

Smithville Independent School District
Smithville High School
2024-2026 Campus Improvement Plan

Mission Statement

Smithville High School cultivates respectful relationships among our students, staff, families, and community in order to create a safe, inclusive learning environment. We empower growth through an innovative curriculum and relevant instruction. We consistently model high expectations for character and citizenship in order to support and inspire excellence.

Vision

Smithville High School cultivates positive relationships, empowers growth, and inspires excellence.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Children eligible for free and/or reduced-priced lunches are used to establish a campus's low-income percentage.

Distribution

- **Campus Improvement Plan:** The CIP is posted on Smithville ISD's website in both English and Spanish at <https://www.smithvilleisd.org/>. Hard copies are also available at each campus' front office.
- **District/Campus Parent and Family Engagement Policy:** The campus PFE policy is posted in both English and Spanish on the website at <https://www.smithvilleisd.org/page/parent-involvement-plans>
- **Title I School to Parent Compact:** The campus Title I School To Parent Compact is posted at <https://www.smithvilleisd.org/page/state-federal-programs>. Elementary, junior high school and high school compacts will be distributed at Meet the Teacher and Open House.
- **Translations:** These documents are provided in English and Spanish. Should another language be needed, please contact Dr. Bethany Logan at blogan@smithvilleisd.org. **Traducciones:** Estos documentos se proporcionan en inglés y español. Si necesita otro idioma, comuníquese con la Dra. Bethany Logan en blogan@smithvilleisd.org.

No Tribal Lands or Native American tribes reside within the boundaries of Smithville ISD.

Demographics

Demographics Summary

High School (9-12) Enrollment: 557 (AAAA Classification)

Ethnic Distribution: African American 7.8% Hispanic 29.4% White 58.0% American Indian 0.6% Asian 0.6% Pacific Islander 0.2% Two or More Races 3.4% Economically Disadvantaged 52.1% Non-Educationally Disadvantaged , 47.9% English Language Learners (ELL) 3.4% At-Risk 47.7%

Demographics Strengths

We are a very diverse campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a high percentage of Economically Disadvantaged students who are not meeting the 'Approaches' and 'Meets' levels for STAAR/EOC.

Root Cause: Lack of differentiated instruction and rigor that is aligned to the TEKS.

Problem Statement 2 (Prioritized): Gaps between student groups continue to grow due to discrepancies within the At-Risk population performance. **Root Cause:** Lack of differentiated instruction and curriculum alignment to meet the needs of all learners.

Priority Problem Statements

Problem Statement 1: We have a high percentage of Economically Disadvantaged students who are not meeting the 'Approaches' and 'Meets' levels for STAAR/EOC.

Root Cause 1: Lack of differentiated instruction and rigor that is aligned to the TEKS.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gaps between student groups continue to grow due to discrepancies within the At-Risk population performance.

Root Cause 2: Lack of differentiated instruction and curriculum alignment to meet the needs of all learners.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Support Systems and Other Data

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

Goals


Goal 1: The district will provide a safe and educationally effective environment for students and staff.


Performance Objective 1: 50% of all professional development opportunities will be related to an identified area of district need for improvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the implement of the short cycle curriculum based assessment regimen for Core Tested and Advanced Placement courses, additionally, all other core core courses will implement this regimen at the start of the 2023-2024 school year. Data reveiw meetings will be held the week after short cycle test to review areas of strength and weaknesses and plan for remediation of TEKS not meeting the sixty percent Meets standard.</p> <p>Strategy's Expected Result/Impact: Increase student success on state testing and advanced placement testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Curriculum Director.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The instructional coach will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The instructional coach will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity.</p> <p>Strategy's Expected Result/Impact: Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere throughout Smithville High School.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards.</p> <p>Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards. Increase in the number of students completing pathways and receiving IBC's.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Director</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 244 Perkins Career & Technical Ed (CTE)</p>	Formative		
	Dec	May	Aug
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: High Quality Staff Development will be available to all teachers.</p> <p>Strategy's Expected Result/Impact: Improved instruction in the classroom</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development Resources - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 2: Implement Social and Emotional Learning (SEL) and Character Education programs at each campus

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The high school will offer a Character Strong SEL lessons , weekly, throughout the school year. Strategy's Expected Result/Impact: Improve student behavior and interactions, student to student, and student to adult. Staff Responsible for Monitoring: Principal, Counselors</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Social Emotional Learning newsletter sent monthly to parents and students through BlackBoard addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking. Strategy's Expected Result/Impact: Increase awareness of SEL topics, and prevention. Staff Responsible for Monitoring: Principal, Counselors</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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: Effective transition from Junior High to High School. Staff Responsible for Monitoring: High School Principal, and Junior High Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 3: Continue implementation of a campus Positive Behavioral Intervention and Supports (PBIS) team and regularly review campus discipline, PBIS strategies and quarterly data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data.</p> <p>Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS committee members.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
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Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 4: 100% of all staff will be trained on/in cybersecurity, safety, security, and health related topics at both locally adopted and stated-mandated levels by September 1st





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required.</p> <p>Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal.</p>	Formative		
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Goal 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 5: Access to high quality instructional materials will be supported by campus budgets, including campus allocations from ESSA funds.

Evaluation Data Sources: Campus budgets





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide CollegeBoard's-SpringBoard curriculum for English 1-4 teachers, and Algebra 1 and Geometry teachers, to increase rigor and align teaching to TEKS Scope and Sequence.</p> <p>Strategy's Expected Result/Impact: Improve student learning in ELA and Math.</p> <p>Staff Responsible for Monitoring: Campus Principal English 1-4 Teachers Algebra 1 and Geometry teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: CollegeBoard's Springboard curriculum and associated training - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tiger Academy will continue to provide opportunities for students who are at-risk of not graduating to accelerate credit recovery.</p> <p>Strategy's Expected Result/Impact: Reduce drop-out rate</p> <p>Staff Responsible for Monitoring: Tiger Academy Staff, HS principal, Director of Curriculum</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Staff salary, online curriculum costs - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed</p>	Formative		
	Dec	May	Aug

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate.</p> <p>Strategy's Expected Result/Impact: On-time graduation</p> <p>Staff Responsible for Monitoring: Credit Recovery teacher, HS principal</p> <p>Title I: 2.6</p> <p>Funding Sources: Staff salary, online curriculum - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed</p>	Formative		
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Goal 1: The district will provide a safe and educationally effective environment for students and staff.





Performance Objective 6: Continue and refine implementation of a campus Multi-Tiered System of Support (MTSS) Team to meet regularly to review individual student academic, discipline, and SEL data.

Evaluation Data Sources: Academic and behavior data for students at Tier II and Tier III.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MTSS team will meet regularly to discuss data, an intervention strategies for students who may be experience difficulties in the areas of behavior, academics, or social emotional learning. The team will be made up of a combination of administrators, counselors, general education teachers, and special education teachers, and any other individuals deemed necessary.</p> <p>Strategy's Expected Result/Impact: Provide interventions that result in improved academics, behavior, or SEL, and consider next steps when strategies are not successful.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High school students within special populations of Special Education, McKinney Vento and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through support provided through MTSS.</p> <p>Strategy's Expected Result/Impact: Reduction in exclusionary placement will lead to an increase in classroom presence and therefore an increase in academic success.</p> <p>Staff Responsible for Monitoring: Special Programs coordinator, Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 1: Obtain an accountability rating of B or better at the district level and at Smithville High School.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal, Director of Curriculum</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative		
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Goal 2: The district will meet and exceed state and federal accountability standards.





Performance Objective 2: Ensure 85% or more of students attain the approaches level on STAAR/EOC math and reading assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through implementation of Curriculum Based Assessments at intervals determined through curriculum mapping, Interim Assessments, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC.</p> <p>Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
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Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 3: Increase the percentage of students who attain the meets level on STAAR/EOC math and reading assessments To sixty percent.

High Priority





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through the implementation of Curriculum Based Assessments, Interim Assessments, and PLC meetings, staff will regularly adjust instructional methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra and English EOC to sixty percent.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
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Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 4: Close achievement gaps to no greater than 10% points for all subpopulations in comparison to the all students group

High Priority





Evaluation Data Sources: Closing the Gaps

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC meetings will analyze short-cycle, Interim Assessments, and prior testing for all subpopulation and develop strategies to increase achievement among all student groups.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
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Goal 2: The district will meet and exceed state and federal accountability standards.


Performance Objective 5: Increase the percentage of SHS students who achieve the College, Career, & Military Readiness (CCMR) standard to 95 percent of the overall population of each graduating class.

Evaluation Data Sources: Certifications, Dual Credit and AP markers, Completion Rates of College Bridge.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SHS will increase student opportunities to achieve college, career and military readiness by increasing the number of options students have to engage in Dual Credit courses through the addition of McMurry University. SHS will also ensure that all CTE Pathways lead to Industry Based Certification. SHS will ensure that all students not involved in dual credit, UTonramps, or a CTE Pathway, will enroll in the Texas College Bridge Program through English four and Economics classes in order to meet the college readiness standard in ELA and Math.</p> <p>Strategy's Expected Result/Impact: 95% of SHS seniors will meet the College, Career, and Military Readiness Standard.</p> <p>Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
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Goal 2: The district will meet and exceed state and federal accountability standards.

Performance Objective 6: Increase Emergent Bilingual student exit rates by 5%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate. Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner. Staff Responsible for Monitoring: Principal, EB Support Teacher</p> <p>Title I: 2.5, 2.6 - ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Smithville High School will increase the support of Emergent Bilingual (EB) students through a common TigerTime with bilingual teachers, that will focus on academics and language acquisition skills. Strategy's Expected Result/Impact: ELL will increase thier proficiency in listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Principal, ESL teacher,</p> <p>Title I: 2.5, 2.6 - ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 1: Provide and conduct quarterly District Site-based Decision Meetings (DSBDM)





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus.</p> <p>Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 2: Provide and conduct a minimum of two surveys per year





Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

Performance Objective 3: Provide regular communication through school website, Rooms, and SISD social media sites

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success.</p> <p>Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Campus Staff, Directors, Sponsors/Coaches</p>	Formative		
	Dec	May	Aug
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.





Performance Objective 4: Conduct student recognitions each grade reporting period for SHS students at board meetings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting.</p> <p>Strategy's Expected Result/Impact: Student recognition, increase in Tiger Pride.</p> <p>Staff Responsible for Monitoring: Principal, Teachers.</p>	Formative		
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Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.


Performance Objective 1: Maintain attendance rate of 95% or greater

Evaluation Data Sources: Attendance rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences.</p> <p>Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness.</p> <p>Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal</p>	Formative		
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Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 2: Increase teacher retention to 85%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support. Strategy's Expected Result/Impact: Reduce staff turnover and improve performance. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for team building and support for all staff. Recognize staff birthdays and major events (i.e. birth of a child, anniversaries, etc.) Strategy's Expected Result/Impact: Improve staff moral and reduce turnover. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	May	Aug
			

Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.

Performance Objective 3: Maintain annual improvement plans at the district and campus levels and provide yearly updates with status reports in each goal area

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Complete a comprehensive campus needs assessment, through the campus SBDM, yearly.</p> <p>Strategy's Expected Result/Impact: Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement.</p> <p>Staff Responsible for Monitoring: Campus Administration.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	The instructional coach will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The instructional coach will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity.
2	1	1	Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.

Campus Funding Summary

199-PIC 24 State Comp Ed (SCE), Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Staff salary, online curriculum costs		\$0.00
1	5	3	Staff salary, online curriculum		\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4	Professional Development Resources		\$0.00
1	5	1	CollegeBoard's Springboard curriculum and associated training		\$0.00
Sub-Total					\$0.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00