

Cleburne Independent School District
Smith Middle School
2021-2022 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 (2021 - 2022)

Gender

Female [441](#) 48.73%

Male [464](#) 51.27%

Ethnicity

Hispanic-Latino [363](#) 40.11%

Race

American Indian - Alaskan Native [6](#) 0.66%

Asian [4](#) 0.44%

Black - African American [37](#) 4.09%

Native Hawaiian - Pacific Islander [18](#) 1.99%

White [447](#) 49.39%

Two-or-More [30](#) 3.31%

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	2021-2022
# of Students Referred	116	71	118
# of Offenses	202	109	195

School Culture and Climate Strengths

High teacher retention, 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- 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
- 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

Parent/Community Data

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






Support Systems and Other Data

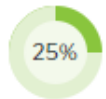





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: School-wide benchmark, CFA, progress monitoring, MAPS and CBA data to make data-driven decisions and to drive student intervention/enrichment</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PSAT administration for 8th grade students</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth.</p> <p>Staff Responsible for Monitoring: PSAT Reports</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Administration - Master Schedule, RTI Documents, WIN Time Roster, HB4545 Documentation, Jacket Academy</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AVID (Achievement via Individual Determination); elective course offered in grades 7 & 8</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Master schedule, Staff Meeting Agenda</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional and behavioral interventions for student in danger; ACES, READ 180, Systeme 44, Math Enrichment, Academic/Behavior Counseling, Character Strong</p> <p>Strategy's Expected Result/Impact: Increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Master Schedule, PLC Minutes, Focus Room Sign In, Discipline Report</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Develop skills in being persistent, flexible, adaptive, a creative problem solver and open to self and others.</p> <p>Staff Responsible for Monitoring: Campus wide</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Dual Language Program and EL Coaching Support to meet the needs of EL students. Strategy's Expected Result/Impact: Increased EL academic success Staff Responsible for Monitoring: EL Lead & Specialist, Administration	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				





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.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Learning workshops during staff meetings focused on effective instructional strategies to implement into classroom instruction monthly.</p> <p>Strategy's Expected Result/Impact: Literacy implementation cross-curricular, increased student achievement and growth</p> <p>Staff Responsible for Monitoring: Staff Meeting Agenda</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Modular Training to support instructional technology in the classroom</p> <p>Strategy's Expected Result/Impact: Increased technology implementation evident in instruction</p> <p>Staff Responsible for Monitoring: Modular Tech Training Calendar & Agenda</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Training in Skyward to collect data to meet the social and academic of students.</p> <p>Strategy's Expected Result/Impact: Increased data drive decision making, academic gains</p> <p>Staff Responsible for Monitoring: Training Agenda, PLC Agenda</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Trauma informed training for all staff</p> <p>Strategy's Expected Result/Impact: Increase social and emotional support for students.</p> <p>Staff Responsible for Monitoring: Training Agenda</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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.

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





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Character Strong SEL/Character Education Program</p> <p>Strategy's Expected Result/Impact: Build appropriate social/emotional skills and character in students.</p> <p>Staff Responsible for Monitoring: SMS Wall of Fame, Team Rallies, Dojo Points/House Points, Slideshow Showcase @ lunch</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement with fidelity Capturing Kids' Hearts focusing on classroom social contracts to reinforce expected behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior infractions, positive classroom learning environment</p> <p>Staff Responsible for Monitoring: Walkthroughs</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Character instruction and remediation as part of the behavior intervention process.</p> <p>Strategy's Expected Result/Impact: Decrease in behavior infractions, positive classroom learning environment</p> <p>Staff Responsible for Monitoring: Administration - campus walkthroughs, discipline data reports</p>	Formative			Summative
	Nov	Jan	Mar	June
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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.

Strategy 1 Details	Reviews			
Strategy 1: 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 Staff Responsible for Monitoring: PLC Agenda/PreAcq of Funds	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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.

Strategy 1 Details	Reviews			
Strategy 1: Parent and Family Engagement Policy Strategy's Expected Result/Impact: Increased parent involvement, opportunity for growth, positive community relationship Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Volunteers in Public Schools (VIPS) Strategy's Expected Result/Impact: Increases academic and behavior achievement Staff Responsible for Monitoring: VIPS Log In TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Community Partnerships including Tennison Orthodontics, Hope Church for mentor program, parent tours, and weekly food bags for economically disadvantaged students Strategy's Expected Result/Impact: Increased academic and behavior achievement, parent/community involvement. Staff Responsible for Monitoring: Volunteer log, event flyers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Family Involvement Events Monthly; Fine arts night, READ 180 night, AVID night, EL Night, Tailgate, etc. Strategy's Expected Result/Impact: Increased family involvement Staff Responsible for Monitoring: Event Flyer/Sign in sheets TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

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

Addendums

District Name: CLEBURNE ISD
 Campus Name: LOWELL SMITH JR MIDDLE
 Campus Number: 126903041

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 831
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	26	29	25	26	32	*	-	*	20	37	20	31	20	27	18
	2018	47	36	39	0	38	38	*	*	*	56	46	0	39	38	35	43
Grade 6 Mathematics	2019	54	49	44	25	43	45	*	-	*	40	54	70	41	52	45	42
	2018	56	59	56	20	56	56	*	*	*	50	71	64	56	54	51	61
Grade 7 ELA/Reading	2019	77	72	74	*	74	74	*	*	*	86	68	100	76	69	72	73
	2018	76	71	74	43	77	75	*	-	*	50	70	*	77	63	71	67
Grade 7 Mathematics	2019	62	42	43	*	39	46	*	*	*	20	25	40	43	42	41	34
	2018	67	51	43	40	49	38	*	-	*	20	51	*	40	51	44	52
Grade 8 ELA/Reading	2019	77	76	77	64	72	80	*	*	*	75	78	88	76	78	75	77
	2018	79	80	80	91	83	77	*	*	*	86	80	92	80	80	78	81
Grade 8 Mathematics	2019	82	75	78	100	78	76	*	*	*	100	63	75	79	75	78	79
	2018	81	73	70	71	78	63	*	*	*	70	64	92	71	68	76	83
End of Course Algebra I	2019	75	41	67	*	57	71	-	-	-	*	-	*	65	80	83	*
	2018	72	46	84	-	82	84	*	*	-	*	*	-	83	89	86	71
All Grades Both Subjects	2019	69	60	59	53	56	61	71	58	61	65	57	68	59	59	57	54
	2018	69	64	61	54	65	59	73	100	61	58	63	53	62	59	58	65
All Grades ELA/Reading	2019	68	61	61	50	58	63	83	*	43	66	63	72	62	58	59	57
	2018	69	65	64	57	67	62	58	*	*	64	65	47	65	59	60	65
All Grades Mathematics	2019	70	59	57	56	54	58	58	*	79	64	51	63	56	60	56	51
	2018	70	64	59	52	62	56	86	*	70	52	60	59	59	59	57	65