

Smithville Independent School District

Smithville High School

2026-2027 Goals/ Performance Objectives/ Strategies

Table of Contents

Goal 1 : Student Success	3
Goal 2 : Staff Satisfaction and Engagement	12
Goal 3 : Stakeholder Satisfaction and Engagement	13
Goal 4 : Financial and Operational Systems	15

Goal 1 Student Success

Performance Objective 1

By the end of the 2026-2027 school year, Smithville High School will earn an accountability rating of "A" by improving student achievement, closing performance gaps, and increasing graduation rates. This will be achieved through targeted instructional strategies, data-driven interventions, and enhanced student support services, with progress monitored quarterly through campus assessments and state accountability indicators.

Strategy 1 Results Driven Accountability

Smithville HS will engage in TIL and Fundamental 5 strategies in all classrooms to improve student performance.

Staff Responsible for Monitoring: Campus Principal, Director of Curriculum

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

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

Formative Reviews

December

May

August

June

Performance Objective 2

By the end of the 2026-2027 school year, the campus will focus on targeted strategies and intervention to improve math and reading achievement and close performance gaps among student groups including At-Risk, Special Education, EB, and Economically Disadvantaged. Domain III goals: English I - 65%, English II - 65%, English I & II Advanced - 100%, Algebra I - 53%, U.S. History - 75%, and Biology - 80%

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

Strategy 1

Continue the implementation of the short cycle (curriculum based assessment) regimen for core tested courses, Advanced Placement courses, and all non-tested core core courses. Data review meetings will be held the week after short cycle test to review areas of strength and weaknesses and plan for remediation of TEKS not meeting the sixty percent Meets standard.

Strategy's Expected Result/Impact: Increase student success on state testing and advanced placement testing. Increase teacher knowledge of strategies/techniques that can be incorporated into daily planning and interventions.

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December

May

August

June

Strategy 2 Results Driven Accountability

The curriculum department will provide up-to-date training and support for all teachers, to include data review, of all student groups (including Sped, Emergent Bilingual, Eco Dis & At Risk) strategy sharing, and implementation of technology. The curriculum department will support new and veteran teachers in areas of need and, along with administration, will support teacher in implementing the Fundamental 5 with fidelity.

Strategy's Expected Result/Impact: Standardize effective teaching practice across the campus to provide a high quality, and consistent academic atmosphere throughout Smithville High School.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director

Funding Sources: 211 Title I, Part A,

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

December

May

August

June

Strategy 3

CTE staff will attend high quality staff development to align program offerings with industry standards.

Strategy's Expected Result/Impact: Alignment of CTE classes with industry standards. Increase in the number of students completing pathways and receiving IBC's.

Staff Responsible for Monitoring: Principal, Curriculum Director

Funding Sources: 244 Perkins Career & Technical Ed (CTE),

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

December

May

August

June

Strategy 4

High Quality Staff Development will be available to all teachers.

Strategy's Expected Result/Impact: Improved instruction in the classroom

Staff Responsible for Monitoring: Principal

Funding Sources: Professional Development Resources 211 Title I, Part A,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

December

May

August

June

Performance Objective 3

By the end of the 2026-2027 school year, Smithville High School will fully implement Social and Emotional Learning (SEL) and Character Education across all grade levels. The programs will be integrated into the curriculum and school culture through weekly lessons and schoolwide initiatives, resulting in a 10% reduction in behavior referrals, as measured by surveys and discipline data.

Evaluation Data Source: Discipline data

Strategy 1

The high school will offer a Character Strong SEL lessons , weekly, throughout the school year.

Strategy's Expected Result/Impact: Improve student behavior and interactions, student to student, and student to adult.

Staff Responsible for Monitoring: Principal, Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December

May

August

June

Strategy 2

Social Emotional Learning newsletter sent monthly to parents and students through Rooms addressing SEL topic such as Suicide Prevention, Dating Violence, Bullying, Child Abuse, and Trafficking.

Strategy's Expected Result/Impact: Increase awareness of SEL topics, and prevention.

Staff Responsible for Monitoring: Principal, Counselors

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December

May

August

June

Strategy 3

Students transitioning from Smithville Junior High School to Smithville High School will have at least one opportunity per year (BOY or EOY) to ensure a smooth transition to a new campus in order to integrate services provided with Title I.

Strategy's Expected Result/Impact: Effective transition from Junior High to High School.

Staff Responsible for Monitoring: High School Principal, and Junior High Principal.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December

May

August

June

Performance Objective 4

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

Strategy 1

Smithville High School will implement PBIS strategies developed by the PBIS committee, and will meet regularly to review discipline data.

Strategy's Expected Result/Impact: Decrease the number of disciplinary infractions overall and among targeted groups, and increase positive interactions amongst students and teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS committee members.

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

December

May

August

June

Strategy 2

Continue and refine implementation of a campus Multi-Tiered System of Support (MTSS) Team to meet regularly to review individual student academic, discipline, and behavior data.

Strategy's Expected Result/Impact: Ensure all students are making progress

Formative Reviews

December

May

August

June

Performance Objective 5

By the end of the 2026-2027 school year, the campus will allocate ESSA funds and other budget resources to ensure 100% of core classrooms have access to supplemental, high-quality instructional materials--such as Lowman, Kamico, Albert, Alex, and DBQ--to support targeted interventions in math and reading. These materials will be used to close achievement gaps, with a goal of increasing proficiency rates by at least 10% among underserved student groups, as measured by district and state assessments.

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

Strategy 1

Provide College Board's-Springboard curriculum for English 1-4 teachers, and McGraw-Hill resources for Algebra 1 and Geometry, Algebra 2, and PreCalculus Resources for teachers, to increase rigor and align teaching to TEKS Scope and Sequence. Implement Pre AP scope and sequence and checkpoints for Geometry, Algebra 2, Biology, and Chemistry.

Strategy's Expected Result/Impact: Improve student learning in ELA and Math and Science

Staff Responsible for Monitoring: Campus Principal

English 1-4 Teachers

Algebra 1 and Geometry teachers

Funding Sources: College Board's Springboard curriculum and associated training 211 Title I, Part A,

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December

May

August

June

Strategy 2

Tiger Academy will continue to provide opportunities for students who are at-risk of not graduating to accelerate credit recovery.

Strategy's Expected Result/Impact: Reduce drop-out rate

Staff Responsible for Monitoring: Tiger Academy Staff, HS principal, Director of Curriculum

Funding Sources: Staff salary, online curriculum costs 199-PIC 24 State Comp Ed (SCE), Accelerated Ed,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

December

May

August

June

Strategy 3

Credit Recovery program at Smithville High School will allow students who are behind on their credits to accelerate.

Strategy's Expected Result/Impact: On-time graduation

Staff Responsible for Monitoring: Credit Recovery teacher, HS principal

Funding Sources: Staff salary, online curriculum 199-PIC 24 State Comp Ed (SCE), Accelerated Ed,

Formative Reviews

December

May

August

June

Performance Objective 6

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

Strategy 1

Through implementation of Curriculum Based Assessments at intervals determined through curriculum mapping, Interim Assessments, and PLC meetings, staff will regularly adjust instruction methods and intervention techniques to attain the goal of 85% or more of students attain the approaches level on Algebra and English EOC.

Strategy's Expected Result/Impact: 85% or more students attain the approaches level on EOC exam.

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December	May	August	June
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Performance Objective 7 **High Priority**

By the end of the school year, the campus will increase the percentage of students achieving the Meets Grade Level standard on STAAR/EOC assessments in core subject areas to the following targets: English I - 60%, English II - 65%, English I & II Advanced - 100%, Algebra I - 53%, U.S. History - 75%, and Biology - 80%, through the implementation of high-impact instructional strategies, data-informed intervention plans, and ongoing academic progress monitoring.

Strategy 1

Through the implementation of Curriculum Based Assessments, Interim Assessments, and PLC meetings, staff will regularly adjust instructional methods and intervention techniques to increase the percentage of students who attain the meets level on Algebra and English EOC.

Strategy's Expected Result/Impact: Increase the percentage of students who attain the meets level on Algebra to 48% and English 1 to 53% and English 2 to 60%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director.

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December	May	August	June
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Performance Objective 8 **High Priority**

By the end of the school year, the campus will close achievement gaps between student subpopulations and the all students group to no greater than 10 percentage points on all STAAR/EOC assessments, by

implementing targeted supports, culturally responsive teaching practices, and regular data analysis to drive equitable instruction and interventions.

Evaluation Data Source: Closing the Gaps

Strategy 1

PLC meetings will analyze short-cycle, Interim Assessments, and prior testing for all sub population and develop strategies to increase achievement among all student groups.

Strategy's Expected Result/Impact: Close achievement gaps to no greater than 10%

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Curriculum Director, Teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

December

May

August

June

Performance Objective 9

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

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

Strategy 1

SHS will increase student opportunities to achieve college, career and military readiness by increasing the number of options students have to engage in Dual Credit courses through the addition of McMurry University.

SHS will also ensure that all CTE Pathways lead to Industry Based Certification. SHS will ensure that all students not involved in dual credit, or a CTE Pathway, will be enrolled in the McMurry University's ACAD 1310 (college readiness and Study Skills) class through their English four class at no cost to them.

Strategy's Expected Result/Impact: 95% of SHS seniors will meet the College, Career, and Military Readiness Standard.

Staff Responsible for Monitoring: Principal, Director of Curriculum, Campus Counselors

TEA Priorities: Connect high school to career and college

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

Formative Reviews

December

May

August

June

Performance Objective 10

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

Strategy 1

EB support will take place as a push in strategy. EB specialist will pull students out as student needs dictate.

Strategy's Expected Result/Impact: Increase student knowledge and improve student participation in class as an active learner.

Staff Responsible for Monitoring: Principal, EB Support Teacher

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

December

May

August

June

Strategy 2

Smithville High School will increase the support of Emergent Bilingual (EB) students through a common Tiger Time with bilingual teachers, that will focus on academics and language acquisition skills.

Strategy's Expected Result/Impact: ELL will increase their proficiency in listening, speaking, reading, and writing skills.

Staff Responsible for Monitoring: Principal, ESL teacher,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

December

May

August

June

Goal 2 Staff Satisfaction and Engagement

Performance Objective 1

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

Evaluation Data Source: Training completion rates.

Strategy 1

Train all staff on safety drills using SRP protocols prior to the start of the school year. Train all students on SRP drills during the first week of school. Conduct regular safety drills as required.

Strategy's Expected Result/Impact: Staff and students trained to respond appropriately in the event of an emergency situation.

Staff Responsible for Monitoring: Principal, Assistant Principal.

Formative Reviews

December	May	August	June
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Performance Objective 2

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

Evaluation Data Source: TIA Designation, Student Growth Measures,

Performance Objective 3

By the end of the 2026-2027 school year, 100% of Smithville High School teachers will participate in ongoing, job-embedded coaching opportunities aligned to their instructional needs and content areas--measured through coaching logs and feedback surveys--to strengthen instructional practices and improve student achievement across all grade levels through the Texas Instructional Leadership modules.

Goal 3 Stakeholder Satisfaction and Engagement

Performance Objective 1

By the end of the 2026-2027 school year, the campus will conduct quarterly Campus Site-Based Decision Making (SBDM) meetings with active participation from diverse stakeholder groups, including parents, teachers, staff, and community members. These meetings will provide a transparent platform to discuss campus goals, student performance data, and improvement strategies. The effectiveness of these meetings will be measured by meeting attendance records and stakeholder feedback , with a target of at least 80% of participants reporting satisfaction with communication and opportunities for meaningful engagement.

Strategy 1

SHS will conduct campus site-based decision meeting and will bring forward information from those meeting to the District Site-Based meetings. The committee will look at all aspects of the high school campus.

Strategy's Expected Result/Impact: Provide feedback from campus to the district site-based team.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December	May	August	June
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Performance Objective 2

By the end of the 2026-2027 school year, the campus will administer a minimum of two comprehensive stakeholder surveys, to gather feedback from parents, students, and staff on campus climate, communication effectiveness, academic programs, and overall satisfaction. Survey results will be analyzed and shared with stakeholders during campus meetings, with at least 75% of respondents reporting that their input is valued and contributes to meaningful school improvements.

Performance Objective 3

Smithville High School will increase stakeholder engagement by delivering clear and consistent communication to parents at least once per month from August 2026 to May 2027. Communication will be distributed through multiple platforms (e.g., Rooms, school website, and social media). Effectiveness will be measured through parent feedback surveys in fall and spring, with a goal of at least 85% of parents reporting they feel informed and connected to the school.

Strategy 1

SHS will regularly update the school website and social media pages to keep parents informed and celebrate student and staff success.

Strategy's Expected Result/Impact: Inform parents and create a positive environment for parents, students, and staff.

Staff Responsible for Monitoring: Principal, Counselors, Campus Staff, Directors, Sponsors/Coaches

Formative Reviews

December	May	August	June
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Performance Objective 4

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

Strategy 1

The campus will nominate 2 students of the nine-weeks each nine week grading period. Students will be nominated by their teachers and then will be recognized by the Superintendent and School board at the corresponding school board meeting.

Strategy's Expected Result/Impact: Student recognition, increase in Tiger Pride.

Staff Responsible for Monitoring: Principal, Teachers.

Formative Reviews

December	May	August	June
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Goal 4 Financial and Operational Systems

Performance Objective 1

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

Evaluation Data Source: Attendance rates

Strategy 1

SISD truant officer will do routine follow up check and make parent/guardian contacts on all SHS students with three or more absences.

Strategy's Expected Result/Impact: Increase student attendance, facilitate parent/guardian awareness.

Staff Responsible for Monitoring: Truancy Officer-Letter mail outs, Principal

Formative Reviews

December	May	August	June
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Performance Objective 2

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

Strategy 1

Meet with staff individually a minimum of twice per year to discuss performance and provide support.

Strategy's Expected Result/Impact: Reduce staff turnover and improve performance.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

December

May

August

June

Strategy 2

Provide opportunities for team building and support for all staff. Recognize staff birthdays and major events (i.e. birth of a child, anniversaries, etc.)

Strategy's Expected Result/Impact: Improve staff moral and reduce turnover.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

December

May

August

June

Performance Objective 3

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

Strategy 1

Complete a comprehensive campus needs assessment, through the campus SBDM, yearly.

Strategy's Expected Result/Impact: Focus on, and address, trends in state assessment, climate, and other areas relating to campus improvement.

Staff Responsible for Monitoring: Campus Administration.

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

Formative Reviews

December

May

August

June