

**Cleburne Independent School District**  
**Smith Middle School**  
**2020-2021 Campus Improvement Plan**

# Mission Statement

The mission of Cleburne ISD in partnerships with parents and community is to provide all students with rigorous and relevant learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics (2020 - 2021 Preliminary Fall PEIMS file loaded 11/12/2020)

#### Gender

Female [405](#) 47.15%

Male [454](#) 52.85%

#### Ethnicity

Hispanic-Latino [358](#) 41.68%

#### Race

American Indian - Alaskan Native [6](#) 0.70%

Asian [2](#) 0.23%

Black - African American [37](#) 4.31%

Native Hawaiian - Pacific Islander [15](#) 1.75%

White [410](#) 47.73%

Two-or-More [31](#) 3.61%

### Demographics Strengths

Demographic diversity is continuing to increase allowing greater opportunity for cultural and social education of various demographics.

# Student Achievement

## Student Achievement Summary

Please refer to TAPR Campus Report located in the Addendums.

## Student Achievement Strengths

ELAR Grade 7 Two or More Races saw an increase of 36% and out EL population increase 6% in student achievement.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Overall campus performance in reading, students are performing below proficient level. In the subpop categories of EL, SPED and economically disadvantaged, students are performing significantly below proficient. **Root Cause:** Instruction Design and Delivery

**Problem Statement 2:** Math performance in Eco Dis, SPED and EL are significantly below grade level. **Root Cause:** Instructional delivery and effective instructional strategies.

**Problem Statement 3:** 8th grade special education students are performing significantly below proficient in math, reading, science and social studies. **Root Cause:** Instructional delivery and effective instructional strategies.

# School Culture and Climate

## School Culture and Climate Summary

Smith Middle School is a Capturing Kids' Hearts Showcase Campus. The campus culture and climate is focused on relationships and meeting not only the academic needs of students but also their social and emotional needs. Staff satisfaction is at a high with an 80% retention rate including movement in coaching positions. End of year student and parent surveys indicate high satisfaction.

### Discipline Data 2019-2020 Compared to 2020-2021 (As of 11-18-2020)

	2019 - 2020	2020-2021
<b># of Students Referred</b>	116	71
<b># of Offenses</b>	202	109

## School Culture and Climate Strengths

High teacher retention, award-winning school, staff, student and parent satisfaction.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Out of class placements continue to be a concern. **Root Cause:** A fully dedicated behavior intervention support role isn't established.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All staff is highly qualified and the campus retention rate is 80%. Hiring committees are established to hire new staff to ensure the best fit. PTA support and staff appreciation activities throughout the year support teacher retention. In addition, the addition of the staff wellness room has increased staff morale.

## Staff Quality, Recruitment, and Retention Strengths

Retention rate

Hiring Committees

Wellness Room

Inclusive list of favorite things for staff for others to gift.

Hospitality events for staff (coffee, candy, luncheons, notes of appreciation)

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Common Based Assessments are administered each learning cycle to allow data-driven decision making for professional development as well as scope and sequence. Campus walkthrough forms are aligned to TTESS/District initiatives that enable meaningful and immediate feedback. Consulting with district curriculum and instruction specialist, consulting with Transformation Leaders Network, narrowed and intentional PLC expectations will assist in making progress. Weekly CFA's designed and administered for data-driven planning for interventions and enrichment.

## Curriculum, Instruction, and Assessment Strengths

Curriculum documents, established safety net standards, CBA, EL/DPED instructional strategy support and training, common formative assessment training of all campuses.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Smith MS has programs in place to support family and community involvement including family and community instructional rounds, volunteer program, PTA, mentor program, Adopt a School Program, and various focus nights (fine arts, curriculum, open house, ELL, Title I, Dual Language)

## Parent and Community Engagement Strengths

VIP's Program, Mentor program, PTA, Adopt a School Program, Instructional Rounds

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Additional mentors are needed to support SMS at-risk students. **Root Cause:** Availability during school hours.

# Technology

## Technology Summary

Smith MS is a 1:1 campus integrating a variety of platforms and programs to enhance the learning environment including Canvas, NearPod, Quizzes, Kahoot, Flocabulary, Zoom, IXL and online textbook resources and reading material. Instructional training for staff support instructional use in the classroom.

## Technology Strengths

Instructional technology support, 1:1 Chromebook.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- Covid-19 factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **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
- TTESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results













# Goals












Revised/Approved: November 19, 2020

**Goal 1:** Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

**Performance Objective 1:** Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

**Summative Evaluation:** Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus wide system emphasizing TEKS vocabulary. <b>Strategy's Expected Result/Impact:</b> Increased understanding of TEKS vocabulary <b>Staff Responsible for Monitoring:</b> Walkthrough/Observation forms noting aligned "I will" statements using TEKS vocabulary <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure hands-on activities during science instruction, 60% of the time <b>Strategy's Expected Result/Impact:</b> Increased mastery of science TEKS. <b>Staff Responsible for Monitoring:</b> Lesson Planning/PLC Agenda <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Career Explorations Class for all 8th grade students <b>Strategy's Expected Result/Impact:</b> Build the foundation of college and career requirements, create PGP <b>Staff Responsible for Monitoring:</b> Master Schedule <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Align all teacher evaluations, including walk through forms and T-TESS; with clearly defined district goals and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Eduphoria Strive Reports</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Instructional support across campus through learning workshops in monthly staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Staff meeting agendas</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 1:** Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

**Performance Objective 2:** Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School wide benchmark, CFA, progress monitoring, and CBA data to make data-driven decisions and to drive student intervention/enrichment</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Eduphoria Reports</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PSAT administration for 8th grade students</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> PSAT Reports</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 1:** Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

**Performance Objective 3:** Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

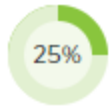



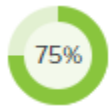

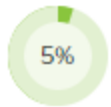
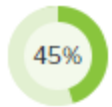





**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor an effective and mandatory intervention program to meet the need of struggling learners; specifically areas that did not meet state safeguards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Master Schedule, RTI Documents</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AVID (Achievement via Individual Determination) Implementation campus wide; elective course offered in grades 7 &amp; 8</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Master schedule, Staff Meeting Agenda</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional and behavioral interventions for student in danger; Focus Room, READ 180, Systeme 44, Math Enrichment</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Master Schedule, PLC Minutes, Focus Room Sign In, Discipline Report</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Intentional focus on growth mindset and the power of yet by implementing the CISD Values of Excellence through extension activities, bell music, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop skills in being persistent, flexible, adaptive, a creative problem solver and open to self and others.</p> <p><b>Staff Responsible for Monitoring:</b> Campus wide</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 2:** All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 1:** Recruit, select, assign, and retain highly-qualified educators and support staff.


















**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recruit highly effective teachers through Frontline and hold interviews via committees to select candidate. <b>Strategy's Expected Result/Impact:</b> Highly effective teachers on staff. <b>Staff Responsible for Monitoring:</b> Interview Documents	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Wellness room on campus providing tools to meet the emotional needs of staff. <b>Strategy's Expected Result/Impact:</b> Retain highly effective teachers, improve staff morale and increase attendance. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with PTA to provide rewards/incentives to staff members on a rotating basis <b>Strategy's Expected Result/Impact:</b> Improve staff morale and increase attendance. <b>Staff Responsible for Monitoring:</b> Calendar, Frontline Reports <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 2:** All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 2:** Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.









**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Learning workshops during staff meetings focused on critical reading and effective instructional strategies to implement into classroom instruction monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Literacy implementation cross-curricular, increased student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Staff Meeting Agenda</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Modular Training to support instructional technology in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Increased technology implementation evident in instruction</p> <p><b>Staff Responsible for Monitoring:</b> Modular Tech Training Calendar &amp; Agenda</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Training in Skyward to collect data to meet the social and academic of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased data drive decision making, academic gains</p> <p><b>Staff Responsible for Monitoring:</b> Training Agenda, PLC Agenda</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Trauma informed training for all staff</p> <p><b>Strategy's Expected Result/Impact:</b> Increase social and emotional support for students.</p> <p><b>Staff Responsible for Monitoring:</b> Training Agenda</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 2:** All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

**Performance Objective 3:** Allocate resources with a specific focus on instructional improvement and increasing student achievement.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hand2Mind Resources, MAP, and IXL to support intervention instruction. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement in Math <b>Staff Responsible for Monitoring:</b> Training Agenda, Resource Purchase <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** All students will have a safe, supportive, and highly effective learning environment.

**Performance Objective 1:** Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.








**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Character Strong SEL/Character Education Program <b>Strategy's Expected Result/Impact:</b> Build appropriate social/emotional skills and character in students. <b>Staff Responsible for Monitoring:</b> Lesson Plans - 6th Gr 21st Tech, 7th SS, 8 CCR <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement with fidelity Capturing Kids' Hearts focusing on classroom social contracts to reinforce expected behavior. <b>Strategy's Expected Result/Impact:</b> Decrease in behavior infractions, positive classroom learning environment <b>Staff Responsible for Monitoring:</b> Walkthroughs <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Character instruction and remediation as part of the behavior intervention process. <b>Strategy's Expected Result/Impact:</b> Decrease in behavior infractions, positive classroom learning environment <b>Staff Responsible for Monitoring:</b> Administration - campus walkthroughs, discipline data reports	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 3:** All students will have a safe, supportive, and highly effective learning environment.

**Performance Objective 2:** Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.






**Summative Evaluation:** Met Objective






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus budget needs will be regularly discussed with faculty and committees to ascertain that money is invested based on needs of students and campus. Departments will prioritize budgets based on student and campus data <b>Staff Responsible for Monitoring:</b> PLC Agenda/PreAcq of Funds	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 4:** Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

**Performance Objective 1:** Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent and Family Engagement Policy <b>Strategy's Expected Result/Impact:</b> Increased parent involvement, opportunity for growth, positive community relationship <b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Mentor Program <b>Strategy's Expected Result/Impact:</b> Increased number of students receiving the emotional support needed for them to be successful <b>Staff Responsible for Monitoring:</b> Mentor Log <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Volunteers in Public Schools (VIPS) <b>Strategy's Expected Result/Impact:</b> Increases academic and behavior achievement <b>Staff Responsible for Monitoring:</b> VIPS Log In <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Community Partnerships including Tennison Orthodontics, Hope Church for mentor program, parent tours, and weekly food bags for economically disadvantaged students <b>Strategy's Expected Result/Impact:</b> Increased academic and behavior achievement, parent/community involvement. <b>Staff Responsible for Monitoring:</b> Volunteer log, event flyers <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				













Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Family Involvement Events; Fine arts night, READ 180 night, AVID night, EL Night, Curriculum Night, Meet the Teacher <b>Strategy's Expected Result/Impact:</b> Increased family involvement <b>Staff Responsible for Monitoring:</b> Event Flyer/Sign in sheets <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



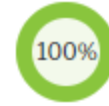
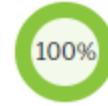
**Goal 4:** Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

**Performance Objective 2:** Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Jacket Instructional Rounds - Monthly - Inviting parents/community to school for an overview and classroom visit. Feedback is requested.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement, opportunity for growth, positive community relationship</p> <p><b>Staff Responsible for Monitoring:</b> Survey</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly Newsletter - SMS Jacket News</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement, opportunity for growth, positive community relationship</p> <p><b>Staff Responsible for Monitoring:</b> Facebook/Skylert/Twitter</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Social Media Presence - Posting daily activities and events on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement, opportunity for growth, positive community relationship</p> <p><b>Staff Responsible for Monitoring:</b> Facebook/Twitter</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Open House/Title I Parent Meeting</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Planning



No Progress



Accomplished



Continue/Modify



Discontinue

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stephanie Barreraz-Thompson	Reading Specialist	Read 180/System 44	1
Tina Martin	Math Specialist		1