

Smithville Independent School District

Smithville High School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment 4

 Needs Assessment Overview 4

 Demographics 5

 Student Learning 6

 School Processes & Programs 8

Priority Problem Statements 9

Comprehensive Needs Assessment Data Documentation 10

Goals 12

 Goal 1: Student Success 12

 Goal 2: Staff Satisfaction and Engagement 25

 Goal 3: Stakeholder Satisfaction and Engagement 29

 Goal 4: Financial and Operational Systems 33

RDA Strategies 36

Campus Funding Summary 37

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus consulted teachers, principals, other school and district leaders, para educators, parents, business, and community members in the planning with timely and meaningful consultation.

Distribution

- **Campus Improvement Plan:** The CIP is posted on Smithville ISD's website in both English and Spanish at <https://www.smithvilleisd.org/>. Hard copies are also available at each campus' front office.
- **District/Campus Parent and Family Engagement Policy:** The campus PFE policy is posted in both English and Spanish on the website at <https://www.smithvilleisd.org/page/parent-involvement-plans>
- **Title I School to Parent Compact:** The campus Title I School To Parent Compact is posted at <https://www.smithvilleisd.org/page/state-federal-programs>. Elementary, junior high school and high school compacts will be distributed at Meet the Teacher and Open House.
- **Translations:** These documents are provided in English and Spanish. Should another language be needed, please contact Dr. Bethany Logan at blogan@smithvilleisd.org. **Traducciones:** Estos documentos se proporcionan en inglés y español. Si necesita otro idioma, comuníquese con la Dra. Bethany Logan en blogan@smithvilleisd.org.
- Needs assessments Data Survey Meeting March, 28, 2025
- Campus Site Based Meeting April 16th, 2025 - Campus Needs Assessment, College Career and Military Readiness, Discipline Data, Attendance Data, and information related to Demographics.

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

Demographics

Demographics Summary

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

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

Demographics Strengths

We are a very diverse campus.

Problem Statements Identifying Demographics Needs

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

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

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

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

Student Learning

Student Learning Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		86	B	70%
STAAR Performance	46	74		
College, Career and Military Readiness	98	98		
Graduation Rate	97.9	85		
School Progress		85	B	0%
Academic Growth	72	77	C	
Relative Performance (Eco Dis: 44.5%)		85	B	✓
Closing the Gaps	56	76	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Student Learning Strengths

College Career and Military Readiness 98%

AP Testing - 44/73 testers received college credit by achieving a score between 3 and 5 on the AP exam.

BIO 16/29

Calculus 6/13

Physics 7/8

Computer Science Principals 10/13

Computer Science A 4/8

Chemistry 1/2

School Processes & Programs

School Processes & Programs Summary

CollegeBoard, SpringBoard, Advance Placement, Lowman, Savvas, HMH,

Texas Instructional Leadership, Get Better Faster 2.0, Teach Like a Champion, Eduphoria, Powerwalks, TIA, T-TESS

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Success

Performance Objective 1: By the end of the 2025-2026 school year, Smithville High School will earn an accountability rating of "A" by improving student achievement, closing performance gaps, and increasing graduation rates. This will be achieved through targeted instructional strategies, data-driven interventions, and enhanced student support services, with progress monitored quarterly through campus assessments and state accountability indicators.

Strategy 1 Details	Reviews			
Strategy 1: Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance. Staff Responsible for Monitoring: Campus Principal, Director of Curriculum TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 2: By the end of the 2025-2026 school year, the campus will focus on targeted strategies and intervention to improve math and reading achievement and close performance gaps among student groups including At-Risk, Special Education, EB, and Economically Disadvantaged. Domain III goals: English I - 53%, English II - 60%, English I & II Advanced - 80%, Algebra I - 48%, U.S. History - 70%, and Biology - 70%

Evaluation Data Sources: short cycle assessments, EOCs, AP Exams, TSIA, SAT & ACT

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of the short cycle (curriculum based assessment) regimen for core tested courses, Advanced Placement courses, and all non-tested core core courses. Data review meetings will be held the week after short cycle test to review areas of strength and weaknesses and plan for remediation of TEKS not meeting the sixty percent Meets standard. Strategy's Expected Result/Impact: Increase student success on state testing and advanced placement testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions. Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: The curriculum department will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The curriculum department will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity. Strategy's Expected Result/Impact: Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere throughout Smithville High School. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - 211 Title I, Part A	Formative			Summative
	Dec	May	Aug	June

Strategy 3 Details	Reviews			
Strategy 3: CTE staff will attend high quality staff development to align program offerings with industry standards. Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards. Increase in the number of students completing pathways and receiving IBC's. Staff Responsible for Monitoring: Principal, Curriculum Director TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 244 Perkins Career & Technical Ed (CTE)	Formative			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: High Quality Staff Development will be available to all teachers. Strategy's Expected Result/Impact: Improved instruction in the classroom Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction Funding Sources: Professional Development Resources - 211 Title I, Part A	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 3: By the end of the 2025-2026 school year, Smithville High School will fully implement Social and Emotional Learning (SEL) and Character Education across all grade levels. The programs will be integrated into the curriculum and school culture through weekly lessons and schoolwide initiatives, resulting in a 15% improvement in a 10% reduction in behavior referrals, as measured by surveys and discipline data.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
Strategy 1: The high school will offer a Character Strong SEL lessons , weekly, throughout the school year. Strategy's Expected Result/Impact: Improve student behavior and interactions, student to student, and student to adult. Staff Responsible for Monitoring: Principal, Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Social Emotional Learning newsletter sent monthly to parents and students through BlackBoard addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking. Strategy's Expected Result/Impact: Increase awareness of SEL topics, and prevention. Staff Responsible for Monitoring: Principal, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: Students transitioning from Smithville Junior High School to Smithville High School will have at least one opportunity per year (BOY or EOY) to ensure a smooth transition to a new campus in order to integrate services provided with Title I. Strategy's Expected Result/Impact: Effective transition from Junior High to High School. Staff Responsible for Monitoring: High School Principal, and Junior High Principal. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Success

Performance Objective 4: By the end of the 2025-2026 school year, the campus will continue full implementation of the Multi-Tiered System of Supports (MTSS) and maintain an active Positive Behavioral Interventions and Supports (PBIS) team that meets at least quarterly. The team will regularly review campus discipline data, evaluate the effectiveness of PBIS strategies, and use quarterly data to make data-driven adjustments, aiming to reduce office discipline referrals by 15% and improve student behavior outcomes across all tiers.

Strategy 1 Details	Reviews			
Strategy 1: Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data. Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS committee members. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Continue and refine implementation of a campus Multi-Tiered System of Support (MTSS) Team to meet regularly to review individual student academic, discipline, and behavior data. Strategy's Expected Result/Impact: Ensure all students are making progress	Formative			Summative
	Dec	May	Aug	June
			 No Progress	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 5: By the end of the 2025-2026 school year, the campus will allocate ESSA funds and other budget resources to ensure 100% of core classrooms have access to supplemental, high-quality instructional materials--such as Lowemann, Kamico, Albert, and DBQ--to support targeted interventions in math and reading. These materials will be used to close achievement gaps, with a goal of increasing proficiency rates by at least 10% among underserved student groups, as measured by district and state assessments.

Evaluation Data Sources: Short cycle assessments, EOCs, AP Exams, TSIA, ACT, & SAT

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

Strategy 3 Details	Reviews			
Strategy 3: Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate. Strategy's Expected Result/Impact: On-time graduation Staff Responsible for Monitoring: Credit Recovery teacher, HS principal Funding Sources: Staff salary, online curriculum - 199-PIC 24 State Comp Ed (SCE), Accelerated Ed	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 6: By the end of the school year, at least 85% of students will meet or exceed the Approaches Grade Level standard on STAAR/EOC Math and Reading assessments, through targeted instruction, data-driven interventions, and continuous progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Through implementation of Curriculum Based Assessments at intervals determined through curriculum mapping, Interim Assessments, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC. Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam. Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 7: By the end of the school year, the campus will increase the percentage of students achieving the Meets Grade Level standard on STAAR/EOC assessments in core subject areas to the following targets: English I - 53%, English II - 60%, English I & II Advanced - 80%, Algebra I - 48%, U.S. History - 70%, and Biology - 70%, through the implementation of high-impact instructional strategies, data-informed intervention plans, and ongoing academic progress monitoring.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Through the implementation of Curriculum Based Assessments, Interim Assessments, and PLC meetings, staff will regularly adjust instructional methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC. Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra to 48% and English 1 to 53% and English 2 to 60%. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Student Success

Performance Objective 8: By the end of the school year, the campus will close achievement gaps between student subpopulations and the all students group to no greater than 10 percentage points on all STAAR/EOC assessments, by implementing targeted supports, culturally responsive teaching practices, and regular data analysis to drive equitable instruction and interventions.

High Priority

Evaluation Data Sources: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: PLC meetings will analyze short-cycle, Interim Assessments, and prior testing for all sub population and develop strategies to increase achievement among all student groups. Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 9: By the end of the school year, the campus will maintain at least 95% of graduating students meeting the College, Career, and Military Readiness (CCMR) standard by providing access to a variety of CCMR pathways, monitoring student progress toward readiness indicators, and ensuring timely support and guidance throughout high school.

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

Strategy 1 Details	Reviews			
Strategy 1: SHS will increase student opportunities to achieve college, career and military readiness by increasing the number of options students have to engage in Dual Credit courses through the addition of McMurry University. SHS will also ensure that all CTE Pathways lead to Industry Based Certification. SHS will ensure that all students not involved in dual credit, UT Onramps, or a CTE Pathway, will enroll in the Texas College Bridge Program through English four and Economics classes in order to meet the college readiness standard in ELA and Math. Strategy's Expected Result/Impact: 95% of SHS seniors will meet the College, Career, and Military Readiness Standard. Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Success

Performance Objective 10: By the end of the next academic year, increase the exit rate of Emergent Bilingual students from English language support programs by 5%, through targeted instructional strategies, progress monitoring, and family engagement initiatives to ensure measurable language proficiency gains and academic success.

Strategy 1 Details	Reviews			
Strategy 1: EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate. Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner. Staff Responsible for Monitoring: Principal, EB Support Teacher ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Smithville High School will increase the support of Emergent Bilingual (EB) students through a common Tiger Time with bilingual teachers, that will focus on academics and language acquisition skills. Strategy's Expected Result/Impact: ELL will increase their proficiency in listening, speaking, reading, and writing skills. Staff Responsible for Monitoring: Principal, ESL teacher, ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 1: Ensure 100% of staff are fully trained on cybersecurity, safety, security, and health topics aligned with both locally adopted and state-mandated requirements by September 1st, enhancing overall school safety and building staff confidence through comprehensive staff preparedness.

Evaluation Data Sources: Training completion rates.

Strategy 1 Details	Reviews			
Strategy 1: Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required. Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation. Staff Responsible for Monitoring: Principal, Assistant Principal.	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 2: At Smithville High School 100% of teachers will receive ongoing coaching in instructional best practices and data-driven instruction to enhance student learning outcomes. This professional support will be paired with recognition and reward opportunities through the Teacher Incentive Allotment (TIA), promoting a culture of continuous growth, staff engagement, and job satisfaction.

Evaluation Data Sources: TIA Designation, Student Growth Measures,

Goal 2: Staff Satisfaction and Engagement

Performance Objective 3: By the end of the 2025-2026 school year, 100% of Smithville High School teachers will participate in ongoing, job-embedded coaching opportunities aligned to their instructional needs and content areas--measured through coaching logs and feedback surveys--to strengthen instructional practices and improve student achievement across all grade levels through the Texas Instructional Leadership modules.

Goal 2: Staff Satisfaction and Engagement

Performance Objective 4: To foster staff satisfaction and engagement, 100% of new SISD/SHS teachers (0-3 years) and those new to SISD/SHS will participate in the New Teacher Academy and Mentor Program during the 2025-26 school year, supporting their professional growth and well-being. This initiative aims to enhance recruitment and achieve a teacher retention rate of 94%.

Evaluation Data Sources: Retention rate, staff surveys

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 1: By the end of the 2025-2026 school year, the campus will conduct quarterly Campus Site-Based Decision Making (SBDM) meetings with active participation from diverse stakeholder groups, including parents, teachers, staff, and community members. These meetings will provide a transparent platform to discuss campus goals, student performance data, and improvement strategies. The effectiveness of these meetings will be measured by meeting attendance records and stakeholder feedback , with a target of at least 80% of participants reporting satisfaction with communication and opportunities for meaningful engagement.

Strategy 1 Details	Reviews			
Strategy 1: SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus. Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 2: By the end of the 2025-2026 school year, the campus will administer a minimum of two comprehensive stakeholder surveys, to gather feedback from parents, students, and staff on campus climate, communication effectiveness, academic programs, and overall satisfaction. Survey results will be analyzed and shared with stakeholders during campus meetings, with at least 75% of respondents reporting that their input is valued and contributes to meaningful school improvements.

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 3: Smithville High School will increase stakeholder engagement by delivering clear and consistent communication to parents at least once per month from August 2025 to May 2026. Communication will be distributed through multiple platforms (e.g., Rooms, school website, and social media). Effectiveness will be measured through parent feedback surveys in fall and spring, with a goal of at least 85% of parents reporting they feel informed and connected to the school.

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

Goal 3: Stakeholder Satisfaction and Engagement

Performance Objective 4: Increase stakeholder satisfaction and engagement by recognizing SHS students at board meetings each grading period, highlighting student achievements to foster community pride and strengthen connections between the school, families, and the board.

Strategy 1 Details	Reviews			
Strategy 1: The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting. Strategy's Expected Result/Impact: Student recognition, increase in Tiger Pride. Staff Responsible for Monitoring: Principal, Teachers.	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Financial and Operational Systems

Performance Objective 1: Maintain a student attendance rate of 95% or greater by implementing proactive attendance monitoring systems, engaging families through consistent communication, and aligning campus resources to support attendance-related interventions--recognizing the direct impact of attendance on student success and campus funding.

Evaluation Data Sources: Attendance rates

Strategy 1 Details	Reviews			
Strategy 1: SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences. Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness. Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Financial and Operational Systems

Performance Objective 2: Increase teacher retention to 94% by fostering a positive and supportive campus culture, providing targeted professional development, and implementing strategic onboarding and mentoring systems--recognizing the operational and financial benefits of retaining experienced, high-quality educators.

Strategy 1 Details	Reviews			
Strategy 1: Meet with staff individually a minimum of twice per year to discuss performance and provide support. Strategy's Expected Result/Impact: Reduce staff turnover and improve performance. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for team building and support for all staff. Recognize staff birthdays and major events (i.e. birth of a child, anniversaries, etc.) Strategy's Expected Result/Impact: Improve staff moral and reduce turnover. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Financial and Operational Systems

Performance Objective 3: Maintain and implement annual improvement plans at both the district and campus levels, providing yearly status updates in each goal area to ensure strategic alignment, accountability, and efficient use of resources in support of continuous improvement and student success.

Strategy 1 Details	Reviews			
Strategy 1: Complete a comprehensive campus needs assessment, through the campus SBDM, yearly. Strategy's Expected Result/Impact: Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement. Staff Responsible for Monitoring: Campus Administration. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

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

Campus Funding Summary

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