

**Smithville Independent School
District
Smithville High School
2026-2027 Targeted Improvement
Plan**

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 19, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Texas Instructional Leadership

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 13

How many district staff members will be responsible for capacity building with this campus?

7

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

6200 contracted services region 13 TIL - \$39,000

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we do not receive the grant we will continue on our current course.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

All campuses are participating in TIL DDI.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

260

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

260

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

168

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Monthly	Inform instruction to ensure mastery of TEKS
Interim	Campus	Semester	Identify deficiencies and plan remediation for first time staar/EOC student

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Our campus utilizes a comprehensive, data driven system designed to continuously monitor student growth and ensure that instruction is responsive to individual student needs. This system is built around three core components: short cycle assessments, spiraled instruction, and targeted intervention

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Our campus uses a tiered, data-driven intervention model in which short-cycle assessment results identify students below grade level or in special populations, placing them into targeted small-group or individualized support (Tiers 2–3) alongside continued Tier 1 differentiation in the classroom. Progress is closely monitored and adjusted through ongoing progress monitoring and collaboration with special education, ESL, and intervention staff to ensure support remains responsive to each student's evolving needs.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Weekly by core subject, elective, and CTE

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Teachers and Administration

Who is required to attend PLCs?

All teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

See agenda

Upload PLC agenda (optional):

[PLC Planning Agenda.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Data-Driven Instruction (DDI) is one of the core training modules within the Texas Instructional Leadership program, a statewide capacity-building initiative delivered through Education Service Centers (ESCs) to campus and district leaders. DDI is a research-based training that guides district and campus leaders to conduct effective data meetings with their campus teams, and it is typically recommended for Year 2 of TIL training. The module focuses specifically on a deeper analysis of student work using research-based practices that enable teachers to identify the gap between what students show they know and what they actually need to know — helping teachers spend instructional time more efficiently by targeting real gaps rather than re-teaching mastered content.	Region 13	Instructional Leadership team
Principal	Faculty meeting, done monthly. Will discuss data trends throught the full range of course offerrings.	Principal	Full Staff

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

In addition to campus-based administrator coaching, our district provides layered support systems designed to accelerate the growth of teachers and leaders who are new to their role (fewer than two years) or who have been identified as ineffective through observation, walkthrough, and student outcome data.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation of training will be monitored using Eduphoria Walkthroughs, aligned specifically to Dimensions 2 (Instruction) and 3 (Learning Environment) of T-TESS, supplemented by formal observations using the full T-TESS rubric for a comprehensive, summative measure of teacher performance.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive targeted, ongoing professional development and coaching designed to strengthen their ability to identify, support, and monitor the progress of students in special populations, including students receiving special education services, English Learners (EL), Section 504, Gifted and Talented (GT), and students who are economically disadvantaged, homeless, or in foster care.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

DDI Implementation Timeline (Aug 2026–Aug 2027)

Aug '26: Train staff in TIL DDI protocols

Sept '26: Build TEKS-aligned short-cycle assessments

Sept '26: Set DDI data meeting calendar

Oct '26: Run first short-cycle assessment + PLC data meeting

Nov '26: Walkthroughs check reteach plan implementation

Checkpoint Dec 2026: Review semester data; adjust Tier 2/3 groups

Jan '27: Expand DDI to remaining grades/subjects

Feb–Mar '27: Targeted coaching for teachers needing support

Checkpoint May 2027: Analyze year growth data vs. benchmarks; evaluate DDI effectiveness

Checkpoint Aug 2027: Finalize DDI report; revise assessments/calendar for 2027–28

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration

Evidence of Completion – What artifact, data, or observable action will verify completion?

See above

Support Needed – What training, coaching, resources, or tools are required?

Region 13 TIL/DDI, Eduphoria and ILT training.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District/campus leaders will monitor DDI implementation through:

Eduphoria walkthroughs (T-TESS Dim. 2–3) checking for reteach plans and differentiated instruction

Formal T-TESS observations for deeper fidelity checks

PLC/data meeting observations ensuring teams follow the DDI protocol and create actionable reteach plans

Reteach plan follow-up confirming classroom implementation

Short-cycle assessment data review every 2–3 weeks by classroom, grade, and subgroup

Checkpoint reviews (Dec '26, May '27, Aug '27) evaluating progress against the timeline

District site visits/TIL coaching for feedback and support

Progress reporting to district leadership at each checkpoint

Data from these processes will directly inform coaching priorities, PD focus, and intervention adjustments, keeping the plan responsive throughout the year.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

DCSI and Campus Principal

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress will be collected through two primary sources: classroom walkthroughs and student assessment data.

Walkthroughs

Campus administrators will conduct regular Eduphoria walkthroughs aligned to T-TESS Dimensions 2 and 3, gathering evidence of DDI implementation — including reteach plans, differentiated instruction, and instructional adjustments in the classroom. Walkthrough data will be logged and reviewed by administrators to track trends over time and identify where additional coaching or support is needed.

Student Data

Short-cycle assessment results will be collected every 2–3 weeks and analyzed by classroom, grade level, and student subgroup, including special populations. This data will be reviewed at PLC data meetings and at each checkpoint (December 2026, May 2027, August 2027) to monitor growth trends, evaluate the effectiveness of reteach plans and interventions, and determine whether milestones are being met on schedule.

Together, walkthrough evidence and student data provide both a qualitative check on instructional implementation and a quantitative measure of student growth, giving leaders a complete picture of milestone progress.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership and relevant stakeholders through structured, recurring communication channels rather than one-time updates.

District and Campus Site-Based Teams

Campus administrators will share walkthrough trends and student assessment data with the District Site-Based Decision Making team and campus-level site-based teams during regularly scheduled meetings. These sessions will allow both district and campus leaders to review progress collaboratively, discuss barriers to implementation, and adjust support or resources as needed.

Periodic Reports to the Board

At key checkpoints throughout the year (December 2026, May 2027, and August 2027), campus and district leaders will compile progress reports summarizing walkthrough data, short-cycle assessment trends, and milestone completion status. These reports will be presented to the Board of Trustees to ensure transparency and accountability, and to keep the Board informed of the district's progress toward its Data-Driven Instruction implementation goals.

This layered communication approach ensures that data flows consistently between campus-level implementation teams, district leadership, and the Board, keeping all stakeholders informed and engaged throughout the year.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	60
Masters Grade Level	40

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	53
Masters Grade Level	30

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	76
Masters Grade Level	82

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

70

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

40

Did your school have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

98

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

63

What was your CCMR percentage for your 2025 graduation class?

95

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

97.5

We did not have a 2025 graduating class

No

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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