

Splendoria Independent School District

Splendoria Junior High School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Cultivating Exceptional People

Vision

Right People, Right Things, Right Way, Right Resources, Right Relationships

Core Beliefs

BELIEFS - why we act
Student-Focused: We believe the greatest outcomes result when students come first.
Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.
Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.
Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.
Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.

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Comprehensive Needs Assessment

Student Learning & Progress

Student Learning & Progress Summary

When looking at multiple sources of data, including benchmark data, MAP data, and STAAR data, our students are performing lower than other students at both the state and national level. Focusing on student success, we decided to use a consistent formative assessment approach across the campus that would allow both students and teachers to see if students were understanding the content. This formative assessment data will give teachers authentic insight on what next steps might be, including:

- Who is understanding the content?
- Who needs additional support?
- Who is showing mastery of the content?

Student Learning & Progress Strengths

Campus walkthrough data (83% for the 2023-2024 school year) shows evidence of teachers having effective objectives that align to the standards as well as work that aligns to the depths of the standards.

Barriers Identifying Student Learning & Progress Needs

Barrier 1 (Prioritized): What makes an Essential Question effective? **Root Cause:** Teachers need support in learning how to design effective essential questions and analyze student responses.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

How can we increase the value and meaning of grades and attendance? How can we increase the trust between our campus and the community?

Community Engagement & Partnerships Strengths

According to CKH Survey data, SJH received a:

AVERAGE Score for Family Statements/Questions		
3.7		
4.3	4.5	1. I am greeted with a smile and a positive tone when I enter my student's school.
4.2	4	2. I feel welcome at my student's school.
4	3	3. My student's school asks for students to share Good Things each day.
4.1	3.7	4. My student's school celebrates Good Things that happen in the school community.
4.1	3.8	5. My student's school cares for my student.
3.9	4	6. My student's school communicates with me consistently.
4	3.8	7. If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administrati
3.7	4	8. I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
3.5	4.1	9. I have heard about the use of Social Contracts in my student's classrooms or on campus.
3.9	3.8	10. My student's school asks for feedback and seeks opportunities to improve.
3.4	3	11. My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good
3.4	4	12. Communications from my student's school are often ended with a positive quote, challenge, or short motivat
3.7	3.2	13. My student likes going to school most days.
3.7	3.5	14. I feel like my student's school is partnering with me to encourage, motivate, and help my student be success

Barriers Identifying Community Engagement & Partnerships Needs

Barrier 1 (Prioritized): Not all parents can access Skyward to see their child's grades/attendance. **Root Cause:** Not all parents have a valid email.

Professional Learning & Quality Staff

Professional Learning & Quality Staff Summary

Looking at spring survey data:

How easy is it for you to obtain the resources you need to fulfill your job requirements?

Extremely easy-40%

Somewhat easy-33%

Neither easy nor difficult-12%

Somewhat difficult-8%

Extremely difficult-1%

21% of teachers struggle at different levels on obtaining resources they need to fulfill their job requirements.

Professional Learning & Quality Staff Strengths

According to spring survey data, 40% of staff find it extremely easy to obtain resources to fulfill job requirements, and 33% of staff find it somewhat easy to obtain resources needed to fulfill job requirements.

Barriers Identifying Professional Learning & Quality Staff Needs

Barrier 1 (Prioritized): Not all teachers know how to access SISD Access to Curriculum. **Root Cause:** SJH has not given intentional support in the past in this area to the entire campus.

Priority Barriers

Barrier 1: What makes an Essential Question effective?

Root Cause 1: Teachers need support in learning how to design effective essential questions and analyze student responses.

Barrier 1 Areas: Student Learning & Progress

Barrier 2: Not all teachers know how to access SISD Access to Curriculum.

Root Cause 2: SJH has not given intentional support in the past in this area to the entire campus.

Barrier 2 Areas: Professional Learning & Quality Staff

Barrier 3: Not all parents can access Skyward to see their child's grades/attendance.

Root Cause 3: Not all parents have a valid email.

Barrier 3 Areas: Community Engagement & Partnerships

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation

Pillars

Pillar 1: Student Learning & Progress

Key Question 1: To what degree are all students demonstrating growth?

Initial Status: Maintain

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: All students will answer an effective Essential Question at least once a week in every classroom.</p> <p>Evidence of Success: Students will answer an effective Essential Question in all classes at least once a week.</p> <p>Staff Responsible: all instructional staff</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Include Effective Essential Question Training in our Back to School PD for all new staff and review for returning staff.

Intended Audience: all instructional Staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: 8/8/2024 during Professional Development

Collaborating Departments: Leadership Team; all instructional staff

Delivery Method: Breakout session

Staff Responsible: all instructional staff

Strategy 2: Ensure Effective Objectives and Essential Questions one pager in the SJH HUB for all staff to have access to throughout the year.

Intended Audience: All instructional staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: all school year

Collaborating Departments: all

Delivery Method: virtual

Staff Responsible: all instructional staff

Strategy 3: Ensure we keep Effective Objectives and Essential Questions in our SJH Walkthrough Form.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford/Wendy Mitchell

Date(s) / Timeframe: all school year

Collaborating Departments: all

Delivery Method: virtual

Staff Responsible: all instructional staff

Strategy 4: Lesson Plans and Internalization Documents include Essential Questions for every day of the week; the question may remain the same until the lesson is complete, and students have the opportunity to respond to the question.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: 8/8/2024

Collaborating Departments: all instructional

Delivery Method: breakout session

Staff Responsible: all instructional staff

Strategy 5: Essential Questions should be posted every day, along with an Effective Objective.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford

Date(s) / Timeframe: 8/8/2024

Collaborating Departments: all instructional

Delivery Method: breakout session

Staff Responsible: all instructional staff

Strategy 6: Essential Questions can be answered by students in a variety of ways, including online, paper, or in student journals.

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford/Wendy Mitchell

Date(s) / Timeframe: 8/8/2024 and PLCs

Collaborating Departments: all

Delivery Method: breakout session; PDs; campus newsletters

Staff Responsible: all instructional staff

Strategy 7: Essential Questions should be designed to be a: STAAR Released Question, STAAR Clone, or require a detailed answer (not just a yes or no answer).

Intended Audience: all instructional staff

Provider / Presenter / Person Responsible: Molly Buford/Wendy Mitchell

Date(s) / Timeframe: 8/8/2024 and PLCs; campus newsletters

Collaborating Departments: all instructional staff

Delivery Method: breakout sessions; PLCs; campus newsletters

Staff Responsible: all instructional staff

Strategy 8: Student responses will be brought to PLCs, if applicable, to collaboratively analyze using the four PLC questions.

Intended Audience: all core subjects

Provider / Presenter / Person Responsible: Wendy Mitchell and MollyBuford

Date(s) / Timeframe: throughout the year

Collaborating Departments: all core teachers

Delivery Method: PLCs

Staff Responsible: all core teachers

Pillar 1: Student Learning & Progress

Key Question 2: To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 1: To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Initial Status: Maintain

Pillar 2: Student Readiness

Key Question 2: To what degree are we preparing students for life readiness?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students

Key Question 1: To what degree do students demonstrate noble actions?

Initial Status: Maintain

Pillar 3: Engaged, Well-Rounded Students





Key Question 2: To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Initial Status: Maintain

Pillar 4: Community Engagement & Partnerships

Key Question 1: To what degree does our community have opportunities to partner with the school district?

Initial Status: Maintain

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: SJH will increase parent communication by sending email reminders to all parents/guardians of how to access Skyward at the beginning of every nine weeks during the 2024-2025 school year.</p> <p>Evidence of Success: Parents and Guardians will be able to view their child's data and have a stronger partnership with the campus/district.</p> <p>Staff Responsible: SJH Registrar and Front office Staff</p> <p>Barriers: Community Engagement & Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: At the beginning of every nine weeks, the SJH Registrar will send an email to all parents, explaining how to access Skyward.

Intended Audience: Parents and Guardians of SJH students

Provider / Presenter / Person Responsible: Ana Hernandez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024

January 8, 2025

March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: email

Staff Responsible: Ana Hernandez

Strategy 2: The email will be available to parents in both Spanish and English.

Intended Audience: Parents and Guardians of all SJH students

Provider / Presenter / Person Responsible: Ana Hernandez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024
January 8, 2025
March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: email

Staff Responsible: Ana Hernandez

Strategy 3: SJH Registrar will run a report every 9 weeks to determine which parents/guardians do not have an email account.

Intended Audience: Leadership Team and Ana Hernandez

Provider / Presenter / Person Responsible: Ana Hernandez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024
January 8, 2025
March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: report

Staff Responsible: Ana Hernandez

Strategy 4: Our front office staff will collaboratively work together to make phone calls to parents/guardians that do not have an email account. We will use Google Translate when the parent/guardian speaks a language other than English or Spanish.

Intended Audience: Leadership Team and Front Office Staff

Provider / Presenter / Person Responsible: Front Office Staff-Ana Hernandez, Lisa Zigal, Nancy Sanchez

Date(s) / Timeframe: August 1-13, 2024

October 14, 2024
January 8, 2025
March 17, 2025

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: phone calls

Staff Responsible: Front Office Staff-Ana Hernandez, Lisa Zigal, Nancy Sanchez

Key Question 1 Barriers:

Community Engagement & Partnerships

Barrier 1: Not all parents can access Skyward to see their child's grades/attendance. **Root Cause:** Not all parents have a valid email.

Pillar 4: Community Engagement & Partnerships





Key Question 2: To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 1: To what degree do our recruitment and retention strategies align with the district's strategic plan?

Initial Status: Maintain

System Response (Goal) 1 Details	Reviews			
<p>System Response (Goal) 1: Goal: Every dept will be exposed to department specific resources at the beginning of the year and middle of the year during professional development.</p> <p>Barriers: Professional Learning & Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: SJH Leadership Team will reach out to district level support if we do not have access to resources for certain areas, such as Band, CTE, and Electives.

Intended Audience: All Instructional Staff

Provider / Presenter / Person Responsible: Professional Development/Molly Buford/Wendy Mitchell

Date(s) / Timeframe: Back to School PD (August 1-13, 2024)

September 13, 2024

January 6 and 7, 2025

March 14, 2025

Collaborating Departments: All

Delivery Method: Professional Development

Staff Responsible: All instructional staff

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2: We will intentionally schedule professional development to include exposure to district resources/textbooks.

Intended Audience: All instructional staff

Provider / Presenter / Person Responsible: Leadership Team of SJH/Wendy Mitchell/Molly Buford

Date(s) / Timeframe: Back to School PD (August 1-13, 2024)

September 13, 2024

January 6 and 7, 2025

March 14, 2025

Collaborating Departments: All instructional staff

Delivery Method: Professional Development

Staff Responsible: All instructional staff

Key Question 1 Barriers:

Professional Learning & Quality Staff

Barrier 1: Not all teachers know how to access SISD Access to Curriculum. Root Cause: SJH has not given intentional support in the past in this area to the entire campus.
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Pillar 5: Professional Learning & Quality Staff

Key Question 2: To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain

Pillar 5: Professional Learning & Quality Staff

Key Question 3: To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 1: To what degree are all facilities well-maintained and conducive to learning?

Initial Status: Maintain

Pillar 6: Fiscal & Operational Systems

Key Question 2: To what degree do staff have access to resources necessary to fulfill the strategic plan?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 1: To what degree do our students and staff feel safe at school?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 2: To what degree do we ensure social well-being for all students?

Initial Status: Maintain

Pillar 7: Safety & Well-Being

Key Question 3: To what degree do we ensure social well-being for all staff?

Initial Status: Maintain