

Smithville Independent School District
Smithville Junior High - TIP
2022-2024 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Cheryl Burns
Bethany Logan

Principal: Amanda Gommert
ESC Case Manager: Robert Garcia
ESC Region: 13

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Bethany Logan

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Cheryl Burns

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Amanda Gommert

Table of Contents

- Data Analysis 4
 - Student Achievement 4
 - School Progress 4
 - Closing the Gaps 5
 - Subject Areas and Student Groups 6
- Essential Actions 7
 - Cycles 1-3 8
 - Cycle 4 8
- Cycles 9
 - Cycle 1 - (Sept – Nov) 10
 - Cycle 2 - (Dec – Feb) 13
 - Cycle 3 - (Mar – May) 17
 - Cycle 4 - (Jun – Aug) 21
- Student Data 22
 - Student Achievement and Closing the Gaps 23
 - Academic Growth 23

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

The goals for Smithville Junior High School align with the district expectations. The goals are very closely aligned to the achievement in ELA/Reading. The analysis of data suggests that the same students can achieve in math, given the appropriate curriculum and quality instruction.

School Progress

What accountability goal has your campus set for this year?

The staff and administration of SJHS are focusing on Closing the Gaps-Student Progress in the 22-23 school year. Data indicates wide disparities between student groups of White, African American, Hispanic, Eco Dis, and Special Education. Focusing on student progress to close the gaps will ensure that EVERY student will have their learning needs met.

Closing the Gaps

What accountability goal has your campus set for this year?

The goals at Smithville Junior High reflect the district goals and reflect the campus belief that all students can learn. In the past differing goals have been set for different student groups. This adjustment has been made this year to support all students for equitable growth. As we have previously struggled with Closing the Gaps, this is a priority focus area for the campus.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Math is a focus area in every student group. In virtual every category, student achievement in math fell below campus goals from 2021-2022 and the district goals. Increasing overall math scores will help in academic achievement. With 40% of the students in an economically disadvantage student group, an increase in overall math scores will likely increase performance in that student group as well to enable the gap to lessen.

Additionally, students who are in the student group for economically disadvantaged are a focus. This is an area that caused the campus to be "not rated" according to Senate Bill 1365. The scaled score was 59. With over 40% of the campus in the economically disadvantaged student population, increasing the scores with these students will increase the scores across the campus in all content areas.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Math is a focus area in every student group. In virtual every category, student achievement in math fell below campus goals from 2021-2022 and the district goals. Increasing overall math scores will help in academic achievement. With 40% of the students in an economically disadvantage student group, an increase in overall math scores will likely increase performance in that student group as well to enable the gap to lessen.

Additionally, students who are in the student group for economically disadvantaged are a focus. This is an area that caused the campus to be "not rated" according to Senate Bill 1365. The scaled score was 59. With over 40% of the campus in the economically disadvantaged student population, increasing the scores with these students will increase the scores across the campus in all content areas.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Fully Implemented

Key Practices: Campus instructional leaders meet weekly to focus on student progress and formative data.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Planning for Implementation

Key Practices: Campus leaders implement targeted and personalized strategies to retain staff, particularly high-performing staff.

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The daily use of high-quality instructional materials aligned

Who will you partner with?: Other

How will you build capacity in this Essential Action? Assessments will be reviewed on a regular basis by administrators and instructional coaches. Short cycles will be reviewed according to item type, level of rigor, alignment to STAAR. Reteach opportunities will be built into the campus schedule. Exit ticket dat will be reviewed at PLC.

Lesson plans will be reviewed and teachers will receive feedback from an administrator (instructional coach, if on the coaching cycle) prior to implementation. The lesson framework has been presented so regular feedback will include the elements of the lesson framework, standards, and meet the expected level of rigor.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Lesson plan expectations were updated at the BOY (beginning of the year) professional development.

Desired Annual Outcome: Lessons planned with high-quality materials and aligned to the assessment standards will increase student achievement.

District Commitment Theory of Action: Using the TIL framework, students at Smithville JHS will meet and exceed outcomes on STAAR.

Desired 90-day Outcome: Student growth will be evident across all student groups.

District Actions: Ongoing coaching and feedback through TIL.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Creating new habits.	Action Step 2	Measuring instruction incrementally will support PD and planning efforts.

Step 1 Details	Formative Reviews
<p>Action Step 1: SJHS will follow the YAG and Instructional Focus Documents in planning rigorous lessons.</p> <p>Evidence Used to Determine Progress: Review of lesson plans, walk throughs, short cycle assessments.</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: TEKS Resource System, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 26, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Lessons will be aligned with the curriculum.</p> <p>Evidence Used to Determine Progress: Walkthroughs and short cycles</p> <p>Person(s) Responsible: Principal, AP</p> <p>Resources Needed: Powerwalks, Eduphoria, TEKS Resource</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 19, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Teachers will adjust instruction based on the needs of students.</p> <p>Evidence Used to Determine Progress: Short cycles</p> <p>Person(s) Responsible: Principal, AP, Instructional Coach</p> <p>Resources Needed: TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 19, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Understanding the data trends support the adjustment of instruction to enable greater student achievement for each student population.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership will review data and analyze or "tweak" supports weekly in leadership meetings.

The use of substitutes will allow for an extended time for data review by the teachers after each short cycle. Biweekly review of exit ticket data/classroom tests will occur in PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will review data and analyze or "tweak" supports weekly in leadership meetings.

Desired Annual Outcome: The differences between student groups will lessen as data is reviewed for trends and causation. Overall student achievement will also increase.

District Commitment Theory of Action: In using high yield instructional practices and effective systems through TIL, the campus will meet and exceed state and Federal standards.

Desired 90-day Outcome: All student groups will progress in the 'Meets' category.

District Actions: Data coaching through TIL, individual principal meetings to determine next steps.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Staff adapting to short cycles and data analysis.	Action Step 2	Data informs instruction.

Step 1 Details	Formative Reviews
<p>Action Step 1: Smithville JHS will participate in district short cycle assessments and analysis.</p> <p>Evidence Used to Determine Progress: Student data individual, aggregate and disaggregated data.</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: Short Cycle Calendar, Eduphoria</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 12, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Principal/AP will lead data meetings with teachers to disaggregate data and determine next steps.</p> <p>Evidence Used to Determine Progress: Administrator data analysis, observation through coaching cycle</p> <p>Person(s) Responsible: Principal, AP, Dir of Curriculum</p> <p>Resources Needed: Eduphoria, Book Driven by Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Instructional coaches will help teachers plan the reteach for skills not at 60% meets with teachers.</p> <p>Evidence Used to Determine Progress: Short cycle assessments, interim assessment</p> <p>Person(s) Responsible: Principal, AP, Instructional Coach</p> <p>Resources Needed: TEKS Resource System, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The daily use of high-quality instructional materials aligned

Who will you partner with?: Other

How will you build capacity in this Essential Action? Assessments will be reviewed on a regular basis by administrators and instructional coaches. Short cycles will be reviewed according to item type, level of rigor, alignment to STAAR. Reteach opportunities will be built into the campus schedule. Exit ticket data will be reviewed at PLC.

Lesson plans will be reviewed and teachers will receive feedback from an administrator (instructional coach, if on the coaching cycle) prior to implementation. The lesson framework has been presented so regular feedback will include the elements of the lesson framework, standards, and meet the expected level of rigor.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Lesson plan expectations were updated at the BOY (beginning of the year) professional development.

Desired Annual Outcome: Lessons planned with high-quality materials and aligned to the assessment standards will increase student achievement.

District Commitment Theory of Action: Using the TIL framework, students at Smithville JHS will meet and exceed outcomes on STAAR.

Desired 90-day Outcome: Short cycle data will reflect growth among student groups.

District Actions: On going coaching and feedback through TIL.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The practice of using data daily to inform instructional decisions.	Action Step 2	Through constant monitoring of student progress teachers are able to plan effectively.

Step 1 Details	Formative Reviews
<p>Action Step 1: SJHS will follow the YAG and Instructional Focus Documents in planning rigorous lessons.</p> <p>Evidence Used to Determine Progress: Review of lesson plans, walk throughs, short cycle assessments.</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: TEKS Resource System, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 26, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Lessons will be aligned with the curriculum.</p> <p>Evidence Used to Determine Progress: Walkthroughs and short cycles</p> <p>Person(s) Responsible: Principal, AP</p> <p>Resources Needed: Powerwalks, Eduphoria, TEKS Resource</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 19, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Teachers will adjust instruction based on the needs of students.</p> <p>Evidence Used to Determine Progress: Short cycles</p> <p>Person(s) Responsible: Principal, AP, Instructional Coach</p> <p>Resources Needed: TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 19, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Understanding the data trends support the adjustment of instruction to enable greater student achievement for each student population.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership will review data and analyze or "tweak" supports weekly in leadership meetings.

The use of substitutes will allow for an extended time for data review by the teachers after each short cycle. Biweekly review of exit ticket data/classroom tests will occur in PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will review data and analyze or "tweak" supports weekly in leadership meetings.

Desired Annual Outcome: The differences between student groups will lessen as data is reviewed for trends and causation. Overall student achievement will also increase.

District Commitment Theory of Action: In using high yield instructional practices and effective systems through TIL, the campus will meet and exceed state and Federal standards.

Desired 90-day Outcome: Teachers adjust instructional practice to meet the needs of each student.

District Actions: Ongoing coaching and feedback cycles through TIL.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teacher understanding of data trends impacting practice.	Action Step 3	Understanding feedback and coaching on data to impact instruction.

Step 1 Details	Formative Reviews
<p>Action Step 1: Smithville JHS will participate in district short cycle assessments and analysis.</p> <p>Evidence Used to Determine Progress: Student data individual, aggregate and disaggregated data.</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: Short Cycle Calendar, Eduphoria</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 12, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Principal/AP will lead data meetings with teachers to disaggregate data and determine next steps.</p> <p>Evidence Used to Determine Progress: Administrator data analysis, observation through coaching cycle</p> <p>Person(s) Responsible: Principal, AP, Dir of Curriculum</p> <p>Resources Needed: Eduphoria, Book Driven by Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Instructional coaches will help teachers plan the reteach for skills not at 60% meets with teachers.</p> <p>Evidence Used to Determine Progress: Short cycle assessments, interim assessment</p> <p>Person(s) Responsible: Principal, AP, Instructional Coach</p> <p>Resources Needed: TEKS Resource System, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The daily use of high-quality instructional materials aligned

Who will you partner with?: Other

How will you build capacity in this Essential Action? Assessments will be reviewed on a regular basis by administrators and instructional coaches. Short cycles will be reviewed according to item type, level of rigor, alignment to STAAR. Reteach opportunities will be built into the campus schedule. Exit ticket dat will be reviewed at PLC.

Lesson plans will be reviewed and teachers will receive feedback from an administrator (instructional coach, if on the coaching cycle) prior to implementation. The lesson framework has been presented so regular feedback will include the elements of the lesson framework, standards, and meet the expected level of rigor.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Lesson plan expectations were updated at the BOY (beginning of the year) professional development.

Desired Annual Outcome: Lessons planned with high-quality materials and aligned to the assessment standards will increase student achievement.

District Commitment Theory of Action: Using the TIL framework, students at Smithville JHS will meet and exceed outcomes on STAAR.

Desired 90-day Outcome: Highly effective lesson planning results in measurable improvement over time with student data.

District Actions: Ongoing feedback and coaching through TIL.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teacher understanding of data trends impacting practice.	Action Step 2	Understanding feedback and coaching on data to impact instruction.

Did you achieve your annual outcome?:

Step 1 Details	Formative Reviews
<p>Action Step 1: SJHS will follow the YAG and Instructional Focus Documents in planning rigorous lessons.</p> <p>Evidence Used to Determine Progress: Review of lesson plans, walk throughs, short cycle assessments.</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: TEKS Resource System, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 26, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Lessons will be aligned with the curriculum.</p> <p>Evidence Used to Determine Progress: Walkthroughs and short cycles</p> <p>Person(s) Responsible: Principal, AP</p> <p>Resources Needed: Powerwalks, Eduphoria, TEKS Resource</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 19, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Teachers will adjust instruction based on the needs of students.</p> <p>Evidence Used to Determine Progress: Short cycles</p> <p>Person(s) Responsible: Principal, AP, Instructional Coach</p> <p>Resources Needed: TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 19, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Understanding the data trends support the adjustment of instruction to enable greater student achievement for each student population.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership will review data and analyze or "tweak" supports weekly in leadership meetings.

The use of substitutes will allow for an extended time for data review by the teachers after each short cycle. Biweekly review of exit ticket data/classroom tests will occur in PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will review data and analyze or "tweak" supports weekly in leadership meetings.

Desired Annual Outcome: The differences between student groups will lessen as data is reviewed for trends and causation. Overall student achievement will also increase.

District Commitment Theory of Action: In using high yield instructional practices and effective systems through TIL, the campus will meet and exceed state and Federal standards.

Desired 90-day Outcome: Improved instruction yields better student learning outcomes.

District Actions: Ongoing feedback and coaching through TIL.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Consistency of implementation as the year progresses.	Action Step 1	Principals and teachers alike must know student data and adjust instruction accordingly.

Did you achieve your annual outcome?:

Step 1 Details	Formative Reviews
<p>Action Step 1: Smithville JHS will participate in district short cycle assessments and analysis.</p> <p>Evidence Used to Determine Progress: Student data individual, aggregate and disaggregated data.</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: Short Cycle Calendar, Eduphoria</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: September 12, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Principal/AP will lead data meetings with teachers to disaggregate data and determine next steps.</p> <p>Evidence Used to Determine Progress: Administrator data analysis, observation through coaching cycle</p> <p>Person(s) Responsible: Principal, AP, Dir of Curriculum</p> <p>Resources Needed: Eduphoria, Book Driven by Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Instructional coaches will help teachers plan the reteach for skills not at 60% meets with teachers.</p> <p>Evidence Used to Determine Progress: Short cycle assessments, interim assessment</p> <p>Person(s) Responsible: Principal, AP, Instructional Coach</p> <p>Resources Needed: TEKS Resource System, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	379	65	80	N/A	District Created Benchmark	80		District Created Benchmark	80		80	
			All	All	Reading	Meets	STAAR	379	43	60	N/A	District Created Benchmark	60		District Created Benchmark	60		60	
			All	All	Reading	Masters	STAAR	379	18	20	N/A	District Created Benchmark	20		District Created Benchmark	20		20	
			All	All	Mathematics	Approaches	STAAR	378	68	80	N/A	District Created Benchmark	80		District Created Benchmark	80		80	
			All	All	Mathematics	Meets	STAAR	378	39	60	N/A	District Created Benchmark	60		District Created Benchmark	60		60	
			All	All	Mathematics	Masters	STAAR	378	14	20	N/A	District Created Benchmark	20		District Created Benchmark	20		20	
			All	All	Science	Approaches	STAAR	134	75	80	N/A	District Created Benchmark	80		District Created Benchmark	80		80	
			All	All	Science	Meets	STAAR	134	48	60	N/A	District Created Benchmark	60		District Created Benchmark	60		60	
			All	All	Science	Masters	STAAR	134	23	20	N/A	District Created Benchmark	20		District Created Benchmark	20		20	
			All	All	Social Studies	Approaches	STAAR	134	46	80	N/A	District Created Benchmark	80		District Created Benchmark	80		80	
			All	All	Social Studies	Meets	STAAR	134	17	60	N/A	District Created Benchmark	60		District Created Benchmark	40		60	
			All	All	Social Studies	Masters	STAAR	134	5	20	N/A	District Created Benchmark	20		District Created Benchmark	20		20	
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	19	31	100	District Created Benchmark	60		District Created Benchmark	60		60	
	Focus 2	Academic Achievement	All	Special Ed	ELA	N/A	ELA	N/A	18	19	100	District Created Benchmark	60		District Created Benchmark	60		60	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	379	Did Not Meet	50	40		40		40	
					Approaches	79	80		80			
					Meets	50	60		60			
					Masters	30	30		30			
	Math	All	STAAR	378	Did Not Meet	69	40		40		40	
					Approaches	67	80		80			
					Meets	31	60		60			
					Masters	10	20		20			