

Smithville Independent School District

Smithville Elementary

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

Student Success: By the end of the 2026-2027 school year, Smithville Elementary will increase student achievement and academic growth while reducing performance gaps among student groups in order to meet federal accountability targets and progress toward an overall accountability rating increase. Through rigorous Tier 1 instruction, meaningful small-group instruction, targeted intervention, and data-driven instructional practices, we will accelerate learning for all students, with intentional focus on High Focus, Special Education, Emergent Bilingual, and other identified student groups. Progress will be monitored through PLCs, common assessments, i-Ready data, and STAAR performance to ensure students demonstrate measurable growth and increased grade-level mastery.

Performance Objective 1 High Priority

By May 2027, Smithville Elementary will increase the percentage of overall students achieving Meets Grade Level or above on STAAR from 50% to 60% in RLA, from 45% to 55% in Mathematics, and from 40% to 46% in Science, as measured by the 2027 STAAR assessment. Through targeted instruction, data-driven interventions, and a campus-wide commitment to equity and excellence, we will focus on accelerating learning for all students--particularly those in our highest-need groups--to ensure every child is on a path to long-term academic success.

Evaluation Data Source: Accountability Rating

Strategy 1 Targeted Support Strategy

Implement by using High-Quality Instructional Materials, HQIMs, in all grade levels for Reading, Math, and, Science. Data Driven Instruction Intervention groups.

Strategy's Expected Result/Impact: Increased math, reading and science performance of all students.

Staff Responsible for Monitoring: Campus Instructional Leadership Team

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress			
December	May	August	June

Strategy 2 Targeted Support Strategy

Implement Data Driven Instruction practices and data chats for all teachers during PLCs.

Strategy's Expected Result/Impact: Increased math, reading, and science performance of all students.

Staff Responsible for Monitoring: Campus Instructional Leadership Team

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

		No Progress	
December	May	August	June

Strategy 3 **Targeted Support Strategy**

Track Short Cycle Data by student and by Student Expectation to determine areas of reteach, intervention and progress in all grade levels.

Strategy's Expected Result/Impact: Targeted intervention based on student needs.

Staff Responsible for Monitoring: Campus Instructional Leadership Team
Classroom Teachers

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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December	May	August	June

Performance Objective 2 **High Priority**

By May 2027, Smithville Elementary will increase its STAAR Academic Growth raw score in RLA and Mathematics from 64 to at least 73, with a specific focus on increasing the number of students earning 0.5 or 1.0 growth points, as measured by the 2027 TEA Academic Growth calculation.

Evaluation Data Source: Accountability Ratings

Strategy 1 **Targeted Support Strategy**

Implement by using High-Quality Instructional Materials, HQIMs, in all grade levels for Reading, Math, and, Science.

Strategy's Expected Result/Impact: Increased math, reading and science performance of all students.

Staff Responsible for Monitoring: Campus Instructional Leadership Team

Formative Reviews

December

May

No Progress

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Performance Objective 3 High Priority

By May 2027, Smithville Elementary will increase the Closing the Gaps raw score from 29 to at least 50 by increasing achievement and academic growth among identified accountability groups, with intentional focus on High Focus, Special Education, Emergent Bilingual, and other student groups identified through federal accountability data.

Evaluation Data Source: Accountability Rating

Strategy 1 Targeted Support Strategy

Implement data-driven Tier 1 instruction, meaningful small-group instruction, and targeted interventions to address identified learning gaps and accelerate achievement and growth for High Focus, Special Education, Emergent Bilingual, and other identified student groups.

Strategy's Expected Result/Impact: Accountability Rating

Staff Responsible for Monitoring: Campus Instructional Leadership Team

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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No Progress

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Performance Objective 4

By May 2027, Smithville Elementary will increase the percentage of Emergent Bilingual students demonstrating progress in English language proficiency from 25% to at least 40%, as measured by the 2027 TELPAS Progress Rate.

Evaluation Data Source: Accountability Rating

Performance Objective 5

By May 2027, Smithville Elementary will increase the percentage of eligible students who earn the STAAR Accelerated Learning point in RLA and Mathematics from 21% to at least 50%, as measured by the 2027 TEA Academic Growth calculation.

Evaluation Data Source: Accountability Rating

Strategy 1 **Targeted Support Strategy**

Provide targeted, skill-specific small-group intervention for students who previously Did Not Meet grade-level expectations, using ongoing assessment and progress-monitoring data to adjust instruction and accelerate academic growth.

Strategy's Expected Result/Impact: Accelerated growth + increased TEKS mastery + 50% earning the AL point

Staff Responsible for Monitoring: Campus Instructional Leadership Team

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 2

Staff Satisfaction and Engagement: By the end of the 2026-2027 school year, Smithville Elementary will strengthen staff satisfaction, engagement, and professional growth by fostering a positive, collaborative school culture in which staff feel valued, supported, recognized, and empowered to grow. Through meaningful professional learning, job-embedded coaching, collaborative leadership opportunities, staff recognition, and intentional opportunities for feedback and communication, SES will build staff capacity while promoting a shared commitment to continuous improvement and student success.

Performance Objective 1

By May 2027, 85% or more of staff will report positive perceptions of campus culture, communication, support, and belonging on the annual staff survey.

Evaluation Data Source: Staff Survey

Strategy 1

Smithville Elementary will intentionally foster a positive and supportive campus culture through consistent communication, meaningful staff recognition, team-building opportunities, celebrations of individual and collective successes, and responsive administrative support designed to ensure staff feel valued, connected, and supported.

Strategy's Expected Result/Impact: At least 85% of staff will report positive perceptions of campus culture, communication, support, recognition, and belonging, contributing to increased staff morale, engagement, collaboration, and retention.

Staff Responsible for Monitoring: Administration Team
Campus Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

By May 2027, 100% of teachers will participate in documented job-embedded coaching, feedback, or professional learning aligned to an identified instructional growth area, with evidence of implementation

monitored through walkthroughs and follow-up feedback.

Evaluation Data Source: Coaching and feedback documentation
Classroom walkthrough data
T-TESS observation and goal-setting data
Professional learning participation records
PLC agendas and documentation

Performance Objective 3

By May 2027, SES will provide at least one structured opportunity each nine weeks for staff to provide feedback and participate in campus decision-making, with administration reviewing feedback and communicating responsive actions.

Evaluation Data Source: campus survey, sign in sheets,data chats

Performance Objective 4

By May 2027, 100% of staff will have access to ongoing recognition opportunities, with staff contributions and growth recognized at least monthly through campus recognition systems, celebrations, or leadership acknowledgments.

Evaluation Data Source: Staff surveys and feedback forms
Faculty meeting feedback
ILT agendas/minutes and recommendations
Committee/team participation records
Documentation of quarterly staff feedback opportunities
Administrative communication documenting responses or actions taken
End-of-year staff satisfaction survey results related to voice, communication, and leadership
Staff participation rates in campus committees, leadership opportunities, and campus initiatives

Strategy 1

Smithville Elementary will establish consistent structures for staff voice and shared decision-making through surveys, faculty and team discussions, ILT input, committees, and other feedback opportunities. Campus leadership will review staff input, identify actionable themes, involve staff in solutions when appropriate, and communicate decisions and next steps to promote transparency, ownership, and trust.

Strategy's Expected Result/Impact: Staff will experience increased opportunities for meaningful input in campus decisions and greater transparency regarding how feedback is used, resulting in increased ownership, trust, collaboration, and engagement in campus improvement efforts.

Staff Responsible for Monitoring: Administration Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 3

Stakeholder Engagement & Satisfaction:By the end of the 2026-2027 school year, Smithville Elementary will strengthen stakeholder engagement and satisfaction by building meaningful partnerships with families, improving consistent and accessible communication, and increasing opportunities for families to participate in their child's educational experience. Through intentional two-way communication, family engagement opportunities, and responsive campus practices, SES will ensure families feel informed, welcomed, valued, and connected as partners in student success.

Performance Objective 1

By May 2027, Smithville Elementary will increase the percentage of families who report that the school communicates effectively with families from 73% to at least 85%, as measured by the annual Parent & Family Stakeholder Survey.

Evaluation Data Source: Parent & Family Stakeholder Survey; communication-specific survey results; campus and teacher communication records; parent feedback; Thrillshare/campus communication engagement data, when available; and documentation of newsletters, parent notifications, and other family communications.

Strategy 1

Smithville Elementary will implement consistent, timely, and accessible communication practices across the campus to ensure families receive clear information regarding academics, student progress, behavior, campus events, and opportunities for involvement. Campus leadership will establish communication expectations for staff and utilize streamlined communication methods to strengthen two-way communication between school and

Strategy's Expected Result/Impact: Families will experience more consistent and timely communication from the campus and classroom, resulting in an increase from 73% to at least 85% of families reporting positive perceptions of school-family communication.

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Leadership Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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				August			

Performance Objective 2

By May 2027, Smithville Elementary will provide at least one meaningful family engagement opportunity

each nine weeks and increase the percentage of families who report feeling welcomed as partners in their child's education from 79% to at least 85%, as measured by the annual Parent & Family Stakeholder Survey.

Evaluation Data Source: Parent & Family Stakeholder Survey; family event sign-in/participation records; volunteer participation records; event calendars and documentation; family feedback following events; and participation data by grade level when available.

Strategy 1

Smithville Elementary will provide a variety of meaningful family engagement opportunities throughout the school year that connect families to student learning, campus programs, and the school community. Opportunities will be designed to encourage participation from families across all grade levels and provide families with practical ways to support student learning and success at home and at school.

Strategy's Expected Result/Impact: Families will have increased opportunities to participate in their child's educational experience, resulting in greater family-school partnerships and an increase from 79% to at least 85% of families reporting that they feel welcomed as partners in education.

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Leadership Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3

By May 2027, Smithville Elementary will increase the percentage of families reporting overall satisfaction with their child's educational experience from 82% to at least 88% and increase positive perceptions of school leadership responsiveness to concerns from 73% to at least 80%, as measured by the annual Parent & Family Stakeholder Survey.

Evaluation Data Source: Parent & Family Stakeholder Survey

Strategy 1

Smithville Elementary will strengthen stakeholder trust and satisfaction by maintaining accessible campus leadership, responding to family questions and concerns in a timely manner, seeking stakeholder feedback throughout the year, and using family input to inform campus decisions and improvement efforts. Campus leadership will communicate follow-up actions when appropriate so families

Strategy's Expected Result/Impact: Families will report increased confidence in the school's responsiveness to their needs and concerns, resulting in at least 88% overall family satisfaction and at least 80% positive perception of campus leadership responsiveness by May 2027.

Staff Responsible for Monitoring: Campus Leadership Team
Campus Admin Team

Formative Reviews

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Goal 4 Financial Operational System

Performance Objective 1

By the end of the 2026-2027 school year, Smithville Elementary will maintain an average daily student attendance rate of at least 95%, as measured by campus attendance records and PEIMS data.

Evaluation Data Source: PEIMS attendance data; campus average daily attendance reports; weekly and nine-week attendance reports; student attendance records; attendance intervention documentation

Strategy 1

Smithville Elementary will implement a proactive, data-driven attendance system that includes regular monitoring of student attendance, timely communication with families, recognition of positive attendance, and tiered interventions for students demonstrating patterns of absenteeism. Campus staff will collaborate with families to identify and address barriers to regular school attendance.

Strategy's Expected Result/Impact: Smithville Elementary will maintain an average daily attendance rate of at least 95%, increasing students' access to consistent instruction and reducing learning loss associated with absenteeism.

Staff Responsible for Monitoring: PEIMS
Campus Administrative Team
Attendance Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

By the end of the 2026-2027 school year, Smithville Elementary will reduce by at least 20% the number of students accumulating 10 or more unexcused absences compared to the 2025-2026 school year, as measured by PEIMS and campus attendance records.

Evaluation Data Source: PEIMS attendance data;excessive-absence reports; attendance intervention/MTSS documentation; and nine-week attendance monitoring reports.

Strategy 1

Smithville Elementary will implement a tiered attendance intervention process to identify students demonstrating patterns of absenteeism early and provide timely, individualized support.

Campus staff will regularly review attendance data, communicate with families, identify barriers to attendance, implement appropriate interventions, and monitor student response to reduce excessive unexcused absences.

Strategy's Expected Result/Impact: Students demonstrating patterns of absenteeism will be identified and supported earlier, resulting in at least a 20% reduction in the number of students accumulating 10 or more unexcused absences and increased access to consistent classroom instruction.

Staff Responsible for Monitoring: PEIMS
Attendance Committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	May	No Progress August	June
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