

Splendora Independent School District



Splendora Junior High School

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Mission Statement

Cultivating Exceptional People

Vision

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

Value Statement

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

Summary

When looking at multiple sources of data, including benchmark data, MAP data, and 2024 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?

Strengths

Campus walkthrough data (95% for the 2024-2025 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.

92% of walkthroughs show that students are aware of the learning objective

91% of walkthroughs show instruction/work is aligned to the depth of the standard

93% of walkthroughs show there is a posted language objective

857 walkthroughs were entered into Eduphoria Strive for the 2024-2025 school year.

[March/April 2025 CNA Design Team Meeting](#)

Barriers Identifying Student Learning & Progress Needs

Barrier	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="160 384 204 426">★</p> <p data-bbox="274 268 789 323">How are students receiving feedback on their Essential Question answers?</p>	<p data-bbox="902 268 1471 323">Essential Questions are often used as Exit Tickets, given to students to answer at the end of class.</p>

★ = Priority

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?

Strengths

According to CKH Survey data, SJH received a:

4	4.5	1. I am greeted with a smile and a positive tone when I enter my student's school.
3.9	4	2. I feel welcome at my student's school.
3.6	3	3. My student's school asks for students to share Good Things each day.
3.8	3.7	4. My student's school celebrates Good Things that happen in the school community.
3.4	3.8	5. My student's school cares for my student.
3.6	4	6. My student's school communicates with me consistently.
3.9	3.8	7. If I had a concern or an idea, I would be comfortable talking to my student's teacher or the school administration.
3.3	4	8. I feel heard when I bring a concern or an idea to my student's teacher or the school administration.
3.7	4.1	9. I have heard about the use of Social Contracts in my student's classrooms or on campus.
3.6	3.8	10. My student's school asks for feedback and seeks opportunities to improve.
3.1	3	11. My student shares with me about helping the teacher in the classroom by greeting at the door, leading Good Things, using the Social Contract, and finishing up class with Launches.
3.5	4	12. Communications from my student's school are often ended with a positive quote, challenge, or short motivational message.
4	3.2	13. My student likes going to school most days.
3.4	3.5	14. I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful.

Barriers Identifying Community Engagement & Partnerships Needs

Barrier	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 317 812 380">Not all parents can access Skyward to see their child's grades/attendance.</p>	<p data-bbox="902 317 1281 348">Not all parents have a valid email.</p>

★ = Priority

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.

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	Root Cause
<p data-bbox="152 275 204 426">1 ★</p> <p data-bbox="272 268 837 296">Some of our elective classes still need a resource.</p>	<p data-bbox="902 268 1430 327">This is a work in progress in SISD, to ensure all electives have access to a viable curriculum.</p>

★ = Priority



Priority Problem Statements

Barrier

Root Cause

1
★

How are students receiving feedback on their Essential Question answers?

Essential Questions are often used as Exit Tickets, given to students to answer at the end of class.

2
★

Some of our elective classes still need a resource.

This is a work in progress in SISD, to ensure all electives have access to a viable curriculum.

3
★

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

Not all parents have a valid email.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

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

Goal: All students will answer an effective Essential Question and receive timely, intentional feedback at least once a week in every classroom.

Evidence of Success: Students will answer an effective Essential Question and receive timely, intentional feedback in all classes at least once a week.

Staff Responsible: All instructional staff, including Special Ed Support Staff/Paras will support by giving timely, intentional feedback in all classes at least once a week.

Formative Reviews

On Track

October

January

March

June

Strategy 1

Include Effective Essential Question/Feedback 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: during back to school Campus 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/APs

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: Back to School Campus PD

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: Back to school PD and during 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). Students will receive timely, intentional feedback from their teacher

Intended Audience: all instructional staff

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

Date(s) / Timeframe: Back to School Campus PD 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

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

Key Question 1

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

Initial Status: Maintain

System Response (Goal) 1

Splendora Junior High will achieve success with 90/60/30 by May 2026 in all tested subjects by implementing our campus Picture of Success and SISD Instructional Framework with fidelity.

Evidence of Success: STAAR results showing 90/60/30 in all tested subjects by May 2026

Staff Responsible: all instructional staff, including Special Ed Paraprofessionals

Formative Reviews

October

January

March

June

Strategy 1

Accountability will be shared with the entire staff during back to school PD. Every teacher will write an accountability goal in SMART goal format that is differentiated for their specific role.

Intended Audience: All Instructional Staff

Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: August 6, 2025

Collaborating Departments: Instructional Coach will pull data reports from 2024-25 STAAR for individual returning teachers/subjects/sub pops

Delivery Method: In Person

Staff Responsible: Principal and Instructional Coach

Action Steps: Molly Buford will explain the domains of accountability as well as the Campus Goal designed by the Design Team before each instructional staff member creates his/her SMART Accountability Goal for the 25-26 school year.

Strategy 2

Core Teachers will analyze SBA data focusing on 90/60/30 results by designing intentional next steps.

Intended Audience: Core Teachers

Provider / Presenter / Person Responsible: Instructional Coach, Wendy Mitchell

Date(s) / Timeframe: PLCs meet weekly during WIN time.

Collaborating Departments: Instructional Coach, Core Subject Teachers, Principal, and APs

Delivery Method: In Person

Staff Responsible: Instructional Coach, Core Subject Teachers, Principal, and APs

Action Steps: Track high priority TEKS and design intentional next steps, including reteach; small group; opportunities for structured writing

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

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

Goal: SJH will increase parent communication and student attendance to 94% by sending email reminders to all parents/guardians of how to access Skyward at the beginning of every nine weeks during the 2025-2026 school year.

Evidence of Success: Parents and Guardians will be able to view their child's data and have a stronger partnership with the campus/district.

Staff Responsible: SJH Registrar and Front office Staff

Formative Reviews

On Track

October

January

March

June

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, 2025

October 20, 2025

January 7, 2026

March 24, 2026

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, 2025

October 20, 2025

January 7, 2026

March 24, 2026

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, 2025

October 20, 2025

January 7, 2026

March 24, 2026

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, 2025

October 20, 2025

January 7, 2026

March 24, 2026

Collaborating Departments: Leadership Team and Front Office Staff

Delivery Method: phone calls

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

Strategy 5

SJH will reward students for being at school in a variety of ways, including classroom rewards for classes with perfect attendance, end of nine weeks/semester rewards for individual students.

Intended Audience: All students

Provider / Presenter / Person Responsible: Lisa Zigal

Date(s) / Timeframe: Throughout the year and at the end of every nine weeks

October 9, 2025

December 19, 2025

March 20, 2026

May 29, 2026

Delivery Method: in person

Staff Responsible: Lisa Zigal

Key Question 2

To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Initial Status: Maintain

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

Goal: Every dept will be exposed to department specific resources at the beginning of the year and middle of the year during professional development.

Formative Reviews

On Track

October

January

March

June

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; Prof Development Days throughout the 2025-2026 school year

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
District PD Days

Collaborating Departments: All instructional staff

Delivery Method: Professional Development

Staff Responsible: All instructional staff

Key Question 2

To what degree are we inducting new employees into our learning organization?

Initial Status: Maintain

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

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

Key Question 2

To what degree do we ensure social well-being for all students?

Initial Status: Maintain

Key Question 3

To what degree do we ensure social well-being for all staff?

Initial Status: Maintain