> **Staff Responsible for Monitoring:** Edwards, Gommert <br><br> **Title I:** <br> 4.2 <br> - **ESF Levers:** <br> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | **Dec** | **May** | **Aug** |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Meet the Teacher/Open House | **Formative** | | |
| **Strategy's Expected Result/Impact:** Establish face to face communication between parents, teachers, and staff <br> **Staff Responsible for Monitoring:** Gommert and Mayberry <br><br> **Title I:** <br> 4.2 <br> - **ESF Levers:** <br> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | **Dec** | **May** | **Aug** |
| | | | 0% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
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**Goal 3:** The campus will provide opportunities for parents and the community to communicate and collaborate with the teachers, administrators, and staff as partners.

**Performance Objective 3:** Gather feedback from parents throughout the school year.

    **Evaluation Data Sources:** Surveys, ESF Diagnostic

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Participate in the ESF (Effective Schools Framework) Diagnostic | **Formative** | | |
| **Strategy's Expected Result/Impact:** Gather parent feedback on how the campus can continually improve. <br> **Staff Responsible for Monitoring:** Gommert, Miles <br><br> **ESF Levers:** <br> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | **Dec** | **May** | **Aug** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | |

**Goal 4:** The campus will recruit and retain certified teachers.

**Performance Objective 1:** The campus will provide high quality professional development to aid in the recruitment and retention of certified staff.

    **Evaluation Data Sources:** Teacher Certifications, Vacancy Lists,

# RDA Strategies

| Goal | Objective | Strategy | Description |
|:---:|:---:|:---:|---|
| 2 | 1 | 3 | Employ fulltime instructional coach to develop instructional skills of teaching staff and contract with Instructional Coach for data use, leadership and instructional support so that STAAR "Meets Expectation" scores meet or exceeds 60%. |
| 2 | 2 | 2 | Monitor student achievement for all student groups, including economically disadvantaged and at-risk, and respond with changes in instructional strategy use and practices. |
| 2 | 2 | 3 | Implement Co-teaching instructional strategies for all special educations in inclusion settings. |

# Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 2 | 1 | 1 | Implement year long At-Risk Interventions (including HB 4545) during Tiger Time, Afterschool, and Saturdays utilizing TEA vetted programs with a student passing rate of 80% for identified tutoring areas. |
| 2 | 1 | 2 | Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by creating well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress to obtain the 60% "meets expectation" on STAAR. |
| 2 | 2 | 1 | Implement Sheltered Instruction strategies for ESL students in all classes. |
| 2 | 2 | 2 | Monitor student achievement for all student groups, including economically disadvantaged and at-risk, and respond with changes in instructional strategy use and practices. |
| 2 | 2 | 3 | Implement Co-teaching instructional strategies for all special educations in inclusion settings. |

# Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 2 | 2 | 2 | Monitor student achievement for all student groups, including economically disadvantaged and at-risk, and respond with changes in instructional strategy use and practices. |

# Title I

## 1. Comprehensive Needs Assessment (CNA)

## 2. Campus Improvement Plan

## 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan, upon Board approval, will be located on the school webpage.

## 2.4: Opportunities for all children to meet State standards

All student groups are considered in the development of the Campus Improvement Plan. Various student groups are noted in specifc strategies noted to increase student scores. All students are included with the intent to meet or exceed State standards.

## 3. Annual Evaluation

## 3.1: Annually evaluate the schoolwide plan

The Smithville Junior High Title I plan is reviewed yearly. The latest review was held on August 16 with information being distributed to parents on that date.

## 4. Parent and Family Engagement (PFE)

## 5. Targeted Assistance Schools Only

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Mildred Miles | Instructional Coach | ESSER funds | 1 |

# Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 2 | Professional Development & Training Modules | | $5,000.00 |
| 2 | 1 | 3 | Salary for Instructional Coach, contracted services | ESF Funds | $0.00 |
| 2 | 1 | 4 | Power Walks subsription | | $0.00 |
| 2 | 1 | 5 | Staff development training resources | | $0.00 |
| 3 | 1 | 1 | Parent Newsletter | | $374.00 |
| | | | | **Sub-Total** | $5,374.00 |
| 265 Title IV, Part A | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 1 | | | $23,603.00 |
| | | | | **Sub-Total** | $23,603.00 |