

Judson Independent School District
Masters Elementary School
2023-2024 Improvement Plan



Mission Statement

James L. Masters Elementary

We are...Moving Forward Together...in One Direction, towards One Goal...High Academic Achievement!

Vision

Masters Elementary Vision

Masters' students will become a community of life-long learners with a focus on high academic achievement, continuous growth, and social emotional well-being.

Value Statement

Judson Independent School District is Producing Excellence...One Classroom At A Time!

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Masters has a diverse student population. We offer a variety of clubs in which students may choose to participate – Art Club, Choir, Dance, Girls on the Run, Mini Mavs, and Masters Maverick Knights Chess Club.

Community service is a priority at Masters, as students contribute non-perishable items for our annual food drive and donate money to benefit The Leukemia & Lymphoma Society. Masters' National Elementary Honor Society demonstrates good citizenship and character by coordinating activities throughout the campus and within the community.

Parental involvement includes a very active and supportive PTO, Coffee with the Counselors and Principals, and Book Fairs. Parents also support and attend other campus functions such as; “Meet the Teacher”, “Character Counts” Rallies, Literacy, and STAAR Nights. Masters Elementary has received and appreciates donations from community and business associates such as Randolph Brooks Federal Credit Union.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. We will continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify the needs of the students. From the EOY data, teachers are able to address these needs and begin the year with that in mind. **Root Cause:** Academic gaps exist due to the extreme student behaviors. The students at JME have these behavior challenges due to reasons such as but not limited to trauma, the Covid pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for campus staff.

Problem Statement 2: Less than 100% of students made adequate progress in both reading and math measured by STAAR, Amplify, MAP, and District Assessments. **Root Cause:** Between the diverse population we serve at JME, and curriculum changes; our students and/or teachers are not fully prepared to meet all expectations set forth from JISD.

Problem Statement 3: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Servicing a population as diverse as ours requires a deep understanding of the needs of the learners while implementing a common set of values and expectations.

Student Learning

Student Learning Summary

Our campus' most current Comprehensive Data was the MOCK STAAR Data for 3rd-5th and Amplify and Imagine Math for 1st-2nd. The MOCK STAAR was administered February 22nd-23rd for 3rd, 4th, and 5th Reading and Math. The 5th grade Science Mock STAAR was given on February 24th. The middle of the year data for 1st and 2nd grade was administered through the month of January through Amplify and Imagine Math.

Masters Primary Amplify and Imagine Math Scores are as follows:

1st Grade MOY Amplify: 40% Well Below Benchmark, 21% Below Benchmark, 27% At Benchmark, 12% Above Benchmark.

1st Grade Imagine MOY Math: 75% Did Not Meet, 25% Approaches, 0% Meets, 0% Masters.

2nd Grade MOY Amplify: 44% Well Below Benchmark, 11% Below Benchmark, 31% At Benchmark, 14% Above Benchmark.

2nd Grade Imagine MOY Math: 57% Did Not Meet, 32% Approaches, 9% Meets, 2% Masters.

Masters MOCK Scores are as follows:

3rd Grade Reading

Campus: 56% Approaches, 29% Meets, 8% Masters. We were above the district in reading.

District: 55% Approaches, 24% Meets, 9% Masters.

3rd Grade Math

Campus: 39% Approaches, 7% Meets, 1% Masters. We were below the district in math.

District: 41% Approaches, 12% Meets, 5% Masters.

4th Grade Reading

Campus: 53% Approaches, 27% Meets, 9% Masters. We were below the district in reading.

District: 56% Approaches, 26% Meets, 10% Masters.

4th Grade Math

Campus: 41% Approaches, 15% Meets, 5% Masters. We were the same as the district average in math

District: 41% Approaches, 15% Meets, 6% Masters.

5th grade reading: 47% Approaches, 25% Meets, 15% Masters. We were below the district average in reading.

5th grade math: 40% Approaches, 13% Meets, 4% Masters. We were below the district average in math.

5th grade science: 20% Approaches, 3% Meets, 0% Masters. We were below the district average in science

Student Learning Strengths

According to our most current MOCK STAAR data, our percentage of students in third grade reading scored 76% on TEK 3.3D (Antonyms/Synonyms) and 71% TEK 3.10C (Graphic Features).

According to our most current MOCK STAAR data, our percentage of students in the third grade math scored 83% on TEK 3.2D (Compare/Order Numbers) and 60% on TEK 3.4D (Dividing Equal Groups).

According to our most current MOCK STAAR data, our percentage of students in fourth grade reading scored 83% on TEK 4.3C (Determining meaning of words) and 73% TEK 4.9Dii (features such as diagrams that support understanding).

According to our most current MOCK STAAR data, our percentage of students in fourth grade math scored 79% on TEK 4.5B (Input and Output Tables) and 76% on TEK 4.6B (Lines of Symmetry).

According to our most current MOCK STAAR data, our percentage of students in fifth grade reading scored 66% on TEK 5.10D (Imagery) and 68% TEK 5.3B (Context clues).

According to our most current MOCK STAAR data, our percentage of students in the fifth grade math scored 58% on TEK 5.3A (Estimation) and 59% on TEK 5.3B (Multiply 3 digit by 2 digit).

Although our data shows some students strengths, there has been a significant decrease in our overall MOCK scores across all grade levels and all content areas due the instructional gaps from the previous years simulcast learning.

Despite these challenges, this year we began working on campus-wide academic vocabulary so that there is consistency from one grade level to the next in all subject areas. In addition, we implemented campus-wide math, reading, and writing strategies that build on each other starting in Pre-k all the way to 5th grade. We will continue working on vertical alignment as well as our monthly writing check-ins across all grade levels to continue our growth in our writing performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to measure the percentages of students from Well Below Benchmark and Below Benchmark to At Benchmark. **Root Cause:** We need to decrease the instructional gaps to ensure that students are moving from Well Below Benchmark and Below Benchmark to At Benchmark.

Problem Statement 2 (Prioritized): We need to increase the percentage of students from the Approaches category to the Meets and Masters performance levels in all subject areas and grade levels. **Root Cause:** We need to decrease the instructional gaps to ensure that students are moving from Approaches to Meets and Meets to Masters.

School Processes & Programs

School Processes & Programs Summary

Masters Elementary continues to recruit and hire highly qualified teachers to fill vacancies using Talented. The Principal, Assistant Principal, Academic Trainer, Counselor and team leads are all included as part of the interview committee.

School Processes & Programs Strengths

After each professional development session, teachers are surveyed on the effectiveness of the professional development session, how they can implement that day's professional development sessions in the classroom, and what topics they would like to see in the future. Teachers regularly participate in vertical alignment meetings to discuss ways to better tailor instruction to improve student achievement. Our campus has also been trained in Instructional Rounds and has implemented it during our weekly PLC. Team leaders and campus instructional leaders participate in cabinet meetings to discuss campus needs with campus administrators. After each Mock STAAR was administered, testing grades met to discuss data and create a plan to drive instruction. Each grade level team meets weekly to plan data driven instruction using district assessments and instructional calendars. All teachers are TAG certified and renew their certification yearly to meet the needs of all TAG students identified and unidentified in each classroom.

During the fall semester, after school small group tutoring was offered twice a week in reading and math to selected students in 1st-5th grade in order to close the achievement gaps. In the spring semester, after school small group tutoring was offered two to three times a week in reading, writing, and math to selected students in 3rd-5th grade to help prepare them for the upcoming STAAR tests. Twice a month, teachers in Kindergarten-5th pull a small group for 45 minutes during their PLC Block to target any necessary skills. Each grade level has a 45 minute RTI and Enrichment block 4 times a week to address student RTI needs and extend learning for all students.

Students participate in a specials rotation of Music, P.E., and Computer Lab every week. Students also have access to computers and Chromebooks in the classroom. Students can also participate in Running Club, Choir, Dance-Step Team, Chess Club and Mighty Maverick Young Gentleman's Club .

Teachers communicate with students and parents using Class Dojo and various other platforms. Teacher meet with parents in parent teacher conferences in the beginning of the year, middle of the year and end of the year. Teachers also schedule conferences with parents as necessary anytime throughout the school year.

Pre-K and Kindergarten participate in Pre-K/Kinder Round Up to prepare for the beginning of the year, and in bridging ceremonies at the end of the year to prepare to begin the next grade. 5th Grade students are invited to an elective night in January at Metzger Middle School to prepare them for the transition from elementary to secondary education. Students learn about the elective choices and are able to tour the school. 5th grade students meet with the counselor to go over choice slips in classes, groups, and individually. There is also a bridging over ceremony at the end of the year for fifth grade.

All teachers are trained annually in identifying warning signs for bullying, drug use, suicide, physical and verbal aggression, dating violence, and child maltreatment.

Every 9 weeks, we have a Character Counts rally that recognizes excellent behavior, good attendance, good character, friendship and excellent grades including A-honor roll and AB-honor roll.

During the Fall Semester, we have a Math and Literacy Night to engage the community in a fun and learning experience for teachers, students and their families. Teachers incorporate hands-on/interactive learning games and many engaging make and take materials for all learners.

Perceptions

Perceptions Summary

James L. Masters Elementary opened its doors in August 2009. Located in the Horizon Point Subdivision. We service approximately 792 students , with most of our students within walking distance of the school. During the 2022-2023, our campus had an attendance rate of 93%. The campus continues to explore ways to engage parents in more academic endeavors, including collaboration with community stakeholders.

Home-School Connection:

Community Outreach-Meet the Teacher, Title 1 Parent Meeting, Fall Harvest Festival, , Back to School night; Black History Month Celebrations, Open House, Literacy Night, and Books Fairs.

Communication- Dojo, newsletters, conferences, Facebook page, marquee, Campus Wide Calendar, campus website

Perceptions Strengths

Our attendance rate is 93%.

All staff members participate in a book study to improve school culture and climate.

Our new teachers participate in a mentor program that meets on a regular basis.

Administration sends out weekly bulletin to our families as well as a Monthly school wide calendar , which includes important information, dates, and upcoming events.

Every 9 weeks , we have a Character counts rally the recognizes excellent behavior, attendance, A- honor roll , A/B Honor Roll.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 56% of our parents surveyed feel teachers communicate well and the school communicated well. Only 45.8% of the parents surveyed feel the school administration returns calls and emails promptly (within 24 hours). **Root Cause:** There is a need to improve parent communication so that all stakeholders can feel a part of the school community and included in their child's education.

Priority Problem Statements

Problem Statement 1: We need to measure the percentages of students from Well Below Benchmark and Below Benchmark to At Benchmark.

Root Cause 1: We need to decrease the instructional gaps to ensure that students are moving from Well Below Benchmark and Below Benchmark to At Benchmark.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need to increase the percentage of students from the Approaches category to the Meets and Masters performance levels in all subject areas and grade levels.

Root Cause 2: We need to decrease the instructional gaps to ensure that students are moving from Approaches to Meets and Meets to Masters.

Problem Statement 2 Areas: Student Learning

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 61% to 70% by EOY 2024.

The percentage of 2nd grade students that score on grade level or above in mCLASS Amplify will increase from 55% to 65% by EOY 2024.

The percentage of 3rd grade students that score on grade level or above in mCLASS Amplify will increase from 46% to 55% by EOY 2024.

1st grade students who score on grade level or above on MAP Math will increase 15 percentage points from BOY 2023 to EOY 2024.



2nd grade students who score on grade level or above on MAP Math will increase 10 percentage points from BOY 2023 to EOY 2024.


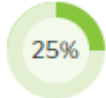
3rd grade students who score grade level or above on MAP Math will increase 20 percentage points from BOY 2023 to EOY 2024.



4th grade students who score grade level or above on MAP Math will increase 20 percentage points from BOY 2023 to EOY 2024.


5th grade students that score on grade level or above on MAP Math will increase 20 percentage points from BOY 2023 to EOY 2024.


Evaluation Data Sources: STAAR Passing Standard, STAAR Alternate Passing Standard Universal Screeners (Amplify Reading, MAP Math), MOCK STAAR








Strategy 1 Details	Reviews			
<p>Strategy 1: Review previous year STAAR and common formative assessment data to determine next steps toward academic success.</p> <p>Strategy's Expected Result/Impact: Ongoing review and analysis of data, implementation of PLC and instructional strategies will result in improvement of test scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement embedded professional development at monthly faculty meetings based on campus needs/data.</p> <p>Strategy's Expected Result/Impact: Improvement of campus culture, team building and academic success.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Holdsworth professional development at monthly admin meetings, faculty meetings, and campus professional development sessions based on campus needs/data.</p> <p>Strategy's Expected Result/Impact: Improvement of campus culture, team building and academic success.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, CLP Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement bi-weekly PLCs where there is collaboration, analysis and discussion of student data and professional development on best practices that can be implemented in the classroom.</p> <p>Strategy's Expected Result/Impact: Student progress, student data, agendas, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide vertical alignment professional development and planning for teachers in order to improve instructional strategies and student performance.</p> <p>Strategy's Expected Result/Impact: Jan. 4, 2024-Math/Science</p> <p>Complete vertical alignment professional development. Improved instructional strategies and student performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement at least two Campus-Wide Instructional Rounds in order to improve the quality of instruction and academic performance.</p> <p>Implemented BOY- November 27-Dec. 1, 2023 and EOY-Mar. 4-8, 2024</p> <p>Strategy's Expected Result/Impact: Improvement in quality of instruction and academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement and monitor a Fall after-school tutoring program with a primary focus on reading and math for 1st-5th grade students identified as "at-risk" in order to close the achievement gap in all sub populations.</p> <p>Strategy's Expected Result/Impact: October 10, 2023 to November 8, 2023</p> <p>Completed Fall Tutoring for 1st-Sth Grade At-Risk Students</p> <p>Improvement on Unit Assessments, STAAR Benchmarks and Amplify Reading and Math Data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Rtl Teachers, 1st-5th Grade Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 171 State Comp Ed - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement and monitor a Spring after-school tutoring program with a primary focus on STAAR subject areas for 3rd-5th grade students in order to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Jan. 23, 2023 to Mar. 27, 2024</p> <p>Completed Fall Tutoring for 1st-Sth Grade At-Risk Students</p> <p>Improvement on Unit Assessments, STAAR Benchmarks and Amplify Reading and Math Data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Rtl Teachers, 3rd-5th Grade Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 9 Details	Reviews			
<p>Strategy 9: STAAR Blitz will be implemented during the Spring semester in order to target students for success on STAAR assessments.</p> <p>Strategy's Expected Result/Impact: Mar. 2024-Apr. 2024 Increase passing rates on STAAR subject areas.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Rtl Teachers, 3rd-5th Grade Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 10 Details	Reviews			
<p>Strategy 10: Purchase research-based instructional materials and resources to implement and improve academic achievement of students.</p> <p>Strategy's Expected Result/Impact: To close the learning gaps within our At-Risk student population.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Improve 5th Grade students' achievement level on STAAR Science by providing students with engaging TEKS-based lessons provided by YMCA Camp Twin Lakes.</p> <p>Strategy's Expected Result/Impact: Increase of 5th Grade students achieving meets, or masters on 5th Grade STAAR Science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Rtl Teachers, 3rd-5th Grade Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 12 Details	Reviews			
<p>Strategy 12: Implement two three-day Data Dive Days to analyze Fall 2023 and Spring 2024 Mock STAAR data in order to analyze data, create action plans and improve the quality of instruction and academic performance.</p> <p>Strategy's Expected Result/Impact: Fall-December 2023 Spring-March 2024 Improvement in quality of instruction and academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 13 Details	Reviews			
<p>Strategy 13: Implement Progress Learning supplemental program in order to improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in quality of instruction and academic performance in the areas of Math, Reading, and Science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 211 Title I - \$8,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Purchase SPIRE resource interventions to help students to improve their literacy.</p> <p>Strategy's Expected Result/Impact: Improvement in literacy and academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, RTI Teachers, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 171 State Comp Ed - \$138.87</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			



Strategy 15 Details	Reviews			
<p>Strategy 15: Purchase Learn supplemental materials to increase academic achievement in Eureka math.</p> <p>Strategy's Expected Result/Impact: Improvement in students' academic performance in Eureka Math, district benchmarks, and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 Title I - \$10,289.57</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Promote a love for reading and provide grade level library books that support classroom curriculum.</p> <p>Strategy's Expected Result/Impact: Improve student reading scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers and Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 211 Title I - 12632900xxx430T00 - \$4,998.49</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We need to measure the percentages of students from Well Below Benchmark and Below Benchmark to At Benchmark. Root Cause: We need to decrease the instructional gaps to ensure that students are moving from Well Below Benchmark and Below Benchmark to At Benchmark.</p>
<p>Problem Statement 2: We need to increase the percentage of students from the Approaches category to the Meets and Masters performance levels in all subject areas and grade levels. Root Cause: We need to decrease the instructional gaps to ensure that students are moving from Approaches to Meets and Meets to Masters.</p>

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 2023-2024 baseline family and student survey by November 2023. Campuses will have a 75% response rate on all family and student surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve communication with all stakeholders by creating additional information pathways. Strategy's Expected Result/Impact: Parent, Student, and Staff Surveys Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Faculty/Staff, Students, and Parent Climate Surveys during the 1st and 2nd Semesters of school to help address the needs of the campus. Strategy's Expected Result/Impact: Increase overall campus climate; Survey responses Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase community awareness through positive public relations by holding parental involvement events on and off campus and through the campus website. Strategy's Expected Result/Impact: Increased positive media promotions Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Librarian</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Host bi-quarterly Coffee with the Counselors meetings in order to conduct a forum.</p> <p>Strategy's Expected Result/Impact: Agenda, increase in parental/community involvement</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Recruit more parent volunteers.</p> <p>Strategy's Expected Result/Impact: Increase in parent volunteers Parents serving on different committees, such as Watch Dog, PTO, field trips, etc.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Counselors, Secretary</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Promote a love for reading and engage active parental involvement in students' learning by hosting a Campus-Wide Literacy Night for parents and students. Parents will have hands-on literacy activities to work with students at Literacy Night and at home.</p> <p>Strategy's Expected Result/Impact: Nov. 14, 2023 Increase parental involvement. Increase academic performance and love of reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Librarian, Teachers</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 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 turnover rate will decrease from 13.5% to a rate at or below ESC/Region 20 as specified by the 2023 TAPR Report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate, improve and implement procedures to hire, retain, and train campus staff through ongoing staff development, as well as improve campus culture.</p> <p>Strategy's Expected Result/Impact: Eduphoria, TSR ,I 1 & Ill, Professional Development Course Lists, Sign In Sheets</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to identify and empower teacher leaders on the campus in order to build teaching and leadership capacity throughout the campus.</p> <p>Strategy's Expected Result/Impact: Continue to build and improve teacher and leadership skills and capacity in order to improve instructional practices and student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in Holdsworth Campus Leadership Program in order to build teacher and leadership capacity and high academic student achievement.</p> <p>Strategy's Expected Result/Impact: Improvement in teaching, leading, and learning. Improvement of academic success of students.</p> <p>Staff Responsible for Monitoring: Principal, RtI Teacher, 4th Grade Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Host One-Day Retreat for faculty/staff at Main Event in order to focus on team building, strategy development, conflict resolution, working agreements, while focusing on data analysis, instructional focus and alignment in order to improve academic success of campus.</p> <p>Strategy's Expected Result/Impact: Jan. 4, 2024 Build organizational muscle for strategic and creative thinking that can be carried back into daily work. Improve morale, campus culture, and positive relationships. Improve academic success of students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Faculty/Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase resources and materials from Positive Promotions to improve morale and culture of campus staff.</p> <p>Strategy's Expected Result/Impact: Improve morale, campus culture, and positive relationships. Improve academic success of students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Faculty/Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase resources and materials from Oriental Trading to improve morale, culture, and behaviors of students.</p> <p>Strategy's Expected Result/Impact: Improve morale, campus culture, and positive relationships. Improve academic success of students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Faculty/Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 7 Details	Reviews			
<p>Strategy 7: The percent of students responding as having negative experiences will decrease by EOY 2024 compared to the 2022-2023 baseline survey.</p> <p>Strategy's Expected Result/Impact: Surveys Discipline Referral Data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assistant Principal Intern, Academic Trainer, Faculty/Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Continue to build leadership capacity on the campus in order to build teaching and leadership throughout the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic Trainer attend Coaching Conference to learn and focus on high-impact teaching strategies, proven instructional coaching practices, and system-change strategies designed to lead to high performance schools.</p> <p>Strategy's Expected Result/Impact: Improve instructional practices on campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Assistant Principal Intern</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in Holdsworth Campus Leadership Program in order to build teacher and leadership capacity.</p> <p>Strategy's Expected Result/Impact: Improvement in teaching, leading, and learning. Improvement of academic success of students.</p> <p>Staff Responsible for Monitoring: Principal, RtI, Academic Trainer, 4th Grade Team Lead</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Principal, Assistant Principal, Counselor, and teachers will learn the latest educational research by attending the Texas Council of Women School Executive Annual Conference in order to create/maintain campus culture that sets high expectations in regards to working with all sub-pops.</p> <p>Strategy's Expected Result/Impact: Building teacher and leadership capacity</p> <p>Campus fostering positive collaboration and an increase in student performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Assistant Principal Intern Academic Trainer Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

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: Create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

State Compensatory

Budget for Masters Elementary School

Total SCE Funds: \$207,825.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Masters Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Mitchell	RTI Teacher	1
Carol Whorton	At-Risk Counselor	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elvia Elizondo	RTI Teacher		1
Jamie Serna	RTI Teacher		1
Kimberly Perez Garcia	Academic Trainer		1