Judson Independent School District



Judson Middle School

2025-2026
Goals/
Performance
Objectives/
Strategies

Mission Statement

District Mission

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Campus Mission

Our mission is to provide a safe, positive, and nurturing environment where students are encouraged to become leaders, life-long learners, and productive members of a global society. Our teachers and staff will help Judson Middle School produce excellence by instilling confidence, motivation, and a desire for continuous growth in our students through relationship building, meaningful positive experiences, and the use of engaging rigorous instruction.

Vision

District Vision

Judson ISD is Producing Excellence!

Campus Vision

Judson Middle School is Producing Excellence!

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Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1 High Priority HB3 Goal



To meet the campus goals of 4/3/1 by May 2026, the number of JMS students receiving approaches grade level on the Math STAAR will increase by 4%, the number of JMS students receiving meets grade level on the Math STAAR will increase by 3%, and the number of JMS students receiving masters grade level on the Math STAAR will increase by 1%.

Evaluation Data Source: NWEA MAPP Growth Assessments Data, Interim Assessment Data, STAAR Data

Summative Evaluation: Some progress made toward meeting Performance Objective





Teachers will foster active student engagement while maintaining highly rigorous math instruction though Highly Quality Instructional Materials (HQIMs).

Strategy's Expected Result/Impact: Improvement in math scores on unit assessments, MAPP screeners, and state assessments.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 3

Funding Sources: Instructional materials 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and

Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

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Results Driven Accountability

The Special Education teachers and ESL teacher will provide differentiated instruction and hands-on learning opportunities aligned with STAAR standards in the areas of Math for special education and emergent bilingual students.

Strategy's Expected Result/Impact: Improvement in math scores on unit assessments, MAPP screeners, and state assessments.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Problem Statements: Demographics 1 **Funding Sources:** 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and

Assessments, Lever 5: Effective Instruction

Formative Reviews

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Students will receive additional exposure to Math TEKS as required by the state through before and after school tutoring and Super Saturdays.

Strategy's Expected Result/Impact: Improvement in math scores on unit assessments, MAPP screeners, and state assessments.

Staff Responsible for Monitoring: Administration, Academic Trainer

Problem Statements: Student Learning 1

Funding Sources: 171 State Comp Ed,

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

Special Education students struggle academically across contents and on standardized tests.

Teachers lack highly effective and engaging instructional strategies, differentiated and sheltered instructional methods that meet the needs of diverse student learner. Some teachers are reluctant to change their direct teach and other traditional methods that are hindering effective and engaging Tier 1 instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7th Grade Math STAAR scores in approaches, meets, and masters continue to decrease and the number of do not meets (DNM) continue to increase.

The lack of rigor in Tier 1 instruction, student absences, mental health, apathy, and the need for additional exposure to the TEKS (i.e. additional remediation through tutoring, etc.).

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

Teachers not engaging students from bell-to-bell instruction. Teachers lack strategies with building relationships in order to motivate student success.

Teachers are overwhelmed with teaching responsibilities and struggle with building relationships with students.

Performance Objective 2 High Priority HB3 Goal





To meet the campus goals of 4/3/1 by May 2026, the number of JMS students receiving approaches grade level on the Reading STAAR will increase by 4%, the number of JMS students receiving meets grade level on the Reading STAAR will increase by 3%, and the number of JMS students receiving masters grade level on the Reading STAAR will increase by 1%.

Evaluation Data Source: NWEA MAPP Growth Assessment Data, Interim Assessment Data, STAAR data

Summative Evaluation: Some progress made toward meeting Performance Objective







Results Driven Accountability

JMS students will focus on short constructed and extended constructed responses through the use of multi-genre mentor texts and research-based instructional resources.

Strategy's Expected Result/Impact: Increase in performance on writing tasks

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and

Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October March January May







Special Education and ESL teachers will provide differentiated instruction that focuses on vocabulary development, language usage strategies, language acquisition skills aligned to the RLA TEKS.

Strategy's Expected Result/Impact: Growth in achievement in RLA and TELPAS for special population students.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Instruction

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Strategy 3

Students will receive additional exposure to Reading TEKS as required by the state through before and after school tutoring and Super Saturdays.

Strategy's Expected Result/Impact: Improvement in Reading scores on unit assessments, MAPP screeners, and state assessments.

Staff Responsible for Monitoring: Administration, Academic Trainer

Problem Statements: Demographics 1 Funding Sources: HEB Snacks for Tutoring 171 State Comp Ed, \$500 **Formative Reviews** Some Progress October January March May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

Special Education students struggle academically across contents and on standardized tests.

Teachers lack highly effective and engaging instructional strategies, differentiated and sheltered instructional methods that meet the needs of diverse student learner. Some teachers are reluctant to change their direct teach and other traditional methods that are hindering effective and engaging Tier 1 instruction.

Performance Objective 3 High Priority HB3 Goal





To meet the campus goal of 4/3/1 by May 2026, the number of JMS 8th grade student receiving approaches grade level on the Science/Biology STAAR will increase by 4%, the number of JMS student receiving meets grade level on the Science/Biology STAAR will increase by 3%, and the number of JMS students receiving masters grade level on the Science/Biology STAAR will increase by 1%.

Evaluation Data Source: Assessment scores on unit assessments and STAAR Science/Biology will increase.

Summative Evaluation: Some progress made toward meeting Performance Objective







Results Driven Accountability

Students will increase access to immersive science experiences with more TEKS aligned handson activities including labs to bring real life experiences to the classroom as aligned to state assessments.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and STAAR Science/ Biology will increase.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Instruction

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Strategy 2

Students will receive additional exposure to Science/Biology TEKS as required by the state through before and after school tutoring and Super Saturdays.

Strategy's Expected Result/Impact: Improvement in Science/Biology scores on unit assessments, MAPP screeners, and state assessments.

Staff Responsible for Monitoring: Administration and Academic Trainers

Problem Statements: Student Learning 2

Funding Sources: 171 State Comp Ed,

Formative Reviews

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Root Cause

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

2

Student performance on the Social Studies STAAR exam has significantly decreased during the last three years.

Lack of teachers with experience and exposure to the TEKS, lack of rigor in Tier 1 instruction, student absences, apathy, and the need for additional student exposure to the TEKS.

Performance Objective 4 High Priority HB3 Goal

To meet the campus goal of 4/3/1 by May 2026, the number of JMS 8th grade student receiving approaches grade level on the Social Studies STAAR will increase by 4%, the number of JMS student receiving meets grade level on the Social Studies STAAR will increase by 3%, and the number of JMS students receiving masters grade level on the Social Studies STAAR will increase by 1%.

Evaluation Data Source: Assessment scores on unit assessments and STAAR Social Studies will increase.





Results Driven Accountability

JMS students will receive supplemental instructional material for the development of processing skills and related resources that provide content rich texts to read and respond to in writing.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and STAAR Social Studies will increase.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Instruction

Formative Reviews

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Results Driven Accountability

Special Education and ESL teachers will provide differentiated instruction that focuses on vocabulary development, language usage strategies, interactive discussions aligned to Social Studies TEKS.

Strategy's Expected Result/Impact: Assessment scores on unit assessments and STAAR Social Studies will increase.

Staff Responsible for Monitoring: Administration

Academic Leadership Team

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Instruction

Formative Reviews Some Progress

Strategy 3

October

Students will receive additional exposure to Social Studies TEKS as required by the state through before and after school tutoring and Super Saturdays

Strategy's Expected Result/Impact: Improvement in Social Studies scores on unit assessments and state assessments.

Staff Responsible for Monitoring: Administration and Academic Trainer

January

Problem Statements: Student Learning 2

Funding Sources: 171 State Comp Ed,

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement Root Cause

2

Student performance on the Social Studies STAAR exam has significantly decreased during the last three years.

Lack of teachers with experience and exposure to the TEKS, lack of rigor in Tier 1 instruction, student absences, apathy, and the need for additional student exposure to the TEKS.

Performance Objective 5 High Priority HB3 Goal

By May 2026, JMS teachers will improve Tier I instruction, extension, and remediation through collaborative planning, timely feedback, ad individualized coaching based on classroom walkthroughs.

Evaluation Data Source: TESS Informal and Formal Evaluations District Designed Walk throughs

Summative Evaluation: Some progress made toward meeting Performance Objective

JMS students will enhance their social-emotional wellness by engaging in targeted programs and clubs

that foster self-awareness, emotional regulation, and positive interpersonal skills.

Evaluation Data Source: Increased enrollment and interest in extra-curricular activities on campus by both students and staff.

Summative Evaluation: Some progress made toward meeting Performance Objective





The social worker and guidance counselors will actively participate in relevant conferences and professional development opportunities to strengthen their understanding in social-emotional learning (SEL) strategies.

Strategy's Expected Result/Impact: Positive school climate, improved student support services and increased collaboration between students and their peers and adults.

Staff Responsible for Monitoring: Administration

Counselors Social Worker

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and

math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress

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Performance Objective 7 High Priority HB3 Goal





JMS attendance rate will increase to 96% for the 2025-2026 school year.

Evaluation Data Source: PEIMS, On Data Suite, RaWee K12 Reports, TEA Reports

Summative Evaluation: Some progress made toward meeting Performance Objective





Increase attendance recognitions and incentives to motivate students to attend school.

Strategy's Expected Result/Impact: Increase attendance

Staff Responsible for Monitoring: Administration

Counselors

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress
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Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Performance Objective 1 High Priority HB3 Goal



Ensure effective leadership by implementing a sustainable leadership system while maintaining a low turnover rate of staff members, increasing instructional support, staff development, and ownership of campus decision-making, and building cohesive content departments.

Evaluation Data Source: Surveys

Resignations %

Summative Evaluation: Some progress made toward meeting Performance Objective







Results Driven Accountability

Teachers will be provided with all necessary instructional materials and resources in a timely manner to enhance their teaching experience, increase job satisfaction and support retention efforts.

Strategy's Expected Result/Impact: MOY and EOY Survey

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 4

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Several new DOI teachers were hired and will need to be supported and mentored.

Due to a shortage of teachers in the state, more new teachers are coming into the profession through alternative certification programs, needing additional support in order to be successful their first years of teaching.

Stakeholder Engagement - Serve and market to our families, Goal 3 businesses, and broader community through communication, collaboration and connections

Performance Objective 1 High Priority HB3 Goal



JMS will plan and promote and host a minimum of two strategically designed parents, family and community engagement events per semester each aligned with student achievement goals and inclusive of diverse community needs.

Evaluation Data Source: Sign In sheets

Parent Survey

Summative Evaluation: Some progress made toward meeting Performance Objective





Increase parent involvement on campus by hosting events such as STEM Night, Literacy Night, Math Night, Coffee with the Counselors, Pizza with the Principal, Open House, Cub Camp, etc.

Strategy's Expected Result/Impact: Build positive relationships with parents/guardians and students

Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Academic Trainer, Department Chairs, Social Worker

Funding Sources: 171 State Comp Ed,

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Performance Objective 1 High Priority

By March 2026, ensure that at least 75% of campus and department funds are utilized or encumbered.

Evaluation Data Source: Budget reports from Skyward

Summative Evaluation: Some progress made toward meeting Performance Objective

| Strategy 1 |
|---|
| JMS campus leadership will develop and implement a transparent budgeting process that prioritizes the allocation of at least 75% of state and federal funds to identified programs and services. |
| Strategy's Expected Result/Impact: Effective budgeting and use of funds |
| Staff Responsible for Monitoring: Principal |
| Title I: 2.5.1, 2.5.2, 2.5.3 |
| TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools |
| ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |
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