

E MERLE SMITH MIDDLE SCHOOL

Campus Improvement Plan

2018/2019

"SMS. Road to Success"



Jennifer Davis, Principal
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E MERLE SMITH MIDDLE SCHOOL

Mission

Maximize opportunities for all students today and beyond

Vision

Advocacy + Access + Partnership = Opportunity

Nondiscrimination Notice

E MERLE SMITH MIDDLE SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

State Compensatory Education Statement

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. Sinton ISD uses student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students at risk of dropping out of school that will enable these students to perform at grade level at the conclusion of the next regular school term. SCE funds are also used to support Title I School improvement programs and initiatives. (3.89 FTE's are utilized for academic interventionists and class size reduction for \$182,630). SCE funds also support our DAEP program (1.62 FTE's for \$70,060.70).

Smith Middle School Campus Improvement Team

Name	Position
Alaniz, Carol	Teacher - Art
Alaniz, Linda	Business Representative
Brown, Robin	Parent
Christner, Michelle	Teacher - Choir
Davis, Jennifer	Principal
Deanda, Lauren	Teacher - Special Education
Doria, Cassandra	School Secretary
Elbert, Michael	Special Education Director
Franzone, Heather	Teacher - ELA
Galvan, Jennifer	Parent
Ganceres, Anissa	Counselor
Garcia, Omar	Teacher - Social Studies
Jimenez, Amanda	Teacher - Science
Moody, Elizabeth	Teacher - ELA
Mounts, Matthew	Teacher - Social Studies
Pena, Belinda	Paraprofessional
Richards, Nicole	Teacher - Math
Soliz, Ernest	Teacher - Engineering
Torres, Robert	Teacher - Science
Torres-Garcia, Margie	Assistant Principal
Tovar, Rose	Paraprofessional

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- * Smith Middle School has an enrollment of 506 students.
- * 80% of the student body is Hispanic. 19% is White. The remaining 1% of the student body is comprised of African American, Asian, and Native American students.
- * 11% of the students are GT and 12% of students enrolled receive special education services.
- * SMS retention rate is 0%.

Demographics Weaknesses

- * 76.4% of students enrolled in Smith Middle School are considered economically disadvantaged. This exceeds the state average of 59%.
- * 50% of students are considered at-risk. This exceeds the state average of 50%.

Demographics Summary

Problem Statement: High numbers of at risk and economically disadvantaged students present challenges to staff.

Root Cause: Poverty impacts the lives of our students by creating emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety concerns.

Student Achievement

Student Achievement Strengths

Accountability:

According to the Texas Education Agency Smith Middle School met the criteria for an accountability rating of "Meets Standard" in 2018 in all accountability areas.

SMS earned six distinction designations based on 2018 state assessment results (seven available): 1) Academic Achievement in ELA/Reading, 2) Academic Achievement in Math, 3) Academic Achievement in Science, 4) Top 25 % Academic Growth, 5) Top 25% Closing the Gaps, 6) Post-Secondary Readiness.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

2018 state assessment data:

Campus Math:

6th Grade: 81% (66% 2017) (80% 2016)

7th Grade: 65% (65% 2017) (58% 2016) - 7th grade does not include PreAp students.

8th Grade: 90% (82% 2017) (82% 2016)

Algebra: 100% (100% 2017, 2016)

Campus Reading:

6th Grade: 61% (59% 2017) (59% 2016)

7th Grade: 63% (68% 2017) (55% 2016)

8th Grade: 77% (69% 2017) (74% 2016)

7th Grade Writing: 64% (67% 2017) (50% 2016)

8th Grade Science: 78% (60% 2017) (62% 2016)

8th Grade Social Studies: 65% (36% 2017) (48% 2016)

SPECIAL EDUCATION DATA:

This data is also included in overall STAAR data above

6th Grade Math: 57% (11% 2017) * State average in 2018 was 43%

7th Grade Math: 45% (29% 2017) * State average in 2018 was 34%

8th Grade Math: 55% (27% 2017) * State average in 2018 was 47%

6th Grade Reading: 35% (0% 2017) * State average in 2018 was 23%

7th Grade Reading: 28% (11% 2017) * State average in 2018 was 26%

8th Grade Reading: 36% (15% 2017) * State average in 2018 was 38%

7th Grade Writing: 24% (17% 2017) * State average in 2018 was 18%

8th Grade Science: 38% (19% 2017) * State average in 2018 was 30%

8th Grade Social Studies: 33% (5% 2017) * State average in 2018 was 24%

TSI (College Readiness Assessment):

In 2018, SMS gave the TSI assessment to students in 8th grade. As a pilot program, students who were enrolled in at least one PreAp course took the assessment in May 2018 to measure college readiness in three areas, 1) Reading, 2) Writing, 3) Math. Students who demonstrated college readiness are able to take dual credit courses in high school.

Math: 90 students took TSI. 39% met college ready.

Reading: 88 students took TSI. 51% met college ready.

Writing: 88 students took TSI. 69% met college ready.

28% of students met college ready on all three sections of TSI.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- * Increased performance for students receiving SPED services.
- * Increased performance for students receiving accommodations through SAT.

Student Achievement Weaknesses

- * In the area of reading and writing, 7th grade students performed slightly lower than in 2017 (-5% in reading, -3% in writing).
- * Inconsistent use of iStation online reading intervention program.
- * Students did not meet the minimum time requirement for iStation intervention usage per week.

Student Achievement Needs

- * Consistent use of iStation online reading intervention program in all reading classes.
- * Continued improvement on 8th grade science and social studies STAAR.
- * Improved performance on 7th grade writing STAAR.
- * Improved performance on 7th grade reading STAAR.
- * A shift in thinking. We need to have an "approaches, meets, or masters grade level expectations" mentality when measuring student growth.

Student Achievement Summary

Problem Statement 1: 7th grade STAAR writing and reading slightly lower than 2017 performance.

Root Cause: Lack of vertical alignment, lack of campus-wide focus.

Problem Statement 2: Students with economically disadvantaged backgrounds and At-Risk lag behind their peers.

Root Cause: Education supports, including academic, social, and emotional, for low-income students are present, but may not be individualized or targeted to their specific needs.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Problem Statement 3: Special Education students' academic performance lags behind all other student groups.

Root Cause: Additional resources and training are needed to support students.

Problem Statement 4: The percentage of students who achieve Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who score Approaches Grade Level on STAAR assessments.

Root Cause: We need to transition to a growth mindset to help our students achieve a deeper level of understanding of the content.

School Culture and Climate

School Culture and Climate Strengths

- * Average daily attendance is 97.4%.
- * Discipline framework is in place.
- * Significant decrease in lost instructional time due to ISS, OSS, or DAEP.
- * Creative practices to hold students accountable, yet maintain instructional time.
- * Teachers are supportive of each other.
- * Positive support systems and incentives.

School Culture and Climate Weaknesses

- * Slight annual decrease in student attendance (-.7% compared to 2017).
- * Lack of guidance lessons for students who have emotional struggles.

School Culture and Climate Needs

- * Counselor time needed to implement group sessions for students who have similar struggles.
- * Increased attendance incentives.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- * Increased positive behavior systems and incentives.
- * Counseling topics to cover drug/smoking awareness and sexting/social media.

School Culture and Climate Summary

Problem Statement 1: Inconsistent implementation of a positive discipline approach.

Root cause: Lack of training. Administrators received training in Restorative Practices and introduced to teachers during August 2018 PD.

Problem Statement 2: Lack of time available to counselor for groups sessions and guidance lessons.

Root cause: Inconsistent use of counseling personnel and processes. In compliance with a district directive, administrators have absorbed state assessment responsibilities and meeting deliberations for all 504 meetings.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- * Teachers and paraprofessionals are highly qualified.
- * Professional development is available when needed.

Staff Quality, Recruitment and Retention Weaknesses

- * Lack of PLC accountability, focus, and data driven decision making in science and social studies.
- * Lack of grade level specific guided reading training.
- * Slow implementation of guiding reading strategies in 6th grade.

Staff Quality, Recruitment and Retention Needs

- * Continue to build capacity and teacher leaders.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

- * Guided reading training specific to middle school level.
- * Appropriate and consistent implementation of guided reading at 6th grade.

Staff Quality, Recruitment and Retention Summary

Problem Statement 1:

Root Cause:

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- * Professional development is readily available.
- * Use of TEKS Resource System.
- * Increased use of iStation online reading intervention program.
- * WIN intervention and creative tutorial times.
- * SAT process and data collection.
- * STEM and engineering/robotics program.
- * Varying models of instruction for students who receive SPED services.

Curriculum, Instruction and Assessment Weaknesses

- * Missed opportunities to provide cross curricular connections.
- * Structured writing initiative.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

- * Inconsistent use of TEKS Resource System is used at varying levels across departments.
- * RTI data collection and monitoring of interventions

Curriculum, Instruction and Assessment Needs

- * Collaboration between departments by grade level to incorporate cross-curricular projects and connection opportunities.
- * Vertical alignment meetings between SE and SMS.
- * Use of data and TEKS Resource System to drive instruction and interventions in Science and Social Studies.

Curriculum, Instruction and Assessment Summary

Problem Statement: Consistent use of TEKS Resource System and data to drive instructional decision making in Science and Social Studies.
Root Cause: Lack of consistent administrative and teacher leader oversight and modeling.

Family and Community Involvement

Family and Community Involvement Strengths

- * Parent and community outreach and communication efforts are networked through multiple medias.
- * Teachers are readily available to conference with parents and provide feedback regarding individual student academic achievement.
- * Families are encouraged to participate in campus activities.
- * Strong Booster Clubs.
- * Open houses, STEM night, Awards presentation.
- * Extracurricular events, competitions, and sporting events are well attended.

Family and Community Involvement Weaknesses

- * Lack of community groups and agencies to support families.

Comprehensive Needs Assessment

Family and Community Involvement Needs

- * Additional community supports and resources to support at-risk students.
- * Increased efforts to build partnerships with families and community members.

Family and Community Involvement Summary

Problem Statement: Lack of participation and interactions between schools and families.

Root Cause: Some parents/guardians did not have positive school experiences or connections.

School Context and Organization

School Context and Organization Strengths

- * Shared department planning time.
- * Teacher input on department structure, student placement, and development of interventions.
- * Creative tutorials and interventions for struggling students.
- * Campus Leadership team training and shared decision making.
- * Duty and supervision remains a continued focus.

School Context and Organization Weaknesses

- * Inconsistent PLC processes and data analysis between departments.
- * Additional interventions and monitoring is needed for RTI/SAT process.

School Context and Organization Needs

- * PLC processes, agendas, decision making, shared responsibilities, and data analysis modeling and training.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

- * Research and analysis of RTI programs.

School Context and Organization Summary

Problem Statement: Inconsistent PLC processes and data analysis between departments.

Root Cause: Lack of consistent administrative and teacher leader modeling and on-campus training for department chairs.

Technology

Technology Strengths

- * Ample technology resources are available throughout the campus.
- * Google apps integration into majority of classroom and instruction.
- * COWS in every core classroom.
- * Shared technological and instructional strategies among staff.

Technology Weaknesses

- * Older COWS will need replacement

Technology Needs

- * Replacement plans for older COWS.

Comprehensive Needs Assessment Data Sources

Community Demographics
Disaggregated STAAR Data
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Homeless Students
Mobility Rates
Multi-Year Trends
PEIMS Reports
Report Card Grades
Safe Schools Checklist
Special Programs Evaluations
Special Student Populations
Staff Development
Standardized Tests
Teacher Turnover Rates

Recommended Initiatives and Strategies

Goal 1: Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

- * Update and monitor Emergency Operations Plan as reported to Texas School Safety Center,
- * Monitor discipline reports and referrals to ensure consistency and identify patterns of behavior,
- * Continue a campus wide "Bully Awareness Initiative " that includes access to online "Report a Bully," consistent use of an incident investigation form, and the tracking of all reports of bullying,
- * Explore and begin implementation of Restorative Practices,
- * Initiate group counseling sessions for students with similar emotional struggles.

Goal 2: Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

- * Continue Professional Learning Communities by providing common planning time, protocols, and training,
- * Continue specialized services for students who receive Special Education services, including inclusion, resource, and co-teach models,
- * Continue PreAp track at all grade levels for all core subjects,
- * Implement a two-period block with the same ELA teacher at both 6th and 7th grades,
- * Ensure a guaranteed and viable curriculum through the TEKS Resource System and other available resources,
- * Continue to provide a computerized reading intervention program to accelerate growth,
- * Implement AVID instructional strategies and WICOR into all instruction, campus wide,
- * Continue to administer the TSI college readiness assessment to students in 8th grade who are enrolled in at least one PreAp course.

Goal 3: Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

- * Continued training in AVID, DMAC, TEKS Resource System, Academic Language Development, RTI, etc. ,
- * Continue to provide training to support RTI and SAT, including the continuum of support resources, progress monitoring, and documentation,
- * Provide Guided Reading PD to incorporate strategies into Reading instruction.

Resources

Resource	Source
GEAR UP Grant	Federal
IDEA Special Education-224	Federal
Title I, Part C, Migrant-212	Federal
Title I-211	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
ELL Allotment	State
Gifted and Talented	State
Local Funds	State
State Compensatory-191	State

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 1. Sinton ISD will continue to provide and improve a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a comprehensive bully awareness program by, A) utilizing multiple sources of Bullying Reports, including the online "Report a Bully", B) investigating any reports within 24 hours using the Incident Investigation Form, C) utilizing anti-bullying contracts, D) providing counseling resources and support to the victim, E) ensuring appropriate discipline measures, follow up, and tracing to the offender, and F) same-day-as-report communication to the parent/guardian of both the victim and the offender. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal	August - June	(S)Local Funds	Summative - Data from bully incident reports.
2. Maintain a Coordinated School Health Committee that reviews campus policies, procedures, integrates activities and resources into the curriculum and promotes healthy lifestyles. (Title I SW: 6,10) (Target Group: All) (CSFs: 5)	Assistant Principal, Principal, School Nurse	August - June	(S)Local Funds	Summative - Training certificates and individual student health plans
3. Utilize resources from the TEXAS School Safety Center to update and implement our Emergency Operations Plan that provides for staff training, emergency drill schedules, and coordination with local agencies. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Assistant Superintendent for Business, Director of Transportation and Safety, Principal	August - June	(S)Local Funds	Summative - Review implementation plans and logs.
4. Utilize School Resource Officer to support school safety initiatives and build positive relationships with at risk students, maintain a secure campus, and promote positive behavior. (Title I SW: 10) (Target Group: All) (CSFs: 5)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review safety records and incident reports.
5. Utilize campus safety team to determine maintenance needs and facility improvement projects to improve safety and security of facility. (Target Group: All) (CSFs: 6)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Summative - security audits and reports.

E MERLE SMITH MIDDLE SCHOOL

Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 1. Sinton ISD will continue to provide and improve a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Utilize SAT team for Behavior Response to Intervention Plan as a layered model of interventions for students not demonstrating success in the classroom/school environment. The following intervention strategies may be used: Restorative Practices, behavioral contracts, and other methods for reducing behavioral issues. (Title I SW: 1,2,9) (Target Group: All, SPED, AtRisk) (CSFs: 4,6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Principal, Special Ed Teachers, Teacher(s)	August - June	(S)Local Funds	Summative - Review meeting minutes, agendas and review of discipline data.
7. Continue to utilize a system to screen and track visitors. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review of sign in sheets.

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 2. Severe misbehavior that results in out of classroom placements will decline annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a discipline framework that will, A) ensure behavior standards are consistent from teacher to teacher, B) ensure office referral consistency between teachers, C) facilitate collaboration and behavior interventions within the grade level, D) decrease out of class time for students due to minor infractions, E) increase parent/guardian communication, F) support a hierarchy of consequences. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review discipline logs.
2. All discipline reports and referrals will be monitored daily to ensure consistency and identify patterns in behavior and location hot spots, as well as to identify teachers in need of additional training in classroom management, de-escalation techniques, and pre-referral strategies. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review and monitor discipline data.
3. Provide students opportunity to engage in monthly movie nights, popcorn Thursday, and positive referral program as a positive behavior incentive. (Title I SW: 1,6) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review students who meet expectations.
4. Continue to focus on five areas of student management, 1) Language, 2) Work Ethic, 3) Dress Code, 4) Public Display of Affection, 5) Attendance (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review office referrals.
5. Continue lunch detention to minimize the loss of instructional time due to minor behavior infractions. (Target Group: All) (CSFs: 4)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review detention logs

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 3. Sustain a district-wide Safe and Drug Free Schools program

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in Red Ribbon Week. (Title I SW: 2) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Counselor(s), Principal	October	(S)Local Funds	Summative - Review Red Ribbon Week schedule
2. Continue random drug searches by contraband detection canines. (Title I SW: 2) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review reports from dog handler.
3. Administer random drug tests to all students participating in UIL activities. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Director School Community Relations	Random	(S)Local Funds	Summative - % of students tested and testing records

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 4. Increase opportunities for parents to become involved in their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize parent involvement marquee in main office foyer to provide schedule of upcoming events and increase opportunities for parents to be involved in school activities. (Title I SW: 6,10) (Target Group: All) (CSFs: 5,6)	Instructional Technology Specialist, Principal	August - June	(F)Title I-211	Summative - Review of ongoing information on marquee.
2. Continue to utilize a plan to ensure that parent/guardian contact information is accurate. (Title I SW: 1,6) (Target Group: All) (CSFs: 5)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review training agenda.
3. Provide parents and students access to academic progress online using the web based Skyward Family Access Program. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review family access data.
4. Communicate important information, events, schedules, and campus accolades via campus blog, newsletters, SKYWARD communication system, phone calls, social media, and notes home. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal, Counselor(s), Instructional Technology Specialist, Principal	August - June	(S)Local Funds	Summative - Review phone logs, conference logs, calendars, school blog, and office marquee.
5. Continue to host an STEM night, band and choir performances, open houses, athletics events/games, etc. to promote parental involvement and academic success. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Principal, STEM Director	August - May	(S)Local Funds	Summative - Summative - community attendance
6. Provide a person to be available for Spanish/English translation. (Title I SW: 6) (Target Group: LEP) (CSFs: 5,6)	Assistant Principal	August - June	(S)Local Funds	Summative - Review records.

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 1. The percentage of students at the approaches standard on STAAR will increase from 70 to 75.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue a comprehensive campus-wide writing initiative: A) block ELA classes (2 periods) w/ same teacher for 6th and 7th grade students, B) ELA teachers develop and maintain a writing portfolio for each student, including scored rubrics and notes/corrections between teacher and student as a progress monitoring and data collection system, C) continue the implementation of a calendar of benchmarks and writing assessments, D) research available resources and purchase supplementary resources aligned to STAAR, E) investigate professional development opportunities for teachers, F) facilitate a STAAR writing rubric study, G) vertical alignment meetings between 6th, 7th, and 8th grade ELA teachers, H) integrate a 6th/7th grade Writing Resource small group class for students who receive Special Education services. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)</p>	<p>Director of Literacy, Principal, Teacher(s)</p>	<p>August - June</p>	<p>(S)Local Funds</p>	<p>Summative - Review assessment data in the area of writing.</p>
<p>2. Continue a comprehensive math initiative: A) conduct universal screening three times per year to gather baseline data and monitor student progress, B) facilitate placement assessment to determine present level of performance and utilize online intervention program with identified students, C) utilize a data collection and progress monitoring system, D) research available resources and purchase supplementary resources aligned to STAAR, E) vertical alignment meetings between 6th, 7th, and 8th grade math teachers. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)</p>	<p>Principal, STEM Director, Teacher(s)</p>	<p>August - June</p>	<p>(S)Local Funds</p>	<p>Summative - Review assessment data in the area of math.</p>

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 1. The percentage of students at the approaches standard on STAAR will increase from 70 to 75.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Continue a comprehensive campus-wide Reading initiative: A) district reading specialist onsite support and training for all ELA teachers on Reading standards, B) block ELA classes (2 periods) w/ same teacher for 6th and 7th grade students, C) continue the implementation of a calendar of benchmarks and reading assessments, D) research available resources and purchase supplementary resources aligned to STAAR, E) engage in professional learning with select professional texts" F) data collection and progress monitoring system, G) vertical alignment meetings between 6th, 7th, and 8th grade ELA teachers, H) guided reading training using "Guided Reading, 2nd Edition" and "Responsive Teaching Across the Grades, the Literacy Continuum, Expanded Edition," I) implement use of the "The First 1000 Words Fluency English Word Program" for all Reading Resource students. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)</p>	<p>Director of Literacy, Principal, Teacher(s)</p>	<p>August - June</p>	<p>(S)Local Funds</p>	<p>Summative - Review assessment data in the area of reading.</p>
<p>4. Utilize DMAC to analyze student assessment data and monitor student achievement. (Title I SW: 8) (Target Group: All) (CSFs: 1,2)</p>	<p>Assistant Principal, Principal, Special Ed Teachers, Teacher(s)</p>	<p>August - June</p>	<p>(F)Title I-211</p>	<p>Summative - Review data binders created by teachers.</p>
<p>5. Provide common planning periods by departments to: A) support vertical alignment and implementation of curriculum across all four core areas, B) support PLC (Professional Learning Communities) and professional collaboration that creates an effective forum for analyzing student data, sharing best instructional strategies, and designing engaging and effective lessons. (Title I SW: 1,8) (Target Group: All) (CSFs: 1,2,3,7)</p>	<p>Assistant Principal, Department Chairpersons, Principal, Teacher(s)</p>	<p>August - June</p>	<p>(F)Title I-211, (S)Local Funds</p>	<p>Summative - Review calendar of meetings, agendas and minutes.</p>

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- Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
- Objective 1.** The percentage of students at the approaches standard on STAAR will increase from 70 to 75.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Support the AVID campus-wide initiative through; 1) AVID instructional strategies, 2) WICORized lesson plans, 3) organizational strategies, binders, interactive notebooks for students, 4) college culture. (Title I SW: 1) (Target Group: All) (CSFs: 1,2,6,7)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - AVID binder checks
7. Provide additional tutorials outside of the regular school day. (Title I SW: 1,3) (Target Group: AtRisk) (CSFs: 1)	Assistant Principal, Principal, Teacher(s)	September - June	(F)Title I-211, (S)Local Funds	Summative - Review assessment data
8. Continue a campus-wide SAT (Student Assistance Team) process: A) early identification of struggling students, B) data collection, progress monitoring, and optional strategies within instruction, C) referral to SAT to determine eligibility for accommodations on state assessment. (Target Group: All) (CSFs: 1,2)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review spreadsheet of enrolled students, SAT paperwork, timelines, and state assessment data.
9. Continue WIN (What I Need) intervention time for 30 minutes during the regular school day. (Target Group: All) (CSFs: 1,2,4,6)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review WIN lists, WIN lesson plans, and assessment data.
10. Continue a comprehensive social studies and science initiative: A) data collection and progress monitoring system, B) use of WIN/small group intervention, C) weekly PLC meetings, D) review of available resources and purchase supplementary resources aligned to STAAR, E) investigate professional development opportunities for teachers, F) review and analysis of weekly lesson plans, G) implementation of AVID and Seidlitz strategies in daily instruction. (Title I SW: 1,2) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review state assessment data in the area of social studies.

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 2. The percentage of all tested students on STAAR/EOC in reading and math who meet the post-secondary readiness standard (Meets Grade Level) will increase from 40% to 45% by the end the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use iStation data and implement checkpoints throughout the year to track individual reading progress and develop interventions based on differentiated need. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Superintendent, Director of Literacy, Principal, Teacher(s)	September - June	(S)Local Funds	Summative - iStation reports
2. Continue to provide creative intervention opportunities (WIN, lunch tutorials, AM/PM, Saturday school) to address the specific needs of students, specifically at-risk populations. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Principal, Special Ed Teachers, Teacher(s)	September - June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Intervention data, sign in sheets, assessment data, STAAR data.
3. Provide professional development in the area of balanced literacy (including Guided Reading, Shared Reading, Interactive Read Aloud) and differentiated instruction to support consistent instructional practices in all 6th grade ELA classrooms. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal, Director of Literacy, Principal	September - June	(F)Title I-211, (S)Local Funds	Summative - PLC minutes.
4. Utilize curriculum directors as instructional support and job-embedded professional development for teachers. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal, Assistant Superintendent, Director of Literacy, Principal, STEM Director	September - June	(F)Title I-211	Summative - Training agendas, PLC minutes, assessment data.

E MERLE SMITH MIDDLE SCHOOL

- Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
- Objective 3.** The number of students meeting advanced academic achievement on STAAR will be above the regional and state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide PreAp track for students in all grade levels. Students will be identified for PreAp courses using points of data, including state assessment and unit assessments and teacher recommendation. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)	Principal	August - June	(S)Local Funds	Summative - Review course enrollment numbers.
2. Offer Gateway course at 7th and 8th grade (high school credit course) as part of STEM initiative that supports math and science instruction and encourages interest in engineering. (Title I SW: 1) (Target Group: All) (CSFs: 1)	Principal	August - June	(S)Local Funds	Summative - Review course enrollment numbers.
3. Provide Introduction to Engineering at 6th grade (Gateway to Technology introductory course) as part of STEM initiative to support math and science instruction and encourage interest in engineering. (Title I SW: 1) (Target Group: All) (CSFs: 1)	Principal	August - June	(S)Local Funds	Summative - Review course enrollment numbers.
4. Support and monitor weekly as a PLC to create lesson plans that are aligned to the district curriculum, and developed with the rigor of the TEKS with specific attention to STAAR Readiness, Supporting, and Process standards. Results of aligned common assessments will be analyzed and used to design student interventions and extension. (Title I SW: 1,2,8) (Target Group: All) (CSFs: 1,2,7)	Assistant Principal, Principal, Teacher(s)	August - June	(F)Title I-211, (S)Local Funds	Summative - Review calendar of meetings, agendas, student assessment data.
5. Provide opportunities for students to participate in programs and competitions such as Girls in STEM, Robotics, Regional and state engineering competitions, FPS, and UIL throughout the year. (Target Group: All) (CSFs: 1)	Principal, STEM Director, Teacher(s)	August - June	(S)Local Funds	Summative - Review registration information.

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 3. The number of students meeting advanced academic achievement on STAAR will be above the regional and state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Disaggregate results of aligned common assessments and develop prescriptive student intervention strategies for all students. (Title I SW: 1,2,8) (Target Group: All) (CSFs: 1,2,7)	Assistant Principal, Principal, Teacher(s)	August - June	(F)Title I-211, (S)Local Funds	Summative - Review assessment data.
7. Continue administration of the TSI college readiness assessment to 8th graders who are enrolled in at least one PreAp course and continue the use of PLATO TSI online assessment prep course. (Target Group: GT) (CSFs: 1)	Assistant Principal, Counselor(s), Principal, STEM Director, Teacher(s)	October - May	(S)Local Funds	Summative - Review TSI data.

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 4. Academic indicators on PBMAS will average to a 2 and all other indicators as measured by PBMAS will be no higher than 1.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerate LEP students' successful acquisition of proficiency in English by monitoring the implementation of language acquisition programs and continuing to emphasize the English Language Proficiency Standards (ELPS) in all content areas. (Title I SW: 1,10) (Target Group: ESL, LEP, 6th, 7th, 8th) (CSFs: 1,2)	Director of Federal and Special Programs, ESL Teachers, Principal	August - June	(S)ELL Allotment	Summative - Review data from TELPAS.
2. Provide daily Study Skills class to identified groups of special education students to support reading, writing, and math instruction. (Title I SW: 10) (Target Group: SPED) (CSFs: 4)	Assistant Principal, Director of Special Education, Principal, Special Ed Teachers	August - June	(F)IDEA Special Education-224, (S)Local Funds	Summative - Review student schedules and student assessment data.
3. Conduct an inventory of resources available to special education students, and ensure they have access to adequate and appropriate supplemental materials. (Title I SW: 10) (Target Group: SPED) (CSFs: 1)	Principal, Special Ed Teachers	August - June	(F)IDEA Special Education-224, (S)Local Funds	Summative - Review of all materials and needs assessment.
4. Provide ELA and/or Math resource class for identified special education students to support Math and ELA while filling instructional gaps within a small group setting. (Target Group: SPED) (CSFs: 1,2)	Assistant Principal, Director of Special Education, Principal, Special Ed Teachers	August - June	(F)IDEA Special Education-224	Summative - Summative - Review student schedules and student assessment data.
5. Continue to provide a Math co-teach class for identified special education students to support Math while filling instructional gaps within a small group setting. (Target Group: SPED) (CSFs: 1,2,4,7)	Assistant Principal, Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	August - June	(F)IDEA Special Education-224	Summative - Review student schedules and state assessment data.

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 4. Academic indicators on PBMAS will average to a 2 and all other indicators as measured by PBMAS will be no higher than 1.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continue to provide a comprehensive continuum of services and settings to Special Education students including, A) instructional models such as inclusion, pull out, resource, study skills, personal social skills, coteach, life skills, BASE, and coordinated ancillary support services, and B) support for staff including, common planning time for special and general education teachers, use of WIN/tutorials for identified students, review of eligibility data and current services, and analysis of assessment data. (Title I SW: 2,10) (Target Group: SPED) (CSFs: 1,2,4)	Assistant Principal, Director of Special Education, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Review schedule of services, ARD decisions, and assessment data

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 5. The attendance rate for the district will be increased from 95.4% to 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize School Truancy Officer to support attendance and implementation of truancy prevention initiatives. (Title I SW: 1) (Target Group: All, AtRisk) (CSFs: 4)	Assistant Principal, Principal, Truancy Officer	September - June	(S)Local Funds	Summative - Review attendance logs and daily attendance rate.
2. Provide attendance incentives for students throughout the year. (Title I SW: 6) (Target Group: All) (CSFs: 4)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Develop calendar of attendance blitz dates.
3. Inform parents of a students absence on a daily basis through phone calls, email, and text messages from the attendance clerk, teacher, or automated calls. (Title I SW: 1) (Target Group: All) (CSFs: 4,5)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Logs generated by attendance clerk, staff, SKYWARD data management system

E MERLE SMITH MIDDLE SCHOOL

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 6. SISD will integrate the effective usage of technology across the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize computer based differentiated instructional resources and intervention programs to impact learning. (Title I SW: 1,10) (Target Group: All, 6th, 7th , 8th) (CSFs: 1,2)	Assistant Principal, Principal	August - June	(F)Title I-211, (S)Local Funds	Summative - Review and analyze instructional intervention programs.
2. Improve academic achievement across the curriculum through integration of technology, use of distance learning, and implementation of digital curriculum content, and the experimentation of Google Classroom. (Title I SW: 10) (Target Group: All) (CSFs: 1,4)	Instructional Technology Specialist, Principal, STEM Director	August - June	(F)Title I, Part C, Migrant-212, (F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review technology utilized in the classroom.
3. Continue to identify, acquire, distribute, and make available the appropriate resources to increase students access to technology and improve student performance. This will include the use of desktop computers, Chrome Books to support Google Classroom and online student portfolios, mobile technologies, calculator systems for math and science, and eReader technology for library check-out to support reading curriculum. (Title I SW: 1,4,8,10) (Target Group: All) (CSFs: 1,4)	Assistant Principal, Director of Federal and Special Programs, Director of Literacy, Director of Transportation and Safety, Librarian, Principal, STEM Director, Teacher(s)	August - June	(F)IDEA Special Education-224, (S)Local Funds, (S)State Compensatory-191	Summative - Inventory of technology devices and distribution plan for campus, department, and grade level

E MERLE SMITH MIDDLE SCHOOL

Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 1. 100% of all Sinton ISD teachers will select professional development hours that align to specific campus goals and professional target areas; delivery methods will include face-to-face and virtual options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a teacher-mentor program for all teachers within their first or second year of teaching to: A) conduct learning walks on campus, B) participate in monthly discussions. (Title I SW: 3,9) (Target Group: All)	Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Collect and review learning walk notes and meeting agendas.
2. Develop instructional proficiency of teachers by attending trainings provided by the district reading/math specialist, AVID, and ESC2 sponsored professional development. (Title I SW: 4) (Target Group: All) (CSFs: 1,7)	Instructional Technology Specialist, Principal, Teacher(s)	August - June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review teacher surveys and input.
3. Provide staff development on DMAC utilities, the disaggregation of assessment data, and the development of formative assessments. (Title I SW: 4,8,10) (Target Group: All) (CSFs: 1,2,7)	Assistant Superintendent, Principal	October- June	(F)Title I-211	Summative - Review student assessment data.
4. Continue to plan and implement staff development that supports universal design for the learning and assess to general curriculum to reach the diverse learner. (Title I SW: 4) (Target Group: SPED) (CSFs: 7)	Assistant Principal, Director of Special Education, Principal	August - June	(F)IDEA Special Education-224, (F)Title I-211	Summative - Summative - Review SPED student assessment data
5. Utilize online 30 hour Gifted/Talented certification training for new content teachers. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Assistant Principal, Director of Federal and Special Programs, Teacher(s)	August - June	(S)Gifted and Talented	Summative - Summative Review student assessment data.
6. Utilize online 6 hour Gifted/Talented update for teachers who have their initial 30 hour G/T certification. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Assistant Principal, Principal, Teacher(s)	August - June	(S)Gifted and Talented	Summative - Summative - Review student assessment data.

E MERLE SMITH MIDDLE SCHOOL

Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 2. The district will recruit and retain effective teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in selecting a Teacher of the Year and Teacher of Promise to represent Smith Middle School. (Title I SW: 5) (Target Group: All) (CSFs: 7)	Assistant Principal, Principal, Teacher(s)	March - June	(S)Local Funds	Summative - Facilitate teacher nomination and SBDM vote.
2. Maintain GT requirements for teachers. (Title I SW: 3) (Target Group: All) (CSFs: 1,7)	Director of Federal and Special Programs, Principal	August - June	(S)Gifted and Talented	Summative - Review online course progress.

E MERLE SMITH MIDDLE SCHOOL

Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 3. Staff will receive adequate training and support to implement district initiatives including Literacy, AVID, Project Based Learning, STEM Education, RtI, TEKS Resource System, Professional Learning Communities, Data-driven Decision Making, and Effective Leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the number of staff members trained in AVID organizational tools, WICOR and Higher Level Questioning by utilizing the TOT model to implement AVID strategies campus wide. (Title I SW: 4) (Target Group: All) (CSFs: 1,2,7)	Core Subject Teachers, Counselor(s), Director of Federal and Special Programs, Principal	August - June	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory-191	Summative - Review of PD plans prior to beginning of school.
2. Provide training to support RTI/SAT implementation and practices on universal screening tools, continuum of support resources, progress monitoring, and documentation. (Title I SW: 4,9) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Principal	August - June	(F)Title I-211, (S)Local Funds	Summative - Review RTI/SAT records and state assessment data.
3. Provide internal support to continue to focus on the implementation of the 7 steps to a Language Rich Interactive Classroom and the consistent use of TEKS Resource System. (Title I SW: 1,10) (Target Group: All) (CSFs: 1,7)	Assistant Principal, Principal, Teacher(s)	August - June	(S)ELL Allotment	Summative - Review classroom walkthrough data.
4. Provide TEKS training, instructional coaching and facilitated planning for core academic teachers through consultation agreements with ESC2. (Title I SW: 4,10) (Target Group: All) (CSFs: 1,7)	Director of Literacy, Principal	August - June	(F)Title IIA Principal and Teacher Improvement	Summative - Review student assessment data and schedules of professional training
5. Implement training on guided reading using "Guided Reading, 2nd Edition: Responsive Teaching Across the Grades" and "The Literacy Continuum, Expanded Edition". (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 7)	Assistant Principal, Assistant Superintendent, Director of Literacy, Literacy Interventionist, Principal	Sept. - May	(F)Title I-211, (S)Local Funds	Summative - Review reading data and training records.
6. Continue providing training to enhance the instructional proficiency of teachers by attending ESC2 sponsored professional development. Support will continue throughout the school year in PLC's with the help of instructional leaders. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Principal	August - June	(F)Title I-211, (S)Local Funds	Summative - Training records and state assessment.

E MERLE SMITH MIDDLE SCHOOL

Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 3. Staff will receive adequate training and support to implement district initiatives including Literacy, AVID, Project Based Learning, STEM Education, RtI, TEKS Resource System, Professional Learning Communities, Data-driven Decision Making, and Effective Leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Facilitate a book study using "The Fundamental 5, The Formula for Quality Instruction" with the leadership team. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,7)	Assistant Principal, Counselor(s), Principal, Teacher(s)	September - November	(S)Local Funds	Summative - Leadership meeting agenda and minutes.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools