

Smithville Independent School District
Smithville Junior High
2023-2025 Campus Improvement Plan

Mission Statement

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.

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Smithville Junior High School conducted a campus needs assessment on May 3, 2023 to determine areas of need for the 2023-2024 school year. Various data sources were used in the evaluation including the 21-23 TAPR, discipline data, attendance rates, and an overview of campus STAAR results from 21-22 in comparison to the state. Strength and weaknesses were identified including the development of specific performance objectives based on scores. Based on the STAAR data to improve Math and Social Studies teachers will have a 35 minute PLC time at the end of the day to include planning, professional development (Fundamental 5, Lead4ward, and instructional strategies), MTSS to focus on Tier 1 strategies, and analysis of data. We will continue to improve the performance of different demographics with all tested areas.

Demographics

Demographics Summary

Smithville Junior High is a 6th-8th grade campus. The current total enrollment is 400 students, comprised of 137 6th graders, 130 7th graders, and 133 8th graders.

The student breakdown of the major student groups are 179 White, 174 Hispanic, 21 African American, and less than 26 students who are Native American, Asian, and Pacific Islander.

There are 193 students who are economically disadvantaged. There are 93 students who are At-Risk. There are 32 students receiving services for dyslexia. There are 68 students who are receiving special education services.

It is an open-enrollment campus that serves students with varying educational needs.

Demographics Strengths

Smithville Junior High School is a culturally rich and diverse campus. We are 44% Hispanic/Latino, 45% White, 5% African American, and 6.5% other. Students from varied backgrounds and economic standing attend our campus. Our teachers have an average of 13.8 years experience with diversity that is moving towards matching our student demographics.

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.

Student Learning

Student Learning Summary

	STAAR 20-21	STAAR 20-21	STAAR 20-21	STAAR 21-22	STAAR 21-22	STAAR 21-22	STAAR 22-23	STAAR 22-23	STAAR 22-23
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading 6th	61%	32%	11%	69%	49%	30%	85.71%	55.64%	21.05%
Reading 7th	62%	46%	23.00%	78%	47%	32%	72.88%	49.15%	29.66%
Reading 8th	74%	54%	27%	87%	54%	27%	74%	43.33%	18%
Math 6th	67%	26%	5%	69%	28%	10%	69.17%	27.82%	7.52%
Math 7th	42%	11%	2%	31%	11%	2%	44.05%	19.05%	1.19%
Math 8th	78%	33%	17%	77%	33%	5%	71.22%	38.85%	17.99%
Science 8th	75%	48%	23%	78%	38%	22%	74.32%	49.32%	12.84%
Social Studies 8th	46%	17%	5%	52%	21%	7%	46.38%	19.57%	7.97%

Student Learning Strengths

SJHS is above state average in 6th grade Reading in approaches, meets, and masters. We are above state average in 7th grade Reading in masters. The 8th grade scores for math are above average in masters and science is above average in approaches and meets.

Students are receiving 15 hours of intervention for math and English 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 2022-2023 school year. **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 (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
- Co-Teach professional development opportunities
- Developing processes and plans for MTSS (Multi-Tiered Systems of Support)

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. I-Ready will be one of the tools.
- All students have the opportunity to participate in academic UIL events.
- The counselor is developing groups based on campus and student needs.
- 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 35 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 (Character Strong)
- The Family Crisis Center is providing Bully prevention to the students and parents
- HB 1416 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
- Continue of Fundamental 5
- Observations and Feedback including TIL walks
- 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: 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 2 (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

Smithville Junior High School Mission

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.

Smithville Junior High Vision

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

Staff Perceptions/Engagement: At the end of the 2022-23 school year, SJHS administration conducted a staff climate survey.

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:

- Promoting the success of teachers and staff
- Increased community support
- Increased consistent use of strategies for addressing discipline issues
- Professional development on SEL

Community Engagement

For the 23-24 school year, the SJHS administration is implementing the responses to the ESF(Effective Schools Framework) Survey from the 22-23 school year.

Communication systems that are being used is Rooms and translates from 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:** SJHS limit opportunities for parent involvement from residual restraints from COVID

Priority Problem Statements

Problem Statement 1: 6-8th grade math scores in STAAR were below the state average.

Root Cause 1: Instruction did not align with the curriculum to the rigor of STAAR and instructional changes were not made based on data.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - 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

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 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		
<p>Strategy 1: The teachers will present Character Strong lessons during Tiger Time class.</p> <p>Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting.</p> <p>Staff Responsible for Monitoring: Edwards, Hudspeth, Maxwell</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The counselor will provide lessons for Character Strong Material to the teachers.</p> <p>Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting.</p> <p>Staff Responsible for Monitoring: Edwards, Hudspeth, Maxwell</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coordinate with an outside organization to implement Bullying Prevention lessons for students and families.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Edwards, Hudspeth, Maxwell</p> <p>Title I: 2.5, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement a campus MTSS, focusing on the whole child, including Positive Behavioral Intervention and Support systems, team meetings and regular review of campus discipline, PBIS strategies, attendance, academic performance, and dropout data.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement staff and student PBIS committees. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Maxwell, Hudspeth</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement PBIS systems (CHAMPS) into the classroom and common areas. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Maxwell, Hudspeth</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review discipline data to promote positive behaviors by rewarding students. Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections. Staff Responsible for Monitoring: Maxwell, Hudspeth</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Review At-Risk student data to implement Tier 1, Tier II and Tier III strategies through MTSS team.</p> <p>Strategy's Expected Result/Impact: Increase of the performance of at-risk students.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Dec	May	Aug
			N/A
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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>Strategy 1: Train all staff/students on safety drills using SRP (Standard Response Protocol).</p> <p>Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train all staff on cybersecurity</p> <p>Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to cybersecurity situations.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
 No Progress  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		
<p>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.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 265 Title IV, Part A - \$23,603</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to provide support for Project Lead The Way to increase student access to STEM activities and enrichment/elective options.</p> <p>Strategy's Expected Result/Impact: Provide additional enrichment/elective option to students.</p> <p>Staff Responsible for Monitoring: Hudspeth</p> <p>Title I: 2.5 -</p> <p>Funding Sources: Professional Development & Training Modules - 211 Title I, Part A - \$5,000</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs.</p> <p>Strategy's Expected Result/Impact: Provide enrichment option to students.</p> <p>Staff Responsible for Monitoring: Hudspeth</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	May	Aug
			N/A

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to provide support for Career Exploration to increase student enrichment/elective options.</p> <p>Strategy's Expected Result/Impact: Provide enrichment option to students.</p> <p>Staff Responsible for Monitoring: Maxwell, Jones</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			N/A
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Goal 2: The district 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, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement year long At-Risk Interventions (including HB 1416) during Tiger Time, Afterschool, and Saturdays utilizing I-Ready and other TEA vetted programs.</p> <p>Strategy's Expected Result/Impact: Increase all tested subject areas short cycle scores.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>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 grow on STAAR.</p> <p>Strategy's Expected Result/Impact: Student achievement, as a whole and as student groups, will increase.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	May	Aug

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Employ fulltime instructional coach to develop instructional skills of teaching staff and collaborate with Instructional Coach for data use, leadership and instructional support so that STAAR "Meets Expectation" scores meet or exceeds 60%.</p> <p>Strategy's Expected Result/Impact: Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data</p> <p>Staff Responsible for Monitoring: Hudspeth</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Salary for Instructional Coach, contracted services - 211 Title I, Part A - ESF Funds - \$0</p>	Formative		
	Dec	May	Aug
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus administrators will utilize Walkthroughs, at least 10 per week, to provide real time feedback to instructional staff so that 60% of students meet expectations on STAAR.</p> <p>Strategy's Expected Result/Impact: Provide valuable feedback to instructional staff on classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund</p>	Formative		
	Dec	May	Aug
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student achievement increase as a result of weekly use by teachers of data analysis and corresponding instructional response.</p> <p>Staff Responsible for Monitoring: Hudspeth</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Staff development training resources - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug

Strategy 6 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through a vertically aligned curriculum</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	May	Aug
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implementing a mentoring program with strategically placing mentor with mentee together on campus. Providing opportunities to observe each other with feedback.</p> <p>Strategy's Expected Result/Impact: Retention of staff</p> <p>Staff Responsible for Monitoring: Hudspeth and Jones</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			N/A
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Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 2: We will close the gap in Domain III between student groups.

High Priority

Evaluation Data Sources: STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train and implement Sheltered Instruction strategies for ESL students in all classes. Strategy's Expected Result/Impact: ESL student scores will increase through the implementation of ESL strategies. Staff Responsible for Monitoring: Hudspeth, Maxwell</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies. Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Dec	May	Aug

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Co-teaching instructional strategies for all special educations in inclusion settings.</p> <p>Strategy's Expected Result/Impact: Special Education achievement will increase as measure on state tests.</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 3: The district 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: District Website, Facebook , Rooms

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Rooms and District Website to notify parents of events and opportunities on campus. Strategy's Expected Result/Impact: Get information to parents through multiple medias. Staff Responsible for Monitoring: Hudspeth, Maxwell, Peterson</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Newsletter - 211 Title I, Part A - \$374</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Every nine weeks provide a newsletter to parents focusing on campus events and information. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Hudspeth, Koch</p>	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: The district 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 2023-2024 school year.





Evaluation Data Sources: Attendance Sheets, Schedule

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent/Counselor Bully Prevention 101 Session</p> <p>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.</p> <p>Staff Responsible for Monitoring: Edwards, Hudspeth</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet the Teacher/Open House</p> <p>Strategy's Expected Result/Impact: Establish face to face communication between parents, teachers, and staff</p> <p>Staff Responsible for Monitoring: Hudspeth and Maxwell</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: The district 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In the parent newsletter create an online survey and use input from parents during the SBDM meetings to improve the campus.</p> <p>Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Maintain attendance rate of 95% or more for the 2023-2024 school year.





Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will analyze weekly attendance reports, establish clear attendance expectations for parents, communicating attendance concerns through letters and phone calls. The campus will also create and implement an attendance incentive plan for students.</p> <p>Strategy's Expected Result/Impact: Improve attendance</p> <p>Staff Responsible for Monitoring: Maxwell, Koch</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Principal, registrars, and counselors will coordinate to ensure all PEIMS data is entered correctly for At-Risk students.</p> <p>Strategy's Expected Result/Impact: Ensure correct information in PEIMS data</p> <p>Staff Responsible for Monitoring: Hudspeth, Edwards, Koch</p> <p>Title I: 2.6</p>	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate professional development with PLC and campus professional development gear towards areas of growth as identified by walk through data.</p> <p>Strategy's Expected Result/Impact: Improvement of teaching strategies within the classroom.</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The instructional coach will model and develop coaching cycles to improve and retain teachers.</p> <p>Strategy's Expected Result/Impact: Reduction in turnover</p> <p>Staff Responsible for Monitoring: Hudspeth, Maxwell, Jones</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
2	1	3	Employ fulltime instructional coach to develop instructional skills of teaching staff and collaborate 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
1	4	3	Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs.
2	1	1	Implement year long At-Risk Interventions (including HB 1416) during Tiger Time, Afterschool, and Saturdays utilizing I-Ready and other TEA vetted programs.
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 grow on STAAR.
2	2	1	Train and 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

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 specific strategies noted to increase student scores. All students are included with the intent to meet or exceed State standards.

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mildred Miles	Instructional Coach	ESSER funds	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00
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	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