

**Judson Independent School District**  
**Candlewood Elementary School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

At Candlewood Elementary, every Eagle SOARS (Strives, Overcomes, Achieves, and Rises) to their highest potential.

## Vision

Every member of the Candlewood Elementary Family commits to providing a positive, purposeful, and collaborative environment, ensuring life-long learners SOAR (Strives, Overcomes, Achieves, and Rises) to their highest potential in a safe and secure school.

## Core Beliefs

### Candlewood's Campus Commitments

**Compassion-** We will demonstrate kindness and empathy by listening to our school community with open minds and open hearts.

**Teamwork-** We will effectively collaborate by communicating and listening to the needs of our students.

**Work Ethic-** We will consistently demonstrate fidelity to our campus goals.

**Integrity-** We will hold ourselves and each other accountable for our actions.

**Community-** We will work together to establish a supportive and positive environment.



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# Comprehensive Needs Assessment

Revised/Approved: June 30, 2023

## Demographics

### Demographics Summary

Candlewood Elementary School is an urban neighborhood Pre-Kindergarten through Fifth Grade school within Judson Independent School District located in the Candlewood Park subdivision. Candlewood Elementary School is comprised of a diverse population of 519 students from various socioeconomic backgrounds. Candlewood Elementary School is committed to providing a safe and positive learning environment for all students.

Candlewood Elementary staff population includes three administrators (1 Principal and 2 Assistant Principals), one academic coach, one academic trainer, one counselor, one social worker, one Site Based Coordinator from Community in Schools (CIS), one librarian/media specialist, approximately 35 teachers, and 13 support staff/paraprofessionals.

Specifically, We have two PreK3 teachers, two PreK4 teachers, three kindergarten teachers, three first grade teachers, three 2nd grade teachers, four 3rd grade teachers, three 4th grade teachers, three 5th grade teachers, and four special education teachers. Two of them service pull out students for resource as well as provide push-in inclusion services and the other two lead our Baby Apple Unit and Life Skills Unit. Candlewood also has 3 Response to Intervention (RTI) teachers, 1 Dyslexia Therapist, and 1 Academic Enrichment Teacher (GT).

Candlewood is a Title 1 Part A campus, as well as a Community Eligibility Provision (CEP) campus. CEP provides a no-cost breakfast, lunch and dinner for every student.

Our Student Demographics are:

Female: 48.75% (253 students)

Male: 51.25% (266 students)

African American: 30.83% (160 students)

Hispanic: 58.96% (306 students)

White: 6.55% (34 students)

American Indian: 0.77% (4 students)

Asian 0% (0 students)

Pacific Islander .19% (1 student)

Two or more races: 2.77% (14 students)

Eco. Dis.: 89.6% (465 students)

At Risk: 73.99% (384 students)

Military Connectedness: 7.9% (41 students)

Homeless: 0.58% (3 students)

Attendance Rate: 87%

Student Programs include:

Dyslexia 3.08% (16 students)

TAG 1.16% (6 students)

504 .96% (5 students)

SPED 16.18% (84 students)

Emergent Bilingual 7.13% (37 students)

Bilingual .19% (1 student)

ESL 1.54% (8 students)

Alternative ESL 4.62% (24 students)

Special Education Primary Disabilities:

OHI 5.95% (5 students)

Intellectual Disability 17.86% (15 students)

Emotional Disturbance 3.57% (3students)

Learning Disabilty 28.57% (24 students)

Speech Impairment 23.81% (20 students)

Autism 17.86% (15 students)

Non-Categorical Early Childhood 2.38% (2 students)

Beyond academics, the social and emotional development of our students is a priority at Candlewood. We have one counselor, one social worker, one Site Based Coordinator from Community in Schools (CIS). The counseling department implements monthly guidance lessons which includes Kimochi lessons for PreK-Kinder and Second Step Lessons for Grades 1-5. In addition, all students have access to software, Class Catalyst, for daily SEL self-checkins with counseling follow-up.

Candlewood also has the distinct honor of being named a Holdsworth campus. We will be completing the final year of this grant which has had us identify a Problem of Practice and develop strategies to improve leadership relations with staff.

### **Demographics Strengths**

Candlewood Elementary School has a diverse student population. The campus has monthly family engagement events with some concentrating on multicultural celebrations, academic nights, and parent information/parent education. The campus provides after school clubs and provides extended educational support as well.

Candlewood Elementary employs the following: 93% of the Professional Staff are highly qualified, 100% of teachers who serve students in special programs are certified to teach these programs/cluster classes.

The demographics of Candlewood faculty are beginning to mirror the population of students serviced at CWE.

Hispanic Students: 58.96% and Faculty: 40.6 %

African American Students: 30.83% and Faculty: 30.5%

White Students: 6.55% and Faculty: 27%

Candlewood activity on social media has increased therefore our social media followers have increased, which we feel attributes to our increase in parental and community involvement.

We follow Restorative Justice practices to encourage a positive school climate and help students develop a sense of community while

teaching them meaningful accountability for their actions. We have established "Peace Corners" with all necessary supplies in all classrooms. When students feel they need a break or need to refocus themselves, they can use items in the "Peace Corner" to recenter or reset. Candlewood also uses several other positive reinforcements for school-wide expectations. We have an established school store called the Eagle Buck Store. Students are rewarded with Eagle Bucks which they can redeem in our Eagle Buck store for small prizes twice a month. In addition, all faculty has access to a positive referral form which is a celebration of positive behaviors with a certificate, personal visit and announcement from the admin team. We also have student of the month nominations called "Eaglet of the Month" for each grade level.

We have implemented new clubs and continued with previously established clubs that have provided additional experiences for our students such as: Makerspace club, garden club, elementary UIL, Honor Choir, Jr. Choir, Origami Club, Typing Club, Art Club, Yearbook Club, Dancing Eagles, Girls on the Run, iPLAY, and Zearn Club.

There are opportunities to provide and receive mentorship for students and faculty members such as: Student Ambassadors, Buddy Classrooms, Check-in/Check-out Mentors, Soaring to New Heights (WHS) and Wagner Interns. We also have a Lead Mentor Teacher who facilitates mentor meetings with Mentor and Mentee Teachers.

We provide additional services for students such as: ESL, special education, RTI, Dyslexia, accelerated instruction, after school tutoring, academic enrichment, and guidance and counseling services all which help the students grow as learners.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 21% of teachers at Candlewood have <5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession. **Root Cause:** Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).

**Problem Statement 2:** Some teachers do not commit to school-wide initiatives with fidelity. **Root Cause:** Historically CWE has had numerous administrators and a lot of faculty turnover causing low morale. In addition, JISD has adopted multiple approaches to teach curriculum.

**Problem Statement 3 (Prioritized):** Parental involvement is low specifically in the area of how do parents support their students academically. **Root Cause:** Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.



# Student Learning

## Student Learning Summary

### **2022-2023 Preliminary STAAR Data**

3rd Grade Math:	Likely did not pass: 6%	Zone of Uncertainty: 72%	Likely to Pass: 22%
3rd Grade Reading:	Likely did not pass: 22%	Zone of Uncertainty: 34 %	Likely to Pass: 43 %
4th Grade Math:	Likely did not pass: 24%	Zone of Uncertainty: 50%	Likely to Pass: 22%
4th Grade Reading:	Likely not to pass: 23%	Zone of Uncertainty: 45%	Likely to Pass: 32%
5th Grade Math:	Likely did not pass: 16%	Zone of Uncertainty: 72%	Likely to Pass: 11%
5th Grade Reading:	Likely did not pass: 10%	Zones of Uncertrainty: 48%	Likely to Pass: 43%
5th Grade Science:	Likely did not pass: 38%	Zone of Uncertainty: 56%	Likely to Pass: 7%

### **2022-2023 Preliminary STAAR - Special Education Data**

#### 3rd grade (10 SPED students)

Math     Likely did not pass 30% (3 students), Zone of uncertainty 60% (6 students), Likely to pass 10% (1 student)

Reading     Likely did not pass 40% (4 students), Zone of uncertainty 50% (5 students), Likely to pass 10% (1 student)

#### 4th grade (17 SPED students)

Math     Likely did not pass 47% (8 students), Zone of uncertainty 47% (8 students), Likely to pass 6% (1 student)

Reading     Likely did not pass 35% (6 students), Zone of uncertainty 47% (8 students), Likely to pass 18% (3 students)

#### 5th grade (17 SPED students)

Math     Likely did not pass 18% (3 students) Zone of uncertainty 71% (12 students) Likely to pass 11% (2 students)

Reading Likely did not pass 18% (3 students) Zone of uncertainty 71% (12 students) Likely to pass 11% (2 students)

Science Likely did not pass 56% (9 students) Zone of uncertainty 44% (7 students) Likely to pass 0% (0 students)

### **2022-2023 Spring Interim Data**

3rd Grade Math: App. 17.74% Meets: 0% Masters: 0%

3rd Grade Reading: App. 34.92% Meets: 9.52% Masters: 3.17%

4th Grade Math: App. 55.56% Meets: 19.05% Masters: 6.35%

4th Grade Reading: App. 60.94% Meets: 25% Masters: 12.5%

5th Grade Math: App. 41.51% Meets: 3.77% Masters: 0%

5th Grade Reading App: 40.38% Meets: 21.15% Masters: 1.92%

5th Grade Science: App.: 10% Meets: 4% Masters: 0%

### **Amplify BOY Screening**

1st Grade: 35% At or Above Benchmark

2nd Grade: 23% At or Above Benchmark

### **Amplify EOY Screening**

1st Grade: 47% At or Above Benchmark

2nd Grade: 28% At or Above Benchmark

### **Map NWEA Math BOY Screening**

1st Grade: 26% App. or Above

2nd Grade: 8% App. or Above

### **Map NWEA Math EOY Screening**

1st Grade: 24% App. or Above

2nd Grade: 16% App. or Above

## Student Learning Strengths

At this point in time, Texas has not released the final scale scores for the 2023 STAAR test. Currently, the preliminary data is categorized as likely did not pass, zone of uncertainty and likely to pass as reflected in the chart above.

Some of our campus learning strengths include RTI, dyslexia therapy services, built in intervention blocks, and extended day tutoring. We have an academic coach and academic trainer to assist teachers in planning and data. District Curriculum and Instruction coordinators have partnered with our campus as promise keepers with designated days and times to support the campus.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 21% of teachers at Candlewood have <5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession. **Root Cause:** Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).

**Problem Statement 2 (Prioritized):** Parental involvement is low specifically in the area of how do parents support their students academically. **Root Cause:** Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.

**Problem Statement 3:** Some teachers do not commit to school-wide initiatives with fidelity. **Root Cause:** Historically CWE has had numerous administrators and a lot of faculty turnover causing low morale. In addition, JISD has adopted multiple approaches to teach curriculum.

**Problem Statement 4 (Prioritized):** Although we have hired highly qualified teachers, there is a need for all teachers to be trained in high-impact effective instructional and SEL strategies and classroom procedures and routines. **Root Cause:** Teachers are continuing to receive training on our Campus Instructional Playbooks, SEL strategies, campus-wide strategies, and TEKS alignment.

# School Processes & Programs

## School Processes & Programs Summary

<b><i>Curriculum and Instruction</i></b>	<b><i>Professional Development</i></b>	<b><i>Leadership &amp; Decision Making Process</i></b>	<b><i>Communication</i></b>	<b><i>Scheduling</i></b>	<b><i>Support Servies</i></b>	<b><i>Extracurricular Opportunities</i></b>	<b><i>Technology Integration / Plan</i></b>
District Curriculum Guides	Various SEL including Suicical Awareness, Child Abuse Reporting, etc.	Attendance Committee	Community SMORE admin newsletter	Built in Learning Block for RTI and small group instruction	Counseling Dept	Makerspace	Teacher laptops
Zearn Software	Restorative Justice	Behavior Managment Committee	Class DOJO	Master Schedule	School Socail Worker	Art Club	5 model classrom with Cleartouch Screens
Amplify Software	PLCs-including Lesson planning internalization, formative assessments, DDI	Grade Level Leads	School Marquee	Extended Planning developed for 1x per week	Community in Schools	Typing Club	Chromebook ration 111
K12 Summit	E3 Alliance Coaches	Admin Team Meetings	Facebook	Breakfast in the classroom/ CEP	Community Partnerships	Dancing Eagles	Zearn
MAP/NWEA		E3 Coaching	Paper Flyers		Eagle Boutique	Origami	Amplify
Academic Enrichment		Committee Chairs	Blackboard all calls		Eagle Bucks Store	Gardening	Class Catalyst

<b><i>Curriculum and Instruction</i></b>	<b><i>Professional Development</i></b>	<b><i>Leadership &amp; Decision Making Process</i></b>	<b><i>Communication</i></b>	<b><i>Scheduling</i></b>	<b><i>Support Servies</i></b>	<b><i>Extracurricular Opportunities</i></b>	<b><i>Technology Integration / Plan</i></b>
Dyslexia Therapy			Stakeholder Surveys			Yearbook	

## Personnel-Policy and Procedures

Campus admin is able to recruit and hire employees from the intra-district transfer list as well as from outside the district. Our campus uses a panel of current employees and consistent questions/interview process for all candidates for both professional and paraprofessional positions. Campus employees attend campus based professional development as well as required PD from the district. Employees are encouraged to take advantage of additional development provided by the district or Region 20 service center. Employees have the ability to ask to attend relevant PD conferences that may be funded by the campus through either activity account or local funds. All staff members are evaluated by the district chosen measurement (TTESS, Professional evaluation, paraprofessional evaluation, etc.) as often as required by disrict and Board Policy. Staff members are encouraged to take on leadership roles through sponsoring clubs, presenting professional development at staff meetings, grade level chairs, volunteering to serve as a campus leader for various roles such as JETIs, Lead Mentor, ESAC, and/or coordinating family events at the campus.

## School Processes & Programs Strengths

Candlewood Elementary offers a wide variety of programs to benefit our student population.

There are numerous behavior supports such as: Eagle Buck Store, campus-wide behavior folder system, Student (Eaglet) of the Month, Weekly Kindness Challenges, Positive referrals, and Spirit Weeks. 3rd-5th Grades were highly encouraged to start tutoring after school in February.

Academic Program Strengths: Effective master schedule that identifies RTI, TAG, and SPED blocks for each grade level, designated times for tutoring .

Admin tries to communicate with our families in at least 5 ways: Dojo, Facebook, paper flyers, Blackboard all calls, school marquee, and campus website. Most teachers use Class Dojo.

Safety Audits were conducted weekly for internal and external doors. Each classroom contains an emergency backpack. All classrooms, and indoor spaces have the Standard Response Protocol (SRP) posters displayed in addition to all employees possess a name tag with photo ID and five universal SRP icons and verbage. Candlewood received a score of 100 from the safety audit conducted by Region 20.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Although we improved our campus attendance for students, we still did not meet the district expectations for daily/yearly average. **Root Cause:** Families need more education of the truancy laws and how it impacts their students' learning. The year of Covid led to many misconceptions on the connection between academics and attendance.

**Problem Statement 2:** Some teachers do not commit to school-wide initiatives with fidelity. **Root Cause:** Historically CWE has had numerous administrators and a lot of faculty turnover causing low morale. In addition, JISD has adopted multiple approaches to teach curriculum.

**Problem Statement 3:** Tutoring this school year didn't show the success expected. **Root Cause:** Tutoring needs to start earlier in the school year and for an extended time. Many students wanted to join clubs instead.

**Problem Statement 4:** Many parents feel communication between classroom teachers and their family need improvement. **Root Cause:** Inconsistent modes of communication or failure to respond in a timely manner.

**Problem Statement 5 (Prioritized):** Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, and the USDE. **Root Cause:** There are new practices and protocols for this school year that need to be consistently practiced 100% of the time.

# Perceptions

## Perceptions Summary

The campus surveyed parents in both the Fall and Spring semesters. The most recent survey results were very positive and an improvement from last year. Strengths include: 89% of parents feel our mission and vision statements represent the needs of our students, 93% of parents feel that our Principal and Assistant Principal keep them informed our campus events and happenings, 90% of parents feel welcomed at our school, 90% of parents feel that the teachers keep them informed about how their child is performing academically, 93% of parents feel that the teachers keep them informed about how their child is performing behaviorally. Weaknesses included: More communication/conferences between parent and teachers, better customer service in the front office.

The campus continues to explore ways to engage parents in more academic endeavors, including experimenting with holding events at different times during the day, in the evening, and on weekends. Administration and counseling department have developed partnerships with various members and businesses in the community.

Community Outreach-Meet the Teacher, Title 1 Parent Meeting, Literacy Night, Back to School night; STEM night, Open House, Books Fairs, Eagle Boutique

Communication- SMORE newlsetter posted on Dojo and Social Media, Dojo campus as well as individual teacher pages, classroom newsletters, parent conferences, Facebook page, marquee, BlackBoard callouts, campus website, Parent Compact, and Stakeholder surveys.

Many community partners joined this year for various activities such as: volunteer from RAFB assisted with Bike Rodeo, Field Day and Career day, HEB on Foster Rd. donated lunch, waters and snacks for teacher appreciation and participation in a recycling contest, Alamo United Methodist Church donated Thanksgiving baskets to 50 families and gift cards for Clothing. Live Oak Baptist Church partnered with the counseling department to present All Kids Can, Kiwanis/Lions Club donated books to PK-2nd grade students.

District Office projects the campus will be losing one PK-4 teacher and adding an extra teacher to use at our discretion. 4 teachers have left Candlewood to seek employment outside of Judson ISD. Turnover rate decreased in comparison to the previous school year.

The campus had a lead mentor teacher to facilitate meetings between mentors and mentees. All teacher new to JISD attended the New Teacher Academy with the exception of one late hire. District also provided monthly support through a New Teacher Cohort.

## Perceptions Strengths

Candlewood has positively improved the campus culture and climate as evidenced by surveys. Parents are becoming more actively involved in the campus through volunteering opportunities. Our parent survey was completed by 67 parents as compared to 48 the previous year. 93% of parents feel that our Principal and Assistant Principal keep them informed our campus events and happenings, 90% of parents feel welcomed at our school, 90% of parents feel that the teachers keep them informed about how their child is performing academically, 93% of parents feel that the teachers keep them informed about how their child is performing behaviorally.

Attendance rates increased for both staff and students alike. Staff, student and parent engagement opportunities and events have been a campus wide focus.

The campus has a vision, mission and commitment statements in place. These are shared weekly in the SMORE newsletter as well as our campus website.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some teachers do not commit to school-wide initiatives with fidelity. **Root Cause:** Historically CWE has had numerous administrators and a lot of faculty turnover causing low morale. In addition, JISD has adopted multiple approaches to teach curriculum.

**Problem Statement 2 (Prioritized):** Parental involvement is low specifically in the area of how do parents support their students academically. **Root Cause:** Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.

**Problem Statement 3:** Many parents feel communication between classroom teachers and their family need improvement. **Root Cause:** Inconsistent modes of communication or failure to respond in a timely manner.



# Priority Problem Statements

**Problem Statement 1:** 21% of teachers at Candlewood have <5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession.

**Root Cause 1:** Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Although we improved our campus attendance for students, we still did not meet the district expectations for daily/yearly average.

**Root Cause 2:** Families need more education of the truancy laws and how it impacts their students' learning. The year of Covid led to many misconceptions on the connection between academics and attendance.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, and the USDE.

**Root Cause 3:** There are new practices and protocols for this school year that need to be consistently practiced 100% of the time.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parental involvement is low specifically in the area of how do parents support their students academically.

**Root Cause 4:** Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.

**Problem Statement 4 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 5:** Although we have hired highly qualified teachers, there is a need for all teachers to be trained in high-impact effective instructional and SEL strategies and classroom procedures and routines.

**Root Cause 5:** Teachers are continuing to receive training on our Campus Instructional Playbooks, SEL strategies, campus-wide strategies, and TEKS alignment.

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: June 30, 2023

**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 47% to 53% by EOY 2024.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses in order to determine both student needs and professional development needs for CWE. <b>Strategy's Expected Result/Impact:</b> Use data to drive small group instruction and close achievement gaps. <b>Staff Responsible for Monitoring:</b> Admin team, classroom teachers, RTI teachers, Special Education Teachers.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will implement small group instruction and differentiation strategies such as anchor charts, concrete and pictorial models providing hands-on opportunities for all student groups to include at-risk students (Economically disadvantaged, RTI, Special Education, Apple Unit, Life Skills Unit, ELL and 504) <b>Strategy's Expected Result/Impact:</b> increased student academic growth implementation of best practices campus wide increase student engagement <b>Staff Responsible for Monitoring:</b> Campus leadership team, Classroom teachers  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> Lakeshore: supplies for RLA: primary composition books, newsprint paper, timers, reusable sleeves - 211 Title I - \$1,870.83, Office Depot: supplies for Small Group, Differentiation, and Instructional Stations: sentence strips, index cards, PlayDough, Duct Tape for Journals, scissors and envelopes - 211 Title I - \$928.60		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will use the Science of Teaching Reading to increase evidence-based reading methods that best support development of skilled reading. They will implement and utilize ABC arc, letter manipulatives (alphabet), sound walls, mouth mirrors and various phonemic awareness activities to help close the gaps. <b>Strategy's Expected Result/Impact:</b> Growth on TKEA and Amplify from BOY to EOY. Increase student success in the area of phonics, thus minimizing the need for Tier 2 and 3 interventions. <b>Staff Responsible for Monitoring:</b> Campus leadership team, Classroom teachers  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use SCE, Title, as well as other funds, to purchase supplementary instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of Pre K 3 and Pre K 4, Gifted and Talented, special education students, ELL, and at-risk students throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase unit assessment and STAAR scores. Implement best teaching practices. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> Lakeshore: PK resources for role play and writing/textile stations - 211 Title I - \$1,865.09, Lakeshore: PK resources for active play - 211 Title I - \$1,091.46	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Response to Intervention * The campus master schedule includes a 30-45 minute RTI block for each grade level in math and reading.  * RTI teachers provide support to classroom teachers and students  * Ongoing RTI planning meetings. RTI staff should meet weekly to discuss growth and progress. These meetings should be facilitated by the RTI Team Lead.  * RTI - case managers * Ongoing administrative/RTI Lead Teacher meeting with teachers regarding assessment results <b>Strategy's Expected Result/Impact:</b> RTI documentation, team meeting agendas and notes. Close achievement gaps for at-risk students. <b>Staff Responsible for Monitoring:</b> Administration, RTI teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide in-school tutoring during the school day. Implement resources such as Forde-Ferrier, Mentoring Minds, and STAAR Ready to further prepare all students, including at-risk and economically disadvantaged students. <b>Strategy's Expected Result/Impact:</b> At risk students will show growth in the classroom, on formal and informal assessments. <b>Staff Responsible for Monitoring:</b> Leadership Team, Classroom teachers.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Use SCE, Title, as well as other funds, to purchase differentiation strategies, or supplies to enhance learning of Pre K 3 and Pre K 4, Gifted and Talented, special education students, 504, and at-risk students throughout the school year. Purchases will be used to increase conceptual understanding and sensory input to stimulate students' sense of touch and help students focus and process information in a way that suits their learning styles. <b>Strategy's Expected Result/Impact:</b> Increased assessment and STAAR scores. Implementation of best teaching practices. Decrease in negative behaviors. Increased Student Engagement. <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Oct	Jan	Mar	June

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Use Title and SCE funds to purchase high-interest, collections of appropriate quality resources such as Scholastic Classroom magazines and library books to meet current standards. Teachers and librarians will continue to foster a love for reading and promote reading by sharing and organizing these resources and library materials through book talks and the promotion of self-selection. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in reading Campus wide exposure to reading informational text features Promoting reading with high-interest texts Students will practice using reading strategies to comprehend texts <b>Staff Responsible for Monitoring:</b> Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> Follett: Library Books - 211 Title I - (22-23) \$1609.78		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 21% of teachers at Candlewood have <5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession. <b>Root Cause:</b> Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).
Student Learning
<b>Problem Statement 1:</b> 21% of teachers at Candlewood have <5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession. <b>Root Cause:</b> Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).



**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 35 % to 41% by EOY 2024.

**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 28% to 34% by EOY 2024.

**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:** The percentage of 4th grade students that score on grade level or above in mCLASS Amplify will increase from 29% to 35% by EOY 2024.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement small group instruction and differentiation strategies such as anchor charts, concrete and pictorial models, providing hands on and online opportunities for all student groups to include at risk students (economically disadvantaged, RTI , SPED, Apple and Life skills units, ELL and 504). <b>Strategy's Expected Result/Impact:</b> Increase student academic growth, implementation of best practices campus wide and increase student engagement. <b>Staff Responsible for Monitoring:</b> Administration, classroom teachers.RTI, SPED teachers  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<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 5:** The percentage of 5th grade students that score on grade level or above in mCLASS Amplify will increase from 40% to 46% by EOY 2024.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Increasing hands-on, real-world experiences in Science by providing labs, and experiments for K-5 students, including 5th-grade students having the opportunity to attend a science camp.  <b>Strategy's Expected Result/Impact:</b> Increase student academic growth, implementation of best practices campus-wide, and increase student engagement. Increase the ability for students to practice and apply knowledge, learn from mistakes, learn and practice science safety, develop an understanding between theory and practice, develop and increase observational skills, and develop a sense of how organisms co-exist or depend on one another in the natural world.  <b>Staff Responsible for Monitoring:</b> Admin, Classroom teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
<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:** 1st grade students who score on grade level or above on MAP Math will increase 6 percentage points from BOY 2023 to EOY 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will implement small group instruction and differentiation strategies such as anchor charts, and concrete and pictorial models providing hands-on opportunities for all student groups including at-risk students (Economically disadvantaged, RTI, Special Education, Apple Unit, Life Skills Unit, ELL, and 504). This includes exposing students to math and science vocabulary during transitional times.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in math and science Campus-wide exposure to vocabulary and problem-solving content in math and science Promoting accountable talk using academic vocabulary</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> LoneStarLearning: Math Vocabulary Pack (K-5) and Math Dynamic Duo (K-5) - 211 Title I - \$3,712.80, LoneStarLearning: Science Vocabulary Word Poster Sets (K-2) - 211 Title I - (22-23) 2795.52</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 6 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> 21% of teachers at Candlewood have &lt;5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession. <b>Root Cause:</b> Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).</p>
Student Learning
<p><b>Problem Statement 1:</b> 21% of teachers at Candlewood have &lt;5 years of teaching experience and/or lack the tools needed to create engaging lessons and need support in becoming comfortable in their pedagogy and instructional craft. New teachers need more consistent and specific support to meet the challenges of the profession. <b>Root Cause:</b> Global teacher shortage and hiring teachers with alternative certifications or lack of certifications, high turnover rate from previous years, and late hires who did not get to participate in the New Teacher Academy which outlined the expectations of JISD. In addition, JISD adopted new programs (Amplify, Eureka, Skyward, and MAP).</p>

**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:** 2nd grade students who score on grade level or above on MAP Math will increase 6 percentage points from BOY 2023 to EOY 2024.

**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:** 3rd grade students who score grade level or above on MAP Math will increase 6 percentage points from BOY 2023 to EOY 2024.

**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:** 4th grade students that score on grade level or above on MAP Math will increase 6 percentage points from BOY 2023 to EOY 2024.







**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:** 5th grade students that score on grade level or above on MAP Math will increase 6 percentage points from BOY 2023 to EOY 2024.

**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 a 75% response rate on all family and student surveys.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify student and parent needs and create a series of events to provide support and educate parents and the community. These may involve: Eagle University (parent education), nutrition, title programs, social-emotional needs, literacy enrichment, adult education, and more. <b>Strategy's Expected Result/Impact:</b> increase parent, family, and community involvement increase student scores <b>Staff Responsible for Monitoring:</b> admin team, counseling team  <b>Title I:</b> 2.5, 2.6, 4.2 <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - Perceptions 2 <b>Funding Sources:</b> ODP: supplies for our Eagle University and parent education events - 211 Title I - 22-23 (817.19)	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.
Student Learning
<b>Problem Statement 2:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.
Perceptions
<b>Problem Statement 2:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.

**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 2:** Continue to implement a Comprehensive Developmental School Guidance and Counseling Program that will foster student learning in a safe, drug-free environment.

Strategy 1 Details	Reviews			
Strategy 1: Provide appropriate services, including supplies, clothing, meals, and transportation, to include McKinney Vento students to improve academic progress and attendance	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Plan and host Career Day and College Awareness Plan	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: In an effort to proactively address the unmet social emotional needs of the students, the counselor, social worker, and Communities In Schools team will provide grade levels with counseling support, SEL lessons and strategies to help address social issues.	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            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 2022 TAPR Report.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use Talent Ed Recruiting and Hiring to advertise and schedule interviews  Train and utilize an interview committee to hire staff  Title I and Compensatory Education support services (RtI and social worker)	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assign mentors and buddies to new staff members and develop a calendar of mentorship activities, including providing substitutes for opportunities for new teachers to observe and collaborate with experienced teachers.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus will maintain a space for teachers and staff to de stress and celebrate successes. Host campus activities that promote self care, mental health, health in general such as: the weekly sunshine cart, birthday celebrations, National teacher day, Eagle of the Week, etc.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure faculty is celebrated and recognized by taking a photo of the nominated employee with an eagle trophy and short write-up to feature in the administration's weekly newsletter. Faculty members will nominate an "Eagle of the Week" to recognize and honor those individuals who consistently perform above and beyond the standard high performance levels of Candlewood employees.	Formative			Summative
	Oct	Jan	Mar	June
<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 2022 baseline survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff will participate in a professional development featuring Christina Harbridge from Allegory Inc. (A Holdsworth featured presenter) focusing on giving tactical advice that changes how people act which can accelerate collaborative teamwork between all stakeholders. <b>Strategy's Expected Result/Impact:</b> better communication between parents and teachers, teachers and students, and teachers and colleagues <b>Staff Responsible for Monitoring:</b> admin team and grade level leaders  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> faculty, facility, snacks, and presenter - 211 Title I - 22-23 4999.50	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will create and display posters for campus-wide expectations, campus-wide commitment statements, and campus-wide vision and mission statements as developed with the staff and E3 Alliance.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Establish a school store and provide individual, class, and campus incentives by students earning "Eagle Bucks" to spend at the store.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 3:** Develop and implement programs/clubs designed to involve and engage students in extended learning opportunities such as athletics, music, the arts, reading, and technology.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create an art program to engage students in the opportunity to express their creativity, imagination, emotions, and ideas, while providing an environment to explore a variety of art craft forms. <b>Strategy's Expected Result/Impact:</b> An increase in student engagement, attendance Social-emotional growth <b>Staff Responsible for Monitoring:</b> Admin team and art program sponsors  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> Lakeshore - art materials - 211 Title I - \$537.52	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create Campus Programs to engage students in the opportunity to build socialization, problem-solving, and SEL skills, while providing an environment to explore a variety interests and activities.	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide activities, content, and instruction designed to develop exposure to music, technology, motor skills, knowledge, socialization, and behaviors for physical activity and physical fitness. <b>Strategy's Expected Result/Impact:</b> student engagement skill building improved fitness and coordination <b>Staff Responsible for Monitoring:</b> Admin Team, Teachers  <b>Problem Statements:</b> Student Learning 4 <b>Funding Sources:</b> School Specialty: supplies to enrich music program: Boomwackers, claves, music staff boards, drums, and musical notes - 211 Title I - \$2,249.89, JW Pepper : supplies to enrich music program: music books, music chart board sets, woods metal shakers - 211 Title I - \$1,128.78		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Although we have hired highly qualified teachers, there is a need for all teachers to be trained in high-impact effective instructional and SEL strategies and classroom procedures and routines. <b>Root Cause:</b> Teachers are continuing to receive training on our Campus Instructional Playbooks, SEL strategies, campus-wide strategies, and TEKS alignment.

**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 4:** Student attendance rate will increase from 87% to a rate at or above 90% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives such as certificates, class incentives, treats, etc. to students with improved or excellent attendance.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will hold parent intervention phone conferences with students who accumulate 3 or more absences during any grading period of the school year.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will acknowledge the grade level with the highest attendance average on a weekly basis by displaying a rolling attendance banner to the grade level hallway.	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> 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 5:** Campus safety will be improved to provide staff, students and parents with a safe learning environment at all times.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with Boys and Girls, Community In Schools, JISD police, and other community-based organizations to conduct training and small sessions to educate students and staff.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a safe space and location for potting training/changing areas.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase medical supplies, materials, and passes to provide medical assistance in a safe and clean environment. <b>Strategy's Expected Result/Impact:</b> Students will be provided with medical needs by our school nurse in a safe and clean environment. <b>Staff Responsible for Monitoring:</b> Admin, nurse  <b>Problem Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> School Nurse Supply: Gel packs, medicine, gloves, masks, alcohol pads - 211 Title I - \$177.23	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase materials to create a safe and secure environment. <b>Strategy's Expected Result/Impact:</b> The frequency of incidents will decrease on campus and all parties will become more aware of safety protocols. <b>Staff Responsible for Monitoring:</b> admin team, classroom teachers  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> Office Depot: supplies for safety folders, backpacks, batteries for flashlights, labeling areas - 211 Title I - 22-23 (760.16), Office Depot: Clocks, Gloves, Storage Bags - 211 Title I - \$232.26	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5 Problem Statements:





School Processes & Programs
<b>Problem Statement 5:</b> Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, and the USDE. <b>Root Cause:</b> There are new practices and protocols for this school year that need to be consistently practiced 100% of the time.

**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 6:** Provide opportunities for parent and community involvement in a welcoming school environment for all families.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement effective parental involvement activities to improve student academic, social, and emotional development - i.e., Eagle Boutique for families in need, Academic Nights (using dice and cards to teach math), Grandparents Day Camp Eagle Nest, Bike Rodeo, Veteran's Day Parade, 100th day of school parade, Family Game Nights, Parent Engagement Academic Night Winter Workshop, opportunities to volunteer on and off campus at various events, projects, and field trips, Splash Day, Hispanic Heritage Night, FIESTA literacy night, Night in the Museum, Award/Recognition Ceremonies, Splash Day, Clubs Showcase, Career Day, Kinder and 5th-grade Bridging Over Ceremonies, and STAAR Parent night <b>Strategy's Expected Result/Impact:</b> increased parental engagement SEL support improved academics <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I:</b> 2.5, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - Perceptions 2 <b>Funding Sources:</b> HEB: Grandparents Day- pastries, cookies, water, juice, paper products - 211 Title I - (22-23 ESF) 300.00	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement PK to Kinder, Kinder to 1st and 5th to 6th grade transition events to promote success! Parents will tour the campus and classrooms and celebrate with bridging over ceremonies. Parents will be provided with instructional resources to use to prepare students for kindergarten, 1st, or 6th grade.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Convene annual parent meeting for Open House/Title I participation information; update school/parent Title I compact; provide annual school accountability meetings <b>Strategy's Expected Result/Impact:</b> increase parent engagement Parent Input on Parent and Family Engagement Policy <b>Staff Responsible for Monitoring:</b> Admin Team  <b>Title I:</b> 2.4, 2.6, 4.1, 4.2 <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - Perceptions 2 <b>Funding Sources:</b> HEB: Open House/Title 1 Night- water, cookies, juice, paper products - 211 Title I - (22-23 ESF) 300.00	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review current Parent Involvement plan for campus-wide/community-wide involvement, including Literacy Night, Science Night, Grade Level Programs, parent volunteer programs, Award Assemblies, PK Transition, drive by celebrations, and parent involvement at home	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Diversify modes of communication to ensure that all parents are connected to school activities including school marquee, 100% participation on Class Dojo, Home visits, Facebook, BrightArrow weekly calls, Communication/take home folders, Administration Newsletter, flyers/memos, Weekly Classroom Newsletters, 100% participation on Teacher Websites, planners, personal phone calls, Parent Center and Volunteer Sign-Up. Administration and teachers will increase modes of communication to parents concerning attendance problems, discipline issues, counseling concerns, grade alerts, notifications for events, etc.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The campus will attempt to partner with various groups/organizations in the community. This can include opportunities for literacy engagement, mentoring, as well as the exposure of many careers available to students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The Campus will host monthly parent nights/classes or send a Monthly "Home and School Connection" newsletter to foster the home and school partnership. The newsletter provides parents with parenting skills and knowledge in the areas of attendance, how to create conversations with your child, reading, study habits, and life skills.	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Create a welcoming school environment to support a positive school culture. This will include updating our front foyer with creating campus displays that showcase SEL, recognitions of diversity (including military connectedness), demonstrations of our mission, vision and campus commitments.		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





### Performance Objective 6 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.
Student Learning
<b>Problem Statement 2:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.
Perceptions
<b>Problem Statement 2:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.

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

**Performance Objective 1:** Ensure effective leadership by implementation of a sustainable leadership system while maintaining low turnover rate of staff members by providing increased instructional support, staff development, and ownership of campus decision making. Build cohesive grade level teams and vertical teams who work together to ensure the success for all learners

**Evaluation Data Sources:** SBDM committee meeting minutes, Eduphoria sign-in sheets, professional development certificates, HR data on staff turn-over rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development after attending research-based professional development, planning family nights, and chairing grade levels and other committees	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Principal will hold weekly meeting with "A-Team" (administrative team consisting of Assistant Principal, Academic Coach, and Academic Trainer) to discuss plan of action for each week, observation form feedback, instructional playbook, PLC agendas, faculty meeting agendas, and monthly family engagement activities	Formative			Summative
	Oct	Jan	Mar	June
<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 2:** Campus principal will meet with campus secretary each month to review purchases and ensure fiscal responsibility based on suggestions made from Site Based Team, stakeholders, and teacher team leaders.





Strategy 1 Details	Reviews			
Strategy 1: A variety of teams (site-based, team teacher leaders, vertical teams, etc.) will collaborate on expenditures to support campus goals.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure communication with stakeholders concerning the purpose of raised funds	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% 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:** Candlewood will implement year 5 of Restorative Justice strategies in attempt to educate students, faculty and community on conflict resolution to restore relationships.

**High Priority**

**Evaluation Data Sources:** Behavior referral data, behavior contracts, behavior folders,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement morning meeting circles with students to build relationships and empower students to solve conflict on their own. The campus will purchase materials and supplies to support teachers and students. <b>Strategy's Expected Result/Impact:</b> Build relationships in the classroom. <b>Staff Responsible for Monitoring:</b> classroom teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Restorative Justice Team will work in conjunction with the leadership team to promote positive behaviors throughout the campus <b>Staff Responsible for Monitoring:</b> Counselor, Social Worker, Classroom teachers.  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2:** The campus counselor and social worker will conduct guidance lessons with students and community to educate and model kindness and empathy.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Counselor and Social Worker will use various programs and meetings to promote prosocial behavior skills in grades Pre K-5 such as; *Red Ribbon Week *Coffee with the Counselor *Unity Day *Second Step *Anti-bullying Week *Kindness Week *Military Connected Kids *Raising Capable Kids Parenting Classes with Live Oak Baptist *Thanksgiving Baskets from Alamo United Methodist *Peace corners in all classrooms *Operation School Bell *Angel Tree *Mckinney Vento Advocacy *ETC.  <b>Strategy's Expected Result/Impact:</b> Increased parent engagement Educate parents about SEL and academic supports <b>Staff Responsible for Monitoring:</b> Counseling Department Admin Team  <b>Title I:</b> 2.6, 4.2 <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - Perceptions 2 <b>Funding Sources:</b> HEB: pastries, water, coffee supplies for August Coffee with the Counselor - 211 Title I - \$50	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The school will educate the school and community on the diversity and special needs of the military child in order to increase awareness and understanding of this unique student population.  <b>Strategy's Expected Result/Impact:</b> increased awareness by community and staff on the special needs of the military	Formative			Summative
	Oct	Jan	Mar	June

child				
Staff Responsible for Monitoring: Counselor, Social Workers, Admin Team				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Parental involvement is low specifically in the area of how do parents support their students academically. <b>Root Cause:</b> Parents do not have a clear understanding of the connection between home and school and how to support their child with content-specific strategies to support academics, as well as socio-emotional; strategies. Skyward, the platform to grades, etc. was new in the 22-23 school year, and many families are still unfamiliar with it.
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**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 3:** Faculty and staff will develop and implement a systematic approach to student discipline that results in a 20% decrease in discipline referrals.





Strategy 1 Details	Reviews			
Strategy 1: Collaborate, develop and communicate campus-wide procedures to all stakeholders to decrease discipline office referrals by 20%	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	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.	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% 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 4:** Purchase Social Emotional Learning (SEL) resources to meet the physical, social, emotional needs of students and staff for a safe and healthy environment.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselor, social worker, and CIS representative will address classroom management behaviors and development of overall class culture by attending conferences such as the Annual Tx. School Social Workers Conference and the Annual American School Counselors Association and providing training on relationship building, the development and use of peace corners, and circles to increase positive student teacher interactions and an environment more conducive to learning. <b>Strategy's Expected Result/Impact:</b> support the emotional, physical, and social needs of our students, families, and staff <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# State Compensatory

## Budget for Candlewood Elementary School

**Total SCE Funds:** \$192,000.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# Campus Funding Summary

171 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$192,000.00
+/- Difference					\$192,000.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Office Depot: supplies for Small Group, Differentiation, and Instructional Stations: sentence strips, index cards, PlayDough, Duct Tape for Journals, scissors and envelopes		\$928.60
1	1	2	Lakeshore: supplies for RLA: primary composition books, newsprint paper, timers, reusable sleeves		\$1,870.83
1	1	4	Lakeshore: PK resources for role play and writing/textile stations		\$1,865.09
1	1	4	Lakeshore: PK resources for active play		\$1,091.46
1	1	8	Follett: Library Books	(22-23) \$1609.78	\$0.00
1	6	1	LoneStarLearning: Math Vocabulary Pack (K-5) and Math Dynamic Duo (K-5)		\$3,712.80
1	6	1	LoneStarLearning: Science Vocabulary Word Poster Sets (K-2)	(22-23) 2795.52	\$0.00
2	1	1	ODP: supplies for our Eagle University and parent education events	22-23 (817.19)	\$0.00
3	2	1	faculty, facility, snacks, and presenter	22-23 4999.50	\$0.00
3	3	1	Lakeshore - art materials		\$537.52
3	3	3	JW Pepper : supplies to enrich music program: music books, music chart board sets, woods metal shakers		\$1,128.78
3	3	3	School Specialty: supplies to enrich music program: Boomwackers, claves, music staff boards, drums, and musical notes		\$2,249.89
3	5	3	School Nurse Supply: Gel packs, medicine, gloves, masks, alcohol pads		\$177.23
3	5	4	Office Depot: supplies for safety folders, backpacks, batteries for flashlights, labeling areas	22-23 (760.16)	\$0.00
3	5	4	Office Depot: Clocks, Gloves, Storage Bags		\$232.26
3	6	1	HEB: Grandparents Day- pastries, cookies, water, juice, paper products	(22-23 ESF) 300.00	\$0.00
3	6	3	HEB: Open House/Title 1 Night- water, cookies, juice, paper products	(22-23 ESF) 300.00	\$0.00

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	HEB: pastries, water, coffee supplies for August Coffee with the Counselor		\$50.00
Sub-Total					\$13,844.46
Budgeted Fund Source Amount					\$248,775.00
+/- Difference					\$234,930.54
Grand Total Budgeted					\$440,775.00
Grand Total Spent					\$13,844.46
+/- Difference					\$426,930.54