

**Smithville Independent School District**  
**Smithville Junior High**  
**2021-2022 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 (Prioritized):** Increase in Hispanic and EL population. **Root Cause:** Shifting population.

# Student Learning

## Student Learning Summary

Subject	STAAR 2018-Approaches	STAAR 2018-Meets	STAAR 2018-Mastered	STAAR 2019-Approaches	STAAR 2019-Meets	STAAR 2019-Mastered	STAAR 20-21 Approaches	STAAR 20-21 Meets	STAAR 20-21 Masters
Rdg 6	57	27	10	72	34	16	60	30	11
Rdg 7	71	39	21	69	48	29	60	45	23
Rdg 8	89	44	19	87	55	25	73	50	21
Writing w/ Essay	70	43	13	71	46	22	66	31	11
Math 6	57	28	5	76	42	14	65	24	5
Math 7	67	25	4	61	23	2	40	9	2
Math 8	83	35	8	88	47	8	77	54	16
Alg	100	88	55	100	91	61	100	93	75
Sci 8	79	54	25	83	39	19	74	46	22
SS 8	67	32	15	64	32	13	45	14	4

### Short cycle Results:

#### Short Cycle 1

Subject	%	Approaches	Meets	Masters
Rdg 6	60	57	27	14
Rdg 6	69	82	42	7
Rdg 6 Overall	65	71	36	10
Rdg 7	48	30	13	3
Rdg 7	54	43	14	2
Rdg 7 Overall	51	36	14	2
Rdg 8	64	67	33	20
Math 6	34	36	13	3
Math 7	42	55	14	7
Math 8 Adv	53	70	38	7
Math 8 Reg	52	60	41	9
Math 8 Overall	52	64	39	8
Alg	63	78	60	48
Sci 6	77	91	71	52
Sci 7	78	90	80	58

### Short Cycle 1

Sci 8	77	90	72	47
SS 6	78	96	69	57
SS 7	85	99	91	67
SS 8	63	80	51	12

### 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 (Prioritized):** 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.

# 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 6 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 through the instructional coach.

### 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.
- 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 Destination Imagination and 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 time, as well as a 50 minute 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
- 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 (Prioritized):** Need for additional social and emotional support. **Root Cause:** Isolation due to COVID

# Perceptions

## Perceptions Summary

### Smithville Junior High Mission

The mission of Smithville Junior High School is to foster lifelong learning, encourage community involvement and communication, promote collaboration among staff, and ensure a safe learning environment.

### Smithville Junior High Vision

We want SJHS to be a place of academic achievement where we recognize students for working hard, motivate students to engage in school, and equip students to be successful.

Staff Perceptions/Engagement: At the end of the 2020-21 school year, SJHS administration conducted a staff climate survey.

Survey highlights include:

Survey highlights include:

- The belief that teachers are knowledgeable in their subjects areas
- The drive for consistency to improve the JH

Areas to Address Include:

- Aligned school mission & vision
- Promoting the success of teachers and staff
- Increased community support
- Increased strategies for addressing discipline issues
- Professional development on SEL



## Community Engagement

For the 21-22 school year, the SJHS administration is conducting an ESF (Effective Schools Framework) Survey. The survey will include results from the following:

- Students
- Faculty/Staff
- Parents

Communication systems that are being used are Peach Jar, BlackBoard, Facebook, and REMIND101. 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 (Prioritized):** Need to adjust mission/vision of campus **Root Cause:** Change in leadership

**Problem Statement 3 (Prioritized):** Need for additional parent involvement opportunities **Root Cause:** Visitor policy related to COVID

# Priority Problem Statements

**Problem Statement 4:** Increase in Hispanic and EL population.

**Root Cause 4:** Shifting population.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** 7th-grade math and 8th-grade social studies fell below the state average for 2021.

**Root Cause 5:** The need for stronger intervention and stronger level instruction.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Need for additional social and emotional support.

**Root Cause 6:** Isolation due to COVID

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 3:** Reduce disciplinary incidents

**Root Cause 3:** SJHS must develop and maintain a campus-wide expectation and behavioral management system.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 1:** Need to adjust mission/vision of campus

**Root Cause 1:** Change in leadership

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Need for additional parent involvement opportunities

**Root Cause 2:** Visitor policy related to COVID

**Problem Statement 2 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Running Records results
- 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, progress, 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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

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

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

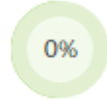






- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The teachers will present Character Strong lessons to the classes. <b>Strategy's Expected Result/Impact:</b> Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. <b>Staff Responsible for Monitoring:</b> Edwards, Gommert, Mayberry <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The counselor will rotate between grade levels on Tuesdays to present the Character Strong Material to the students. <b>Strategy's Expected Result/Impact:</b> Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting. <b>Staff Responsible for Monitoring:</b> Edwards, Gommert, Mayberry <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement Bully Prevention lessons for students and families. <b>Strategy's Expected Result/Impact:</b> Give students 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. <b>Staff Responsible for Monitoring:</b> Edwards, Gommert, Mayberry <b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1, 3	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Need for additional social and emotional support. <b>Root Cause:</b> Isolation due to COVID

## Perceptions








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

**Problem Statement 3:** Need for additional parent involvement opportunities **Root Cause:** Visitor policy related to COVID

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

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

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






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement staff and student PBIS committees. <b>Strategy's Expected Result/Impact:</b> Increase positive behaviors on campus and decrease office referrals and reflections. <b>Staff Responsible for Monitoring:</b> Mayberry, Gommert, <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement PBIS systems (CHAMPS) into the classroom and common areas. <b>Strategy's Expected Result/Impact:</b> Increase positive behaviors on campus and decrease office referrals and reflections. <b>Staff Responsible for Monitoring:</b> Mayberry, Gommert <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Review discipline data to promote positive behaviors by rewarding students. <b>Strategy's Expected Result/Impact:</b> Increase positive behaviors on campus and decrease office referrals and reflections. <b>Staff Responsible for Monitoring:</b> Mayberry, Gommert <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Need for additional social and emotional support. <b>Root Cause:</b> Isolation due to COVID
Perceptions
<b>Problem Statement 1:</b> Reduce disciplinary incidents <b>Root Cause:</b> SJHS must develop and maintain a campus-wide expectation and behavioral management system.

**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		
<p><b>Strategy 1:</b> Train all staff/students on safety drills using SRP (Standard Response Protocol).</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students are knowledgeable on how to react to emergency situations using SRP.</p> <p><b>Staff Responsible for Monitoring:</b> Gommert, Mayberry</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



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

**Performance Objective 1:** Obtain an accountability rating of C or better at the district level and at each campus

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Scores, Benchmark Scores, Intervention Programs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement HB4545 Interventions during Tiger Time, Afterschool, and Saturdays utilizing TEA vetted programs (Mindplay, Book Nook, Carnegie)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading, writing, math, science, and social studies short cycle scores.</p> <p><b>Staff Responsible for Monitoring:</b> Gommert, Mayberry, Miles</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			0%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Create well-balanced focus lesson plans and assessments that target the needs of all students and monitor student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Gommert, Mayberry, Miles</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			0%
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Employ instructional coach to develop instructional skills of teaching staff and support instructional efforts of campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning due to improved teaching performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Salary for Instructional Coach - 211 Title I, Part A - \$40,765</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			0%
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize Power Walks to provide real time feedback to instructional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide valuable feedback to instructional staff on classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

**TEA Priorities:** Recruit, support, retain teachers and principals  
**Funding Sources:** Power Walks subscription - 211 Title I, Part A - \$2,400



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

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

**Student Learning**






**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.

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

**Performance Objective 2:** Close achievement gaps to no greater than 5 % points for ESL subpopulations in comparison to the all students group

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR and TAPR data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Train teachers in Sheltered Instruction strategies for ESL students.  <b>Strategy's Expected Result/Impact:</b> ESL student scores will increase through progress monitoring.  <b>Staff Responsible for Monitoring:</b> Gommert, Mayberry, Miles  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1</p>	Formative		
	Dec	May	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Increase in Hispanic and EL population. <b>Root Cause:</b> Shifting population.</p>

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

**Performance Objective 3:** Increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) by 5% points.






**Evaluation Data Sources:** Increase in CCMR scores at Smithville High School.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for Career Exploration through Project Lead the Way curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose students to fields of study that lead to high-demand, high-wage jobs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Supplies &amp; Training - 211 Title I, Part A - \$2,400</p>	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

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

**Evaluation Data Sources:** Social Media, Peachjar, Blackboard

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize Peachjar and Blackboard to notify parents of events and opportunities on campus. <b>Strategy's Expected Result/Impact:</b> Get information to parents through multiple medias. <b>Staff Responsible for Monitoring:</b> Gommert, Miles, Mayberry, Peterson <b>Title I Schoolwide Elements:</b> 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3 <b>Funding Sources:</b> Parent Newsletter - 211 Title I, Part A - \$374	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			






**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Need for additional parent involvement opportunities <b>Root Cause:</b> Visitor policy related to COVID

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 2:** Provide parent involvement opportunities.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent/Counselor Bully Prevention 101 Session <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Edwards, Gommert <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 3	Formative		
	Dec	May	Aug
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**






School Processes & Programs
<b>Problem Statement 1:</b> Need for additional social and emotional support. <b>Root Cause:</b> Isolation due to COVID
Perceptions
<b>Problem Statement 3:</b> Need for additional parent involvement opportunities <b>Root Cause:</b> Visitor policy related to COVID

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

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

**Targeted or ESF High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in the ESF (Effective Schools Framework) Diagnostic <b>Strategy's Expected Result/Impact:</b> Gather parent feedback on how the campus can continually improve. <b>Staff Responsible for Monitoring:</b> Gommert, Miles <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2, 3	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			






**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Need to adjust mission/vision of campus <b>Root Cause:</b> Change in leadership</p> <p><b>Problem Statement 3:</b> Need for additional parent involvement opportunities <b>Root Cause:</b> Visitor policy related to COVID</p>

**Goal 4:** The district will maintain a strategic, efficient operational and fiscal plan.

**Performance Objective 1:** The campus will maintain a balanced budget.

**Evaluation Data Sources:** TXEIS Budget Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review campus budget throughout the year. <b>Strategy's Expected Result/Impact:</b> Stay on budget <b>Staff Responsible for Monitoring:</b> Gommert <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Dec	May	Aug
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 521 659 561">  No Progress                 </div> <div data-bbox="764 521 980 561">  Accomplished                 </div> <div data-bbox="1079 521 1331 561">  Continue/Modify                 </div> <div data-bbox="1436 521 1625 561">  Discontinue                 </div> </div>			



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment

# Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Implement HB4545 Interventions during Tiger Time, Afterschool, and Saturdays utilizing TEA vetted programs (Mindplay, Book Nook, Carnegie)
2	1	2	Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment
2	2	1	Train teachers in Sheltered Instruction strategies for ESL students.

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Salary for Instructional Coach		\$40,765.00
2	1	4	Power Walks subscription		\$2,400.00
2	3	1	Supplies & Training		\$2,400.00
3	1	1	Parent Newsletter		\$374.00
<b>Sub-Total</b>					\$45,939.00
<b>Grand Total</b>					\$45,939.00

# Addendums