

**Smithville Independent School District**  
**Smithville Junior High**  
**2024-2026 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 March 19, 2024 to determine areas of need for the 2024-2025 school year. We reviewed various data sources such as 22-23 TAPR, discipline data, surveys to staff, meeting agendas, short cycle data, technology plan, and attendance data. Strength and weaknesses were identified and summarized during the meeting. The following was identified during the meeting: overall, the campus climate is positive and welcoming. Nearly 100% of students and staff feel safe at school. Very few students have had to have disciplinary action for major incidents involving substance abuse or possession of a weapon. The technology plan needed to be updated and wanted to see classroom set of Chromebooks for all classrooms. Lines of communication are open for everyone (teachers and parents). Just need to make sure everyone is using the different methods of communication. Curriculum and assessments are aligned with state standards and regular checks allow for data driven decisions for intervention and future instruction. Did see a need for more training for RBIS and instructional methodology. We have seen moderate growth of all sub-population at approached and meets levels, however the mastery has shown small decreases. We will continue to have a 45 minute PLC time at the end of the day to include planning with HQIM, professional development (Fundamental 5, Lead4ward, RBIS, 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. Children eligible for free and/or reduced - priced lunches are used to establish a campus's low-income percentage.

Distribution:

- **Campus Improvement Plan:** The CIP is posted on Smithville ISD's website in both English and Spanish at <https://www.smithvilleisd.org/>. Hard copies are also available at each campus' front office.
- **District/Campus Parent and Family Engagement Policy:** The campus PFE policy is posted in both English and Spanish on the website at <https://www.smithvilleisd.org/page/parent-involvement-plans>
- **Title I School to Parent Compact:** The campus Title I School To Parent Compact is posted at <https://www.smithvilleisd.org/page/state-federal-programs>. Elementary, junior high school and high school compacts will be distributed at Meet the Teacher and Open House.
- **Translations:** These documents are provided in English and Spanish. Should another language be needed, please contact Dr. Bethany Logan at [blogan@smithvilleisd.org](mailto:blogan@smithvilleisd.org). **Traducciones:** Estos documentos se proporcionan en inglés y español. Si necesita otro idioma, comuníquese con la Dra. Bethany Logan en [blogan@smithvilleisd.org](mailto:blogan@smithvilleisd.org).

*No Tribal Lands or Native American tribes reside within the boundaries of Smithville ISD.*

# Demographics

## Demographics Summary

Smithville Junior High is a 6th-8th grade campus. The current total enrollment is 419 students, comprised of 138 6th graders, 145 7th graders, and 136 8th graders.

The student breakdown of the major student groups are 209 White, 164 Hispanic, 27 African American, and less than 20 students who are Native American, Asian, and Pacific Islander.

There are 205 students who are economically disadvantaged. There are 179 students who are At-Risk. There are 30 students receiving services for dyslexia. There are 90 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 Special Education and 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 21-22	STAAR 21-22	STAAR 21-22	STAAR 22-23	STAAR 22-23	STAAR 22-23	STAAR 23-24	STAAR 23-24	STAAR 23-24
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading 6th	69%	49%	30%	85.71%	55.64%	21.05%	77%	51%	24%
Reading 7th	78%	47%	32%	72.88%	49.15%	29.66%	73%	50%	26%
Reading 8th	87%	54%	27%	74%	43.33%	18%	76%	45%	21%
Math 6th	69%	28%	10%	69.17%	27.82%	7.52%	63%	28%	10%
Math 7th	31%	11%	2%	44.05%	19.05%	1.19%	29%	6%	0%
Math 8th	77%	33%	5%	71.22%	38.85%	17.99%	61%	29%	5%
Science 8th	78%	38%	22%	74.32%	49.32%	12.84%	75%	44%	16%
Social Studies 8th	52%	21%	7%	46.38%	19.57%	7.97%	38%	16%	3%

## Student Learning Strengths

SJHS is above state average in 6th grade reading in approaches. We are above state average in 7th grade reading in approaches. The 8th grade scores for science is above state average in approaches, meets, and masters. In 6th grade math and reading we have increased from 2023 to 2024 in masters. We also increased in 8th grade reading in meets and masters from 2023 to 2024 and 8th grade science in approaches and masters from 2023 to 2024.

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 2023-2024 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 Special Education and 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 administration and district instructional coaches, internalize lesson plans for HQIM, evaluate teaching strategies, plan for instruction, participate in data analysis, and receive professional development.
- Professional development opportunities through MIA (material internalization) and Lead4Ward.
- TIL (Texas Instructional Leadership) Professional Development: Lesson Alignment & Formative Assessment
- New teachers receive ongoing instructional and systems support from the district instructional coaches, administrators, and mentor teachers
- All classrooms participate in Fundamental 5 instructional strategies and CHAMPS.
- Teachers and students utilize short cycle assessments to monitor student learning. Students needing extra support in pre-requisite skill acquisition in reading or math are enrolled in local intervention classes during Tiger Time.
- 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 and Character Strong 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 counselor is providing Bully Prevention to the students during classes.
- GT opportunities are provided during Tiger Time using Destination Imagination and Texas Future Problem Solvers. Destination and Imagination and 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 45 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 (craft, game boards, etc.) Based on survey from students.
- SEL Instruction (Character Strong) during Tiger Time.
- HB 1416 Intervention time is built-in during Tiger Time, After School Intervention, and Saturday School intervention. IReady will be a tool used during this time.
- CHAMPS is integrated in the common areas and classrooms

### **School Processes & Programs Strengths**

School Process & Program Strengths Include:

- Professional Learning Communities (Common planning at the end of the day)
- Scheduled Intervention Time
- Continue of Fundamental 5
- Observations and Feedback including TIA walks.
- Campus Administrators to lead Common planning and perform teacher observations and provide feedback
- CHAMPS and MTSS/PBIS used throughout the campus.

### **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 Special Education and 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 2023-24 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 24-25 school year, the SJHS administration is implementing the responses to the ESF(Effective Schools Framework) Survey from the 23-24 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 through different means.

# 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
- State and federal planning requirements

## 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-P ESS 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, Counseling Topic Schedule, SHAC committee

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The teachers will present Character Strong lessons during Tiger Time class.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Edwards, Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The counselor will provide weekly lesson reminders in newsletter for Character Strong Material to the teachers.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Edwards, Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Coordinate with counselor to implement Bullying Prevention lessons for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Edwards, Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.5, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The counselor is creating groups during lunches to increase positive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Give the student experience and opportunities to work through challenges happening on campus and opportunity to work with others in a non-threatening setting.</p> <p><b>Staff Responsible for Monitoring:</b> Edwards and Hudspeth</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

**Performance Objective 2:** Implement a campus 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:** MTSS/PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data





Strategy 1 Details	Formative Reviews		
<p><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> Maxwell, Hudspeth</p> <p><b>Title I:</b>                      2.5                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><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> Maxwell, Hudspeth</p> <p><b>Title I:</b>                      2.5                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><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> Maxwell, Hudspeth</p> <p><b>Title I:</b>                      2.5                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Review At-Risk student data monthly to implement Tier 1, Tier II and Tier III strategies through MTSS team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of the performance of at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Maxwell, Hudspeth, Edwards</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Review campus procedures and expectations through monthly classroom Townhall meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive behaviors on campus and decrease office referrals and reflections.</p> <p><b>Staff Responsible for Monitoring:</b> Maxwell</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students within special populations of Special Education, McKinney Vento, and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through support provided through MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the support students receive through multi-tiered support system to decrease placements.</p> <p><b>Staff Responsible for Monitoring:</b> Maxwell</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<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 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> Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train all staff on cybersecurity</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students are knowledgeable on how to react to cybersecurity situations.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
 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, enrichment, and transitioning activities.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to provide support for Project Lead The Way to increase student access to STEM activities and enrichment/elective options.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide additional enrichment/elective option to students.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth</p> <p><b>Title I:</b> 2.5 -</p> <p><b>Funding Sources:</b> Professional Development &amp; Training Modules - 211 Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to provide GT support through Tiger Time with Destination Imagination and Tx Future Problem Solvers programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide enrichment option to students.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide support for Career Exploration to increase student enrichment/elective options.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide enrichment option to students.</p> <p><b>Staff Responsible for Monitoring:</b> Maxwell</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 100% of the students 6-8 grade will receive explicit instruction on digital literacy and use of technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with an understanding while using technology how to communicate information safely and appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Maxwell and Hudspeth</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year (BOY or EOY).</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure a smooth transition to a new campus in order to integrate services.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth, Maxwell, and Edwards</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<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:** Campus will obtain an state accountability rating of B with a scaled score of 80 at the campus level and work on closing the gaps with ELA and Math.

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase all tested subject areas short cycle scores.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Participate and implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment by implementing high quality instructional material into the classroom which have well-balanced focused lesson plans and assessments that target the needs of all students and monitor student progress to grow on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement, as a whole and as student groups, will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth, Maxwell</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <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 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus administrators will coach teachers during PLC with internalizing material protocol so that STAAR "Meets Expectation" scores meet or exceeds 60%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Provide valuable feedback to instructional staff on classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide high quality staff development by deciding on topics based on weekly walks in order to improve instructional outcomes for student groups so that 60% of student will score "Meets Expectation" on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement increase as a result of weekly use by teachers of data analysis and corresponding instructional response.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff development training resources - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement through a vertically aligned curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implementing a mentoring program with strategically placing mentor with mentee together on campus. Providing opportunities to observe each other with feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of staff</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implement practice for TELPAS students during Tiger Time using Summit K12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement to exit students from the program.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and C. Johnson</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<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 2:** Campus will actively be working to move the designation for additional targeted support in the closing the gaps Domain III. (identification reason: special education).

**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><b>Strategy 1:</b> Train and implement Sheltered Instruction strategies for ESL students in all classes.  <b>Strategy's Expected Result/Impact:</b> ESL student scores will increase through the implementation of ESL strategies.  <b>Staff Responsible for Monitoring:</b> Hudspeth, Maxwell</p> <p><b>Title I:</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 5: Effective Instruction                      - <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.  <b>Strategy's Expected Result/Impact:</b> Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies.  <b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>







Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education achievement will increase as measure on state tests.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></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 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><b>Strategy 1:</b> Utilize Rooms and District Website 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> Hudspeth, Maxwell, Peterson</p> <p><b>Title I:</b>                      4.1                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> Parent Newsletter - 211 Title I, Part A - \$374</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Every nine weeks provide a newsletter to parents focusing on campus events and information.  <b>Strategy's Expected Result/Impact:</b> Increase parent involvement  <b>Staff Responsible for Monitoring:</b> Hudspeth, Koch</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
 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 2024-2025 school year.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent/Counselor Bully Prevention 101 Session</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Edwards, Hudspeth</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Meet the Teacher/Open House</p> <p><b>Strategy's Expected Result/Impact:</b> Establish face to face communication between parents, teachers, and staff</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth and Maxwell</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
 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><b>Strategy 1:</b> In the parent newsletter create an online survey and use input from parents during the SBDM meetings to improve the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Gather parent feedback on how the campus can continually improve.</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth, Maxwell</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 2024-2025 school year.





**Evaluation Data Sources:** Attendance data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve attendance</p> <p><b>Staff Responsible for Monitoring:</b> Maxwell, Koch</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Principal, registrars, and counselors will coordinate to ensure all PEIMS data is entered correctly for At-Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure correct information in PEIMS data</p> <p><b>Staff Responsible for Monitoring:</b> Hudspeth, Edwards, Koch</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			

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

## RDA Strategies

Goal	Objective	Strategy	Description
2	1	3	Campus administrators will coach teachers during PLC with internalizing material protocol so that STAAR "Meets Expectation" scores meet or exceeds 60%.
2	2	2	Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.
2	2	3	Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	2	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 implementing high quality instructional material into the classroom which have well-balanced focused 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 in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.
2	2	3	Implement co-teaching instructional strategies and monitor during walks for all special educations in math and reading inclusion settings.



## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	2	Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education 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
<b>Sub-Total</b>					<b>\$0.00</b>
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Professional Development & Training Modules		\$5,000.00
2	1	5	Staff development training resources		\$0.00
3	1	1	Parent Newsletter		\$374.00
<b>Sub-Total</b>					<b>\$5,374.00</b>