

# Smithville Independent School District

## District Improvement Plan

2024-2026



# 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

Smithville ISD conducted a district needs assessment on April 1, 2024 and April 3, 2024 to determine the district needs and priorities for the 2024-2025 school year. Parents, community, staff, administrators, teachers, and students were invited to participate. Prior to the meeting, participants were surveyed to determine which data the District Site based would like to review, in addition to consultation with stakeholders from Special Education, Special Programs, McKinney Vento, and Migrant Programs. Various data sources were used in the evaluation including the 22-23 TAPR, discipline rates, data related to bullying at each campus, attendance rates, and an overview of district STAAR results from 22-23 in comparison to the state. Title IV was addressed on April 1, 2024 at the District Site Based Meeting for the District Needs Assessment. Discussion around students having enriching experiences to reinforce Math, Science, and ELAR was addressed. Due to ESSER grants closing, the team agreed that Title IV funds should be dedicated for this based on achievement data presented. Strengths and weaknesses were identified including the development of specific district goals and performance objectives based on scores. Areas of strength- IReady Growth in Math and Reading K-8, Staff recognizing and responding to weaknesses, focus on literacy, STAAAR/EOC scores in US History and Biology at HS, ELAR at JH, 5th Grade Math and ELAR on benchmark, and 3rd math. CCMR data from the 23-24 school year that will factor into successive years was also celebrated as a majority of the senior class this year will graduate with the CCMR indicator. Growth areas- Smithville Elementary's Comprehensive status, 5th Grade science, 7th grade math and general improvement needed at the 'Meets' category for Domain III as large gaps exist in sub-populations of EB, Sped, AA, Hispanic, At-Risk/Eco Dis. Other concerns expressed were about Special Education overrepresentation and funding to support the students.

*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](mailto:blogan@smithvilleisd.org). documentos se proporcionan en inglés y español. Si necesita otro idioma, comuníquese con la Dra. Bethany Logan en [blogan@smithvilleisd.org](mailto: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 Context and 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- RDA 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal 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-P ESS 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:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 1:** 60% of all professional development opportunities will be related to an identified academic area in math, reading, science, social studies and CCMR related subjects.

**Evaluation Data Sources:** Professional Development Records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide teachers and administrators support for acquiring and maintaining educational related certifications to support job responsibilities with 98% of staff being certified.</p> <p><b>Strategy's Expected Result/Impact:</b> District teachers and staff will hold appropriate certifications and licenses</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Campus Principals</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide staff development district-wide to support instructional improvement for all students in the areas of math and reading. The goal for 2025 is to have 74% of all students passing math and to have 76% of all students passing reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Support instruction and learning by improving staff job performance through training.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Assistant Superintendent</p> <p><b>Funding Sources:</b> Money for professional development training - 255 Title II, Part A, TPTR</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide training for CTE staff to ensure that 50% of students in the class of 2025 have the CCMR indicator upon graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve CTE staff job performance</p> <p><b>Staff Responsible for Monitoring:</b> High School campus principal; Director of Curriculum</p> <p><b>Funding Sources:</b> Training and professional development for CTE teachers - 244 Perkins Career &amp; Technical Ed (CTE)</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Continuous Improvement Facilitator, Special Programs Coordinator, Campus Principals, Instructional Coaches. Director of Special Education</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Curriculum, Campus Administrators, Instructional Coaches, Continuous Improvement Facilitator, Special Programs Coordinator</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR, - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Campuses Identified for improvement (Targeted and/or Comprehensive) will participate in on-going professional learning on the use of High Quality Instructional Materials to improve student performance in the areas of mathematics and reading by to meet the Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses move closer to meeting Domain III long-term targets.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent/DCSI, School Improvement Coordinator, Campus Principals.</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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

**Performance Objective 2:** District and campus will implement protocols for MTSS (Multi-Tiered Systems of Supports) for academics, behavior and attendance.

**High Priority**





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance in attendance, academics, and disciplinary incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Director of Special Education, Special Programs Coordinator.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 100% of special education students will receive ongoing support for instruction and services through general education, resources setting, behavior setting, and life skills instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of student IEP goals.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Special Education, Special Education Support Staff, Campus Administrators</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower exclusionary placement by 5%.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3:** 100% of the new SISD teachers (0-3 years) and New to SISD teachers will participate in the New Teacher Academy and Mentor Program during the 24-25 school year in order to recruit and retain new teachers. Retention goal 91%.





**Evaluation Data Sources:** New Teacher Academy Rosters, Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100 % of new to ISD teachers will participate in induction program prior to the beginning of the 24-25 school year and work with mentor throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare new teachers for all aspects of teaching role</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, School Improvement Coordinator, Campus Administration</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Curriculum, Campus Principals</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, TPTR</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title II funds will be used for campus professional development first identified as Comprehensive and 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 The goal for 2025 is to have 74% of all students passing math and to have 76% of all students passing reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Through targeted professional development, improved teaching practice will result in improved student performance outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Supertinetendent, Assist. Superintendent, School Improvement Facilitator, Campus Principals</p> <p><b>Funding Sources:</b> Title II Part A - 255 Title II, Part A, TPTR</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

**Evaluation Data Sources:** Safe Schools Training Certificates





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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, StopIt and Raptor.</p> <p><b>Strategy's Expected Result/Impact:</b> School staff and students know how to respond to emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent; Campus Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet all state and Federal requirements for standard safety training</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, School Improvement Coordinator, Campus Principals, Counselors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear delineation of safety roles.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Smithville Chief of Police, Assistant Superintendent, Campus Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of and know how to utilize technology in and out of the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Instructional Technology, Campus Principals, Assistant Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 5:** 100% of certified staff will have access to high quality instructional support funded through local, state, and federal funds to close the learning gap in Math All Students to 74% and Reading All Students 76%.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During the 2024-2025 school year, SISD will utilize Title I and SCE 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR/EOC scores in mathematics in reading by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, School Improvement Coordinator, Chief Financial Officer, Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During the 2024-2025 school year, students and staff will have access to IReady in grades K-8 and Apex in 9-12 to address gaps in academic performance to reach the goal of Math All Students to 74% and Reading All Students 76%.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing teacher monitoring of student progress</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Campus Principals, Instructional Coaches</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> During the 2024-2025 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher learning and development results in student learning and development.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, CFO, Asst. Sup, Principals, Assistant Principals</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> During the 2024-2025 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer DAEP Placements</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinator, Campus Administration, DAEP Staff, Campus Counselors</p> <p><b>Funding Sources:</b> - 199-PIC 28 SCE, DAEP</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> During the 2024-2025 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.</p> <p><b>Strategy's Expected Result/Impact:</b> As these students are the most vulnerable, they need additional support to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinator, Director of Curriculum, Campus Administration, Campus Counselors</p> <p><b>Funding Sources:</b> - 206 TEXSHEP, McKinney-Vento Homeless</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students that read are better equipped for 21st century learning and will perform better on STAAR/EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principals, Library Staff, Instructional Technology.</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 6:** 100% of the campuses will participate trauma informed & whole child practices to create a positive campus and district culture.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 100% of the counselors will coordinate and implement annual mandatory trainings based on trauma-informed practices. <b>Strategy's Expected Result/Impact:</b> Impact on lower disciplinary incidents and exclusionary placements by 5%. <b>Staff Responsible for Monitoring:</b> Campus Counselors	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 100% of Elementary students will participate in Fitness gram and meet state proficiency standards. <b>Strategy's Expected Result/Impact:</b> Measuring the health and wellness of students annually. <b>Staff Responsible for Monitoring:</b> PE Teachers, Principals, Asst. Superintendent	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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.	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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


**Performance Objective 7:** SISD will participate in the Title IV Part A program. By May 15, 2025, 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	Formative Reviews		
<p><b>Strategy 1:</b> By May 30, 2025, 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 &amp; 8 taking the test) on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Students academic performance in math, reading and science will increase in the 2025 spring administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Asst. Sup.</p> <p><b>Funding Sources:</b> - 265 Title IV, Part A - \$1,000</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> By May 30, 2025, 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 &amp; 8 taking the test) on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Students academic performance in math, reading and science will increase in the 2025 spring administration.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Asst. Sup</p> <p><b>Funding Sources:</b> - 265 Title IV, Part A - \$24,823</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> By May 30, 2025, 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 &amp; 8 taking the test) on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Reinforce math, reading, technology, and science.</p> <p><b>Funding Sources:</b> - 265 Title IV, Part A - \$2,000</p>	Formative		
	Dec	May	Aug
			N/A



 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

**Performance Objective 8:** Smithville ISD will complete the Application and Data Collection 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. Achievement Goals-Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

**Evaluation Data Sources:** Student Growth Data  
Application Approval

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 &amp; 8 taking the test) on STAAR</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned calibration allows for observation and feedback to teachers which will strengthen student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assist. Superintendent, School Improvement Facilitator, Principals</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 &amp; 8 taking the test) on STAAR</p> <p><b>Strategy's Expected Result/Impact:</b> Superintendent, Assist. Superintendent, School Improvement Facilitator, Principals</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





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

**Performance Objective 1:** 100% of schools will achieve an accountability rating of B or higher resulting in a district rating of a B or higher.

**High Priority**

**Evaluation Data Sources:** Accountability Ratings

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of district administration, campus administration, and teachers will participate in Texas Instructional Leadership Initiative to improve student performance using data driven instructional methodologies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Superintendent, Director of Curriculum</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Allows for targeted planning to address areas of low performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Assistant Superintendent, Superintendent, School Improvement Facilitator.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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 and in grade 7 will participate in dyslexia screening as part of MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students who are struggling academically and provide needed support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals; Campus Counselors; Campus Teachers; Special Programs Coordinator</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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 Comprehensive Support Year 2 and JH is Additional Targeted Support in which supports from Region 13 and consultants will assist campuses in meeting the targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth between grade levels and student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent/DCSI, Campus Principals; Campus Counselors; Campus Teachers; Special Programs Coordinator, Director of Special Education</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students within special populations of Special Education, McKinney Vento and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through supports provided through MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be participating in class more and will be exposed to grade level curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Director of Special Education, Special Programs Coordinator, Campus Principals, Assistant Principals, Counselors.</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

**Performance Objective 2:** Students will achieve performance standards for Math All Students to 74% and Reading All Students 76%, 70% Science All Students (grades 5 & 8 taking the test) on STAAR.

**Evaluation Data Sources:** STAAR/EOC results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 subpopulations. Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance through individualized and small group intervention</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assist, Superintendent, School Improvement Facilitator, Campus Principals, , Instructional Coach</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Apportioned intervention salaries. - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Provide early intervention to at-risk students</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Campus Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 100% of At-Risk students attending the ACE after school program will be provided academic intervention in their areas of ELA and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide academic intervention to At-Risk elementary students</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, ACE Coordinator, Campus Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 100% of campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, to make recommendations for classroom interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance for English Language Learners</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Coordinator, Special Programs Coordinator, Campus Principals, ESL Certified Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 100% of Emergent Bilingual students will receive RLA instruction from ESL certified teachers, "sheltered instruction" trained core teachers, and other trained professionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance for English Language Learners</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Coordinator, Special Programs Coordinator, Campus Principals, ESL Certified Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Migrant students academic progress is reported to ESC Region XIII migrant coordinator and Priority For Service plans are developed as required.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide academic and material support for migrant students and families</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinator; Region 13 Migrant Program staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide academic and material support for migrant students and families</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinator, Region 13 Migrant Program staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide enriching educational opportunities for Gifted &amp; Talented students</p> <p><b>Staff Responsible for Monitoring:</b> Assist. Superintendent, Campus Principals, GT Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Campus counselors and registrars will aid in the identification and support of 100% of McKinney Vento eligible students.</p> <p><b>Strategy's Expected Result/Impact:</b> Support Homeless students</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinator, Campus Principals, Campus Counselors, and Campus Registrars</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> 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 &amp; 8 taking the test) on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Special populations meeting same academic standards as peers.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assist. Superintendent, Campus Principals, Director of Special Education Director</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 55% to 60% .</p> <p><b>Strategy's Expected Result/Impact:</b> Students meeting grade level expectation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, School Improvement Facilitator, Campus Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coach</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are provided services and Title I supports.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are provided services and Title I supports.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are provided services and Title I supports.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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





**Performance Objective 3:** Increase the percentage of SHS students who achieve College, Career, & Military Readiness (CCMR) marker to 95% of graduating seniors.

**HB3 Goal**

**Evaluation Data Sources:** CCMR data markers

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student guidance staff will develop personal (4 year) graduation plans and post-secondary goals for 100% of students in accordance with state graduation requirements</p> <p><b>Strategy's Expected Result/Impact:</b> Coordinated plan to achieve post-secondary goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Notify 100% students in 6th-12th grade of the admission and financial aid opportunities for attending higher education.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of financial aid opportunities to support post-secondary goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of automatic admission program for state universities and program standards</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct Career focus event per semester to increase the communication, career planning and parent involvement in Career and Technology across campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student awareness of post-secondary career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent; High School Campus Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>







Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Contract with Region 13 and other TEA approved providers to provide training and support for CTE pathways.  <b>Strategy's Expected Result/Impact:</b> Improve CTE program performance  <b>Staff Responsible for Monitoring:</b> High School campus principal; Assistant Superintendent.</p> <p><b>Funding Sources:</b> Region 13 CTE &amp; CCMR support services - 244 Perkins Career &amp; Technical Ed (CTE)</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Prepare students for high-need and high-wage careers after high school  <b>Staff Responsible for Monitoring:</b> CTE teachers; High School campus principal; Assistant Superintendent</p> <p><b>Funding Sources:</b> - 244 Perkins Career &amp; Technical Ed (CTE)</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.  <b>Strategy's Expected Result/Impact:</b> College and Career Readiness  <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Curriculum, High School Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

**Performance Objective 4:** Emergent Bilingual reclassification rates will increase by 5%.





**Evaluation Data Sources:** Emergent Bilingual exit rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance for Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus LPAC committees; Campus Principal; Assistant Superintendent</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 100% of Emergent Bilingual students will receive RLA instruction from certified ESL teachers, "sheltered instruction" trained core teachers and other trained professionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance for English Language Learners</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals; ESL teachers; Assistant Superintendent; Special Programs Coordinator</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 100% of campus ESL case managers will attend LPAC Process training.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have a full understanding of the LPAC process and how to implement it.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals, Assistant Superintendent, Special Programs Coordinator</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 5:** Special Education students will meet federal accountability standards in Domain 3 for reading and math. Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of Special education students taking STAAR will be taught on grade level material using HQIMS in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the gaps between all student groups and special education.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Asst. Sup and Superintendent</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


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

**Performance Objective 6:** PreK students will exceed the Texas standards for readiness.


**HB3 Goal**

**Evaluation Data Sources:** Frog Street Assessment


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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%.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The percentage of prekindergarten students that are proficient at identifying uppercase and lowercase letter sounds on the EOY assessment will increase by 5%.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The percentage of prekindergarten students that score on grade level or above on numeracy on the EOY Math assessment will increase by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are Kindergarten ready.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coach</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The percentage of prekindergarten students that are proficient at counting sets on the EOY Math assessment will increase by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are Kindergarten ready.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Principal, School Improvement Facilitator, Teachers, Instructional Coach</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A




No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 7:** Smithville Elementary School will receive targeted support for the status of comprehensive through consultants, Region 13, Texas Instructional Leadership, DCSI, and district leadership to Support Domain III Domain III Targets. Elementary Math: 58 RLA: 55 .

**High Priority**

**Evaluation Data Sources:** Short Cycle, IReady Growth Measures, STAAR.

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


**Performance Objective 8:** Smithville Junior High School will receive targeted support for the status of Additional Target Support through consultants, Region 13, Texas Instructional Leadership, DCSI, and district leadership to Support Domain III Domain III Targets for Special Education student to meet 33% RLA and 34% Math.

**Evaluation Data Sources:** Short Cycle, IReady Growth Measures, STAAR.

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

**Performance Objective 1:** Provide and conduct quarterly District Site-based Decision Meetings (DSBDM) to solicit meaningful consultation with all stakeholders.





**Evaluation Data Sources:** DSBDM meeting agendas and minutes

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Organize membership, schedule and publish meeting dates to DSBM team in early Fall.  <b>Strategy's Expected Result/Impact:</b> DSBDM meetings will be conducted according to published schedule  <b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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). <a href="https://www.smithvilleisd.org/page/parent-involvement-plans">https://www.smithvilleisd.org/page/parent-involvement-plans</a> &amp; <a href="https://www.smithvilleisd.org/documents/departments/state-%26-federal-programs/465161">https://www.smithvilleisd.org/documents/departments/state-%26-federal-programs/465161</a>  <b>Strategy's Expected Result/Impact:</b> Parents and community engaged in district decision making.  <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Communications, Campus Principals</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			

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

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

**Evaluation Data Sources:** Survey results





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and disseminate surveys to parents and families in the Fall 2024 and Spring 2025. <b>Strategy's Expected Result/Impact:</b> Obtain feedback from parents and students on school programming and performance <b>Staff Responsible for Monitoring:</b> Superintendent	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Disseminate survey to parents and community regarding calendar input. <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Communications Officer	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Reduction in bullying incidents. <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent, Communications Officer	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

**Performance Objective 3:** Provide and conduct quarterly Health Advisory Committee (SHAC)





**Evaluation Data Sources:** SHAC meeting agendas and minutes

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

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

**Performance Objective 4:** Produce a quarterly newsletter (Tiger Insider)





**Evaluation Data Sources:** Tiger Insider newsletters

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Solicit material and create district-wide newsletter <b>Strategy's Expected Result/Impact:</b> Communicate information regarding SISD to community <b>Staff Responsible for Monitoring:</b> District Communications Officer	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 5:** Update the Family Engagement Plan yearly for the district and each campus as Part of Title I Part A. Link to plans: <https://www.smithvilleisd.org/page/parent-involvement-plans>





**Evaluation Data Sources:** Family Engagement Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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..</p> <p><b>Strategy's Expected Result/Impact:</b> Develop revised Family Engagement Plan on a yearly basis</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assist. Superintendent, Campus Principals, District Site Based Team, Campus Site Based Team</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide funding to support the Family Engagement Plan as Part of Title I Part A.</p> <p><b>Strategy's Expected Result/Impact:</b> Support Family Engagement</p> <p><b>Staff Responsible for Monitoring:</b> Assist Superintendent, District Communications Officer</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 6:** Conduct 100% of the state/federally mandated public forums, meetings and hearings. This includes ESSA, ESSER, Perkins etc.


**Evaluation Data Sources:** Meeting agendas, minutes and sign in sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Identify and conduct all federally and state mandated public meeting and public hearing requirements <b>Strategy's Expected Result/Impact:</b> Solicit meaningful input for stakeholders to contribute to LEA plan. <b>Staff Responsible for Monitoring:</b> Assist. Superintendent	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 7:** Provide regular communication through district apps, school website, and SISD social media sites.





**Evaluation Data Sources:** School communication artifacts

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure yearly subscription renewal of Thrillshare/Rooms, Peach Jar, Apptegy, Smithville ISD App for primary communication tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective communication of SISD information to the community</p> <p><b>Staff Responsible for Monitoring:</b> District Communications Officer</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Communicate information to the SISD community in a professional and timely manner through a variety of communication channels.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective communication of SISD information to the community</p> <p><b>Staff Responsible for Monitoring:</b> District Communications Officer</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			

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

**Performance Objective 8:** Conduct student recognition each grade reporting period for each campus





**Evaluation Data Sources:** Student recognition

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

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

**Performance Objective 1:** Maintain FIRST rating of Superior





**Evaluation Data Sources:** FIRST rating

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> District will provide monthly financial updates to the Board to help ensure financial responsibility. <b>Strategy's Expected Result/Impact:</b> SISD School Board will have a clear understanding of district finances <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** Maintain attendance rate of 95% or greater

**Evaluation Data Sources:** Attendance reporting data





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The district attendance officer will coordinate attendance improvement efforts <b>Strategy's Expected Result/Impact:</b> Improved attendance <b>Staff Responsible for Monitoring:</b> District Attendance Officer; Superintendent, Campus Principals	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus principals, counselors, and registrars will coordinate to ensure all PEIMS data is entered correctly for At-Risk students. <b>Strategy's Expected Result/Impact:</b> Ensuring all students are being progress monitored. <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Superintendent, Campus Principals	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

**Performance Objective 3:** Increase teacher retention to 85%





**Evaluation Data Sources:** Teacher retention rates

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide teacher retention stipends <b>Strategy's Expected Result/Impact:</b> Encourage retention rates for SISD staff <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide support and mentoring for new teachers while developing a mentoring program criteria for the upcoming 23-24 school year. <b>Strategy's Expected Result/Impact:</b> Increased retention of new teachers <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Assistant Superintendent; Superintendent	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Curriculum, Campus Administrators	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Staff Responsible for Monitoring:</b> Superintendent, CFO, Director of Curriculum, Campus Principals	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 4:** Maintain annual improvement plans at the district level and campus levels and provide yearly updates with status reports for each goal.

**Evaluation Data Sources:** District and Campus Improvement Plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide annual overview of all district and campus improvement plans to the school board. <b>Strategy's Expected Result/Impact:</b> SISD School Board awareness of district and campus improvement plans <b>Staff Responsible for Monitoring:</b> Director of Curriculum; Campus Principals	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide mid-year status report of all district and campus improvement plans to school board. <b>Strategy's Expected Result/Impact:</b> SISD School Board awareness of district and campus improvement plan's implementation status <b>Staff Responsible for Monitoring:</b> Director of Curriculum; Campus Principals	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# RDA Strategies

Goal	Objective	Strategy	Description
1	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.
1	1	7	Campuses Identified for improvement (Targeted and/or Comprehensive) will participate in on-going professional learning on the use of High Quality Instructional Materials to improve student performance in the areas of mathematics and reading by to meet the Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53
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.
2	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.
2	2	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 subpopulations. Federal Domain III Targets. Elementary Math: 58 RLA: 55 Junior High: Math: 56 RLA: 53
2	4	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.

# 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

## 1.1: Comprehensive Needs Assessment

Smithville ISD conducted a district needs assessment on August 1, 2022 to determine areas of need for the 2022-23 school year. Various data sources were used in the evaluation including the 20-21 TAPR, 2022 STAAR summary reports (3-11), discipline rates, attendance rates, and an overview of district STAAR results in comparison to the state. Strengths and weaknesses were identified including the development of specific district goals and performance objectives based on scores. Areas of strength included graduation rates, CTE participation, Biology, and US History. Additionally, ELAR at SES/BP met expected targets in the majority of sub-populations. A majority of students at SJHS approached and/or met state standards in ELAR 6-8. Areas for improvement included CCMR assessments such as AP, ACT, SAT, TSI are needing stronger participation and performance. English I and English II scores declined from the previous school. Math at 6th and 7th grades are needing improvement. Math and science at SES need improvement based on STAAR scores. Large gaps exist in sub-populations of EB, Sped, AA, Hispanic, At-Risk/Eco Dis.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The District and Campus Improvement Plans were created with stakeholder input including parents, community members, students, teachers, paraprofessionals and administration. Data was examined from a variety of sources-academic, behavior, attendance, finance funding sources including Title I, II, IV, SCE funds, ESSER etc.

## 2.2: Regular monitoring and revision

Regular monitoring and revision of the plan occurs three times per year to make adjustments based on formative and summative data measures.

## 2.3: Available to parents and community in an understandable format and language

Information is available to parents in both English and Spanish via the Smithville ISD website.

## 2.4: Opportunities for all children to meet State standards

Being a Title I LEA, we are eligible to receive supplemental funding to ensure “that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessment.” The funding we receive is used to provide intervention for any of our students who are having difficulty meeting academic expectations. Among the groups of students who are served are migrant students, limited English proficient students, homeless students, students with disabilities, at-risk students and any students in need.

## 2.5: Increased learning time and well-rounded education

To ensure that all children, schools, have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. This includes maximizing learning time to meet and exceed instructional minutes required by the state.

## 2.6: Address needs of all students, particularly at-risk

Being a Title I LEA, we are eligible to receive supplemental funding to ensure “that all children have a fair, equal, and significant opportunity to obtain a high quality education and

reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessment.” The funding we receive is used to provide intervention for any of our students who are having difficulty meeting academic expectations. Among the groups of students who are served are migrant students, limited English proficient students, homeless students, students with disabilities, at-risk students and any students in need.

### **3.1: Annually evaluate the schoolwide plan**

Annual evaluation of the school wide plan occurs before the start of the first day of school of the new school year.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Parent involvement (as defined by the National PTA) is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in their children’s lives. Parent involvement takes many forms, including parents’ shared responsibilities in decisions about their children’s education, health and well-being, as well as parent’s participation in organizations that reflect the community’s collaborative aspirations for all children. Parents help their children have success in school by daily...encouraging, listening, monitoring, praising, reacting and discussing, not necessarily “teaching” school subjects.

Involvement should not be limited to volunteering or attending school-sponsored events. The broad view of involvement affirms the parent’s role as the child’s primary teacher and the home as the child’s first classroom (Barbour, 1966). Involving every family in a child’s education is an important piece of improving that child’s learning, according to research by Joyce Epstein, director of the Center for School, Family, and Community Partnerships at John Hopkins University in Baltimore.

#### **Parent involvement in Developing District Policy**

Parents, members of the community, teachers, and principals will meet to develop our school district’s parent involvement policy.

#### **Current District Involvement Strategies and Activities:**

1. Parents are members of the district site-based decision-making committee.
2. Annual meetings are held at each campus explaining Title I and Title I programs at that campus.
3. Parents are members of the Student Health Advisory Committee.
4. Parents and district staff are surveyed for feedback on the current state of parent involvement in our district and at their campus.
5. Appropriate funds for reasonable parent involvement activities will be budgeted.
6. A memorandum of understanding with the Head Start program is in place.
7. The state assessment schedule is posted on the website of each campus.
8. A brochure, available in English and Spanish, explaining Title I and Title I programs in the district and at each campus, is sent to parents.
9. A hard copy and/or electronic version of the student handbook is provided to all students.
10. Access to e-mail addresses of teachers is available through the district web site.
11. Individualized access to additional classroom content is available through the district and campus web sites.
12. Information for parents, including student activities, district and campus improvement plans, and accountability reports, is updated on the district web site on a regular basis.
13. Parents are offered access to their child’s grades through “Parent Connection” on the district web site and through social media.
14. Parent involvement newsletters that share ideas with parents on dealing with various issues with their child are posted on the district web site.
15. Each campus hosts an open house night in the fall and spring.
16. Teachers have planned conference times to meet with or call parents during the school day.

### **4.2: Offer flexible number of parent involvement meetings**

Parent involvement opportunities are flexible in person and online depending on the parental involvement activity.

## **5.1: Determine which students will be served by following local policy**

Being a Title I LEA, we are eligible to receive supplemental funding to ensure “that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessment.” The funding we receive is used to provide intervention for any of our students who are having difficulty meeting academic expectations. Among the groups of students who are served are migrant students, limited English proficient students, homeless students, students with disabilities, at-risk students and any students in need.

# District Funding Summary

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



255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3	Title II Part A		\$0.00
<b>Sub-Total</b>					\$0.00
265 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$1,000.00
1	7	2			\$24,823.00
1	7	3			\$2,000.00
<b>Sub-Total</b>					\$27,823.00

# Addendums

**Smithville ISD 24/25 Budget  
Title I Personnel Costs (Fund 211)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
<b>Brown</b>											
	<b>Hannath</b>	Instructional Coach	0.104								
	<b>Miles</b>	Support Specialist	0.104								
			<b>0.208</b>								
										<b>Subtotal</b>	<b>\$16,752.39</b>
<b>Elem.</b>											
	<b>Hannath</b>	Instructional Coach	0.186								
	<b>Miles</b>	Support Specialist	0.186								
			<b>0.372</b>								
										<b>Subtotal</b>	<b>\$29,961.01</b>
<b>JH</b>											
	<b>Hannath</b>	Instructional Coach	0.109								
	<b>Miles</b>	Support Specialist	0.109								
			<b>0.218</b>								
										<b>Subtotal</b>	<b>\$17,557.80</b>
<b>HS</b>											
	<b>Hannath</b>	Instructional Coach	0.306								
	<b>Miles</b>	Support Specialist	0.306								
			<b>0.612</b>								
										<b>Subtotal</b>	<b>\$49,290.68</b>
			<b>1.41</b>							<b>\$113,561.88</b>	<b>Total</b>

**Smithville ISD 24/25 Budget  
ESF Personnel Costs (Fund 211)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
<b>Elem.</b>											
	<b>Hannath</b>	Instructional Coach	0.186								
	<b>Miles</b>	Support Specialist	0.186								
			<b>0.372</b>								
										<b>Subtotal</b>	<b>\$29,961.01</b>
<b>JH</b>											
	<b>Hannath</b>	Instructional Coach	0.109								
	<b>Miles</b>	Support Specialist	0.109								
			<b>0.218</b>								
										<b>Subtotal</b>	<b>\$17,557.80</b>
			<b>0.59</b>							<b>\$47,518.81</b>	<b>Total</b>

**Smithville ISD 24/25 Budget  
IDEA-B Personnel Costs (Fund 224)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
<b>CO</b>	<b>Spahn</b>	LSSP	1								
			<b>1</b>								
										<b>Subtotal</b>	<b>\$86,026.95</b>
			<b>1</b>							<b>\$86,026.95</b>	<b>Total</b>



**Smithville ISD 24/25 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	Notes
Brown	Deeley	ECSE Teacher	0.12								
			0.12								
			0.12								
										Subtotal	\$8,105.02
										\$8,105.02	Total

**Smithville ISD 24/25 Budget  
Title II Personnel Costs (Fund 255)**

Campus	Employee	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
BP											
		Mentor Stipends	4								
			4								
										Subtotal	\$4,238.00
Elem											
		Mentor Stipends	5								
			5								
										Subtotal	\$5,297.50
JH											
		Mentor Stipends	3								
			3								
										Subtotal	\$3,178.50
HS											
		Mentor Stipends	8								
			8								
										Subtotal	\$9,005.75
			20							\$21,719.75	Total

**Smithville ISD 24/25 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	Notes
CO	Perez	Site Coordinator	1								
			1								
										Subtotal	\$65,433.45
			1							\$65,433.45	Total

**Smithville ISD 24/25 Budget  
Gifted and Talented (Program Intent 21)**

Campus	Employee	Position	FTE	Salary	HS Allotment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
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FTE's by Program 24-25 All Campuses - DIP, Position Workbook



	Elam	Inclusion Aide	0.867							
	Fallwell	Life Skills Aide	1							
	Jones	Behavior Support Aide	0.5							
	Kadlecek	Life Skills Aide	0.722							
	Mabery	Inclusion Aide	0.867							
	Mares	Resource Aide	0.911							
	Matthews	Inclusion Aide	0.867							
	Salazar	Life Skills Aide	1							
	Waters	Life Skills Aide	1							
			15.76							
									<b>Subtotal</b>	<b>\$660,309.04</b>
JH	Benson-Cooper	Inclusion Teacher	0.175							
	Open Position	Inclusion Teacher	0.938							
	Davenport	Resource Teacher	1							
	Dredla	Sped Teacher	0.25							
	Friend	Life Skills Teacher	0.892							
	Johnson	Inclusion Teacher	0.108							
	King	Resource Teacher	1							
	Zika	Behavior Skills Teacher	0.933							
	Blaschke	SC/Behavior Aide	1							
	Diltz, A.	Inclusion Aide	0.933							
	Diltz, C.	Life Skills Aide	1							
	Izzi	SC/Life Skills Aide	1							
	Johnson	Inclusion Aide	0.933							
	Rose	Inclusion Aide	0.933							
	Sampson	Inclusion Aide	0.933							
	Sebert	Life Skills Aide	1							
			13.03							
									<b>Subtotal</b>	<b>\$617,050.28</b>
HS										
	Breeden	Inclusion Teacher	0.217							
	Brian	Resource/Inclusion Tea	1							
	Davidson	Inclusion Teacher	0.433							
	Dredla	Sped Teacher	0.25							
	Mahoney	SC/Life Skills Teacher	1							
	Munson	Life Skills Teacher	0.31							
	Peterson	Sped Teacher	0.921							
	Roberts	Inclusion Teacher	0.65							
	Open	Inclusion Aide	1							
	Cottle	Life Skills Aide	1							
	Dworaczyk	Inclusion Aide	1							
	Landeros	Inclusion Aide	1							
	Pease	SC/Life Skills Aide	1							
			9.781						<b>Subtotal</b>	<b>\$495,601.94</b>
C/O										
	Fowler	Support Specialist	1							
	Homuth	Spec Educ Secretary	1							
	Johnson	Spec Educ Director	1							
	Page	COTA	1							
	Roberts	Speech Lang Patholog	1							

	Schultz	SLPA	1								
			6								
										Subtotal	\$466,987.49
			45.84							\$2,272,660.88	Total

**Smithville ISD 24/25 Budget  
Bilingual Education (Program Intent 25)**

Campus	Employee	Position	FTE	Salary	HS Alottment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
C/O											
	Open Position	District ESL Liaison	1								
			1								
										Subtotal	\$31,995.55
			1							\$31,995.55	Total

**Smithville ISD 24/25 Budget  
AEP (Program Intent 26)**

Campus	Employee	Position	FTE	Salary	HS Alottment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
HS											
	Dredla	AEP Teacher	0.5								
			0.5								
										Subtotal	\$39,119.54
			0.5							\$39,119.54	Total

**Smithville ISD 24/25 Budget  
DAEP (Program Intent 28)**

Campus	Employee	Position	FTE	Salary	HS Alottment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
JH											
	Adams	DAEP Teacher	0.5								
	Open Position	DAEP Teacher	0.5								
	Lockhart	DAEP Aide	0.5								
			1.5								
										Subtotal	\$91,458.00
HS											
	Adams	DAEP Teacher	0.5								
	Open Position	DAEP Teacher	0.5								
	Lockhart	DAEP Aide	0.5								
			1.5								
										Subtotal	\$91,458.00
			3							\$182,916.00	Total

**Smithville ISD 24/25 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	Notes
Brown											
	Behrens	Intervention Counselor	0.1								
			0.1								
										Subtotal	\$7,786.71

Elem.											
	Armstrong	Intervention Teacher	0.063								
	Bain	Intervention Teacher	0.063								
	Bishop	Intervention Teacher	0.063								
	Blackwell	Intervention Teacher	0.063								
	Braddock	Reading Interventionist	0.5								
	Brockenbush	Intervention Teacher	0.063								
	Cartledge	Intervention Teacher	0.063								
	Cox	Intervention Teacher	0.063								
	Gajkowski	Intervention Teacher	0.063								
	Goertz	Intervention Teacher	0.063								
	Gulley	Intervention Teacher	0.063								
	Hall	Intervention Teacher	0.063								
	Heimann	Intervention Teacher	0.063								
	Herschap	Reading Interventionist	0.5								
	Holmes	Intervention Teacher	0.063								
	Humke	Intervention Teacher	0.063								
	Hunsucker	Intervention Teacher	0.063								
	Kaatz	Intervention Teacher	0.063								
	King	Intervention Teacher	0.063								
	Kunz	Intervention Teacher	0.063								
	Margolis	Intervention Teacher	0.063								
	Martinez	Intervention Teacher	0.063								
	McEntire	Intervention Teacher	0.063								
	Natal	Intervention Teacher	0.063								
	Peacock	Intervention Teacher	0.063								
	Peavy	Intervention Teacher	0.063								
	Polich	Intervention Teacher	0.063								
	Saffel	Intervention Teacher	0.063								
	Sandoval	Intervention Teacher	0.063								
	Stagner	Intervention Teacher	0.063								
	Vasquez	Intervention Teacher	0.063								
	Wyatt	Intervention Teacher	0.063								
	Behrens	Intervention Counselor	0.1								
	Williams	Intervention Counselor	0.2								
			3.175								
										<b>Subtotal</b>	<b>\$217,289.54</b>
JH											
	Butler	Intervention Teacher	0.067								
	Davis	Intervention Teacher	0.067								
	Duncan	Intervention Teacher	0.067								
	Harkrider	Intervention Teacher	0.067								
	Wolf	Intervention Teacher	0.067								
	Johnson, C	Intervention Teacher	0.067								
	Johnson, T	Intervention Teacher	0.067								
	Krause	Intervention Teacher	0.067								
	Mack	Intervention Teacher	0.067								
	Mayo	Intervention Teacher	0.067								
	Prihoda	Intervention Teacher	0.067								



	Rodriguez, J.	Intervention Teacher	0.067								
	Rodriguez, V.	Intervention Teacher	0.067								
	Trost	Intervention Teacher	0.067								
	Upshaw	Intervention Teacher	0.067								
	Vinklerek	Intervention Teacher	0.067								
	Vondenstein	Intervention Teacher	0.067								
	Diltz, A	Intervention Aide	0.067								
	Edwards	Counselor	0.2								
			1.406								
										Subtotal	\$99,854.57
HS											
	Breeden	Intervention Teacher	0.079								
	Broadway	Intervention Teacher	0.079								
	Broadway	Intervention Teacher	0.079								
	Hall	Intervention Teacher	0.079								
	Moore	Intervention Teacher	0.079								
	Munson	Intervention Teacher	0.079								
	Otten	Intervention Teacher	0.079								
	Salinas	Intervention Teacher	0.079								
	Schwanke	Intervention Teacher	0.079								
	Seidel	Credit Recovery Teacher	0.5								
	Wood	Intervention Teacher	0.079								
	Reese	Counselor	0.2								
			1.49								
										Subtotal	\$116,341.85
			6.171							\$441,272.67	Total

**Smithville ISD 24/25 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	Notes
Brown											
	Deeley	ECSE Teacher	0.87								
	Brian	ECSE Aide	1								
	Fleetwood	ECSE Aide	1								
			2.87								
										Subtotal	\$122,753.27
			2.87							\$122,753.27	Total

**Smithville ISD 24/25 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	Notes
Brown											
	Barlow	KG Teacher	0.5								
	Behrens	Pre-K Teacher	0.5								
	Hurst	KG Teacher	0.5								

	<b>Mahaffey</b>	Pre-K Teacher	0.5								
	<b>Pack</b>	KG Teacher	0.5								
	<b>Vinklarek, L</b>	Pre-K Teacher	0.5								
	<b>Vinklarek, V</b>	KG Teacher	0.5								
	<b>Padilla</b>	Pre-K Aide	0.5								
	<b>Segura</b>	Pre-K Aide	0.5								
	<b>Zoch</b>	Pre-K Aide	0.5								
			5								
										<b>Subtotal</b>	<b>\$270,400.24</b>
			5							\$270,400.24	<b>Total</b>

**Smithville ISD 24/25 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	Notes
HS											
	<b>Broadway</b>	On-Ramps Teacher	0.108								
			0.108								
										<b>Subtotal</b>	<b>\$8,124.12</b>
			0.108							\$8,124.12	<b>Total</b>

**Smithville ISD 24/25 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	Notes
Elem											
	<b>Metzler</b>	Dyslexia Sped Teacher	1								
	<b>Tucker</b>	Dyslexia Sped Teacher	0.188								
			1.188								
										<b>Subtotal</b>	<b>\$82,853.75</b>
JH											
	<b>Johnson, C</b>	Dyslexia Teacher	0.433								
			0.433								
										<b>Subtotal</b>	<b>\$32,571.69</b>
HS											
	<b>Peterson</b>	Dyslexia Teacher	0.079								
			0.079								
										<b>Subtotal</b>	<b>\$6,108.10</b>
			1.7							\$121,533.54	<b>Total</b>



## 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)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1–year period;</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1–year period;</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component;</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are coverage for their current grade level.</li> </ul>

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.

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

**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
<ul style="list-style-type: none"> <li>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.</li> <li>Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Fall - by mid August  Monthly	PFS Committee  NGS Specialist	Priority for Service (PFS) Action Plan  Priority for Service (PFS) Reports
Recommended Additional Activities			
<ul style="list-style-type: none"> <li>Review the current PFS Action Plan and modify as needed.</li> </ul>	Spring	PFS Committee	Priority for Service (PFS) Action Plan

<ul style="list-style-type: none"> <li>● <b>Perform</b> monthly progress monitoring checks for Priority for Service Migrant students.</li> </ul>	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.**

<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>● <b>Provide information and training</b> 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.</li> </ul>	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan, email communication, PPT, PFS Student Progress Review Forms, sign-in sheets/logs
<ul style="list-style-type: none"> <li>● <b>Provide</b> information and training to parents of PFS students on the PFS criteria.</li> </ul>	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
<ul style="list-style-type: none"> <li>● <b>Conduct</b> individualized communication to update parents on the academic progress of their children.</li> </ul>	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**

<ul style="list-style-type: none"> <li>● <b>Communicate and coordinate</b> with the district LEA Migrant contact for progress reports, identifying information and data as needed.</li> </ul>	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
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**Provide services to PFS Migrant students.**

<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>● <b>Develop</b> priority placement for PFS students to participate in migrant education program activities, using PFS reports.</li> </ul>	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

<ul style="list-style-type: none"> <li>● <b>Ensure that</b> PFS students receive priority access to instructional services, and community social services/agencies, using PFS reports.</li> <li>● <b>Determine</b> what federal, state, or local programs serve PFS students.</li> </ul>	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
<ul style="list-style-type: none"> <li>● <b>Determine</b> what federal, state, or local programs serve PFS students.</li> </ul>	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
<b>Recommended Additional Activities</b>			
<ul style="list-style-type: none"> <li>● <b>Perform</b> an individualized case action plan for all PFS students.</li> </ul>	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
<ul style="list-style-type: none"> <li>● <b>Share</b> any additional services provided at the district level to the PFS students.</li> </ul>	Ongoing throughout the 24-25 school year.	LEA Migrant Contact	As noted in the PFS spreadsheet,

<b>LEA Assurance</b>	
LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.	ESC Assurance 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.
<b>LEA Staff Signature</b>	<b>Whitney Brown</b> <small>Digitally signed by Whitney Brown Date: 2024.10.03 15:38:49 -0500</small>
<b>Date</b>	<b>10/03/2024</b>
<b>ESC Reviewer Signature</b>	<i>Ana Segulin</i>
<b>Date Review Complete</b>	<b>10/2/2024</b>



## Priority for Service (PFS) Action Plan for Migrant 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. 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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u></li> <li>• 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.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Shared Service Arrangement Districts
Region: ESC Region 13

### Priority for Service (PFS) Action Plan



School Year: 2023 - 2024

<b>Completed By:</b> Marlen Gonzalez - ESC 13 Natalie Weber - Elgin ISD Sibyl Lee - Round Rock ISD Rachelle Finck - Taylor ISD
<b>Date:</b> 10/20/2023

**Note:** 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., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

<b>Goal(s):</b>  To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive supplemental educational support in order to succeed in school.	<b>Objective(s):</b>  Region 13 MEP and the Shared Service Arrangement (SSA) contact will utilize a system such as MTSS: Multi - Tiered System 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.
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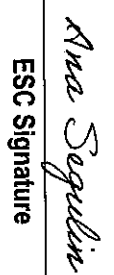
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are PFS</b>			
<ul style="list-style-type: none"> <li>Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for</li> </ul>	Monthly  Fall & Spring	NGS Specialist  PFS Committee	Priority for Service (PFS) Reports  Priority for Service (PFS) Action Plan

	defining student success, including timelines for achieving stated goals and objectives.			
<b>Additional Activities</b>				
	<ul style="list-style-type: none"> <li>Perform monthly progress monitoring checks for Priority for Service Migratory students.</li> </ul>	Monthly	LEA Migrant Contact Region 13 MEP Staff	To be retained locally at the LEA and available upon request. PFS Spreadsheet, email communication
<b>Required Strategies</b>				
<b>Timeline</b>				
<b>Person(s) Responsible</b>				
<b>Documentation</b>				
<b>Communicate the progress and determine needs of PFS migrant students.</b>				
	<ul style="list-style-type: none"> <li><b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</li> </ul>	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan email communications, PPT, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets/logs
	<ul style="list-style-type: none"> <li><b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	Ongoing throughout the 23-24 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
	<ul style="list-style-type: none"> <li><b>During the academic calendar</b>, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and/or community visits to update parents on the academic progress of their children.</li> </ul>	Ongoing throughout the 23-24 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
<b>Additional Activities</b>				
	<ul style="list-style-type: none"> <li>During the academic year, the district's LEA Migrant contact will share progress reports, identifying information, and PFS information to campus staff, as needed.</li> </ul>	Ongoing throughout the 23-24 school year.	LEA Migrant Contact	TX-NGS PFS reports, Progress Review Forms, email communications
<b>Provide services to PFS Migrant students.</b>				
	<ul style="list-style-type: none"> <li><b>The district's Title I, Part C Migrant Coordinator or MEP staff will</b> use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Ongoing throughout the 23-24 school year.	Region 13 MEP staff	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications

<ul style="list-style-type: none"> <li>• <b>The district's Title I, Part C Migrant Coordinator or MEP staff</b> will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Ongoing throughout the 23-24 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 communication
<ul style="list-style-type: none"> <li>• <b>The district's Title I, Part C Migrant Coordinator or MEP staff will</b> determine what federal, state, or local programs serve PFS students.</li> </ul>	Ongoing throughout the 23-24 school year.	Region 13 MEP staff LEA Migrant Contact	ESSA Supplement vs Supplant criteria, PFS Criteria, email communications
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>• During the academic year, the district's LEA Migrant contact will share any additional services provided at the district level to the PFS students.</li> </ul>	Ongoing throughout the 23-24 school year.	LEA Migrant Contact	PFS Progress Review Forms, email communications
<ul style="list-style-type: none"> <li>• Perform an individualized case action plan for all PFS students.</li> </ul>	Fall Semester & Spring Semester	Region 13 MEP team PFS Committee	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet

  
LEA Signature

11-13-2023  
Date Completed

  
ESC Signature

11/3/2023  
Date Received