

Smithville Independent School District

District Improvement Plan

2025-2026



Mission Statement

Smithville ISD Mission Statement

The mission of Smithville Independent School District. is to improve the academic performance of students. To achieve this goal the school district will provide effective instructional leadership, responsible fiscal management, and an atmosphere in which all students can develop and mature academically, physically, emotionally, and socially.

Vision

Smithville I.S.D. Vision Statement

Committed to Excellence.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

25-26 District Needs Assessment Summary

Smithville ISD conducted its **District Needs Assessment** on February 3, April 7 and April 23, 2025. This critical process aimed to identify the district's most pressing needs and priorities for the upcoming 2025-2026 school year. A wide range of stakeholders participated, including parents, community members, staff, administrators, teachers, and students.

To ensure a thorough evaluation, participants were surveyed in advance to determine which data sources the District Site-Based team should prioritize. Additionally, consultations were held with key stakeholders from Special Education, Special Programs, McKinney Vento, and Migrant Programs. The assessment utilized a variety of data, such as the 2023-2024 TAPR, discipline rates, bullying data for each campus, attendance rates, and a comparative overview of 2023-2024 district STAAR results against state averages.

During the April 7 meeting, **Title IV** funds were specifically addressed. Based on achievement data presented, the team agreed to dedicate these funds to providing enriching experiences that reinforce Math, Science, and ELAR. The team evaluated the program based on student participation by campus and engagement with well rounded activities to determine effectiveness. Well rounded activities include Literacy and Academic Activities, Library Access for Parents and Students to engage with school, Lunch and Learn-all to promote positive interaction with the school and academics. The team determined the intended outcomes of well-rounded educational experiences albeit field trips, STEAM activities, or participation in band through instruments met the criteria for Title IV. No Charter Schools or members of Indian Tribes participated due to none being within the district boundaries.

The assessment highlighted several **areas of strength** for the district:

- Consistent iReady Growth in Reading for grades K-8.
- Staff's proactive approach to recognizing and addressing weaknesses.
- A strong focus on literacy initiatives.
- Excellent STAAR/EOC scores at the High School in US History and Biology.
- Strong ELAR performance at the Junior High level.
- 5th Grade Math and ELAR showing benchmark proficiency, alongside strong 3rd Grade Math scores.
- Celebration of the 2024-2025 school year's **College, Career, and Military Readiness (CCMR)** data, with a majority of the senior class expected to graduate with the CCMR indicator.

However, several **growth areas** were also identified:

- Smithville Elementary's Comprehensive Support status.
- 5th Grade Science scores.
- 7th Grade Math performance.
- A general need for improvement in the "Meets" category for Domain III, particularly due to significant achievement gaps in sub-populations like At-Risk, English Learners (ELs), Special Education (SpEd) students, African American (AA) students, Hispanic students, At-Risk students, and Economically Disadvantaged students.

Discussions also focused on the Comprehensive Support status of Smithville Elementary (SES) and its Targeted Improvement Plan. Concerns were also expressed regarding **Special Education** over-representation and the need for adequate funding to support these students. Specifically, the designation of **Additional Targeted Support** for Smithville Junior High (SJHS) in Special Education was a key topic. Strategies to assist these students were addressed, leading to an adjustment of the LEA plan in August to reflect the need for professional

development in Tier 1 strategies and the deployment of highly qualified teachers for Special Education students. A Local Improvement Plan was subsequently developed with campus stakeholders and the DCSI, and approved by the Board of Trustees.

Perkins funds were also discussed, with conversations revolving around career pathways and professional learning opportunities for teachers.

On April 7, as part of the District Needs Assessment, **Title II Part A** was a significant point of discussion. The team recognized the need for mentor teachers to support the professional learning of both new-to-the-profession and new-to-district educators. These mentors, identified as SISD's master teachers, will guide new teachers in utilizing High-Quality Instructional Materials (HQIM), evaluating student data in reading and math, closing learning gaps to meet challenging state academic standards, and overall classroom management. Additionally, Title II Part A funds were considered for contracting external support to calibrate student data and TTess rating data, thereby prioritizing professional learning for principals.

Throughout the entire planning process, the LEA maintained timely and meaningful consultation with teachers, principals, other school and district leaders, paraeducators, parents, business, and community members.

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. 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.

Priority Problem Statements

Problem Statement 1: In all tested subjects, the majority of students are not attaining the 'meets' grade level standards.

Root Cause 1: Consistent implementation of the curriculum at grade level standards.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: Students in the groups of Eco Dis, At-Risk, Emergent Bilingual and Special Education are not performing at the Approaches and Meets standards in comparison with their peers.

Root Cause 2: Consistent implementation of the curriculum and monitoring of student learning.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 4: Smithville ISD struggles to recruit and retain highly qualified teachers.

Root Cause 4: Due to geographic location, teacher shortages, low enrollment in educator preparation programs it is challenging to hire qualified educators.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention - District Organization - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
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			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
Strategy 5: Utilizing Title II funds, 100% of 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.	Formative			Summative
	Dec	May	Aug	June
Strategy 6 Details	Reviews			
Strategy 6: 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. Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
Strategy 7 Details	Reviews			
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. 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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 2: 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.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Each campus will create a MTSS team which will meet monthly 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 2025-2026 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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: 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 Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Smithville Elementary, Smithville Junior High, and Smithville High School will utilize CHAMPS as a strategy for behavior with the district non-negotiable of Be Safe, Be Respectful, Be Responsible. Brown Primary will implement Conscious Discipline strategies to support CHAMPS at the upper grade levels. 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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 3: 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 Reading, and 70% in Science (Grades 5 & 8), ensuring measurable progress in core academic areas.

Evaluation Data Sources: STAAR/EOC results

Strategy 1 Details	Reviews			
Strategy 1: 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 Results Driven Accountability Funding Sources: Apportioned intervention salaries. - 211 Title I, Part A	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
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			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 6 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 7 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 8 Details	Reviews			
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			Summative
	Dec	May	Aug	June

Strategy 9 Details	Reviews			
Strategy 9: Campus counselors and registrars will aid in the identification and support of 100% of McKinney Vento eligible students. Strategy's Expected Result/Impact: Support Homeless students Staff Responsible for Monitoring: Special Programs Coordinator, Campus Principals, Campus Counselors, and Campus Registrars	Formative			Summative
	Dec	May	Aug	June
Strategy 10 Details	Reviews			
Strategy 10: 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			Summative
	Dec	May	Aug	June
Strategy 11 Details	Reviews			
Strategy 11: 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			Summative
	Dec	May	Aug	June
Strategy 12 Details	Reviews			
Strategy 12: 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			Summative
	Dec	May	Aug	June
Strategy 13 Details	Reviews			
Strategy 13: 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			Summative
	Dec	May	Aug	June

Strategy 14 Details	Reviews			
Strategy 14: 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			Summative
	Dec	May	Aug	June
Strategy 15 Details	Reviews			
Strategy 15: 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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 4: 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 95%, ensuring graduates are prepared for postsecondary success.

HB3 Goal

Evaluation Data Sources: CCMR data markers

Strategy 1 Details	Reviews			
Strategy 1: Student guidance staff will develop personal (4 year) graduation plans and post-secondary goals for 100% of students in accordance with state graduation requirements Strategy's Expected Result/Impact: Coordinated plan to achieve post-secondary goals Staff Responsible for Monitoring: Campus Counselors	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: 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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: 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			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct Career focus event per semester to increase the communication, career planning and parent involvement in Career and Technology across campuses. Strategy's Expected Result/Impact: Improve student awareness of post-secondary career opportunities Staff Responsible for Monitoring: Assistant Superintendent; High School Campus Principal	Formative			Summative
	Dec	May	Aug	June

Strategy 5 Details	Reviews			
Strategy 5: 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 2026. 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			Summative
	Dec	May	Aug	June
Strategy 6 Details	Reviews			
Strategy 6: 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			Summative
	Dec	May	Aug	June
Strategy 7 Details	Reviews			
Strategy 7: 100% of Smithville High School students who do not meet CCMR markers through other pathways will participate in College Bridge to prepare for TSI and CCMR markers through English IV and Tiger Time. 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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 5: 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 Sources: Emergent Bilingual exit rates

Strategy 1 Details	Reviews			
Strategy 1: 100% of campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, and make recommendations for appropriate classroom and state assessment interventions. Strategy's Expected Result/Impact: Improve academic performance for Emergent Bilingual students. Staff Responsible for Monitoring: Campus LPAC committees; Campus Principal; Assistant Superintendent Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: 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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of campus ESL case managers will attend LPAC Process training. Strategy's Expected Result/Impact: Staff will have a full understanding of the LPAC process and how to implement it. Staff Responsible for Monitoring: Campus principals, Assistant Superintendent, Special Programs Coordinator	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 6: SISD will participate in the Title IV Part A program. By May 15, 2026, 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, ELA, and science to support academic areas tested in STAAR. Target goal Math All Students to 74% and Reading All Students 76%.

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

Strategy 1 Details	Reviews			
Strategy 1: By May 30, 2026, 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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: By May 30, 2026, 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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: By May 30, 2026, 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			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 7: 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.

High Priority

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 8: 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.

HB3 Goal

Evaluation Data Sources: Frog Street Assessment

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: The percentage of prekindergarten students that are proficient at identifying uppercase and lowercase letter sounds on the EOY assessment will increase by 5%.	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: 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			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: 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			Summative
	Dec	May	Aug	June

Strategy 5 Details	Reviews			
Strategy 5: 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 reading 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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 9: 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 Sources: Short Cycle, IReady Growth Measures, STAAR.

Goal 1: Student Success

Performance Objective 10: 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 Sources: TSDS

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
			No Progress	
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Student Success

Performance Objective 11: 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.

Goal 2: Staff Satisfaction and Engagement

Performance Objective 1: During the 25-26 school year, 60% of all professional development opportunities will be aligned with identified academic areas in math, reading, 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.

Evaluation Data Sources: Professional Development Records

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development district-wide to support instructional improvement for all students in the areas of math and reading. The goal for 2026 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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
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			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
Strategy 4: 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 Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 6 Details	Reviews			
Strategy 6: Campuses will engage in curriculum mapping and 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. Funding Sources: - 255 Title II, Part A, TPTR, - 211 Title I, Part A	Formative			Summative
	Dec	May	Aug	June
Strategy 7 Details	Reviews			
Strategy 7: Campuses Identified for improvement (Additional Targeted Support) will participate in on-going professional learning on the use of High Quality Instructional Materials, Data Driven Instruction, Observation and Feedback to improve student performance in the areas of mathematics and reading by to meet the Federal Domain III Targets. Elementary Math: 58 RLA: 55 Strategy's Expected Result/Impact: Campuses move closer to meeting Domain III long-term targets. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent/DCSI, School Improvement Coordinator, Campus Principals. Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

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 2025-26 school year, supporting their professional growth and well-being. This initiative aims to enhance recruitment and achieve a teacher retention rate of 94%.

Evaluation Data Sources: New Teacher Academy Rosters, Surveys

Strategy 1 Details	Reviews			
Strategy 1: 100 % of new to SISD teachers will participate in induction program prior to the beginning of the 25-26 school year and work with mentor throughout the year. Strategy's Expected Result/Impact: Prepare new teachers for all aspects of teaching role Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, School Improvement Coordinator, Campus Administration Funding Sources: - 255 Title II, Part A, TPTR	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: 100 % of new to profession teachers (0-3 years) will be assigned a mentor teacher that will assist them in the induction process and throughout the school year. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, School Improvement Coordinator, Campus Principals Funding Sources: - 255 Title II, Part A, TPTR	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: 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 reading and math to meet district goals of 2026 is to have 74% of all students passing math and to have 76% of all students passing reading. 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			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
Strategy 4: 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			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Recruit and retain effective staff. Funding Sources: - 255 Title II, Part A, TPTR	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

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.

Evaluation Data Sources: Safe Schools Training Certificates

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
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 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			Summative
	Dec	May	Aug	June

Strategy 5 Details	Reviews			
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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

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 Reading for all students by the end of the 2026 school year..

Evaluation Data Sources: Staff surveys, STAAR Data, assessment data

Strategy 1 Details	Reviews			
Strategy 1: During the 2025-2026 school year, SISD will utilize Title I and Compensatory Education funds for staff such as instructional coaches, teacher mentors, DAEP instructors, and support staff 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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: During the 2025-2026 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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: During the 2025-2026 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			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
Strategy 4: During the 2025-2026 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			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
Strategy 5: During the 2025-2026 school year, 100 % of students who are identified as eligible for services under McKinney Vento will be supported through access to resources and support from ESC Region 13. Supports include a welcome packet with a comprehensive list of county resources, school supplies, vouchers for emergency clothing and hygiene items, emergency food packs, school of origin transportation or fuel reimbursement, and access to counseling. Strategy's Expected Result/Impact: As these students are the most vulnerable, they need additional support to be successful. Staff Responsible for Monitoring: Special Programs Coordinator, Assistant Superintendent, Campus Administration, Campus Counselors Funding Sources: - 206 TEXSHEP, McKinney-Vento Homeless	Formative			Summative
	Dec	May	Aug	June
Strategy 6 Details	Reviews			
Strategy 6: Students and parents will have access to the library supplemental program Onshelf at all campuses to close the gaps in reading at all campuses. Onshelf 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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

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.

Evaluation Data Sources: Student, parent, and staff surveys.

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 6: To recruit, support, and retain high-quality educators, Smithville ISD will complete the Application and Data Collection for the Teacher Incentive Allotment (TIA), leveraging Title II funds to support TTESS calibration among administrators and ensure effective implementation of TIA requirements. This initiative is designed to enhance staff satisfaction and instructional effectiveness, contributing to the district's achievement goals of 74% in Math, 76% in Reading, and 70% in Science (Grades 5 & 8) on STAAR.

Evaluation Data Sources: Student Growth Data
Application Approval

Strategy 1 Details	Reviews			
Strategy 1: All administrators will calibrate TTess walkthroughs and observations (In Dimensions II and III) to ensure alignment with TIA guidebook. Subsequent, teacher and administrator coaching will occur. Edpact consulting will assist the district in calibrations, data collection, and finalized application in order to close the gaps in reading and math and to provide meaningful professional development. 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: Aligned calibration allows for observation and feedback to teachers which will strengthen student learning outcomes. Staff Responsible for Monitoring: Superintendent, Assist. Superintendent, School Improvement Facilitator, Principals	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: District staff and Edpact consulting will ensure correlation data between TTess and Pre/Post Test Assessments. 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: Superintendent, Assist. Superintendent, School Improvement Facilitator, Principals	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 7: 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 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 Sources: DSBDM meeting agendas and minutes

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
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			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 2: To enhance parent satisfaction and engagement, the district will provide and conduct a minimum of two surveys annually, ensuring parents have regular opportunities to share feedback and actively participate in shaping school and district initiatives.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Create and disseminate surveys to parents and families in the Fall 2025 and Spring 2026. Strategy's Expected Result/Impact: Obtain feedback from parents and students on school programming and performance Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Disseminate survey to parents and community regarding calendar input. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Communications Officer	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Provide annual survey to students and parents regarding mental health and bullying in order for the district and campus to collaborate with stakeholders for prevention and campus specific strategies. Strategy's Expected Result/Impact: Reduction in bullying incidents. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Communications Officer	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 3: 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.

Evaluation Data Sources: SHAC meeting agendas and minutes

Strategy 1 Details	Reviews			
Strategy 1: Verify and complete membership, create agendas, post meetings in accordance to TOMA and conduct regular SHAC meetings Strategy's Expected Result/Impact: SHAC meetings will occur according to schedule Staff Responsible for Monitoring: Superintendent, Assist. Superintendent, Nurse	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: The SHAC will recommend to the Board of Trustees a Health and Wellness plan for Smithville ISD. Strategy's Expected Result/Impact: Culture of health and wellness for students and staff. Staff Responsible for Monitoring: Superintendent, Assist, Superintendent, Nurse	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 4: To increase parent satisfaction and engagement, the district will produce a quarterly newsletter, Tiger Insider, providing timely and relevant information to keep families informed and connected to school activities and initiatives.

Evaluation Data Sources: Tiger Insider newsletters

Strategy 1 Details	Reviews			
Strategy 1: Solicit material and create district-wide newsletter Strategy's Expected Result/Impact: Communicate information regarding SISD to community Staff Responsible for Monitoring: District Communications Officer	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 5: 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 Sources: Family Engagement Plan

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Provide funding to support the Family Engagement Plan as Part of Title I Part A. Strategy's Expected Result/Impact: Support Family Engagement Staff Responsible for Monitoring: Assist Superintendent, District Communications Officer Funding Sources: - 211 Title I, Part A	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Smithville ISD will engage Kindergarten parents in PFE-Early Literacy activities through take home activities and books in order to improve end of year outcomes on the Gold assessment so that 90% of students are reading on grade level by 1st grade. Strategy's Expected Result/Impact: By focusing on early literacy the district's overall outcomes will improve in reading. Staff Responsible for Monitoring: Assistant Superintendent, School Improvement Coordinator, Principal, Instructional Coach	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 6: 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 Sources: Meeting agendas, minutes and sign in sheets

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 7: 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 Sources: School communication artifacts

Strategy 1 Details	Reviews			
Strategy 1: Ensure yearly subscription renewal of Thrillshare/Rooms, Peach Jar, Apptegy, Smithville ISD App for primary communication tools. Strategy's Expected Result/Impact: Effective communication of SISD information to the community Staff Responsible for Monitoring: District Communications Officer	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate information to the SISD community in a professional and timely manner through a variety of communication channels. Strategy's Expected Result/Impact: Effective communication of SISD information to the community Staff Responsible for Monitoring: District Communications Officer	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 8: To celebrate student achievements and foster strong family-school connections, each campus will conduct student recognition events every grading period, providing parents regular opportunities to engage in and support their child's academic progress and success.

Evaluation Data Sources: Student recognition

Strategy 1 Details	Reviews			
Strategy 1: Each campus will select and submit to Board their "students of the nine-weeks" Strategy's Expected Result/Impact: Recognition of student achievement Staff Responsible for Monitoring: Secondary Campus Principals; Superintendent	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Elementary students will read Character Education essays at regular school board meetings. Strategy's Expected Result/Impact: Recognition of students Staff Responsible for Monitoring: Elementary Campus Principal; Superintendent	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

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 Sources: FIRST rating

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Financial and Operational Systems

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 Sources: Attendance reporting data

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Financial and Operational Systems

Performance Objective 3: To promote financial stability and operational continuity, the district will increase teacher retention to 94% by the end of the 2025-2026 school year, reducing turnover costs and maintaining a consistent, high-quality instructional workforce.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Provide support and mentoring for new teachers while developing a mentoring program criteria for the upcoming 25-26 school year. Strategy's Expected Result/Impact: Increased retention of new teachers Staff Responsible for Monitoring: Assistant Superintendent; School Improvement Coordinator; Superintendent	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Smithville ISD will complete the Application for the Teacher Incentive Allotment (TIA) to recruit, support and retain teachers. Title II funds will be used to support the calibration of TTESS among administrators and implementation of the TIA application requirements. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Campus Administrators	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: 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			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Financial and Operational Systems

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 Sources: District and Campus Improvement Plans

Strategy 1 Details	Reviews			
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			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
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			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	6	Students within special populations of Special Education, McKinney Vento and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through supports provided through MTSS.
1	2	2	100% of special education students will receive ongoing support for instruction and services through general education, resources setting, behavior setting, and life skills instruction.
1	3	1	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
1	5	1	100% of campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, and make recommendations for appropriate classroom and state assessment interventions.
2	1	4	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.
2	1	7	Campuses Identified for improvement (Additional Targeted Support) will participate in on-going professional learning on the use of High Quality Instructional Materials, Data Driven Instruction, Observation and Feedback to improve student performance in the areas of mathematics and reading by to meet the Federal Domain III Targets. Elementary Math: 58 RLA: 55

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,290,593.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Upon identification of students, the Campus At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following: Intensive remediation services for State assessments. See HB4545 Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions) Basic course extensions (e.g. Algebra labs, extended writing labs, learning lab, and like services) Peer, teacher, community-member mentoring sessions Teen parenting sessions Intensive, supplemental reading programs Study skills sessions Self-esteem enhancement sessions Summer enhancement programs Individualized instruction Extended early childhood programs Goal-setting sessions Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement) Professional development related to identification, interventions and response to intervention for at-risk students

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Goal 1 Strategy 4 and 5

1.2: Identifying students who may be at risk for academic failure;

Goal 1 Strategy 6

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Goal 1 Strategy 6

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Goal 1 Strategy 6

Descriptor 2: Teacher Quality

Goal 1 Strategy 2

Descriptor 3: School Improvement and Support Activities

Goal 1 Strategy 7

Descriptor 4: Measure of Poverty

Goal 1 Objective 9

Descriptor 5: Nature of Programs

Goal 1 Objective 11

Descriptor 6: Services to Homeless Children and Youth

Goal 1 Obj 6 Strategy 5

Descriptor 7: Parent and Family Engagement Strategy

Goal 3 Objective 1 Strategy 2 & 3

Goal 3 Objective 5 Strategy 1 & 2

Descriptor 8: Early Childhood Education Programs and Transition Plans

Goal 2 Objective 6 Strategy 5

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Goal 2 Objective 1 Strategy 4

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Goal 2 Objective 3 Strategies 1-7

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Goal 2 Objective 3 Strategies 1-7

Descriptor 11: Discipline Disproportionality

Goal 1 Objective 2 Strategy 3

Goal 1 Objective 2 Strategy 1

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Goal 1 Objective 3

Goal 1 Objective 7 Strategy 3

Goal 2 Objective 3 Strategy 4 & 5

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Goal 2 Objective 3 Strategy 6

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Goal 2 Objective 2 Strategy 8

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Goal 1 Objective 4 Strategy 4

Goal 1 Objective 5 Strategy 5

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199-PIC 28 SCE, DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	4			\$0.00
Sub-Total					\$0.00
206 TEXSHEP, McKinney-Vento Homeless					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Apportioned intervention salaries.		\$0.00
2	1	6			\$0.00
2	4	3			\$0.00
2	4	6			\$0.00
3	1	3			\$0.00
3	5	2			\$0.00
Sub-Total					\$0.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Region 13 CTE & CCMR support services		\$0.00
1	4	6			\$0.00
2	1	3	Training and professional development for CTE teachers		\$0.00
Sub-Total					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	1	1			\$0.00
2	1	2	Money for professional development training		\$0.00

255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3	Title II Part A		\$0.00
2	2	5			\$0.00
Sub-Total					\$0.00
265 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$1,000.00
1	6	2			\$24,823.00
1	6	3			\$2,000.00
1	6	4			\$13,000.00
Sub-Total					\$40,823.00

Addendums

Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

Region: 13	District Number: 227950	Priority for Service (PFS) Action Plan	Completed By: Marlen Gonzalez - ESC 13 Sibyl Lee - Round Rock ISD Ben Estrada - Hays CISD Maggie Gaytan - Nixon-Smilely CISD
District Name: Shared Service Arrangement District		School Year 2024-2025	Date: 9 /25/ 2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

Priority for Service (PFS) Action Plan			
School Year:	Region:	District Number:	District Name:
2024-2025	13	011904	Smithville ISD

Goal(s):	Objective(s):
To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive supplemental educational support to succeed in school.	Region 13 MEP and the Shared Service Arrangement (SSA) contact will utilize a system such as but not limited to MTSS: Multi-Tiered Systems of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.

Monitor the progress of MEP students who are PFS.				
Required Strategies		Timeline	Person(s) Responsible	Documentation
Develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.		Fall - by mid August	PFS Committee	Priority for Service (PFS) Action Plan
		Monthly	NGS Specialist	Priority for Service (PFS) Reports
Recommended Additional Activities				
Review the current PFS Action Plan and modify as needed.		Spring	PFS Committee	Priority for Service (PFS) Action Plan

Perform monthly progress monitoring checks for Priority for Service Migrant students.	Monthly	LEA Migrant Contact, Region 13 MEP Staff	To be retained locally at the LEA and available upon request. e.g. PFS Spreadsheet, monitoring log, email communication with campus staff
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Communicate the progress and determine needs of PFS migratory students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide information and training during the academic calendar year to principals and appropriate campus staff on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan, email communication, PPT, PFS Student Progress Review Forms, sign-in sheets/logs
Provide information and training to parents of PFS students on the PFS criteria.	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Conduct individualized communication to update parents on the academic progress of their children.	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Recommended Additional Activities			
Communicate and coordinate with the district LEA Migrant contact for progress reports, identifying information and data as needed.	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff, LEA Migrant Contact	TX-NGS PFS reports, progress reports, attendance records, medical needs, transcripts, coding, email communication

Provide services to PFS Migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Develop priority placement for PFS students to participate in migrant education program activities, using PFS reports.	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria

● Ensure that PFS students receive priority access to instructional services, and community social services/agencies, using PFS reports.	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria
● Determine what federal, state, or local programs serve PFS students.	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
Recommended Additional Activities			
● Perform an individualized case action plan for all PFS students.	Fall & Spring	Region 13 MEP Staff, LEA Migrant Contact	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet
● Share any additional services provided at the district level to the PFS students.	Ongoing throughout the 24-25 school year.	LEA Migrant Contact	As noted in the PFS spreadsheet,

LEA Assurance		ESC Assurance	
LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Whitney Brown Digitally signed by Whitney Brown Date: 2024.10.03 15:38:49 -05'00'	ESC Reviewer Signature	<i>Ana Segulin</i>
Date	10/03/2024	Date Review Complete	10/2/2024

**Smithville ISD 25/26 Budget
Title I Personnel Costs (Fund 211)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Brown										
	Hannath	Instruc Support Specialist	0.13							
	Miles	Instruc Tech Specialist	0.13							
			0.26							
										Subtotal
Elem.										
	Miles	Instruc Tech Specialist	0.37							
			0.37							
										Subtotal
JH										
	Miles	Instruc Tech Specialist	0.22							
			0.22							
HS										
	Hannath	Instruc Support Specialist	0.28							
	Miles	Instruc Tech Specialist	0.28							
			0.56							
										Subtotal
			1.41							\$126,891.01

**Smithville ISD 25/26 Budget
ESF Personnel Costs (Fund 211)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Elem.										
	Hannath	Instructional Coach	0.37							
			0.37							
										Subtotal
			0.37							\$32,085.42

**Smithville ISD 25/26 Budget
LASO Personnel Costs (Fund 211)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
JH										
	Hannath	Instructional Coach	0.22							
			0.22							
										Subtotal
			0.22							\$19,077.82

**Smithville ISD 25/26 Budget
IDEA-B Personnel Costs (Fund 224)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
CO	Deleon	Educational Diagnostician	1							
CO	Metzler	Educational Diagnostician	1							
CO	Spahn	LSSP	1							
			1							
										Subtotal

			1							\$264,694.00

**Smithville ISD 25/26 Budget
IDEA-B (Preschool) Personnel Costs (Fund 225)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Brown	Ladewig	ECSE Teacher	0.12							
			0.12							
										Subtotal
			0.12							\$5,050.56

**Smithville ISD 25/26 Budget
Title II Personnel Costs (Fund 255)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
BP										
		Mentor Stipends	3							
			3							
										Subtotal
Elem										
		Mentor Stipends	4							
			4							
										Subtotal
JH										
		Mentor Stipends	5							
			5							
										Subtotal
HS										
		Mentor Stipends	7							
			7							
										Subtotal
			19							\$62,073.00

**Smithville ISD 25/26 Budget
Texas 21st Century Personnel Costs (Fund 265)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
CO	Perez	Site Coordinator	1							
			1							
										Subtotal
			1							\$63,650.88

**Smithville ISD 25/26 Budget
Gifted and Talented (Program Intent 21)**

Campus	Employee	Position	FTE	Salary	HS Allotment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
BP										
			0							

										Subtotal
EL										
			0							
										Subtotal
JH										
	Hawkins	GT Teacher	0.05							
	McKeown	GT Teacher	0.05							
			0.1							
										Subtotal
HS										
			0							
										Subtotal
			0.1							\$7,580.61

**Smithville ISD 25/26 Budget
Career & Technology Personnel Costs (Program Intent 22)**

Campus	Employee	Position	FTE	Salary	Career and Tech.	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
HS	Carroll	Vocational DE	1							
	Castello	Vocational Computers	0.566							
	Gest	Vocational Agriculture	1							
	Gibson	Vocational Health Occ	1							
	Herrick	Vocational Homemaking	1							
	Holmes	Vocational Agriculture	0.783							
	Moerbe	Vocational Construction	0.857							
			6.206							
										Subtotal
JH										
	Holmes	Vocational Agriculture	0.217							
			0.217							
										Subtotal
			6.423							\$492,359.19

**Smithville ISD 25/26 Budget
Special Ed Personnel Costs (Program Intent 23)**

Campus	Employee	Position	FTE	Salary	Special Ed Portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Brown										
	Grimm	Inclusion Aide	0.267							
	Landeros	Inclusion Aide	1							
	Sanchez	Inclusion Aide	0.026							
			1.293							
										Subtotal
Elem.										
	Bauerle	Life Skills Teacher	1							
	Bishop	Resource Teacher	1							
	Helsley	Resource Teacher	1							
	Thorp	Resource Teacher	1							
	Tucker	Resource Teacher	0.813							
	Vladyka	Behavior Teacher	1							

	Barrientos	Inclusion Aide	0.938						
	Diaz	Lifeskills Aide	1						
	Elam	Inclusion Aide	0.867						
	Hajek	Behavior Support Aide	0.5						
	Hibbens-Turner	Life Skills Aide	1						
	Houghtaling	Lifeskills Aide	1						
	Hurta	Life Skills Aide	1						
	Jones	Behavior Support Aide	0.5						
	Mabery	Inclusion Aide	0.867						
	Mares	Inclusion Aide	0.911						
	Sampson	Inclusion Aide	0.933						
	Waters	Life Skills Aide	1						
	Wofford	Inclusion Aide	0.867						
			17.2						
									Subtotal
JH	Benson-Cooper	Resource Teacher	0.104						
	Dredla	Resource/Inclusion Teacher	0.25						
	Duncan	Resource/Inclusion Teacher	1						
	Friend	Life Skills Teacher	1						
	Johnson	Resource Teacher	0.104						
	Upshaw	Behavior Teacher	0.933						
	Blaschke	Behavior/Inclusion Teacher	1						
	Diltz, A.	Inclusion/Life Skills Teacher	0.947						
	Diltz, C.	Inclusion Aide	0.947						
	Fikes	Inclusion Aide	0.947						
	Hellmann	Inclusion Aide	0.933						
	Knight	Inclusion Aide	0.933						
	Lopez	Inclusion/Life Skills Aide	0.933						
	Sebert	Life Skills Aide	1						
			11.03						
									Subtotal
HS									
	Castello	Resource Teacher	0.217						
	Davidson	Inclusion Teac	0.325						
	Dredla	Resource/Inclusion Teacher	0.25						
	Greene	Life Skills Teacher	0.433						
	Mahoney	Life Skills Teacher	1						
	Moore	Resource Teacher	0.108						
	Munson	Inclusion Teacher	0.433						
	Peterson	Inclusion Teacher	0.921						
	Roberts	Inclusion Aide	0.892						
	Schwanke	Resource Aide	0.217						
	Cottle	SC/Life Skills Aide	1						
	Dworaczyk	Inclusion Aide	1						
	McIntosh	SC/Life Skills Aide	1						
	Open Position	Inclusion Aide	1						
	Pease	SC/Life Skills Aide	1						
			9.796						Subtotal
C/O									
	Fowler	Support Specialist	1						

	Homuth	Spec Educ Secretary	1							
	Johnson	Spec Educ Director	1							
	Open Position	ARD Facilitator	1							
	Open Position	COTA	1							
	Ritchie	ARD Facilitator	1							
	Roberts	Speech Lang Patholog	1							
	Swearingen	ARD Facilitator	1							
			8							
										Subtotal
			47.32							\$2,444,684.23

**Smithville ISD 25/26 Budget
Bilingual Education (Program Intent 25)**

Campus	Employee	Position	FTE	Salary	HS Allotment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
C/O										
	Buentello	District ESL Liaison	1							
			1							
										Subtotal
			1							\$29,638.51

**Smithville ISD 25/26 Budget
AEP (Program Intent 26)**

Campus	Employee	Position	FTE	Salary	HS Allotment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
HS										
	Linam	AEP Teacher	0.5							
			0.5							
										Subtotal
			0.5							\$42,301.26

**Smithville ISD 25/26 Budget
DAEP (Program Intent 28)**

Campus	Employee	Position	FTE	Salary	HS Allotment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
JH										
	Adams	DAEP Teacher	0.5							
	Dredla	DAEP Teacher	0.25							
	Linam	DAEP Teacher	0.25							
	Lockhart	DAEP Aide	0.5							
			1.5							
										Subtotal
HS										
	Adams	DAEP Teacher	0.5							
	Davidson	DAEP Teacher	0.108							
	Dredla	DAEP Teacher	0.25							
	Linam	DAEP Teacher	0.25							
	Lockhart	DAEP Aide	0.5							
			1.608							
										Subtotal

			3.108							\$196,187.71
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Smithville ISD 25/26 Budget
State Comp Ed Personnel Costs (Program Intent 30)

Campus	Employee	Position	FTE	Salary	State Comp Portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Elem.										
	Armstrong	Intervention Teacher	0.063							
	Bain	Intervention Teacher	0.063							
	Braddock	Intervention Teacher	0.103							
	Brockenbush	Intervention Teacher	0.063							
	Cartledge	Intervention Teacher	0.063							
	Gajkowski	Intervention Teacher	0.063							
	Garza	Intervention Teacher	0.063							
	Goertz	Intervention Teacher	0.063							
	Gulley	Intervention Teacher	0.073							
	Hall	Intervention Teacher	0.063							
	Heimann	Intervention Teacher	0.063							
	Herschap	Reading Interventionist	0.9							
	Holmes	Intervention Teacher	0.063							
	Humke	Intervention Teacher	0.063							
	Hunsucker	Intervention Teacher	0.063							
	Kaatz	Intervention Teacher	0.063							
	Kunz	Intervention Teacher	0.063							
	Martinez	Intervention Teacher	0.063							
	Mathis	Intervention Teacher	0.063							
	McEntire	Intervention Teacher	0.063							
	Natal	Intervention Teacher	0.063							
	Peacock	Intervention Teacher	0.063							
	Peavy	Intervention Teacher	0.073							
	Polich	Intervention Teacher	0.073							
	Rogers	Intervention Teacher	0.063							
	Saffel	Intervention Teacher	0.063							
	Sample	Intervention Teacher	0.063							
	Sandoval	Intervention Teacher	0.063							
	Stafford	Intervention Teacher	0.073							
	Stagner	Intervention Teacher	0.063							
	Van Hoozer	Intervention Teacher	0.073							
	Zoch	Intervention Teacher	0.073							
			2.941							
										Subtotal
JH										
	Butler	Intervention Teacher	0.05							
	Davis	Intervention Teacher	0.05							
	Garcia	Intervention Teacher	0.05							
	Haywood	Intervention Teacher	0.05							
	Johnson, B	Intervention Teacher	0.05							
	Johnson, C	Intervention Teacher	0.05							
	Krause	Intervention Teacher	0.05							
	Ladewig	Intervention Teacher	0.05							

	Nelson	Intervention Teacher	0.05							
	Prihoda	Intervention Teacher	0.05							
	Rodriguez, J.	Intervention Teacher	0.05							
	Rodriguez, V.	Intervention Teacher	0.05							
	Vinklarek	Intervention Teacher	0.05							
	Vondenstein	Intervention Teacher	0.05							
	Diltz, A	Intervention Aide	0.053							
	Diltz, C.	Intervention Aide	0.053							
			0.806							
										Subtotal
HS										
	Beattie	Intervention Teacher	0.079							
	Broadway	Intervention Teacher	0.079							
	Calderon	Intervention Teacher	0.079							
	Copeland	Intervention Teacher	0.079							
	Fobert	Intervention Teacher	0.079							
	Hall	Intervention Teacher	0.079							
	Lowery	Intervention Teacher	0.079							
	Moore	Intervention Teacher	0.079							
	Otten	Intervention Teacher	0.079							
	Salinas	Intervention Teacher	0.079							
	Schwanke	Intervention Teacher	0.079							
	Seidel	Credit Recovery Teacher	1							
	Stewart	Intervention Teacher	0.079							
	Swank	Intervention Teacher	0.079							
	Wood	Intervention Teacher	0.079							
			2.106							
										Subtotal
			5.853							\$429,780.70

Smithville ISD 25/26 Budget
Preschool Special Education Personnel Costs (Program Intent 33)

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Brown										
	Ladewig	ECSE Teacher	0.92							
	Brian	ECSE Aide	1							
	Fleetwood	ECSE Aide	1							
	Martinez	ECSE Aide	1							
			3.92							
										Subtotal
			3.92							\$125,643.59

Smithville ISD 25/26 Budget
Early Education Allotment Personnel Costs (Program Intent 36)

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
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Brown										
	Behrens	Pre-K Teacher	0.5							
	Hamilton-Ellis	KG Teacher	0.5							
	Hurst	KG Teacher	0.5							
	Pack	KG Teacher	0.5							
	Rawlings	Pre-K Teacher	0.5							
	Vinklarek, L	Pre-K Teacher	0.5							
	Vinklarek, V	KG Teacher	0.5							
	Hirsch	Pre-K Aide	0.5							
	Napoles	Pre-K Aide	0.5							
	Segura	Pre-K Aide	0.5							
			5							
										Subtotal
			5							\$306,411.74

Smithville ISD 25/26 Budget
College, Career, and Military Readiness Personnel Costs (Program Intent 38)

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
HS										
	Broadway	Math AP Teacher	0.133							
	Fobert	Science AP Teacher	0.217							
	Lowery	Science AP Teacher	0.108							
			0.133							
										Subtotal
			0.133							\$32,848.67

Smithville ISD 25/26 Budget
Dyslexia Special Education Personnel Costs (Program Intent 43)

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total
Elem										
	Herschap	Dyslexia Teacher	0.1							
	Rinker	Dyslexia Teacher	1							
	Tucker	Dyslexia Teacher	0.188							
			1.288							
										Subtotal
JH										
	Johnson, C	Dyslexia Teacher	0.417							
			0.417							
										Subtotal
HS										
	Peterson	Dyslexia Teacher	0.079							
			0.079							
										Subtotal
			1.784							\$122,294.87

Notes
\$23,147.05
\$33,794.65
\$20,094.12
\$49,855.19
Total

Notes
\$32,085.42
Total

Notes
\$19,077.82
Total

Notes
\$264,694.00

Total

Notes
\$5,050.56
Total

Notes
\$9,801.00
\$13,068.00
\$16,335.00
\$22,869.00
Total

Notes
\$63,650.88
Total

Notes

\$0.00
\$0.00
\$7,580.61
\$0.00
Total

Notes
\$475,281.26
\$17,077.93
Total

Notes
\$33,923.54

Total	
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[illegible]

