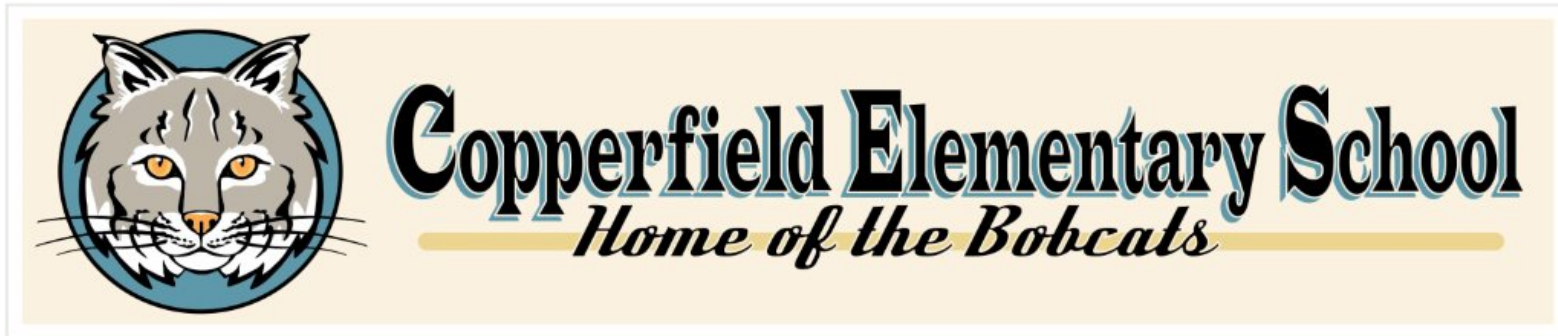


Judson Independent School District
Copperfield Elementary
2022-2023 Campus Improvement Plan



Mission Statement

At Copperfield Elementary, authentic relationships and high expectations foster a love of learning amongst students, staff and community.

Vision

Establishing foundational footprints to success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Goals	18
Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.	19
Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well being.	30
Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, parents/guardians will feel valued, connected, and safe.	31
Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.	34
Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Copperfield Elementary is located in a suburb of San Antonio, an area called Converse. It is across the freeway from Randolph AirForce Base. It is a neighborhood school, serviced by transportation to include 5 bus routes. Parents also enroll students our afterschool programs such as: Kiddie Round Up, Peek-A-Boo Daycare, Gymnastics, Sportsplex, and Adventure Club.

At Copperfield, our students are engaged, inspired and encouraged to do their best daily. Our campus has grades- PK3, PK4 through 5th grade. We look at educating the whole child, and not just the academics. We extend the learning platform for students to include several extracurricular programs afterschool such as:

Anchored 4 Life

Robotics
Chess Club
Safety Patrol

American Sign Language Club

Art Club

Leggo Club

Honor Choir

Track Club with Track Meet

Puzzle Club

Some of the engaging activities that we have through out the

Our special programs align with the needs and desires of our students, parents, and community, for example, Gifted and Talented, ESL, Special Education, Title 1 etc. Some of the engaging activities we have through out the school year are: Bike Rodeo, Fall and Spring Bool Fair, Character Book Parade, Red Ribbon Week, Campus Literacy Day, Campus Science Day, Campus Math Day, WIN Time, Field Day, and STAAR Pep Rally to name a few.

Our stakeholders include community business organizations like Mathnasium, Parents, district personnel, and campus staff. They are included in the planning process as authentic, valuable, contributed partners in the development and implantation of our program and improvement plan.

The Mission Statement for our campus states: At Copperfield Elementary, authentic relationships and high expectations foster a love of learning amongst students, staff and community. We intentionally believe in fostering authentic relationships with our students and staff. Building relationships with our students is vital and key to teaching not only the academics, but ensuring that students are also taught the social emotional skills that will be critical in the 21st century. As a result, the student behavior tends rarely include discipline referrals and suspensions. Teachers and staff communicate concerns regarding student behavior, and it takes a team effort to begin intervention strategies that will help students make progress and grow in a positive manner. We are proactive in intervening early as possible so that discipline issues will not affect students and their learning.

Our mobility rate is 15.7%, which has decreased from 2017 -2018 of 21%. The teacher student ratios and projections for the 2021 -2022 school year are 24:2 for PK 3 and PK 4; 24:1 K through fourth grade; and 28:1 for 5th grade. Over the past several years, our enrollment has steadily increased to approximately 900 students for 2021-2022 school year. The attendance rate is at 98%, with absences averaging 4.8%. The trend over the last 3-years has steadily improved. At Copperfield we take our attendance very serious. When teachers first notice that a student has attendance concerns, we have a committee of staff that meet once a week to discuss how we are going to help the student, and their family, ensure that the student is in attendance. We also discuss the next steps to take in helping the student close the academic gaps that have been created as a result of the attendance issues.

Projected Enrollment September 2022: 847;

Our demographics are as follows:

Asian: .60%

African American: 30%

Hispanic: 46%

White: 16%

Two or More: 7%

The student groups we serve include:

Economically Disadvantaged: 64%

EL: 23 - 3%

Title 1 – 847 – 100%

Dyslexia: 34 – 4%

Bilingual: 0

Special Education: 107 – 12.63%

At-Risk: 516 – 61%

TAG: 21 – 2%

This information differs from the past 3-5 years because the percentages in some of the areas and special populations have decreased.

Based on the data of the needs of each of the groups of students we served, especially those that are at risk of failing or failing, is that due to COVID – 19, they present with several academic deficiencies. In looking at the data the reading deficiencies are present, however, there is more evidence of significance deficiencies in math.

Our staff members include 64% teachers; 23% Instructional Aides; and 8% at the administrative level.

Most of our community and residents, including parents, are two parent families that work outside of the home. The dominant language spoken in the home is English. We do have several diverse families. Many are homeowners and we do have a significant amount of renters. The emergency services nearby include the Converse Fire station. There a recreation center nearby along the 1604 corridor: The Sportsplex.

Demographics Strengths

Campus strengths, we have had an enrollment increase through word of mouth and website community feedback. Many that enroll have expressed that they like the "warm welcome and feeling" they receive once they walk into our building. They compliment our staff (front office and their child's teachers) for caring for their child and helping them as parents.

Student Learning

Student Learning Summary

Student Scores - May 2022 STAAR Grade 3 Mathematics EOC Preliminary

	May 2022 STAAR Grade 3 Mathematics EOC Preliminary			
	Total Students	Scale Score	Approaches	Meets or Exceeds Standard
Copperfield Elementary	121	1395	61.16%	
Economic Disadvantage	64	1366	50%	
American Indian/Alaskan Native	1	1321	0%	
Asian	1	1525	100%	
Black/African American	31	1337	38.71%	
Hispanic	60	1405	70%	
Native Hawaiian/Pacific Islander	1	1501	100%	
Two or More Races	5	1374	60%	
White	22	1445	68.18%	
Currently Emergent Bilingual	3	1444	100%	
Special Ed Indicator	23	1285	26.09%	

Student Scores - May 2022 STAAR Grade 3 Reading EOC Preliminary

	May 2022 STAAR Grade 3 Reading EOC Preliminary			
	Total Students	Scale Score	Approaches	Meets or Exceeds Standard

Copperfield Elementary	121	1437	73.55%
Economic Disadvantage	64	1401	65.62%
American Indian/Alaskan Native	1	1354	100%
Asian	1	1626	100%
Black/African American	31	1381	54.84%
Hispanic	60	1447	80%
Native Hawaiian/Pacific Islander	1	1432	100%
Two or More Races	5	1454	80%
White	22	1483	77.27%
Currently Emergent Bilingual	3	1497	100%
Special Ed Indicator	23	1327	39.13%

Student Scores - May 2022 STAAR Grade 4 Mathematics EOC Preliminary

	May 2022 STAAR Grade 4 Mathematics EOC		
	Total Students	Scale Score	Approaches
Copperfield Elementary	131	1502	61.83%
Economic Disadvantage	80	1493	56.25%
Asian	1	1422	0%
Black/African American	38	1493	57.89%
Hispanic	64	1489	62.5%
Native Hawaiian/Pacific Islander	1	1514	100%
Two or More Races	7	1572	71.43%

Two or More Races	1	1573	71.43%
White	20	1540	65%
Currently Emergent Bilingual	1	1422	0%
Second Year of Monitoring	1	1601	100%
Special Ed Indicator	25	1463	48%

Student Scores - May 2022 STAAR Grade 4 Reading EOC Preliminary

	May 2022 STAAR Grade 4 Reading EOC		
	Total Students	Scale Score	Approaches
Copperfield Elementary	131	1522	77.1%
Economic Disadvantage	80	1513	73.75%
Asian	1	1270	0%
Black/African American	38	1516	73.68%
Hispanic	64	1528	79.69%
Native Hawaiian/Pacific Islander	1	1394	0%
Two or More Races	7	1509	71.43%
White	20	1538	85%
Currently Emergent Bilingual	1	1270	0%
Second Year of Monitoring	1	1633	100%
Special Ed Indicator	25	1467	68%

Student Scores - May 2022 STAAR Grade 5 Mathematics EOC Preliminary

	May 2022 STAAR Grade 5 Mathematics EOC P			
	Total Students	Scale Score	Approaches	M
Copperfield Elementary	126	1583	75.4%	
Economic Disadvantage	74	1576	74.32%	
Black/African American	39	1554	66.67%	
Hispanic	57	1579	75.44%	
Two or More Races	9	1613	77.78%	
White	21	1635	90.48%	
Currently Emergent Bilingual	4	1620	75%	
Special Ed Indicator	23	1519	47.83%	

Student Scores - May 2022 STAAR Grade 5 Reading EOC Preliminary

	May 2022 STAAR Grade 5 Reading EOC P			
	Total Students	Scale Score	Approaches	
Copperfield Elementary	124	1614	84.68%	
Economic Disadvantage	73	1594	84.93%	

Black/African American	39	1602	76.92%
Hispanic	55	1606	90.91%
Two or More Races	9	1627	77.78%
White	21	1650	85.71%
Currently Emergent Bilingual	4	1606	75%
Special Ed Indicator	23	1503	56.52%

Student Scores - May 2022 STAAR Grade 5 Science EOC Preliminary

	May 2022 STAAR Grade 5 Science EOC Preliminary			
	Total Students	Scale Score	Approaches	1
Copperfield Elementary	126	3668	57.94%	
Economic Disadvantage	74	3587	48.65%	
Black/African American	39	3509	46.15%	
Hispanic	57	3682	56.14%	
Two or More Races	9	3719	55.56%	
White	21	3904	85.71%	
Currently Emergent Bilingual	4	3876	100%	

Special Ed Indicator	23	3452	39.13%	
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Although students started the school year with some academic deficits, they have made significant gains, progress, and academic growth and progress this school year.

In Math, the 3rd grade students dropped one point in Approaches from 62% in 2020-2021, to 61% this year. They made significant increase at the Meets Level- 20% to 31%, and at the Masters level they also increased from 5% to 11% this school year. In Reading, in comparison to 2020-2021, we dropped 3 percentage points from last year: 77% to 74% at Approaches; At the Meets Level, we increased significantly – 32% to 41%, and at the Masters level there was a significant increase as well – 12% to 26%.

In Math, the 4th grade students, increased significantly in Approaches from 49% in 2020-2021 to 62% this year. At the Meets level, we increased from 21% to 27%, and at the Masters Level, there was an increase from 7% to 15%. In Reading, in comparison to 2020-2021, we significantly increased from 63% to 77%. We even exceeded our pre-COVID results which was 75%. At the Meets level, there was another massive gain from 34% to 50%. Again, we exceeded our pre-COVID results of 46%. And at the Masters level, we increased from 13% to 19%.

In Math, the 5th grade students, in comparison to the 2020-2021 results, we significantly increased from 64% to 75% at the Approaches level. At the Meets level, there was a slight increase of one point from 36% to 37%, and at the Masters level, there was another slight increase from 14% to 15%. In Reading, in comparison to 2020-2021, there was significant gain from 70% to 85% at the Approaches level. At the Meets level, there was a very significant gain from 42% to 60%, and at the Masters Level, there was another huge gain of 25% to 35%. In Science, in comparison to 2020- 2021, there was significant increase of 44% to 58% at the Approaches Level. At the Meets Level, there was an increase of 19% to 26%, and at the Masters Level, there was an increase from 3% to 9%.

This data reflects that in spite of the roadblocks that were presented by the pandemic, our teachers and students did not deny the challenges, but faced them and overcame them.

The PK – 3rd grade data shows that in Reading, there is a need for comprehension skills to be improved as well as fluency. In Math, the data shows that fluency is still a problem for students. The Science of Reading program has made a huge difference in helping students master some of the reading skills and make gains in their reading abilities.

Comparison School(s) –

In comparison to the state assessment data, benchmark data, and grades on student report cards, the data is consistent. Therefore, we are able to be proactive in our inventions as we address all student’s needs.

Our campus systemically addresses reteaching for students who are absent, particularly those who are at risk of failing, by implementing WIN Time. During this time, students are working for 45 minutes on “What I Need.” Teachers implement the WIN Time with small group instruction. We also offer afterschool tutoring for the 3rd – 5th grade students in addition to the WIN Time.

Student Learning Strengths

Even though this was our first year to take the state assessment completely on line, we have made massive gains this school year academically for all students. We also had over 900 students this school year. That was historic for our campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to for additional materials and resources to target some of the gaps in student learning. **Root Cause:** The data reveals that students are deficient in specific skills. for Reading and Math.

School Processes & Programs

School Processes & Programs Summary

Teachers are eager to implement and integrate technology across content. They are inspired to have authentic engaging lessons that include technology. Now that each student has their own technology device, teachers are able to implement lessons that include technology strategies. WE also have a teacher that is our technology rep for our campus. She delivers, will continue to deliver, professional development for teachers utilizing technology.

We still have a growing increase in students that made an outcry to seriously want to hurt themselves due to issues happening at their home. We have also had an increase of students threatening to use words toward others in a violent manner (such as I am going to kill you etc). This behavior is starting as early as PK. Most of the intense aggressive behaviors, we have seen have been at the PK level. However, there are several students across different grade levels that have shown aggressive behavior toward others as well as the comments to harm others. Since students have returned to school and are no longer virtual, observations show that their social skills are severely lacking in regards to showing kindness to others, taking turns, respecting others and their property, etc. Our counselor, administration, and staff members could benefit in some training and Professional Development on Trauma Information with children as well as professional development on Social-Emotional strategies to help with the behavior. We could also benefit from a refresher Professional Development on Restorative Practices.

The recruitment, hiring, placement, development, evaluation, and advancement of highly qualified staff, including paraprofessionals is a constant priority. Since COVID, the interested applicants have decreased. Along with our admin team, we are frequently mentoring new onboarding teachers and making them feel welcome and providing the necessary support they feel they may need. The quality teachers are placed in classrooms/subjects based on student need and teacher strength.

Our campus develops instructional leaders by modeling instructional strategies, giving them the support they need, and allowing them the opportunities to lead.

One way students, especially those at-risk, are given opportunities to meet challenging state academic standards, is through small group instruction. Teachers are constantly progressing monitoring for those students that are in RTI program. They adjust instruction as needed. To meet the needs of our high achievers, we now have an enrichment teacher that meets with students as a part of our special's rotation. This teacher implements activities that involve STEAM lessons.

Classroom management skills differ from teacher to teacher and classroom to classroom. We are constantly looking for strategies and procedures to reduce the overuse of any discipline practice that removes the student from the classroom. As part of our guidance program, our counselor implements activities and lessons on bullying, unwanted physical and verbal aggression etc. Because of the increase in the physical aggression and anger that is demonstrated in many of our students, we will have a part time counselor in addition to our full time counselor to assist with some of the concerns.

Our professional development is planned with our Academic Coach and administrative team. The results have yielded great gains as evident in our state assessment results. Part of our professional development occurs in our PLC meetings. Each grade level participates in PLC once a week. Our special education teachers are also a vital part of the PLC meetings and attend weekly as well. Our special teachers are not left out, and attend PLC meetings as needed, as all topics do not pertain to them.

During PLC meetings and after learning walks, our admin team, including RTI, have consultation time with the teacher(s) and give and receive feedback to and from the teacher. This coaching method has made a positive impact with the teachers and has encouraged and motivated them forward.

School Processes & Programs Strengths

We look for opportunities to build capacity in our staff. Last year was our first year at implementing the WIN Time program. It worked well, and the teachers were very successful with it.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for Trauma Informed Professional Development for our staff - to include trauma training, Restorative Practices, and training on mental health in children today etc. **Root Cause:** Due to the lack of student's social-emotional skills and not being able to get along with and work with others, we are still seeing aggressive physical and verbal behavior in the students.

Problem Statement 2: There is a need for parent training of PK students especially, as well as a need for parents of other students to receive training on topics such as parenting, a balanced lifestyle for home and school, healthy communication techniques, parental mental health on child development, and the rising mental health concerns in our youth today. **Root Cause:** Due to the lack of student's social-emotional skills and not being able to get along with and work with others, we are seeing aggressive physical behavior in the PK students. Edit Associated Areas

Problem Statement 3: There is a need for safer dismissal procedures for especially car rider students. **Root Cause:** There is not a more effective accountability procedure in place for car rider students to ensure that all students participate safely.

Perceptions

Perceptions Summary

Perceptions

The perception of our campus based on feedback from all stakeholders, has been positive.

- There is a lot of checking in with students. RTI provides behavior support for our students that need more behavior interventions to help them be successful. We value relationships among co-workers. Our ISS Para Mrs. Walker daily walks around the campus and checks on students. This proactive strategy is very effective. It allows us to meet a need we may not see before it becomes a problem. With the Restorative Practices, we give students some one on one time to talk with other students. Building relationships has been a big factor at Copperfield.
-
- We pair all inexperienced teachers with a veteran teacher as a mentor. Also, inexperienced teachers are allowed to have peer observations. Our weekly PLC meetings also help inexperienced teachers. They have an open platform to discuss questions or concerns. Focused Professional Development and RTI supports inexperienced teachers by modeling lessons and supporting teachers that may need additional support. Leadership is very supportive to teachers, therefore building an atmosphere of trust and support.

The attendance rate does not differ significantly between race/ethnicity/ special population student groups. The percentage rates are all closely aligned from year to year. For example:

Sub- Group	Attendance–2018 - 2019	Attendance – 2019-2020
Afr. Amer.	97%	99%
Hispanic	96%	99%
White	97%	99%
Asian	97%	100%
Two or more Races	97%	98%

Sub- Group	Attendance-2018-2019	Attendance-2019-2020
Special Education	96%	99%
Eco Dis	96%	99%
EL	98%	99%

The discipline data demonstrates that students are experiencing a lack of appropriate social skills – aggression – physical and verbal, appropriate conversations and communications, lack of showing empathy and kindness toward others etc. It has been the same students throughout the school year that are constantly having the conflict/behavior issues with other students. The conflicts are reduced with Restorative Circles and conversations. We help the students that had done the harm hear from the person afflicted on how their behavior impacted him/her. We only had one DAEP placement last year.

The staff turnover rate has not been significant compared to previous years. It has remained constantly low. Each new teacher or teacher new to our campus has a mentor or a buddy. These staff members that mentor or buddy, help the new staff member adjust and is a support network. Academic expectations are emphasized frequently during PLC meetings, learning walks, and coaching sessions.

Parent and community participation rates are measured by a sign list. The school consults with employers, business leaders, or individuals with expertise in engaging parents and family members in education by contacting them personally. The level of support from the community this past year has been overwhelming. The public and community view the

climate and culture of the campus in a positive perception. The climate survey that was sent out resulted in favorable feedback from most participants. The barriers that prevent parents from participation seem to be that they are working parents. Some parents work in the afternoon/evening time when we have our events etc.

Students describe their school environment as fun. They run into the building in the morning with a smile on their face and are greeted with “Good Morning” multiple times by several different staff members on their way to class. Students do feel safe and have a sense of belonging. For some, it is difficult for them to make friends due to the lack of social skills.

Parents describe the school as inviting. They often say positive things about our campus. They seem to believe their child is safe at school. They do feel welcome, even though we have to limit visitation. Parents learning about their child’s learning standards, learning expectations and progress through their child’s homeroom teacher. The teachers often give parents some strategies they can use at home to help their child be successful and achieve.

The teachers describe the school as one that they like and enjoy. There are processes in place to help teacher find success with their students. They do feel safe and have a sense of belongingness. They are all passionate about teaching and love to teach and see their students excel. They also love to see the results of all of their hard work. The teachers are supported by a strong administration team. They receive powerful professional development and coaching to hone in and develop their skills. The teachers do work together to support each other.

Perceptions Strengths

Through word of mouth, comments made on social media etc and parent contact, Copperfield families are satisfied with the way we conduct business at our campus. They support our vision.

Community and visitor feedback is positive. Many appreciate the friendly, caring, and kind atmosphere they experience when they come onto the campus beginning with the front office staff.

Based on student feedback, they really like coming to school, and they love their teachers and friends the most.

Teachers initiated having more afterschool student clubs available this year: Art, Coding, Reader's Theater, Drama, and Chess, Book Club, Earth Savers, and Robotics. We are also looking at a couple of more afterschool clubs that students will have the opportunity to participate in. During the school day we have Kindness Crew, COM Club (Military), and Peer Mediators

With a focus on customer service, we started giving out the Disney Award to any staff member that demonstrates excellent customer service to community and parents. The person selected is based on feedback that we received from stakeholders or when it is witnessed by other staff members.

Since we have implemented a facebook page the 2019 - 2020 school year, we seem to have more parent involvement. All teachers do a weekly newsletter and email parents. We also have an all call that goes out every Sunday evening. The counselor does a newsletter as well. Parents seem to be positive about Copperfield in general.

Even during the time of school closure due to COVID-19, teachers have seen a tremendous amount of support from parents.

Priority Problem Statements

Goals





Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 1: The percentage of 1st grade students that score on grade level or above in mCLASS Amplify will increase from 31% to 37% by EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide supplemental academic support in Reading to struggling students (including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) through special programs accommodations and /or RTI for Tier II and III. a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning Strategy's Expected Result/Impact: Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data, Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Reading instructional materials and strategies, Lesson Plans, , WIN Time Staff Responsible for Monitoring: Administrators, RTI Reading Teachers, Reading Teachers, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)). TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 2: The percentage of 2nd grade students that score on grade level or above in mCLASS Amplify will increase from 42% to 48% by EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide supplemental academic support in Reading to struggling students (including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) through special programs accommodations and /or RTI for Tier II and III.</p> <p>a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data, Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Reading instructional materials and strategies, Lesson Plans, , WIN Time</p> <p>Staff Responsible for Monitoring: Administrators, RTI Reading Teachers, Reading Teachers, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)).</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 3: The percentage of 3rd grade students that score on grade level or above in mCLASS Amplify will increase from 45% to 51% by EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide supplemental academic support in Reading to struggling students (including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) through special programs accommodations and /or RTI for Tier II and III.</p> <p>a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data, Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Reading instructional materials and strategies, Lesson Plans, , WIN Time</p> <p>Staff Responsible for Monitoring: Administrators, RTI Reading Teachers, Reading Teachers, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)).</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.





Performance Objective 4: 1st Grade students who score on grade level or above on MAP Math will increase 16 percentage points from BOY 2022 to EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Math assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide supplemental academic support in Math to struggling students (including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) through special programs accommodations and /or RTI for Tier II and III. a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning Strategy's Expected Result/Impact: Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Math instructional materials and strategies, Lesson Plans, , WIN Time, Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data Staff Responsible for Monitoring: Administrators, RTI Teachers, Math Teachers, RTI Math, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)). TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 5: 2nd Grade students who score on grade level or above on MAP Math will increase 6 percentage points from BOY 2022 to EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Math assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide supplemental academic support in Math to struggling students (including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) through special programs accommodations and /or RTI for Tier II and III. a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning Strategy's Expected Result/Impact: Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Math instructional materials and strategies, Lesson Plans, , WIN Time, Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data Staff Responsible for Monitoring: Administrators, RTI Teachers, Math Teachers, RTI Math, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)). TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 6: 3rd Grade students who score on grade level or above on MAP Math will increase 6 percentage points from BOY 2022 to EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Math assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide supplemental academic support in Math to struggling students(including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) through special programs accommodations and /or RTI for Tier II and III.</p> <p>a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning</p> <p>Strategy's Expected Result/Impact: Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Math instructional materials and strategies, Lesson Plans, , WIN Time, Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data</p> <p>Staff Responsible for Monitoring: Administrators, RTI Teachers, Math Teachers, RTI Math, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)).</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 7: 5thGrade students who score on grade level or above on MAP Math will increase 5 percentage points from BOY 2022 to EOY 2023.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Math assessments at different benchmarks: Beginning of Year, Middle of Year, and End of Year

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide supplemental academic support in Math to struggling students in all special programs (including Special Ed, 504, Dyslexia, Gifted and Talented, At-Risk, Ethnicity sub-groups, and Emerging Bilingual) RTI for Tier II and III. a. Implement best practices strategies; b. implement PLC - with data analysis; c. Collaborative planning Strategy's Expected Result/Impact: Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Math instructional materials and strategies, Lesson Plans, , WIN Time, Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data Staff Responsible for Monitoring: Administrators, RTI Teachers, Math Teachers, RTI Math, GT, and Dyslexia, including substitute teachers for FTEs (SCE funded staff and Title 1 staff)). TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 8: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 31% to 45% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement PLC's: a. Vertical Alignment b. Collaborative Planning c. Data Analysis Strategy's Expected Result/Impact: Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data, Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Reading instructional materials and strategies, Lesson Plans, , WIN Time, Staff Responsible for Monitoring: Administrators, RTI Teachers, All Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 9: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 21% to 46% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement PLC's: a. Vertical Alignment b. Collaborative Planning c. Data Analysis Strategy's Expected Result/Impact: Walk-throughs, Observations, Students on Tiers including movement, Universal Screens (BOY and MOY), Assessment Data, using research based Math instructional materials and strategies, Lesson Plans, , WIN Time, Agendas, Sign-in sheets, Lesson Plans, Weekly Extended Collaborative Planning, Student Artifacts, Assessment Data Staff Responsible for Monitoring: Administrators, RTI Teachers, All Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 10: The Superintendent shall ensure that all students in special programs such as (including Special Ed, 504, Dyslexia, Gifted and Talented, and Emerging Bilingual) have access to appropriate learning supports.

High Priority

Evaluation Data Sources: Appropriate supplemental aides, instructional resources, hands on manipulatives, designated accommodations
IEP, IAP





Strategy 1 Details	Formative Reviews		
Strategy 1: To increase student achievement and engagement of the at risk population, utilize multiple sources of assessment data to include ESL, Ethnicity Sub-groups, and Special Ed populations by incorporating high interest research based instructional and instructional technology resources/materials to monitor and evaluate interventions. ELPS posted aligned with content taught Strategy's Expected Result/Impact: Weekly data points using research based instructional and instructional technology resources/materials, monitoring of student data points, PLD rubric to monitor growth and progress, Walk through's-observations Staff Responsible for Monitoring: RtI Teachers, Special Education Teachers, Classroom Teachers, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 Title I - \$2,550	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: To increase student achievement of RTI - TIER II and III in the areas of Reading and Math by providing specific instructional curriculum to address learning gaps. Strategy's Expected Result/Impact: Progress measurement data points every 2 weeks and every 6 weeks. Staff Responsible for Monitoring: RTI Teachers and administration TEA Priorities: Build a foundation of reading and math Funding Sources: RTI Staff - 211 Title I - \$107,000, RTI STaff - 171 State Comp Ed - \$196,000	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: To increase student achievement by providing strong Tier 1 instruction in the classroom by providing support with PLCs and direct coaching support. Strategy's Expected Result/Impact: Weekly PLC meetings; weekly meeting with teachers; coaching supports are on as needed with the coaching cycle. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Academic Coach - 211 Title I - \$84,000	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 11: The Superintendent shall ensure that students and families have more than one high quality option for their education.

Evaluation Data Sources: Student work samples
 Projects based lessons and activities
 Thematic lessons and activities





Strategy 1 Details	Formative Reviews		
Strategy 1: Student engagement will include lessons implemented with project based and thematic lessons. Strategy's Expected Result/Impact: Student work samples Projects based lessons and activities Thematic lessons and activities Lesson plans Collaborative planning Grade level activities Staff Responsible for Monitoring: All teachers, administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well being.

Performance Objective 1: Judson ISD will develop, implement, and establish a 2022-2023 baseline family and student survey by November 2022. Campuses' will have 75% response rate on all family and student surveys.

Evaluation Data Sources: Survey data
Communication that is sent out to families regarding the survey.
Student council

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure critical information is communicated weekly through various modes of communication (i.e. All CALL, campus website, and social media platforms, and teacher newsletters) regarding events that are taking place on the campus. Strategy's Expected Result/Impact: All Call emails, website information, teacher newsletters, Staff Responsible for Monitoring: Administrators, All teachers, campus media specialist, ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, parents/guardians will feel valued, connected, and safe.

Performance Objective 1: The teacher turn over rate will decrease from 13.5% to a rate at or below ESC/Region 20 as specified by the 2022 TAPR Report.

Evaluation Data Sources: Data from Teacher retention percentage





Strategy 1 Details	Formative Reviews		
Strategy 1: Increase parent and community involvement in the school by 5% over the previous school year to include a dismissal safety program. Strategy's Expected Result/Impact: Event agendas, sign in sheets, surveys, and evaluations Collection of baseline numbers of participation in school activities. calendars, to help determine growth of parent involvement from prior year(s). Staff Responsible for Monitoring: Administrators, all teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Technology - 211 Title I - \$2,550	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Host several evening events that showcase student learning across subject areas. Strategy's Expected Result/Impact: A minimum of four evening events (Two in the Fall, and two in the Spring) are scheduled throughout the school year to encourage parental and community involvement. Events are related to the content areas of reading, math, science, social studies, and fine arts social and emotional learning and behavior. Staff Responsible for Monitoring: Administrators, all teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees Strategy's Expected Result/Impact: Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2023 Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide mentoring of new teachers Maintain opportunities for all constructive conversations Continue weekly grade level and collaboration meetings Strategy's Expected Result/Impact: Teacher retention rates Staff Responsible for Monitoring: Administrators; Mentor Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Create opportunities to celebrate successes. Strategy's Expected Result/Impact: Teacher retention rates 2023; Bobcat Tidbit; Looking for Greatness (Face-to - Face shoutouts), Walk-throughs and feedback. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, parents/guardians will feel valued, connected, and safe.

Performance Objective 2: The percent of students responding as having negative experiences will decrease by EOY 2023 compared to the November baseline 2022 baseline survey.





Evaluation Data Sources: Discipline Data, Counseling Logs, restorative circles documentation, SEL implementation and resources

Strategy 1 Details	Formative Reviews		
Strategy 1: Using data for Character Development: Implement and evaluate an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, and system support along with support for ongoing restorative circles in the classroom and providing professional development support for teachers to conduct circles. . Strategy's Expected Result/Impact: Participation in Restorative Practices Program, Student Contact Logs, and Schedule of Guidance Classes, 20% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns, circle logs and charting of PD for circles, PD on Restorative Practices. Staff Responsible for Monitoring: Administrators, Counselor, and all teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Using discipline data and counseling logs implement Restorative Practices prek-5th grades to promote positive, restorative practices/ interactions between students and staff. Strategy's Expected Result/Impact: Reduced number of office referrals Increase in student attendance Respect Agreements created and posted in classrooms Weekly circles conducted in classrooms noted in lesson plans or circle log Staff Responsible for Monitoring: Administrators, all teachers, PEIMS Clerk, Counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Ensure effective leadership through the implementation of a sustainable leadership by building capacity in various areas, not limited to and including PLC's facilitated by the teachers.

Evaluation Data Sources: Capacity built at grade levels where supports are in place in various areas to include PLC's - goals monitored/adjusted to note progress.





Strategy 1 Details	Formative Reviews		
Strategy 1: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees, facilitating PLC meetings. Strategy's Expected Result/Impact: Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2023; sign in sheets for PLC Meetings; Agendas for PLC Meetings Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer a variety of high quality training opportunities and track attendance, effectiveness, and satisfaction with training Strategy's Expected Result/Impact: PD evaluations, Increased student learning as evidenced by STAAR, CBAs/Benchmarks, and Universal assessment reports; Evidence of new implemented strategies employed by staff during walk-throughs Sign in sheets Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: All visitors to campus will be greeted, and promptly attended to.

Evaluation Data Sources: Emails of parents and visitors
Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Events will be scheduled to give parents and visitors an opportunity to interact with their child and participate in the event. Strategy's Expected Result/Impact: Sign in sheet Parent emails and comments Staff Responsible for Monitoring: Administrators, and all teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

171 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2	RTI STaff		\$196,000.00
Sub-Total					\$196,000.00
Budgeted Fund Source Amount					\$213,821.00
+/- Difference					\$17,821.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$2,550.00
1	10	2	RTI Staff		\$107,000.00
1	10	3	Academic Coach		\$84,000.00
3	1	1	Technology		\$2,550.00
Sub-Total					\$196,100.00
Budgeted Fund Source Amount					\$213,637.00
+/- Difference					\$17,537.00
Grand Total Budgeted					\$427,458.00
Grand Total Spent					\$392,100.00
+/- Difference					\$35,358.00