

Smithville Independent School District



2026-2027 Goals/ Performance Objectives/ Strategies

Table of Contents

Goal 1 : Student Success	3
Goal 2 : Staff Satisfaction and Engagement	10
Goal 3 : Stakeholder Satisfaction and Engagement	20
Goal 4 : Financial and Operational Systems	23
Goal 5 : Federal and State Required Elements	26

Goal 1 Student Success

Performance Objective 1 High Priority

Our goal is for 100% of schools to achieve an accountability rating of B or higher, as a direct result of our focused efforts to promote student success.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Accountability Ratings

Strategy 1

100% of district administration, campus administration, and teachers will participate in Texas Instructional Leadership Initiative to improve student performance using data driven instructional methodologies.

Staff Responsible for Monitoring: Campus Principals, Superintendent, Assistant Superintendent, School Improvement Coordinator

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 2

100% of campuses will analyze and disaggregate state and local accountability data in Math, RLA, Science, Social Studies to develop a plan for instructional needs. Goal for Math All Students to 74% and Reading All Students 76%.

Strategy's Expected Result/Impact: Allows for targeted planning to address areas of low performance

Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent, Superintendent, School Improvement Coordinator

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 3

100% of At-Risk students in grades K-8 will have their needs assessed through diagnostic screeners and specific interventions implemented by the campus RtI/MTSS committees at Tiers 1, 2, and 3 prior to consideration of a special education referral. Students in grades K-1 will participate in dyslexia screening as part of MTSS.

Strategy's Expected Result/Impact: Identify students who are struggling academically and provide needed support

Staff Responsible for Monitoring: Campus Principals; Campus Counselors; Campus Teachers; Special Programs Coordinator

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 4

Each campus will meet 100% of Federal Accountability targets in Domain III. HS RLA 53%, Math 48%; JH RLA 53%, Math 56%; ES 55% RLA, Math 58%. Since SES is considered Additional Targeted Support in which supports from Region 13 and consultants will assist campuses in meeting the targets.

Strategy's Expected Result/Impact: Student growth between grade levels and student groups.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent/DCSI, Campus Principals; Campus Counselors; Campus Teachers; Special Programs Coordinator, Director of Special Education

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 5

Utilizing Title II funds in the 26-27 school year, supplemental training to teachers and administrators through Texas Instructional Leadership-Data Driven Instruction to improve overall student outcomes. Smithville ISD ensures that use of Title II Part A use of funds meets Federal requirements including Supplement Not Supplant requirements.

Funding Sources: 255 Title II, Part A, TPTR,

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 6 Results Driven Accountability

Students within special populations of Special Education, McKinney Vento and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through supports provided through MTSS.

Strategy's Expected Result/Impact: Students will be participating in class more and will be exposed to grade level curriculum.

Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Education, Special Programs Coordinator, Campus Principals, Assistant Principals, Counselors.

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 7

Through the use of Title II funds, Smithville ISD will create a teacher recruitment pipeline to assist employees pursuing their bachelor's degree in teaching and/or certification through the partnership with Teachworthy ECP so that 100% of staff will be highly qualified by 2027. Smithville ISD ensures that use of Title II Part A use of funds meets Federal requirements including Supplement Not Supplant requirements.

Strategy's Expected Result/Impact: Teacher retention and highly qualified staff.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, School Improvement Coordinator, Campus Principals.

Funding Sources: 255 Title II, Part A, TPTR,

Formative Reviews

December	May	August	June
----------	-----	--------	------

Performance Objective 2 High Priority

The district and campuses will establish and consistently implement effective MTSS (Multi-Tiered Systems of Supports) protocols for academics, behavior, and attendance to ensure targeted support for all students.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Training rosters, academic data, behavior data, attendance data

Strategy 1

Each campus will create a MTSS team which will meet at least quarterly to review academic data, discipline data, and attendance data and create intervention plans for students at Tier II and Tier III. Attendance goal for 95%, academic goals meeting Domain III federal targets, reduce disciplinary exclusionary placement by 5% by the end of the 2026-2027 school year.

Strategy's Expected Result/Impact: Improve student performance in attendance, academics, and disciplinary incidents.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Special Education, Special Programs Coordinator.

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 2 **Results Driven Accountability**

100% of special education students will receive ongoing support for instruction and services through general education, resources setting, behavior setting, and life skills instruction.

Strategy's Expected Result/Impact: Mastery of student IEP goals.

Staff Responsible for Monitoring: Superintendent, Director of Special Education, Special Education Support Staff, Campus Administrators

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 3

Brown Primary, Smithville Elementary, Smithville Junior High, and Smithville High School will utilize the district non-negotiable of Be Safe, Be Respectful, Be Responsible. Each campus will utilize this to teach pro-social skills to students to lower exclusionary placements by 5%.

Strategy's Expected Result/Impact: Lower exclusionary placement by 5%.

Formative Reviews

December	May	August	June
----------	-----	--------	------

Performance Objective 3 **HB3 Goal**

To promote student success and strengthen performance on state accountability measures, SHS will increase the percentage of graduating seniors who achieve a College, Career, and Military Readiness (CCMR) marker to 100%, ensuring graduates are prepared for postsecondary success.

TEA Priorities: Connect high school to career and college

Strategy 1

Notify 100% students in 6th-12th grade of the admission and financial aid opportunities for attending higher education.

Strategy's Expected Result/Impact: Awareness of financial aid opportunities to support post-secondary goals

Staff Responsible for Monitoring: Campus Counselors

Formative Reviews

DecemberMayAugustJune

Strategy 2

Inform 100% of students (6-12th) of the opportunity and notify actual top 10% /6% graduates of automatic admission to a four-year state university and The University of Texas, respectively.

Strategy's Expected Result/Impact: Awareness of automatic admission program for state universities and program standards

Staff Responsible for Monitoring: Campus Counselors

Formative Reviews

DecemberMayAugustJune

Strategy 3

Contract with Region 13 and other TEA approved providers to provide training and support for CTE pathways, so that 50% of students in CTE pathways have access to work based opportunities by 2027.

Strategy's Expected Result/Impact: Improve CTE program performance

Staff Responsible for Monitoring: High School campus principal; Assistant Superintendent.

Funding Sources: Region 13 CTE & CCMR support services 244 Perkins Career & Technical Ed (CTE),

Formative Reviews

DecemberMayAugustJune

Strategy 4

Provide testing opportunities for Industry Based Certification for all students who are concentrators and completers in all pathways annually. Goal-98% pass rates for IBCs.

Strategy's Expected Result/Impact: Prepare students for high-need and high-wage careers after high school

Staff Responsible for Monitoring: CTE teachers; High School campus principal; Assistant Superintendent

Funding Sources: 244 Perkins Career & Technical Ed (CTE),

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 5

Students of Smithville High School students who do not meet CCMR markers through other pathways will participate in McMurray University course ACAD 1310, concurrently with English IV to prepare for TSI. Annual Goal- 95% of students receive the CCMR indicators.

Strategy's Expected Result/Impact: College and Career Readiness

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, High School Principal

Formative Reviews

December	May	August	June
----------	-----	--------	------

Performance Objective 4

To advance student success and meet accountability targets, the district will increase Emergent Bilingual reclassification rates by 5%, ensuring more multilingual learners attain English proficiency and are equipped for academic achievement and long-term success.

Evaluation Data Source: Emergent Bilingual exit rates

Strategy 1

100% of Emergent Bilingual students will receive RLA instruction from certified ESL teachers, "sheltered instruction" trained core teachers and other trained professionals.

Strategy's Expected Result/Impact: Improved academic performance for English Language Learners

Staff Responsible for Monitoring: Campus Principals; ESL teachers; Assistant Superintendent; Special Programs Coordinator

Formative Reviews

December May August June

May

June

Performance Objective 5

To improve student success and meet federal accountability goals under Domain III, Smithville Elementary will receive targeted support to address its Additional Targeted Support (ATS) designation. Through collaboration with consultants, Region 13, Texas Instructional Leadership, the DCSI, and district leadership, the campus will implement focused strategies to increase Special Education student performance to at least 33% in Reading Language Arts and 34% in Math, ensuring measurable progress and equity for all learners

Evaluation Data Source: Short Cycle, IReady Growth Measures, STAAR.

Goal 2 Staff Satisfaction and Engagement

Performance Objective 1

During the 26-27 school year, 60% of all professional development opportunities will be aligned with identified academic areas in math, RLA, science, social studies, and CCMR-related subjects to ensure instructional impact and increase staff satisfaction and engagement by providing relevant, meaningful learning experiences that support teacher growth, confidence, and classroom success.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Evaluation Data Source: Professional Development Records

Strategy 1

Provide teachers and administrators support for acquiring and maintaining educational related certifications to support job responsibilities with 98% of staff being certified to eliminate any disparities between low income and minority students.

Strategy's Expected Result/Impact: District teachers and staff will hold appropriate certifications and licensees

Staff Responsible for Monitoring: Superintendent; Campus Principals

Funding Sources: 255 Title II, Part A, TPTR,

Formative Reviews

December

May

August

June

Strategy 2

Provide staff development district-wide to support instructional improvement for all students in the areas of math and reading. The goal for 2027 is to have 74% of all students passing math and to have 76% of all students passing reading through participation in TIL and Region 13 professional learning.

Strategy's Expected Result/Impact: Support instruction and learning by improving staff job performance through training.

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent

Funding Sources: Money for professional development training 255 Title II, Part A, TPTR,

Formative Reviews

December

May

August

June

Strategy 3

Provide training for CTE staff to ensure that 85% of students in the class of 2026 have the CCMR indicator upon graduation through work based learning and post secondary professional development.

Strategy's Expected Result/Impact: Improve CTE staff job performance

Staff Responsible for Monitoring: High School campus principal; Assistant Superintendent, School Improvement Coordinator

Funding Sources: Training and professional development for CTE teachers 244 Perkins Career & Technical Ed (CTE),

Formative Reviews

December

May

August

June

Strategy 4 Results Driven Accountability

Provide ongoing support to campus administrators and teachers in data analysis and making timely instructional adjustments so that at the high school 43% of high focus students pass RLA and Math; at the junior high 44% of high focus student pass RLA and 47% pass math; and at the elementary 48% of high focus student pass RLA and 52% pass math.

Staff Responsible for Monitoring: Asst. Superintendent, School Improvement Coordinator, Special Programs Coordinator, Campus Principals, Instructional Coaches. Director of Special Education

Formative Reviews

December

May

August

June

Strategy 5

Smithville ISD will partner with Region 13/Texas Instructional Leadership, whereas a 100% of K-12 math, reading, and science teachers, instructional coaches, and administrators receive coaching in materials internalization and alignment.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Campus Administrators, Instructional Coaches, School Improvement Coordinator, Special Programs Coordinator

Formative Reviews

December

May

August

June

Strategy 6

Campuses will engage in summer Data Driven Instruction training, curriculum mapping and voluntary professional development to identify and adjust priority TEKS based on data. In RLA we will have 55% of all students meet the federal targets and in math 58% of all students will meet the federal targets. Smithville ISD ensures that use of Title II Part A use of funds meets Federal requirements including Supplement Not Supplant requirements.

Funding Sources: 211 Title I, Part A, , 255 Title II, Part A, TPTR,

Formative Reviews

December

May

August

June

Performance Objective 2

To foster staff satisfaction and engagement, 100% of new SISD teachers (0-3 years) and those new to SISD will participate in the New Teacher Academy and Mentor Program during the 2026-2027 school year, supporting their professional growth and well-being. This initiative aims to enhance recruitment and achieve a teacher retention rate of 94%.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Evaluation Data Source: New Teacher Academy Rosters, Surveys

Strategy 1

Title II funds will be used for campus professional development first identified as Additional Targeted Support, and for campuses with high percentages of economically disadvantaged students to close gaps in RLA and math to meet district goals of 2027 is to have 74% of all students passing math and to have 76% of all students passing RLA. Smithville ISD ensures that use of Title II Part A use of funds meets Federal requirements including Supplement Not Supplant requirements.

Strategy's Expected Result/Impact: Through targeted professional development, improved teaching practice will result in improved student performance outcomes.

Staff Responsible for Monitoring: Superintendent, Assist. Superintendent, School Improvement Coordinator, Campus Principals

Funding Sources: Title II Part A 255 Title II, Part A, TPTR,

Formative Reviews

DecemberMayAugustJune

Strategy 2

The LEA will ensure that 100% of teachers who are alternatively certified or hired under the District of Innovation will receive targeted support from instructional coaches, mentors, and campus administration.

Strategy's Expected Result/Impact: To address any disparities that result in low-income students academic performance due to inexperienced, alternatively certified, and under the District of Innovation.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, School Improvement Coordinator, Campus Administrators and mentors.

Formative Reviews

DecemberMayAugustJune

Strategy 3

Through the use of Title II funds, Smithville ISD will create a teacher recruitment pipeline to assist employees pursuing their bachelor's degree in teaching and/or certification through the partnership with Teachworthy ECP so that 100% of staff will be highly qualified by 2027. Smithville ISD ensures that use of Title II Part A use of funds meets Federal requirements including Supplement Not Supplant requirements.

Strategy's Expected Result/Impact: Recruit and retain effective staff.

Funding Sources: 255 Title II, Part A, TPTR,

Formative Reviews

DecemberMayAugustJune

Performance Objective 3

To promote a safe and secure work environment that supports staff well-being and engagement, 100% of all staff will complete training on cybersecurity, safety, security, and health topics--meeting both locally adopted and state-mandated requirements--by September 1st.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 1

Continue to review, train and implement emergency operation procedures, specifically the Standard Response Protocol, with all staff members and students to ensure that 100% of the staff knows proper procedures to follow during emergency situations including the use of Thrillshare, Stop It and Raptor.

Strategy's Expected Result/Impact: School staff and students know how to respond to emergency situations.

Staff Responsible for Monitoring: Assistant Superintendent; Campus Principals

Formative Reviews

DecemberMayAugustJune

Strategy 2

Provide professional development opportunities and student training to 100% of professional staff and students, including the required safety trainings, trauma informed practices, mental health, dating violence, human trafficking, child abuse, bullying and other state and Federal required trainings.

Strategy's Expected Result/Impact: Meet all state and Federal requirements for standard safety training

Staff Responsible for Monitoring: Assistant Superintendent, School Improvement Coordinator, Campus Principals, Counselors

Formative Reviews

DecemberMayAugustJune

Strategy 3

100% of School Resource Officers/Peace Officers and security personnel are responsible for law enforcement duties on each campus and are not subject to duties related to behavior or school administrative duties.

Strategy's Expected Result/Impact: Clear delineation of safety roles.

Staff Responsible for Monitoring: Superintendent, Smithville Chief of Police, Assistant Superintendent, Campus Principals

Formative Reviews

December

May

August

June

Strategy 4

100% of Students K-8 will receive explicit instruction on digital literacy and use of technology. Programs utilized from Title Funds include Typsey, IReady, IXL, and Kami.

Strategy's Expected Result/Impact: Students will be aware of and know how to utilize technology in and out of the classroom.

Staff Responsible for Monitoring: Assistant Superintendent, Instructional Technology, Campus Principals, Assistant Principals

Formative Reviews

December

May

August

June

Strategy 5

Dating violence/healthy relationships training for students and staff will be provided annually in compliance with Section 11.252, Title IX and FFH LOCAL and LEGAL board policy rules. The training includes ways to report via StopIT App, district email, reporting procedures, and notification procedures. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

Staff Responsible for Monitoring: Assistant Superintendent, Director of Special Education, Special Programs Coordinator

Formative Reviews

December

May

August

June

Performance Objective 4

To support staff effectiveness and foster professional growth, 100% of certified staff will have access to high-quality instructional support funded through local, state, and federal resources. This support is designed to equip educators with the tools needed to close learning gaps and achieve district goals of 74% proficiency in Math and 76% in RLA for all students by the end of the 2027 school year.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 1

During the 2026-2027 school year, SISD will utilize Title I and Compensatory Education funds for staff such as instructional coaches, teacher mentors, DAEP instructors, and support staff including summer training (Title I) to close the learning gap in Math All Students to 74% and Reading All Students 76%.

Strategy's Expected Result/Impact: Increased STAAR/EOC scores in mathematics in reading by 5%.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, School Improvement Coordinator, Chief Financial Officer, Principals

Formative Reviews

DecemberMayAugustJune

Strategy 2

During the 2026-2027 school year, students and staff will have access to IReady in grades K-8, Albert in 9-12, and Lowman K-12 to address gaps in academic performance to reach the goal of Math All Students to 74% and Reading All Students 76%.

Strategy's Expected Result/Impact: Ongoing teacher monitoring of student progress

Staff Responsible for Monitoring: Asst. Superintendent, Campus Principals, Instructional Coaches

Formative Reviews

DecemberMayAugustJune

Strategy 3

During the 2026-2027 school year, teachers will receive support through ESC Region 13, instructional coaches, consultants, and other approved entities in math, reading, science and social studies to improve student performance PreK-12 in Math All Students to 74% and Reading All Students 76%.

Strategy's Expected Result/Impact: Teacher learning and development results in student learning and development.

Staff Responsible for Monitoring: Superintendent, CFO, Asst. Sup, Principals, Assistant Principals

Funding Sources: 211 Title I, Part A,

Formative Reviews

December

May

August

June

Strategy 4

During the 2026-2027 school year, 100% of the students assigned to the DAEP will have access to certified teachers and counseling support throughout the duration of placement and will have a reintegration plan back to campus with ongoing support from the counseling staff.

Strategy's Expected Result/Impact: Fewer DAEP Placements

Staff Responsible for Monitoring: Special Programs Coordinator, Campus Administration, DAEP Staff, Campus Counselors

Funding Sources: 199-PIC 28 SCE, DAEP,

Formative Reviews

December

May

August

June

Strategy 5

Students and parents will have access to the library supplemental program Destiny at all campuses to close the gaps in reading at all campuses. Destiny allows parents and students to select books based on reading levels and areas of interest. District goal Reading All Students 76% on STAAR/EOC.

Strategy's Expected Result/Impact: Students that read are better equipped for 21st century learning and will perform better on STAAR/EOC.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Library Staff, Instructional Technology.

Funding Sources: 211 Title I, Part A,

Formative Reviews

December

May

August

June

Performance Objective 5

To cultivate a positive campus and district culture that supports both staff and students, 100% of campuses will annually implement trauma-informed and whole child practices, fostering a supportive environment that enhances staff well-being and engagement.

Strategy 1

100% of the counselors will coordinate and implement annual mandatory trainings based on trauma-informed practices.

Strategy's Expected Result/Impact: Impact on lower disciplinary incidents and exclusionary placements by 5%.

Staff Responsible for Monitoring: Campus Counselors

Formative Reviews

December

May

August

June

Strategy 2

100% of Elementary students will participate in Fitness gram and meet state proficiency standards.

Strategy's Expected Result/Impact: Measuring the health and wellness of students annually.

Staff Responsible for Monitoring: PE Teachers, Principals, Asst. Superintendent

Formative Reviews

December

May

August

June

Strategy 3

100% of K-8 Students will participate district-wide in the Coordinated Approach to Childhood Health (CATCH) which includes managing emotions, positive relationships, healthy lifestyle choices (diet and exercise) and positive school climates. Campuses will be participating in at least two campus led CATCH events per year.

Formative Reviews

December

May

August

June

Performance Objective 6

To enhance staff capacity and engagement in supporting our most vulnerable students, the district will provide additional supports and services--including tutoring, access to county resources, school supplies,

FAFSA assistance, college visits, CAMP, school of origin transportation, and community events hosted at ESC Region 13--for students eligible under McKinney-Vento, Foster, and Migrant programs, utilizing funding through ESC Region 13 SSA.

Goal 3 Stakeholder Satisfaction and Engagement

Performance Objective 1

To strengthen parent engagement and ensure continuous improvement, the district will update the Family Engagement Plan annually for both the district and each campus as part of Title I Part A, actively incorporating parent feedback to better meet family needs. Updated plans will be accessible online for transparency and easy access. Link to plans: <https://www.smithvilleisd.org/page/parent-involvement-plans>

Evaluation Data Source: Family Engagement Plan

Strategy 1

Schedule and conduct a family engagement plan review as part of the District Needs Assessment and review for each Campus Needs Assessment through Campus Site Based Committees.

Strategy's Expected Result/Impact: Develop revised Family Engagement Plan on a yearly basis

Staff Responsible for Monitoring: Superintendent, Assist. Superintendent, Campus Principals, District Site Based Team, Campus Site Based Team

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 2

To promote transparency and strengthen parent engagement, the district will provide an annual SHAC report of activities to the Board of Trustees, ensuring parents are informed and involved in health-related initiatives that impact the school community. The SHAC will verify and complete membership, create agendas, post meetings in accordance to TOMA and conduct regular SHAC meetings. The SHAC will recommend to the Board of Trustees a Health and Wellness plan for Smithville ISD at the end of each school year.

Formative Reviews

December	May	August	June
----------	-----	--------	------

Performance Objective 2

To promote transparency and actively engage parents and the community, the district will conduct 100% of all state and federally mandated public forums, meetings, and hearings--including ESSA, Perkins, Title IV, and others--ensuring meaningful opportunities for stakeholder input and collaboration.

Evaluation Data Source: Meeting agendas, minutes and sign in sheets

Strategy 1

Identify and conduct all federally and state mandated public meeting and public hearing requirements

Strategy's Expected Result/Impact: Solicit meaningful input for stakeholders to contribute to LEA plan.

Staff Responsible for Monitoring: Assist. Superintendent

Formative Reviews

DecemberMayAugustJune

Performance Objective 3

To enhance parent satisfaction and engagement, the district will provide regular, timely communication through district apps, the school website, and SISD social media platforms, ensuring families stay informed and connected to important news, events, and updates.

Evaluation Data Source: School communication artifacts

Performance Objective 4

To strengthen stakeholder engagement and ensure meaningful collaboration, the district will provide and conduct quarterly District Site-Based Decision Meetings (DSBDM), actively soliciting input and consultation from all stakeholder groups to inform decision-making and improve district initiatives.

Evaluation Data Source: DSBDM meeting agendas and minutes

Strategy 1

Organize membership, schedule and publish meeting dates to DSBM team in early Fall.

Strategy's Expected Result/Impact: DSBDM meetings will be conducted according to published schedule

Staff Responsible for Monitoring: Superintendent

Formative Reviews

December

May

August

June

Strategy 2

The District and Campuses will annually plan and maintain Parent and Family Engagement Plans and School to Parent Compacts to ensure effective communication with parents, students and community (Title I Part A). <https://www.smithvilleisd.org/page/parent-involvement-plans> & <https://www.smithvilleisd.org/documents/departments/state-%26-federal-programs/465161>

Strategy's Expected Result/Impact: Parents and community engaged in district decision making.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Communications, Campus Principals

Formative Reviews

December

May

August

June

Strategy 3

The LEA will allocate PFE funds for non-employee, parent travel to the annual Texas PFE Conference in October to collaborate with stakeholders.

Strategy's Expected Result/Impact: Ideas brought back to the LEA for parental involvement.

Staff Responsible for Monitoring: Assistant Superintendent, Business Manager.

Funding Sources: 211 Title I, Part A,

Formative Reviews

December

May

August

June

Goal 4 Financial and Operational Systems

Performance Objective 1

To ensure fiscal responsibility and operational excellence, the district will maintain a FIRST rating of Superior, demonstrating effective stewardship of resources and strong financial management practices.

Evaluation Data Source: FIRST rating

Strategy 1

District will provide monthly financial updates to the Board to help ensure financial responsibility.

Strategy's Expected Result/Impact: SISD School Board will have a clear understanding of district finances

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

December	May	August	June
----------	-----	--------	------

Performance Objective 2

To support operational efficiency and maximize resource utilization, the district will maintain a student attendance rate of 95% or higher, ensuring consistent funding and optimal allocation of resources.

Evaluation Data Source: Attendance reporting data

Strategy 1

The district attendance officer will coordinate attendance improvement efforts

Strategy's Expected Result/Impact: Improved attendance

Staff Responsible for Monitoring: District Attendance Officer; Superintendent, Campus Principals

Formative Reviews

December	May	August	June
----------	-----	--------	------

Strategy 2

Campus principals, counselors, and registrars will coordinate to ensure all PEIMS data is entered correctly for At-Risk students.

Strategy's Expected Result/Impact: Ensuring all students are being progress monitored.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Special Programs Coordinator, Campus Principals

Formative Reviews

December

May

August

June

Performance Objective 3

To promote financial stability and operational continuity, the district will increase teacher retention to 94% by the end of the 2026-2027 school year, reducing turnover costs and maintaining a consistent, high-quality instructional workforce.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Teacher retention rates

Strategy 1

Provide support and mentoring for new teachers while developing a mentoring program criteria for the upcoming 26-27 school year.

Strategy's Expected Result/Impact: Increased retention of new teachers

Staff Responsible for Monitoring: Assistant Superintendent; School Improvement Coordinator; Superintendent

Formative Reviews

December

May

August

June

Strategy 2

Utilizing Title II funds, new to profession teachers (0-3 years) will be assigned a mentor to ensure teacher induction, professional practice, curriculum and instruction development, growing leadership among veteran teachers etc. Title II funds will be used for campus professional development first identified as needing improvement and for campuses with high percentages of economically disadvantaged students.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Business Manager, Campus Principals

Formative Reviews

DecemberMayAugustJune

Performance Objective 4

To ensure effective use of resources and continuous operational improvement, the district will maintain annual improvement plans at both district and campus levels, providing yearly updates with status reports for each goal to monitor progress and guide strategic decision-making.

Evaluation Data Source: District and Campus Improvement Plans

Strategy 1

Provide annual overview of all district and campus improvement plans to the school board.

Strategy's Expected Result/Impact: SISD School Board awareness of district and campus improvement plans

Staff Responsible for Monitoring: Assistant Superintendent; Campus Principals

Formative Reviews

DecemberMayAugustJune

Strategy 2

Provide mid-year status report of all district and campus improvement plans to school board.

Strategy's Expected Result/Impact: SISD School Board awareness of district and campus improvement plan's implementation status

Staff Responsible for Monitoring: Assistant Superintendent; Campus Principals

Formative Reviews

DecemberMayAugustJune

Goal 5 Federal and State Required Elements

Performance Objective 1

SISD will participate in the Title IV Part A program. By May 15, 2027, 100% of students in grades K-12th students will have the opportunity to participate in STEAM activities and/or field trips which are aligned to math, RLA, and science to support academic areas tested in STAAR. Target goal Math All Students to 74% and Reading All Students 76%.

Evaluation Data Source: -District needs assessment
-Student participation in specific programs such as band etc
-Field trips

Strategy 1

By May 30, 2027, 100% of Elementary students in grades 3-5 will participate in at least two STEAM enrichment days which are aligned to the TEKS. Achievement Goals-Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

Strategy's Expected Result/Impact: Students academic performance in math, reading and science will increase in the 2025 spring administration.

Staff Responsible for Monitoring: Campus Principal, Asst. Sup.

Funding Sources: 265 Title IV, Part A, \$1,000

Formative Reviews

December

May

August

June

Strategy 2

By May 30, 2027, 100% of students in grades 1-8 will engage in STEAM based field trips and/or labs (at least one per grade level) to reinforce the new Science TEKS. Achievement Goals-Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

Strategy's Expected Result/Impact: Students academic performance in math, reading and science will increase in the 2025 spring administration.

Staff Responsible for Monitoring: Campus Principal, Asst. Sup

Funding Sources: 265 Title IV, Part A, \$24,823

Formative Reviews

December

May

August

June

Strategy 3

By May 30, 2027, all students at elementary and secondary (K-12) will have the opportunity to participate in showcasing their STEAM projects at the annual Smithville ISD Art Show which engages the community and LEA stakeholders. This includes visual arts, CTE, robotics, PLTW etc. Achievement Goals-Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

Strategy's Expected Result/Impact: Reinforce math, reading, technology, and science.

Funding Sources: 265 Title IV, Part A, \$2,000

Formative Reviews

December

May

August

June

Strategy 4

100% Students participating in band courses will have access to instruments without fees to remove barriers to a well-rounded education.

Strategy's Expected Result/Impact: Participating students will engage with the arts and school community.

Staff Responsible for Monitoring: Asst. Superintendent, Campus Principals, Band Director, Business manager.

Funding Sources: 265 Title IV, Part A, \$13,000

Formative Reviews

December

May

August

June

Performance Objective 2 ☒ High Priority

To ensure equity, student success, and compliance with federal accountability standards, the district will increase the performance of Special Education students to meet or exceed Domain 3 federal targets in Reading Language Arts and Math--achieving at least 58% in Elementary Math, 55% in Elementary RLA, 56% in Junior High Math, and 53% in Junior High RLA.

Strategy 1

100% of Special education students taking STAAR will be taught on grade level material using HQIMS in reading and math.

Strategy's Expected Result/Impact: Closing the gaps between all student groups and special education.

Staff Responsible for Monitoring: Principals, Asst. Sup and Superintendent

Formative Reviews

DecemberMayAugustJune

Performance Objective 3 HB3 Goal

To build a strong foundation for long-term student success and support early learning accountability measures, the district will ensure Pre-K students exceed Texas School Readiness standards, demonstrating readiness for Kindergarten and future academic achievement.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: Frog Street Assessment

Strategy 1

The percentage of prekindergarten students that are proficient at identifying (naming) uppercase and lowercase letters on the End of Year assessment will increase by 5%.

Formative Reviews

DecemberMayAugustJune

Strategy 2

The percentage of prekindergarten students that score on grade level or above on numeracy on the EOY Math assessment will increase by 10%.

Strategy's Expected Result/Impact: Students are Kindergarten ready.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coach

Formative Reviews

December

May

August

June

Strategy 3

The percentage of prekindergarten students that are proficient at counting sets on the EOY Math assessment will increase by 10%.

Strategy's Expected Result/Impact: Students are Kindergarten ready.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coach

Formative Reviews

December

May

August

June

Strategy 4

100% of students identified as At Risk in the early childhood programs will have access to a balanced curriculum with early literacy to promote closing the gaps in RLA and math when they transition to kindergarten.

Strategy's Expected Result/Impact: Students are Kindergarten ready.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coaches

Formative Reviews

December

May

August

June

Performance Objective 4

To determine the number of public school students from low-income families, the district will utilize the number of students eligible for free or reduced-priced lunch (FRPL) under the Richard B. Russell National School Lunch Act (including children counted through the Community Eligibility Provision).

Evaluation Data Source: TSDS

Strategy 1

Connect with parents and families to fill out the Free and Reduced-Price lunch applications.

Strategy's Expected Result/Impact: Ensure students have access to lunch.

Formative Reviews

DecemberMayAugustJune

Performance Objective 5

To maximize student success and ensure effective resource allocation aligned with accountability goals, the LEA will continue to utilize payroll funds for tutoring, intervention, and MTSS programs. This allocation will be reviewed annually by September 1 to ensure strategic investment in support services. Detailed FTEs and expenditures are documented in the addendum.

Performance Objective 6

To drive student success and meet state accountability goals, the district will increase the percentage of 'All Students' meeting STAAR performance standards to at least 74% in Math, 76% in RLA, and 70% in Science (Grades 5 & 8), ensuring measurable progress in core academic areas.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: STAAR/EOC results

Strategy 1 **Results Driven Accountability**

In order to close the gap in math and reading, students who did not meet Approaches on STAAR and/or those students At-Risk, will work with an intervention teacher and/or para educator to close the gaps between student groups to no more than 8% between sub-populations. Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53

Strategy's Expected Result/Impact: Improve student performance through individualized and small group intervention

Staff Responsible for Monitoring: Superintendent, Assist, Superintendent, School Improvement Coordinator, Campus Principals, , Instructional Coach

Funding Sources: Apportioned intervention salaries. 211 Title I, Part A,

Formative Reviews

DecemberMayAugustJune

Strategy 2

The district will identify and evaluate 100% of students served through ECI "PRIDE" by their 3rd birthday to ensure that at-risk students are served and given an early intervention. (Child Find)

Strategy's Expected Result/Impact: Provide early intervention to at-risk students

Staff Responsible for Monitoring: Special Education Director, Campus Principals

Formative Reviews

December

May

August

June

Strategy 3

100% of At-Risk students attending the ACE after school program will be provided academic intervention in their areas of ELA and math.

Strategy's Expected Result/Impact: Provide academic intervention to At-Risk elementary students

Staff Responsible for Monitoring: Superintendent, ACE Coordinator, Campus Principals

Formative Reviews

December

May

August

June

Strategy 4

100% of campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, to make recommendations for classroom interventions.

Strategy's Expected Result/Impact: Improve academic performance for English Language Learners

Staff Responsible for Monitoring: LPAC Coordinator, Special Programs Coordinator, Campus Principals, ESL Certified Teachers

Formative Reviews

December

May

August

June

Strategy 5

100% of Emergent Bilingual students will receive RLA instruction from ESL certified teachers, "sheltered instruction" trained core teachers, and other trained professionals.

Strategy's Expected Result/Impact: Improve academic performance for English Language Learners

Staff Responsible for Monitoring: LPAC Coordinator, Special Programs Coordinator, Campus Principals, ESL Certified Teachers

Formative Reviews

December

May

August

June

Strategy 6

Migrant students academic progress is reported to ESC Region XIII migrant coordinator and Priority For Service plans are developed as required.

Strategy's Expected Result/Impact: Provide academic and material support for migrant students and families

Staff Responsible for Monitoring: Special Programs Coordinator; Region 13 Migrant Program staff

Formative Reviews

December

May

August

June

Strategy 7

100% of migrant students and their parents will be assisted by the Migrant Recruiter/Coordinator with academics, school supplies, medical and dental appointment arrangements, etc. as needed.

Strategy's Expected Result/Impact: Provide academic and material support for migrant students and families

Staff Responsible for Monitoring: Special Programs Coordinator, Region 13 Migrant Program staff

Formative Reviews

December

May

August

June

Strategy 8

100% of Gifted and Talented students will be challenged in all academic areas and expected to earn masters level performance on the STAAR test in areas of their academic strength.

Strategy's Expected Result/Impact: Provide enriching educational opportunities for Gifted & Talented students

Staff Responsible for Monitoring: Assist. Superintendent, Campus Principals, GT Teachers

Formative Reviews

December

May

August

June

Strategy 9

Special education and emergent-bilingual students will receive intervention/MTSS support to meet the targets of Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

Strategy's Expected Result/Impact: Special populations meeting same academic standards as peers.

Staff Responsible for Monitoring: Superintendent, Assist, Superintendent, Campus Principals, Director of Special Education Director

Formative Reviews

December

May

August

June

Strategy 10

Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 55% to 60% .

Strategy's Expected Result/Impact: Students meeting grade level expectation.

Staff Responsible for Monitoring: Assistant Superintendent, School Improvement Facilitator, Campus Principal

Formative Reviews

December

May

August

June

Strategy 11

The percentage of Kindergarten, 1st, grade, and 2nd grade students that score on or above benchmark in foundational skills on the EOY literacy assessments will increase by 10%.

Strategy's Expected Result/Impact: Students will be reading on grade level.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coach

Formative Reviews

DecemberMayAugustJune

Strategy 12

Students transitioning from Brown Primary to Smithville Elementary will have at least one opportunity per year (BOY or EOY) to ensure a smooth transition to a new campus in order to integrate services provided with Title I.

Strategy's Expected Result/Impact: Ensure students are provided services and Title I supports.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, Assistant Principals

Formative Reviews

DecemberMayAugustJune

Strategy 13

Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year (BOY or EOY) to ensure a smooth transition to a new campus in order to integrate services provided with Title I.

Strategy's Expected Result/Impact: Ensure students are provided services and Title I supports.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, Assistant Principals

Formative Reviews

DecemberMayAugustJune

Strategy 14

Students transitioning from Smithville Junior High School to Smithville High School will have at least one opportunity per year (BOY or EOY) to ensure a smooth transition to a new campus in order to integrate services provided with Title I.

Strategy's Expected Result/Impact: Ensure students are provided services and Title I supports.

Staff Responsible for Monitoring: Assistant Superintendent, Campus Principal, Assistant Principals

Formative Reviews

December

May

August

June