

Smithville Independent School District

Smithville Junior High

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1 Student Success

Performance Objective 1 High Priority

Our campus is committed to achieving a state accountability rating of 'B' with a scaled score of 80 by May 2027, while ensuring student success through targeted instruction and support that results in at least 44% of students meeting grade-level expectations in Reading/Language Arts and 47% in Math, as measured by federal accountability standards.

Evaluation Data Source: STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

Strategy 1 Targeted Support Strategy

Implement year long At-Risk Interventions (including HB 1416) during Tiger Time, After school, and Saturdays utilizing I-Ready and other TEA vetted programs.

Strategy's Expected Result/Impact: Increase all tested subject areas short cycle scores.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Participate and implement TIL (Texas Instructional Leadership) Data Driven Instruction by implementing high quality instructional material into the classroom which have well-balanced focused lesson plans and assessments that target the needs of all students and monitor student progress to grow on STAAR.

Strategy's Expected Result/Impact: Student achievement, as a whole and as student groups, will increase.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 3 Results Driven Accountability

Campus administrators will coach teachers during PLC with internalizing material protocol so that STAAR "Meets Expectation" scores meet or exceeds 60%.

Strategy's Expected Result/Impact: Increased learning due to improved teaching performance in the use of data analysis and instructional response to the data

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Campus administrators will utilize Walkthroughs, at least 10 per week, to provide real time feedback to instructional staff so that 60% of students meet expectations on STAAR.

Strategy's Expected Result/Impact: Provide valuable feedback to instructional staff on classroom instruction.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Provide a vertically aligned curriculum and support the alignment through weekly content PLCs so that core instruction increases rigor and 60% of the students meet expectation on STAAR and campus short cycle tests.

Strategy's Expected Result/Impact: Increased student achievement through a vertically aligned curriculum

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 6

Implement practice for TELPAS students during Tiger Time using Summit K12.

Strategy's Expected Result/Impact: Increase student achievement to exit students from the program.

Staff Responsible for Monitoring: Principal, ESL Lead

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Performance Objective 2

By May 2028, the campus will fully implement a Multi-Tiered System of Supports (MTSS) framework focused on whole-child development by:

Establishing a campus MTSS team that meets at least monthly,

Implementing Positive Behavioral Interventions and Supports (PBIS) strategies schoolwide with 90% staff fidelity , and

Conducting quarterly data reviews of discipline, attendance, academic performance, and dropout risk indicators, in order to reduce office discipline referrals by 15%, increase student attendance by 2%, and improve academic proficiency rates by 10% compared to the 2026-2027 school year.

Evaluation Data Source: MTSS/PBIS Committee Presentations, Google Calendar, Discipline Data, Attendance Data, and Dropout Data

Strategy 1

Implement staff and student PBIS committees to improve campus climate and culture.

Strategy's Expected Result/Impact: Increase positive behaviors on campus and decrease office referrals and reflections.

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Review discipline data to promote positive behaviors by rewarding students.

Strategy's Expected Result/Impact: Increase positive behaviors by implementing Tiger Tickets and reward opportunities for students.

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Review At-Risk student data monthly to implement Tier 1, Tier II and Tier III strategies through MTSS team.

Strategy's Expected Result/Impact: Increase of the performance of at-risk students.

Staff Responsible for Monitoring: Principal, AP, Counselor

TEA Priorities: Improve low-performing schools

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Strategy 4

Review campus procedures and expectations through monthly classroom Town-hall meetings.

Strategy's Expected Result/Impact: Increase positive behaviors on campus with recognizing students and staff. Decrease office referrals by adding student reflections for behaviors.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

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Strategy 5

Students within special populations of Special Education, McKinney Vento, and Emergent Bilingual will reduce disciplinary, exclusionary placements by 5% through support provided through MTSS.

Strategy's Expected Result/Impact: Increase the support students receive through multi-tiered support system to decrease placements.

Staff Responsible for Monitoring: AP, Counselor

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Performance Objective 3 High Priority

Campus will actively be working to move closing the gaps Domain III. (identification reason: special education)- All students in all sub populations will be at 44% 'Meets' RLA and 47% at 'Meets' Math by May 2027.

Evaluation Data Source: STAAR Scores, Short Cycle Assessments, I-Ready, Unit Tests, Exit Tickets, Observation Data, Lesson Plans

Strategy 1 Targeted Support Strategy

Train during professional development and PLCs and implement Sheltered Instruction strategies for ESL students in all classes.

Strategy's Expected Result/Impact: ESL student scores will increase through the implementation of ESL strategies.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Monitor student achievement in math and reading for all student groups, including economically disadvantaged, special education and at-risk, and respond with changes in instructional strategy use and practices.

Strategy's Expected Result/Impact: Student achievement in the various student groups will increase as the campus identifies and implements aligned instructional strategies.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Results Driven Accountability

Implement co-teaching instructional strategies and monitor during walks for all special education students in math and reading inclusion settings.

Strategy's Expected Result/Impact: Special Education achievement will increase as measure on state tests.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4

Implement CATCH strategies including Social and Emotional Learning (SEL) and physical education programs to provide for emotionally and physically healthy students

Strategy 1

The teachers will present social emotional lessons during Tiger Time class.

Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting.

Staff Responsible for Monitoring: Principal, AP, Counselor

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

The counselor will provide weekly lesson reminders in newsletter for social emotional material to the teachers.

Strategy's Expected Result/Impact: Give the student experience and opportunities to practice situations of conflict appropriately and in a non-threatening setting.

Staff Responsible for Monitoring: Principal, AP, Counselor

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Coordinate with counselor to implement Bullying Prevention lessons for students and families.

Strategy's Expected Result/Impact: Give students and parents the opportunity to learn more about the effects of bullying, warning signs to look for, and how to help your child if they are involved in a bully situation.

Staff Responsible for Monitoring: Principal, AP, Counselor

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

The counselor is creating groups during lunches to increase positive behaviors.

Strategy's Expected Result/Impact: Give the student experience and opportunities to work through challenges happening on campus and opportunity to work with others in a non-threatening setting.

Staff Responsible for Monitoring: Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5

Increase student engagement opportunities in extra-curricular, enrichment, and transitioning activities.

Evaluation Data Source: Student scores, student participation rates

Strategy 1

Continue to provide support for Project Lead The Way to increase student access to STEAM activities and enrichment/elective options.

Strategy's Expected Result/Impact: Provide additional enrichment/elective option to students.

Staff Responsible for Monitoring: Principal

Funding Sources: Professional Development & Training Modules 211 Title I, Part A,

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Strategy 2 Targeted Support Strategy

Continue to provide GT support through Tiger Time with Destination Imagination and Texas Future Problem Solvers programs.

Strategy's Expected Result/Impact: Provide enrichment option to students.

Staff Responsible for Monitoring: Principal

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Strategy 3

Continue to provide support for Career Exploration to increase student enrichment/elective options.

Strategy's Expected Result/Impact: Provide enrichment option to students.

Staff Responsible for Monitoring: AP

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

100% of the students 6-8 grade will receive explicit instruction on digital literacy and use of technology.

Strategy's Expected Result/Impact: Provide students with an understanding while using technology how to communicate information safely and appropriately.

Staff Responsible for Monitoring: Principal, AP

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Strategy 5

Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year (BOY or EOY).

Strategy's Expected Result/Impact: To ensure a smooth transition to a new campus in order to integrate services.

Staff Responsible for Monitoring: Principal, AP, Counselor

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Goal 2 Staff Satisfaction and Engagement

Performance Objective 1

To strengthen staff engagement and satisfaction in the 26-27 school year, our campus will implement a strategic mentoring program that thoughtfully pairs mentors and mentees on-site, fostering professional relationships through ongoing collaboration, peer observation, and constructive feedback -- all aimed at improving instructional practices and building a supportive campus culture.

Evaluation Data Source: Mentor/mentee surveys

Strategy 1

Principal, Assistant Principal, and Instructional Coach will strategically place mentors & mentees to facilitate support and daily interaction

Strategy's Expected Result/Impact: Rapidly enhance teacher practice and instructional fidelity.

Staff Responsible for Monitoring: Principal, AP, School Improvement Coordinator

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Strategy 2

Structured observation time for mentee and mentors to observe classrooms or mentors observe mentee classroom focusing on specific instructional absolutes, classroom procedures, and routines.

Strategy's Expected Result/Impact: Cultivate instructional capacity and professional expertise among all staff.

Staff Responsible for Monitoring: Principal, AP

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Strategy 3

Mentees and Mentors have regular weekly meetings and instructional coach meets with them

three times a year.

Strategy's Expected Result/Impact: Provide regular support and feedback to mentees.

Staff Responsible for Monitoring: Principal, AP, School Improvement Coordinator

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Performance Objective 2

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 to promote a culture of safety.

Strategy 1

Train all staff/students on safety drills using SRP (Standard Response Protocol).

Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to emergency situations using SRP.

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Train all staff on cybersecurity

Strategy's Expected Result/Impact: Staff and students are knowledgeable on how to react to cybersecurity situations.

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Provide beginning-of-year training for staff on Stop the Bleed, Narcan administration, and CPR to ensure preparedness for medical emergencies.

Strategy's Expected Result/Impact: Equips staff with the knowledge and skills necessary to respond effectively to medical emergencies. This preparedness increases the safety and well-being of students and staff, reduces response time in critical situations, and promotes a culture of health and safety on campus.

Staff Responsible for Monitoring: Nurse & Principal

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Performance Objective 3

At Smithville Junior High School 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 across campus.

Strategy 1

Establish instructional coherence by aligning all professional development and coaching feedback to a teacher-created Instructional "Look-Fors" Document, ensuring consistent instructional expectations that directly reflect the highest-leverage domains of the Teacher Incentive Allotment (TIA) qualifying appraisal rubric.

Strategy's Expected Result/Impact: Involving teachers in creating the "Look-Fors" document and leveraging peer-to-peer mentoring gives them ownership of the campus instructional plan, fostering a culture of trust, shared leadership, and collective responsibility for student outcomes.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

Highlight exemplary instructional practices observed on campus every other week by featuring them in the weekly newsletter.

Strategy's Expected Result/Impact: Creating a culture of fostering growth.

Staff Responsible for Monitoring: Principal, AP

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Strategy 3

We will strategically enhance staff engagement and job satisfaction by implementing a structured teacher morale booster, offering a variety of intentional, non-evaluative activities designed for teacher appreciation, stress reduction, and collaborative fun.

Strategy's Expected Result/Impact: Implementing a structured teacher morale booster positively influences staff engagement, job satisfaction, and overall campus climate. Teachers feel valued, supported, and connected to their colleagues.

Staff Responsible for Monitoring: Principal, AP

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Strategy 4

Conduct mini-coaching sessions with teachers to build an open-door culture and support the implementation of Texas Instructional Leadership (TIL) strategies.

Strategy's Expected Result/Impact: Mini-coaching sessions foster an open, collaborative relationship between instructional leaders and teachers, creating a culture of trust and continuous growth.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 4

To foster a positive campus climate and culture, staff will be engaged in consistent two-way communication through staff surveys each nine weeks.

Evaluation Data Source: Staff surveys every nine weeks

Strategy 1

During the weekly meetings with principal, assistant principal, and counselor share campus updates and collaboratively address concerns from staff to promote a positive school culture.

Strategy's Expected Result/Impact: Improved campus climate and culture

Staff Responsible for Monitoring: Principal, AP, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

Every nine weeks anonymous staff surveys will be used to gather broader input. Feedback from these structures will be reviewed, communicated back to staff, and used to guide decision-making, ensuring staff voices are valued and heard.

Strategy's Expected Result/Impact: The campus will increase staff engagement, ensure that teacher voices are heard, and promote a more positive and collaborative school culture. This process will support data-informed decision-making and improve overall staff satisfaction and investment in school initiatives.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

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Goal 3 Stakeholder Satisfaction and Engagement

Performance Objective 1

Provide regular communication to parents regarding events and opportunities on campus

Evaluation Data Source: District Website, Facebook , Rooms

Strategy 1

Utilize Rooms and District Website to notify parents of events and opportunities on campus.

Strategy's Expected Result/Impact: Get information to parents through multiple medias.

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Every nine weeks provide a newsletter to parents focusing on campus events and information.

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Principal, Registrar

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Performance Objective 2

Provide 2 parent involvement opportunities during the 2026-2027 school year.

Evaluation Data Source: Attendance Sheets, Schedule

Strategy 1

Parent/Counselor Bully Prevention 101 Session

Strategy's Expected Result/Impact: Allow transparency between the school and the community/parents on effects of bullying on students, warning signs to look for, and how to help your child if involved in a bully situation.

Staff Responsible for Monitoring: Counselor, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Meet the Teacher/Open House

Strategy's Expected Result/Impact: Establish face to face communication between parents, teachers, and staff

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3

Gather feedback from parents throughout the school year.

Evaluation Data Source: Surveys

Strategy 1

In the parent newsletter create an online survey and use input from parents during the SBDM meetings to improve the campus.

Strategy's Expected Result/Impact: Gather parent feedback on how the campus can continually improve.

Staff Responsible for Monitoring: Principal, AP

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Goal 4 Financial and Operational Systems

Performance Objective 1

Maintain attendance rate of 95% or more for the 2026-2027 school year.

Evaluation Data Source: Attendance data

Strategy 1

Campus will analyze weekly attendance reports, establish clear attendance expectations for parents, communicating attendance concerns through letters and phone calls. The campus will also create and implement an attendance incentive plan for students.

Strategy's Expected Result/Impact: Improve attendance

Staff Responsible for Monitoring: AP, Registrar

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Strategy 2

Principal, registrars, and counselors will coordinate to ensure all PEIMS data is entered correctly for At-Risk students.

Strategy's Expected Result/Impact: Ensure correct information in PEIMS data

Staff Responsible for Monitoring: Principal, Counselor, Registrar

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