

Smithville Independent School District

District Improvement Plan

2023-2025



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

Smithville Independent School District serves the community by equipping all students with the quality of education that prepares them to be successful in a changing society.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	6
Goals	8
Goal 1: The district will provide a safe and educationally effective environment for students and staff.	8
Goal 2: The district will meet and exceed state and federal accountability standards.	21
Goal 3: The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.	33
Goal 4: The district will maintain a strategic, efficient operational and fiscal plan.	41
RDA Strategies	45
State Compensatory	46
Budget for District Improvement Plan	46
Title I	47
1.1: Comprehensive Needs Assessment	47
2.1: Campus Improvement Plan developed with appropriate stakeholders	47
2.2: Regular monitoring and revision	47
2.3: Available to parents and community in an understandable format and language	47
2.4: Opportunities for all children to meet State standards	47
2.5: Increased learning time and well-rounded education	47
2.6: Address needs of all students, particularly at-risk	47
3.1: Annually evaluate the schoolwide plan	48
4.1: Develop and distribute Parent and Family Engagement Policy	48
4.2: Offer flexible number of parent involvement meetings	48
5.1: Determine which students will be served by following local policy	49
District Funding Summary	50
Addendums	52

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Smithville ISD conducted a district needs assessment on May 18, 2023 to determine areas of need for the 2023-2024 school year. Prior to the meeting, participants were surveyed to determine which data the District Site based would like to review. Various data sources were used in the evaluation including the 21-22 TAPR, discipline rates, data related to bullying at each campus, attendance rates, and an overview of district STAAR results from 21-22 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. Areas for improvement included CCMR assessments such as AP, ACT, SAT, TSI are needing stronger participation and performance. Additionally, CTE is needing to have more students complete Level 1 and Level 2 certificates. A need for increased in MTSS/Restorative practices throughout each of the campuses. 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 subpopulations of EB, Sped, AA, Hisp, At-Risk/Eco Dis. Questions that arose: 1. What is the district doing to specifically address bullying? 2. What is the district doing to specifically address academic performance of students? 3. Could outside mental health agencies help with families and students?

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 area of district need for improvement.

Evaluation Data Sources: Professional Development Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide teachers and administrators support for acquiring and maintaining educational related certifications to support job responsibilities.</p> <p>Strategy's Expected Result/Impact: District teachers and staff will hold appropriate certifications and licensures</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p> <p>Funding Sources: - 255 Title II, Part A, TPTR</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide staff development district-wide to support instructional improvement for all students.</p> <p>Strategy's Expected Result/Impact: Support instruction and learning by improving staff job performance through training.</p> <p>Staff Responsible for Monitoring: Superintendent; Assistant Superintendent</p> <p>Funding Sources: Money for professional development training - 255 Title II, Part A, TPTR</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training for CTE staff.</p> <p>Strategy's Expected Result/Impact: Improve CTE staff job performance</p> <p>Staff Responsible for Monitoring: High School campus principal; Director of Curriculum</p> <p>Funding Sources: Training and professional development for CTE teachers - 244 Perkins Career & Technical Ed (CTE)</p>	Formative		
	Dec	May	Aug





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide ongoing support to campus administrators and teachers in data analysis and making timely instructional adjustments for all student groups including Special Education, Emergent Bilingual, At-Risk, and struggling students.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Continuous Improvement Facilitator, Special Programs Coordinator, Campus Principals, Instructional Coaches. Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Smithville ISD will partner with Region 13/Texas Instructional Leadership in Observation Feedback Cycles, whereas all levels of teacher, instructional coach, and administrators receive coaching and feedback to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Curriculum, Campus Administrators, Instructional Coaches, Continuous Improvement Facilitator, Special Programs Coordinator</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Campuses will utilize instructional coaches that engage in coaching cycles to improve instruction over time.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Curriculum, Campus Principals</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Campuses will engage in curriculum mapping and professional development from outside entities/consultants to identify and adjust priority TEKS based on data.</p> <p>Funding Sources: - 255 Title II, Part A, TPTR, - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
			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: Develop a district and campus 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>Strategy 1: Each campus will create a MTSS team which will meet monthly to review academic data, discipline data, and attendance data and create intervention plans for students at Tier II and Tier III.</p> <p>Strategy's Expected Result/Impact: Improve student performance in all areas.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Curriculum, Director of Special Education, Special Programs Coordinator.</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1, 2 - Student Learning 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing training and support to all staff on the use of TBSI strategies.</p> <p>Strategy's Expected Result/Impact: Increased preparedness for critical situations with students.</p> <p>Staff Responsible for Monitoring: Special Education Director; Special Programs Coordinator</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special education students will receive ongoing support for instruction and services through contractors, consultants, and district employees.</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Special Education, Special Education Support Staff, Campus Administrators</p> <p>Results Driven Accountability</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 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:** Consistent implementation of the curriculum and monitoring of student learning.

Student Learning





Problem Statement 1: In all tested subjects, the majority of students are not attaining the 'meets' grade level standards. **Root Cause:** Consistent implementation of the curriculum at grade level standards.

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:** Consistent implementation of the curriculum and monitoring of student learning.

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) will participate in the New Teacher Academy prior to the 23-24 school year.





Evaluation Data Sources: New Teacher Academy Rosters, Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identified teachers will participate in induction program prior to the beginning of the 2023-2024 school year and work with mentors throughout the year.</p> <p>Strategy's Expected Result/Impact: Prepare new teachers for all aspects of teaching role</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Curriculum, Campus Administration</p> <p>Funding Sources: - 255 Title II, Part A, TPTR</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coordinate with campus on professional learning and supports needed to be successful in the classroom.</p> <p>Strategy's Expected Result/Impact: Coordinate new campus teachers professional development needs with campus PD plans</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Curriculum, Campus Administration</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Staff Responsible for Monitoring: Superintendent, Director of Curriculum, Campus Principals</p> <p>Funding Sources: - 255 Title II, Part A, TPTR</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 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		
Strategy 1: The district will provide instructional tools and training to teachers to support the delivery of quality instruction through the use of current technologies. Strategy's Expected Result/Impact: Appropriate use of instructional technology by teachers Staff Responsible for Monitoring: Campus Principals; Assistant Superintendent, Director of Curriculum, Instructional Coach	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to review, train and implement emergency operation procedures, specifically the Standard Response Protocol, with all staff members to ensure that staff knows proper procedures to follow during emergency situations including the use of the district system (Thrillshare) for emergency communications. Strategy's Expected Result/Impact: School staff and students know how to respond to emergency situations. Staff Responsible for Monitoring: Assistant Superintendent; Campus Principals	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development opportunities and student training, including the required safety trainings, trauma informed practices, mental health, dating violence, human trafficking, child abuse, bullying and other state and Federal required trainings. Strategy's Expected Result/Impact: Meet all state and Federal requirements for standard safety training Staff Responsible for Monitoring: Assistant Superintendant	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 1: The district will provide a safe and educationally effective environment for students and staff.

Performance Objective 5: Staff will have access to high quality instructional support funded through local, state, and federal funds.

Evaluation Data Sources: Staff surveys and assessment data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff access to supplemental instructional software in order to increase planning time for high quality instruction. Strategy's Expected Result/Impact: Increased instructional planning time Staff Responsible for Monitoring: Campus principals & Director of Curriculum and Instruction Funding Sources: IReady, Grade Cam, Character Strong, etc - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SISD will utilize title funds for staff such as instructional coaches, teacher mentors, and support staff to support the learning of students. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Director Curriculum, Principals</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students and staff will have access to IReady in grades K-8 and Study Island in 9-12 to address gaps in academic performance and acceleration of learning. Strategy's Expected Result/Impact: Ongoing teacher monitoring of student progress Staff Responsible for Monitoring: Director of Curriculum, Campus Principals, Instructional Coaches Problem Statements: Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will receive support through ESC Region 13 and other approved entities in high areas of need to improve student performance PreK-12. Strategy's Expected Result/Impact: Teacher learning and development results in student learning and development. Staff Responsible for Monitoring: Superintendent, CFO, Director of Curriculum, Principals, Assistant Principals Funding Sources: - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
			N/A

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SISD will utilize Title IV funds to support students in receiving a well round education through activities such as fine arts and field trips.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to a variety of learning environments and contexts that will increase their background knowledge resulting in improved academic achievement.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Campus Principals</p> <p>Funding Sources: - 265 Title IV, Part A</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students placed in the DAEP will have access to certified teachers and counseling support through out the duration of placement. Students will have a reintegration plan back to campus and ongoing support from the counseling staff.</p> <p>Strategy's Expected Result/Impact: Fewer DAEP Placements</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Administration, DAEP Staff, Campus Counselors</p> <p>Funding Sources: - 199-PIC 28 SCE, DAEP</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students who are McKinney Vento will be supported through access to resources and support from ESC Region 13.</p> <p>Strategy's Expected Result/Impact: As these students are the most vulnerable, they need additional support to be successful.</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator, Director of Curriculum, Campus Administration, Campus Counselors</p>	Formative		
	Dec	May	Aug
			N/A
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: In all tested subjects, the majority of students are not attaining the 'meets' grade level standards. Root Cause: Consistent implementation of the curriculum at grade level standards.</p>

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

Performance Objective 6: 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.





Evaluation Data Sources: Fitness Gram
Participation in CATCH activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Character Education programs at each campus. Trauma-informed board policy; CATCH campus activities; Character Education campus activities	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 7: Employees will participate in targeted professional development to address learning gaps, best practices in teaching, Special Education students, Emergent Bilingual students, and At-Risk students.

Evaluation Data Sources: Climate Surveys, Sign In sheets, Closing the Gaps Reporting

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will engage in professional development in Cultural Proficiency and appropriate strategies to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Staff will understand the diverse student population and appropriate strategies for teaching all students.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Special Programs Coordinator, Campus Administration, Instructional Coaches</p> <p>Equity Plan</p>	Formative		
	Dec	May	Aug
<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 8: SISD will participate in the Title IV Part A program. Program Objective Includes: Provide all students access to a well-rounded education. Outcomes of Title IV participation include-students having a variety of well-rounded experiences through fine arts community events, and improve overall school climate.

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

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

Performance Objective 9: 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.

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

Performance Objective 10: 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.





Evaluation Data Sources: Student Growth Data
Application Approval

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

Performance Objective 1: Obtain an accountability rating of B or better at the district level and at each campus

High Priority





Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District, campus administration, and teachers will participate in Texas Instructional Leadership Initiative to improve student performance using data driven instructional methodologies.</p> <p>Staff Responsible for Monitoring: Campus Principals, Superintendent, Director of Curriculum</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses will analyze and disaggregate state and local accountability data in Math, Eng. Lang. Arts, Science, Social Studies to develop a plan for instructional needs.</p> <p>Strategy's Expected Result/Impact: Allows for targeted planning to address areas of low performance</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus RtI Committees will address the needs of at-risk students and determine specific interventions needed prior to consideration of special education referral.</p> <p>Strategy's Expected Result/Impact: Identify students who are struggling academically and provide needed support</p> <p>Staff Responsible for Monitoring: Campus Principals; Campus Counselors; Campus Teachers; Special Programs Coordinator</p>	Formative		
	Dec	May	Aug
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Each campus will meet Federal Accountability targets in Domain III.</p> <p>Strategy's Expected Result/Impact: Student growth between grade levels</p> <p>Staff Responsible for Monitoring: Campus Principals; Campus Counselors; Campus Teachers; Special Programs Coordinator, Director of Special Education</p>	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure 80% or more of students attain the approaches level on STAAR/EOC math and reading assessments





Evaluation Data Sources: STAAR/EOC results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Employ reading and math interventionists to provide individualized instruction for students in identified areas of need.</p> <p>Strategy's Expected Result/Impact: Improve student performance through individualized and small group intervention</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Salary for reading and math interventionists - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Ensure 60% or more of students attain the meets level on STAAR/EOC math and reading assessments.

Evaluation Data Sources: STAAR/EOC results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain technology and updated software for elementary and secondary students to individualize instruction aligned to individual needs and promote on-time graduation.</p> <p>Strategy's Expected Result/Impact: Allow for individualized instruction for students in targeted areas</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
<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 4: Close achievement gaps to no greater than 10% percentage points for all subpopulations in comparison to the all student groups.

High Priority

Evaluation Data Sources: STAAR/EOC results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campuses will evaluate the effectiveness of their benchmark testing as it aligns with the TEKS, STAAR results and compare the results of each demographic group specifically Special Education and Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Provide clear awareness of where performance gaps exist</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Results Driven Accountability</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: To ensure that at-risk students are served and given an early intervention, the district has a MOU with a local ECI "PRIDE" to evaluate and identify students by their 3rd birthday. (Child Find)</p> <p>Strategy's Expected Result/Impact: Provide early intervention to at-risk students</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator; Brown Primary Campus Principal</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide and support after school program.</p> <p>Strategy's Expected Result/Impact: Provide academic intervention to At-Risk elementary students</p> <p>Staff Responsible for Monitoring: After School Coordinator</p>	Formative		
	Dec	May	Aug
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, and make recommendations for classroom interventions.</p> <p>Strategy's Expected Result/Impact: Improve academic performance for English Language Learners</p> <p>Staff Responsible for Monitoring: Campus Principals; ESL certified teachers; Assistant Superintendent</p>	Formative		
	Dec	May	Aug

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Emergent Bilingual Learners will receive language/reading and writing instruction from certified ESL teachers, "sheltered instruction" trained core teachers and other trained professionals.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for English Language Learners</p> <p>Staff Responsible for Monitoring: Campus Principals; Assistant Superintendent</p> <p>Results Driven Accountability</p>	Formative		
	Dec	May	Aug
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Migrant students academic progress is reported to ESC Region XIII migrant coordinator and Priority For Service plans are developed as required.</p> <p>Strategy's Expected Result/Impact: Provide academic and material support for migrant students and families</p> <p>Staff Responsible for Monitoring: Director of Curriculum; Region 13 Migrant Program staff</p>	Formative		
	Dec	May	Aug
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The Migrant Recruiter/Coordinator will assist migrant students and parents with academics, school supplies, medical and dental appointment arrangements, etc.</p> <p>Strategy's Expected Result/Impact: Provide academic and material support for migrant students and families</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Special Programs Coordinator, Region 13 Migrant Program staff</p>	Formative		
	Dec	May	Aug
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Campus counselors will help with identification of students and needed services.</p> <p>Strategy's Expected Result/Impact: Support Homeless students</p> <p>Staff Responsible for Monitoring: Director of Curriculum</p> <p>Funding Sources: Supplies & Transportation - 211 Title I, Part A</p>	Formative		
	Dec	May	Aug
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Gifted and Talented students will be challenged in all academic areas and expected to earn advanced level performance on the STAAR test in areas of their strength.</p> <p>Strategy's Expected Result/Impact: Provide enriching educational opportunities for Gifted & Talented students</p> <p>Staff Responsible for Monitoring: GT Teachers; Campus Principals; Assistant Superintendent</p>	Formative		
	Dec	May	Aug
<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 5: 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>Strategy 1: Student guidance staff will develop personal (4 year) graduation plans and post-secondary goals for each student in accordance with state graduation requirements</p> <p>Strategy's Expected Result/Impact: Coordinated plan to achieve post-secondary goals</p> <p>Staff Responsible for Monitoring: Campus Counselors</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Notify students in 6th-12th grade of the admission and financial aid opportunities for attending higher education.</p> <p>Strategy's Expected Result/Impact: Awareness of financial aid opportunities to support post-secondary goals</p> <p>Staff Responsible for Monitoring: Campus Counselors</p>	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Inform 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>Strategy's Expected Result/Impact: Awareness of automatic admission program for state universities and program standards</p> <p>Staff Responsible for Monitoring: Campus Counselors</p>	Formative		
	Dec	May	Aug
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct Career focus events to increase the communication, career planning and parent involvement in Career and Technology across campuses.</p> <p>Strategy's Expected Result/Impact: Improve student awareness of post-secondary career opportunities</p> <p>Staff Responsible for Monitoring: Director of Curriculum; High School Campus Principal</p>	Formative		
	Dec	May	Aug

Strategy 5 Details	Formative Reviews		
Strategy 5: Contract with Region 13 to provide training and support for CTE pathways. Strategy's Expected Result/Impact: Improve CTE program performance Staff Responsible for Monitoring: High School campus principal; Director of State & Federal Programs Funding Sources: Region 13 CTE & CCMR support services - 244 Perkins Career & Technical Ed (CTE)	Formative		
	Dec	May	Aug
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide industry standard CTE programs and pathways. Strategy's Expected Result/Impact: Prepare students for high-need and high-wage careers after high school Staff Responsible for Monitoring: CTE teachers; High School campus principal; Director of Curriculum Funding Sources: - 244 Perkins Career & Technical Ed (CTE)	Formative		
	Dec	May	Aug
Strategy 7 Details	Formative Reviews		
Strategy 7: Smithville High School students will participate in College Bridge to prepare for TSI and CCMR markers through English IV and Tiger Time. Strategy's Expected Result/Impact: College and Career Readiness Staff Responsible for Monitoring: Superintendent, Director of Curriculum, High School Principal	Formative		
	Dec	May	Aug
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





Evaluation Data Sources: Emergent Bilingual exit rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, and make recommendations for classroom interventions.</p> <p>Strategy's Expected Result/Impact: Improve academic performance for Emergent Bilingual students.</p> <p>Staff Responsible for Monitoring: Campus LPAC committees; Campus Principal; Assistant Superintendent</p> <p>Results Driven Accountability</p>	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Emergent Bilingual students will receive language/reading and writing instruction from certified ESL teachers, "sheltered instruction" trained core teachers and other trained professionals.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for English Language Learners</p> <p>Staff Responsible for Monitoring: Campus Principals; ESL teachers; Assistant Superintendent</p>	Formative		
	Dec	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 7: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 49% to 53%.





HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: The percentage of prekindergarten students that are proficient at identifying (naming) uppercase and lowercase letters on the End of Year assessment will increase by 5%.	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: The percentage of prekindergarten students that are proficient at identifying uppercase and lowercase letter sounds on the EOY assessment will increase by 5%.	Formative		
	Dec	May	Aug
Strategy 3 Details	Formative Reviews		
Strategy 3: The percentage of kindergarten and 2nd grade students that score on or above benchmark in foundational skills on the EOY literacy assessments will increase by 10%.	Formative		
	Dec	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 8: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Math from 43% to 46%

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: The percentage of prekindergarten students that are proficient at counting sets on the EOY Math assessment will increase by 10%.	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: The percentage of prekindergarten students that score on grade level or above on numeracy on the EOY Math assessment will increase by 10%.	Formative		
	Dec	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 9: Special Education students will meet federal accountability standards in Domain 3 for reading and math.

High Priority

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

Performance Objective 10: PreK students will exceed the Texas standards for readiness.





HB3 Goal

Evaluation Data Sources: Gold, MCLAS, IReady

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)





Evaluation Data Sources: DSBDM meeting agendas and minutes

Strategy 1 Details	Formative Reviews		
Strategy 1: Organize membership, schedule and publish meeting dates to DSBM team in early Fall. Strategy's Expected Result/Impact: DSBDM meetings will be conducted according to published schedule Staff Responsible for Monitoring: Superintendent	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: The District and Campuses will plan and maintain Parent and Family Engagement Plans to ensure effective communication with parents and community. Staff Responsible for Monitoring: Superintendent, Dir. of Curriculum, Communications, Campus Principals	Formative		
	Dec	May	Aug
 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 2: Provide and conduct a minimum of two surveys per year





Evaluation Data Sources: Survey results

Strategy 1 Details	Formative Reviews		
Strategy 1: Create and disseminate surveys to parents and families in the Fall 2023 and Spring 2024 Strategy's Expected Result/Impact: Obtain feedback from parents and students on school programing and performance Staff Responsible for Monitoring: Superintendent	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Disseminate survey to parents and community regarding calendar input. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent	Formative		
	Dec	May	Aug
 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		
Strategy 1: Verify and complete membership, create agendas, post meetings in accordance to TOMA and conduct regular SHAC meetings Strategy's Expected Result/Impact: SHAC meetings will occur according to schedule Staff Responsible for Monitoring: Director of Nursing; Director of State & Federal Programs	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 monthly newsletter (Tiger Insider)





Evaluation Data Sources: Tiger Insider newsletters

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





Evaluation Data Sources: Family Engagement Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule and conduct a family engagement plan review as part of the District Needs Assessment. Strategy's Expected Result/Impact: Develop revised Family Engagement Plan on a yearly basis Staff Responsible for Monitoring: Superintendent, Director of Curriculum, Campus Principals, District Site Based Team	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide funding to support the Family Engagement Plan as Part of Title I Part A. Strategy's Expected Result/Impact: Support Family Engagement Staff Responsible for Monitoring: District Communications Officer	Formative		
	Dec	May	Aug
 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 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		
Strategy 1: Identify and conduct all federally and state mandated public meeting and public hearing requirements Strategy's Expected Result/Impact: Meet public hearing requirements Staff Responsible for Monitoring: Director of State & Federal Programs	Formative		
	Dec	May	Aug
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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		
Strategy 1: Ensure yearly subscription renewal of Thrillshare/Rooms, Peach Jar, Apptegy, Smithville ISD App for primary communication tools. Strategy's Expected Result/Impact: Effective communication of SISD information to the community Staff Responsible for Monitoring: District Communications Officer	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate information to the SISD community in a professional and timely manner through a variety of communication channels. Strategy's Expected Result/Impact: Effective communication of SISD information to the community Staff Responsible for Monitoring: District Communications Officer	Formative		
	Dec	May	Aug
 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 8: Conduct student recognitions each grade reporting period for each campus





Evaluation Data Sources: Student recognitions

Strategy 1 Details	Formative Reviews		
Strategy 1: Each campus will select and submit to Board their "students of the nine-weeks" Strategy's Expected Result/Impact: Recognition of student achievement Staff Responsible for Monitoring: Secondary Campus Principals; Superintendent	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Elementary students will read Character Education essays at regular school board meetings. Strategy's Expected Result/Impact: Recognition of students Staff Responsible for Monitoring: Elementary Campus Principal; Superintendent	Formative		
	Dec	May	Aug
 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		
Strategy 1: District will provide monthly financial updates to the Board to help ensure financial responsibility. Strategy's Expected Result/Impact: SISD School Board will have a clear understanding of district finances Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	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		
Strategy 1: The district attendance officer will coordinate attendance improvement efforts Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: District Attendance Officer; Superintendent, Campus Principals	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus principals, counselors, and registrars will coordinate to ensure all PEIMS data is entered correctly for At-Risk students. Strategy's Expected Result/Impact: Ensuring all students are being progress monitored. Staff Responsible for Monitoring: Director of Curriculum, Superintendent, Campus Principals	Formative		
	Dec	May	Aug
 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		
Strategy 1: Provide teacher retention stipends Strategy's Expected Result/Impact: Encourage retention rates for SISD staff Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide support and mentoring for new teachers while developing a mentoring program criteria for the upcoming 23-24 school year. Strategy's Expected Result/Impact: Increased retention of new teachers Staff Responsible for Monitoring: Director of Curriculum, Assistant Superintendent; Superintendent	Formative		
	Dec	May	Aug
 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		
Strategy 1: Provide annual overview of all district and campus improvement plans to the school board. Strategy's Expected Result/Impact: SISD School Board awareness of district and campus improvement plans Staff Responsible for Monitoring: Director of Curriculum; Campus Principals	Formative		
	Dec	May	Aug
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide mid-year status report of all district and campus improvement plans to school board. Strategy's Expected Result/Impact: SISD School Board awareness of district and campus improvement plan's implementation status Staff Responsible for Monitoring: Director of Curriculum; Campus Principals	Formative		
	Dec	May	Aug
 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 for all student groups including Special Education, Emergent Bilingual, At-Risk, and struggling students.
1	2	3	Special education students will receive ongoing support for instruction and services through contractors, consultants, and district employees.
2	2	1	Employ reading and math interventionists to provide individualized instruction for students in identified areas of need.
2	4	1	Campuses will evaluate the effectiveness of their benchmark testing as it aligns with the TEKS, STAAR results and compare the results of each demographic group specifically Special Education and Emergent Bilingual students.
2	4	5	Emergent Bilingual Learners will receive language/reading and writing instruction from certified ESL teachers, "sheltered instruction" trained core teachers and other trained professionals.
2	6	1	Campus LPACs will review results of STAAR, benchmark testing across four subject areas, and TELPAS, and make recommendations for classroom 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 subpopulations. 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 subpopulations of EB, Sped, AA, Hisp, 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	6			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	5	1	IReady, Grade Cam, Character Strong, etc		\$0.00
1	5	4			\$0.00
2	2	1	Salary for reading and math interventionists		\$0.00
2	3	1			\$0.00
2	4	8	Supplies & Transportation		\$0.00
Sub-Total					\$0.00
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	5	5	Region 13 CTE & CCMR support services		\$0.00
2	5	6			\$0.00
Sub-Total					\$0.00
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	7			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00

265 Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5			\$0.00
Sub-Total					\$0.00

Addendums

**Smithville ISD 22/23 Budget
Title I Personnel Costs (Fund 211)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Brown										
	Instructional Coach	0.5								
		0.5								
									Subtotal	\$37,088.14
Elem.										
	Instructional Coach	0.5								
	Reading Specialist	0.935								
	Reading Specialist	0.609								
		1.544								
									Subtotal	\$129,447.37
JH										
	Instructional Coach	0.5								
		0.5								
										\$39,149.98
HS										
	Instructional Coach	0.5								
		0.5								
									Subtotal	\$31,849.19
		3.044							\$237,534.68	Total

**Smithville ISD 22/23 Budget
ESF Personnel Costs (Fund 211)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Elem.										
	Instructional Coach	1								
		1								
									Subtotal	\$64,924.59
JH										
	Instructional Coach	0.5								
		0.5								
									Subtotal	\$39,149.98
		1.5							\$104,074.57	Total

**Smithville ISD 22/23 Budget
IDEA-B (Preschool) Personnel Costs (Fund 225)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Brown	ECSE Teacher	0.13								
		0.13								
									Subtotal	\$8,078.71
		0.13							\$8,078.71	Total

**Smithville ISD 22/23 Budget
Title II Personnel Costs (Fund 255)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Elem	Classroom Reduction	0.92								
		0.92								

										Subtotal	\$0.00
		0.92								\$0.00	Total

**Smithville ISD 22/23 Budget
Texas 21st Century Personnel Costs (Fund 265)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
CO	Site Coordinator	0.883								
		0.883								
									Subtotal	\$60,172.85
		0.883							\$60,172.85	Total

**Smithville ISD 22/23 Budget
USDE ESSER III ARP Personnel Costs (Fund 282)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
BP	Instructional Teacher	1								
		1								
									Subtotal	\$74,411.35
Elem	Instructional Teacher	1								
	Instructional Teacher	1								
	Math Intervention Teach	1								
		3								
									Subtotal	\$207,225.80
HS	Instructional Coach	0.5								
		0.5								
									Subtotal	\$31,849.19
		4.5							\$313,486.34	Total

**Smithville ISD 22/23 Budget
Gifted and Talented (Program Intent 21)**

Campus	Position	FTE	Salary	HS Allotment	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
BP										
		0								
									Subtotal	\$0.00
EL	GT Teacher	0.144								
		0.144								
									Subtotal	\$10,621.78
JH	GT Teacher	0.075								
	GT Teacher	0.075								
		0.15								
									Subtotal	\$9,172.83
HS										
		0								
									Subtotal	\$0.00
		0.294							\$19,794.61	Total

**Smithville ISD 22/23 Budget
Career & Technology Personnel Costs (Program Intent 22)**

Campus	Position	FTE	Salary	Career and Tech.	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
HS	Vocational Computers	1								
	Vocational DE	0.777								
	Vocational Homemaking	1								
	Vocational Agriculture	1								
	Vocational Construction	0.914								
	Vocational Agriculture	1								
	Vocational Health	0.889								
		5.58								
									Subtotal	\$433,979.53
		5.58							\$433,979.53	Total

**Smithville ISD 22/23 Budget
Special Ed Personnel Costs (Program Intent 23)**

Campus	Position	FTE	Salary	Special Ed Portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Brown	Inclusion Aide	1								
	Inclusion Aide	1								
		2								
									Subtotal	\$60,228.75
Elem.	SC/Behavior Teacher	1								
	Res/Inclusion Teacher	0.87								
	Res/Inclusion Teacher	0.805								
	Inclusion Teacher	0.065								
	Inclusion Teacher	0.065								
	Sped Teacher	0.933								
	Res/Inclusion Teacher	0.924								
	SC/Life Skills Teacher	1								
	Inclusion Aide	1								
	Behavior Support Aide	0.5								
	SC/Behavior Aide	1								
	Inclusion Aide	0.043								
	Inclusion Aide	1								
	Life Skills Aide	0.185								
Inclusion Aide	0.13									
Life Skills Aide	1									

	Inclusion Aide	1							
	Life Skills Aide	1							
	Inclusion Aide	1							
	Inclusion Aide	1							
	Life Skills Aide	1							
	Inclusion Aide	1							
		16.52							
								Subtotal	\$609,704.07
JH	Inclusion Teacher	0.221							
	Resource Teacher	0.219							
	Inclusion Teacher	0.687							
	Sped Teacher	0.25							
	SC/Life Skills Teacher	1							
	SC/Behavior Teacher	0.871							
	Inclusion Teacher	0.238							
	SC/Life Skills Teacher	1							
	SC/Behavior Aide	1							
	Inclusion Aide	0.925							
	SC/Life Skills Aide	1							
	SC/Life Skills Aide	1							
	Behavior Skills Aide	1							
	SC/Life Skills Aide	1							
	Inclusion Aide	0.925							
	Inclusion Aide	0.925							
	Life Skills Aide	1							
	Inclusion Aide	1							
		14.26							
								Subtotal	\$532,376.77
HS									
	Inclusion Teacher	0.445							
	Resource/Inclusion Tea	1							
	Sped Teacher	0.25							
	Sped Teacher	0.691							
	SC/Life Skills Teacher	1							
	Resource Teacher	0.31							
	Behavior/Inclusion Teac	0.665							
	Inclusion Teacher	0.803							
	SC/Life Skills Aide	1							
	Inclusion Aide	0.914							
	SC/Life Skills Aide	1							
	Inclusion Aide	0.914							
		8.992						Subtotal	\$418,591.71
C/O									
	Special Programs Coord	0.75							
	Special Programs Secr	1							
		1.75							
								Subtotal	\$111,399.64
		43.52						\$1,732,300.94	Total

	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.1							
	Intervention Teacher	0.078							
	Intervention Teacher	0.1							
	Intervention Teacher	0.1							
	Intervention Aide	0.935							
	Intervention Aide	1							
	Intervention Counselor	0.2							
	Intervention Counselor	0.2							
		4.961							
								Subtotal	\$228,005.66
JH									
	Intervention Teacher	0.075							
	Intervention Teacher	0.075							
	Intervention Teacher	0.313							
	Intervention Teacher	0.075							
	Intervention Teacher	0.075							
	Intervention Teacher	0.075							
	Intervention Teacher	0.075							
	Intervention Teacher	0.075							
	Intervention Teacher	0.075							
	Intervention Teacher	0.816							
	Intervention Teacher	0.075							
	Counselor	0.2							
		1.929							
								Subtotal	\$129,660.45

	ECSE Teacher	0.333								
	ECSE Aide	1								
	ECSE Aide	1								
	ECSE Aide	0.333								
		3.536								
									Subtotal	\$145,022.45
		3.536							\$145,022.45	Total

**Smithville ISD 22/23 Budget
Early Education Allotment Personnel Costs (Program Intent 36)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Brown										
	Pre-K Teacher	0.5								
	Pre-K Teacher	0.333								
	Pre-K Teacher	0.5								
	Pre-K Aide	0.333								
	Pre-K Aide	0.5								
	Pre-K Aide	0.5								
		2.166								
									Subtotal	\$111,262.91
		2.166							\$111,262.91	Total

**Smithville ISD 22/23 Budget
Dyslexia Personnel Costs (Program Intent 37)**

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Elem										
	Dyslexia Teacher	0.065								
	Dyslexia Teacher	0.391								
		0.456								
									Subtotal	\$27,591.54
JH										
	Dyslexia Teacher	0.443								
	Dyslexia Teacher	0.075								
		0.518								
									Subtotal	\$35,601.37
		0.974							\$63,192.91	Total

Smithville ISD 22/23 Budget
College, Career, and Military Readiness Personnel Costs (Program Intent 38)

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
HS										
	On-Ramps Teacher	0.333								
	On-Ramps Teacher	0.221								
	CCMR Counselor	0.2								
		0.754								
									Subtotal	\$54,831.48
		0.754							\$54,831.48	Total

Smithville ISD 22/23 Budget
Dyslexia Special Education Personnel Costs (Program Intent 43)

Campus	Position	FTE	Salary	Title portion	Medi-6141	Health-6142	W/C-6143	TRS-6146	Total	Notes
Elem										
	Dyslexia Sped Teacher	0.13								
	Dyslexia Sped Teacher	0.195								
	Dyslexia Sped Teacher	0.067								
	Dyslexia Sped Teacher	0.076								
		0.468								
									Subtotal	\$29,407.99
HS										
	Dyslexia Sped Teacher	0.223		\$11,953.91						
		0.223		\$11,953.91	\$165.68	\$1,071.90	\$45.90	\$448.93		
									Subtotal	\$13,686.32
		0.691							\$43,094.31	Total

Priority for Service (PFS) Action Plan for Migratory Students-Shared Service Arrangement District

As part of 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 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 Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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 of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s 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.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.



School District:

Region: ESC Region 13, Migrant Shared Service Arrangement

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

Filled Out By:

Marden Gonzalez

Date:

September 16, 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan 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., Bilingual, ESL, economically disadvantage).

Goals(s): To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.	Objective(s): Region 13 MEP and the Shared Service Arrangement (SSA) contact will assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<p>Monitor the progress of MEP students who are on PFS.</p> <ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. Before the first day of school, 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. <p>Additional Activities</p>	<p>September 2022- June 2023</p> <p>August-September 2022</p>	<p>Region 13 MEP Staff</p> <p>Region 13 MEP Staff</p>	<p>NGS PFS Reports</p> <p>PFS Action Plan District</p>
Required Strategies	Timeline	Person(s) Responsible	Documentation
<p>Communicate the progress and determine needs of PFS migratory students.</p> <ul style="list-style-type: none"> During the academic calendar, 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 NGS Priority for Service reports. 	<p>September 2022 – July 2023</p>	<p>Region 13 MEP Staff SSA District Contact</p>	<p>PFS Action Plan NGS PFS Reports PFS Criteria</p>

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	September 2022 -- July 2023	Region 13 MEP Staff	PFS Criteria, Student PFS Progress -Review Forms, Home visits, Parent communication
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	September 2022 -- July 2023	Region 13 MEP Staff	Student Progress Report, Student PFS Progress Review Forms, Home Visits, Phone Call logs, Communication logs
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migratory students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September 2022 -- July 2023	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September 2022 -- July 2023	SSA District Contact Region 13 MEP Staff	NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication, Supplemental Services Form
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September 2022 -- July 2023	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
Additional Activities			
<ul style="list-style-type: none"> 			

ESD Signature 

Date Completed 9/19/22

LEA Signature _____

Date Received _____