

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



Mission Statement

The mission of Olympia Elementary is to build respectful and responsible students who are lifelong learners by following three agreements of respect, responsibility, and restorative practices.

Vision

The vision of Olympia Elementary is to set students on the path to become the leaders of tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Olympia is a PK3-Grade 5 Fine Arts Academy (Title 1) with approximately 480 enrolled students. School programs include ECSE, Lifeskills, Special Education Resource, Co-Teach, Inclusion, TAG, and Dyslexia, and increased access to fine arts curriculum during specials. Olympia is a neighborhood school now accepting enrollment from outside traditional school boundaries through the School of Choice option.

Office referrals increased overall this year from last year due to students coming back from virtual learning. Olympia continues a more standardized campus discipline management plan, including restorative practices and outside factors.

All teachers are highly-qualified with the exception of 1 PK teacher. There are at least 9 teachers with a Master's degree. Most staff members have been at OE for 5+ years. OES has implemented a mentoring program for teachers new to teaching and new teachers to our campus. All Olympia teachers are also in the process of adding ESL certification with the expectation of 100% certified by the end of the 22-23 school year. Olympia has also added an official Academic Coach to help with curriculum support, mentoring, and help with professional development.

The enrollment numbers of our students in special programs are fluid and depend upon the number of children tested. Parents can request their child be tested for specific programs - such as Talented and Gifted, Dyslexia, and Special Education. Olympia offers after-school clubs for students in grades K-5. The clubs are sponsored by staff members and students could sign up for which clubs they were interested in. Some of the clubs offered were cheer, volleyball, art, yoga, STEM, and Lego's.

Student tardies are becoming a challenge with the highest number of tardies in PK with 1,175.

Attendance went down from the previous year to 91% as parents were still leery of Covid safety procedures. Tardies are a struggle that we deal with on a daily bases.

Student Information: Eco Dis 55.8%, Section 504 4.3%, Special education 16.9%, At-risk 65.5%

Teachers by Ethnicity and Sex: African American 6.9%, Hispanic 27.6%, White 65.5.3%, 6.9% Male, 93.% Female

Students by Ethnicity: African American 21%, Hispanic 59%, White 13%, American Indian .2%, Asian 2%, Pacific Islander .4%, 2 or more races 4%

Leaver data to Charter schools

2019:1

2020:1

2021:17

2022: 14

Demographics Strengths

For the 2021-2022 school year Olympia did not lose any teachers however a 5th-grade teacher was placed as our campus enrichment teacher due to low numbers in 5th grade

OES has a low employee turnover rate. For the 2021-22 school year Olympia only had to replace 2 teachers that moved and took another position and the principal due to job placement.

There have been 2 instructional part time support staff added, for a total of 5, to the campus increasing instructional support by 20 hours. Due to allocations, 1 special education paraprofessional was displaced but was reallocated as an instructional paraprofessional.

The student Hispanic ethnic group increased this school year to 59%, African American 21%, Asian 2%, Hispanic 49.4%, American Indian 0.7%, Pacific Islander 0.4%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on the 2021-2022 PEIMS, there were 1,175 number of tardies from August to May in PK alone. **Root Cause:** Lack of communication on the impact of lost instructional time and no accountability for parents and students.

Student Learning

Student Learning Summary

Preliminary Results:

Third grade Math: 80% App/47% Meets/20% Masters

Third Grade Reading: 84% App/65% Meets/29% Masters

Fourth Grade Math: 74% App/45% Meets/32% Masters

Fourth Grade Reading: 86% App/66% Meets/37% Masters

Fifth Grade Math: 73% App/31% Meets/13% Masters

Fifth Grade Reading: 82% App/56% Meets/38% Masters

Fifth Grade Science: 64% App/24% Meets/7% Masters

PK Data:

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		95%	5%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	100%	0%	0%	0%
	Overall Measure	100%	0%	0%	0%
Phonological Awareness	Syllabication	68%	32%	0%	0%
	Onset-Rime	47%	53%	0%	0%
	Alliteration	37%	63%	0%	0%
	Rhyming I	74%	26%	0%	0%
	Overall Measure	95%	5%	0%	0%
Math	Rote Counting	79%	21%	0%	0%
	Shape Naming	89%	11%	0%	0%
	Number Discrimination	100%	0%	0%	0%
	Number Naming	95%	5%	0%	0%
	Shape Discrimination	89%	11%	0%	0%

	Counting Sets	100%	0%	0%	0%
	Operations	47%	53%	0%	0%
	Overall Measure	100%	0%	0%	0%
Letter-Sound Correspondence		100%	0%	0%	0%
* Measure has no benchmarks.					

KINDERGARTEN EOY DATA:

Measure		On-Track	Monitor	Support
Vocabulary	Vocabulary 3	79%	10%	10%
	Overall Measure	79%	10%	10%
Letter Names	Letter Names	69%	16%	15%
	Overall Measure	69%	16%	15%
Spelling	Spelling 3	60%	15%	25%
	Overall Measure	60%	15%	25%
Listening Comp	Listening Comprehension	75%	6%	19%
	Overall Measure	75%	6%	19%
Decoding	Decoding 3	60%	12%	28%
	Overall Measure	60%	12%	28%
Letter Sounds	Letter Sounds 3 Receptive	*	*	*
	Letter Sounds 3 Expressive	*	*	*
	Overall Measure	66%	9%	25%
Blending	Blending 3 Receptive	*	*	*
	Blending 3 Expressive	*	*	*
	Overall Measure	51%	4%	44%
Math	Math Part 1 W3	*	*	*
	Math Part 2 W3	*	*	*
	Overall Measure	44%	12%	44%
Science	Science 3	100%	0%	0%
	Overall Measure	100%	0%	0%

First Grade:

Amplify Reading

74->91% On Level

85->94% Growth

Every teacher above 90% growth

24 in red to just 6 by EOY

40% above grade level EOY

Imagine Math

31%->69% On Level

51% Growth

176Q avg growth

160Q to show year growth

Unit assessments 96% passing avg 70 or above

Second Grade:

Amplify Reading

71->80% On Level

63->92% Growth

Olguin & Paniagua 100% growth

40% above grade level EOY

Imagine Math

67%->90% On Level

69%->85% Growth

211Q avg growth

130Q to show year growth

Unit assessments 82% passing avg 70 or above

Third Grade:

Amplify Reading

85%->76% On Level

71%->76% Growth

Unit assessments 61% passing average 70 or above

Imagine Math

61%->61% On Level

54%->65% Growth

196Q avg growth (170Q) to achieve a year's worth of growth

Unit assessments 53% passing average 70 or above

Fourth Grade:

Amplify Reading

96%->86% On Level

78%->87% Growth

39% above grade level EOY

Unit assessments 67% passing average 70 or above

Imagine Math

37%->52% On Level

78%->81% Growth

244Q growth

150Q to achieve a year's worth of growth

Unit assessments 74% passing avg 70 or better

Fifth Grade:

Amplify Reading

69%->68% On Level

57%->66% Growth

36% above grade level EOY

Unit Assessments 41% passing avg 70 or better

Imagine Math

59%->51% On Level

69%->61% Growth

132Q avg growth

100Q to achieve a year's worth of growth

Unit Assessments 75% passing avg 70 or better

Special education:

Reading

38%->56% Passing rate

Math

31%->46% Passing rate

Student Learning Strengths

For the 21-22 school year, the campus Accountability rating B with a distinction for Academic Growth with 92%.

Based on preliminary scores, we showed growth in reading and would receive an accountability rating of A based on reading scores alone.

Tracking of student data was shared with the administrative team during weekly vertical planning times at PLC.

Teachers used supplementary diagnostic data to help pinpoint gaps in phonological and phonemic awareness.

Based on the TEA-mandated Dyslexia screener for Kindergarten and First grade, fewer students were identified as at risk for characteristics of dyslexia.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%. **Root Cause:** Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.

Problem Statement 2 (Prioritized): According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. **Root Cause:** Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.

School Processes & Programs

School Processes & Programs Summary

Teachers have a better understanding of deconstructing the TEKS and developing student activities that provide evidence of learning. Teachers follow the district scope and sequence and utilize the tools provided by district curriculum maps and Lead4Ward, Stem-scopes, and various other resources purchased by the campus. Teachers incorporated the use of unit common assessments to consistently track student data. The need to find efficient ways to scaffold low-performing concepts while continuing.

Campus-wide use of document cameras and projectors for instruction is utilized. All students have access to technology education as part of the district initiative that every student receives a form of technology. 5th grade uses STEMScopes as part of their instructional strategies. Mimeos were provided for kindergarten and first.

Students find the school to be enjoyable and safe. Teachers participate in the decision-making process through PLC, Grade level meetings, committees, SBDM, and Team Leadership. Clear expectations for instruction, collaboration, and following campus procedures are shared, reinforced, and understood by staff.

Almost all teachers are highly-qualified. Most staff members have been at OE for 5+ years. A mentor program is in place for new and new to campus teachers. Teachers seek opportunities for professional development through Region 20, book studies, PLCs, technology updates, and through district support.

School Processes & Programs Strengths

On-going collaboration, professional growth, reflection on best practices.

High employee attendance rates and retention rates.

Teachers have a strong foundation of the TEKS and are consistently looking for ways to stay current in their field, engage students, and provide rigorous instruction. We have 1 teacher in the Teacher Leader program, 8 staff members participating in Reading Academy, and 9 staff members are completing year 1 of Restorative Justice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%. **Root Cause:** Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.

Problem Statement 2 (Prioritized): According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. **Root Cause:** Introductory

lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.

Problem Statement 3 (Prioritized): Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities. **Root Cause:** COVID had limited access to campus.

Perceptions

Perceptions Summary

The attendance rate for the 2021-2022 school year is as follows: Asians are 2.67, African American 34.03, Hispanic 197.73, Two or more races 21.09, and White 96.62.

Olympia has a low staff turnover rate and has remained that way for the last two years. Staff mentoring has proven to be beneficial for new teachers. Staff perceptions of academic expectations are very clear and are reviewed regularly during PLC meetings. Staff absence percentage was at 946.

Per leadership and support review, teachers are happy with their jobs, instructional support, and nutrition. Instructional leaders are supportive of campus instructional needs, communicate well with staff, and are available when needed. Areas of concern were executive decisions. Some teachers felt that they were made without teacher input. Also, clearer communication from the principal was mentioned in comments as well as in the rating system.

Parental support for campus activities and needs is growing, however, participation in PTO is low. Parents feel communication is timely but we need to keep the focus on keeping all forms updated. Parents prefer text messaging and emails as the main forms of communication. Parents will attend day events if their child is performing or being recognized.

There has been an increase in business partnerships with the school. Students feel safe and like school.

OES continues to provide a wide variety of after-school programs and clubs for all students. Students and parents agree that they are challenged academically and that the teachers care about their students. Parents and students agree that interventions are provided for struggling students. Student disciplinary issues are primarily handled at the classroom level. Improve clear communication and follow-through related to systems, procedures, and expectations.

Student discipline should focus on restorative practices rather than on rewards and punishments.

Perceptions Strengths

Students feel safe at school and like school. Students and parents feel like the school is meeting their needs. OES welcomes parent support and are looking for more parental involvement activities.

Parents feel like they are being communicated with often and would like more school text messages as a form of communication.

Parents and students think that the teachers at Olympia are focused on student learning.

There has been an increase in business partnerships with the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities. **Root Cause:** COVID had limited access to campus.

Priority Problem Statements

Problem Statement 3: Based on the 2021-2022 PEIMS, there were 1,175 number of tardies from August to May in PK alone.

Root Cause 3: Lack of communication on the impact of lost instructional time and no accountability for parents and students.

Problem Statement 3 Areas: Demographics

Problem Statement 1: According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%.

Root Cause 1: Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities.

Root Cause 4: COVID had limited access to campus.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%.

Root Cause 2: Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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: Improve, sustain, or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness by increasing domain 1 meets to 55% in math and 60% in reading STAAR grade levels and 90% of students will show at least a years growth in all grade levels.

High Priority





Evaluation Data Sources: 2022 STAAR

Amplify Data

MAPS Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development/PLC/Extended Planning will be focused and provided on a continual basis to address instructional models, implementation of new resources and monitoring of student growth.</p> <p>Strategy's Expected Result/Impact: Lessons plans addressing rigor and differentiation, PD sign in sheets, STAAR scores increase, increase of growth in Amplify and MAPS, reflective and proactive conversations of STAAR and Benchmark data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, C & I Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Lead4ward PD - 211 Title I - \$4,500</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will ensure that all applicable students in grades K-5th grade will complete a minimum of 3 lessons per week of Zearn.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth in math achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in K-5 will implement with fidelity the new Eureka math lessons in accordance with district mandates.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate math achievement on STAAR or curriculum based assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Bead Rekenreks - 211 Title I - \$231.78</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Support staff (RTI and Special Education) will provide additional explicit instruction to K-5 students who are struggling in the areas of reading and math per BOY or teacher referral through Eduphoria.</p> <p>Strategy's Expected Result/Impact: Student demonstrate and increase in reading and math scores on universal screeners, unit assessments and/or STAAR.</p> <p>Staff Responsible for Monitoring: Administration RTI lead Special Education lead</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Student attendance will be at or higher than 97%. Campus attendance plan will be implemented to monitor progress throughout the year and plan for student incentives.</p> <p>Strategy's Expected Result/Impact: Increase to student attendance</p> <p>Staff Responsible for Monitoring: Principal, AP, PEIMS, Counselor, Teachers, Attendance Committee</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: popsicles - 211 Title I - \$79.26</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%. Root Cause: Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.</p> <p>Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. Root Cause: Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.</p>

School Processes & Programs

Problem Statement 1: According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%. **Root Cause:** Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.

Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. **Root Cause:** Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.

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: Improve, sustain, or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness in the area of STEAM by increasing Approaches to 72% in science.

High Priority

Evaluation Data Sources: 2021 STAAR
2022 STAAR
Curriculum Based Assessments
MAP

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 5th grade students will attend a multi day science camp in order to build background knowledge or provide an equally academically rich experience on campus for the 22-23 school year.</p> <p>Strategy's Expected Result/Impact: STAAR data will indicate a growth in students scoring Approaches from 64% to 72%.</p> <p>Staff Responsible for Monitoring: 5th grade teachers Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will host a science-focused event to promote cross-curricular integration and science foundations.</p> <p>Strategy's Expected Result/Impact: Students will build background knowledge in areas of science.</p> <p>Staff Responsible for Monitoring: Science Committee</p>	Formative		
	Nov	Feb	May

<p>Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>			
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:


Student Learning
Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. Root Cause: Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.
School Processes & Programs
Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. Root Cause: Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.

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 1st grade students that score on grade level or above in MCLASS Amplify will increase from 31% to 37% by EOY 2023

High Priority

Evaluation Data Sources: Amplify data BOY/MOY/EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1st grade teachers and instructional support will provide tailored Amplify lessons to target areas of concern.</p> <p>Strategy's Expected Result/Impact: Students will show growth through progress monitoring.</p> <p>Staff Responsible for Monitoring: 1st grade teachers Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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 4: The percentage of 2nd grade students that score on grade level or above in MCLASS Amplify will increase from 42% to 48% by EOY 2023

High Priority

Evaluation Data Sources: Amplify data BOY/MOY/EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 2nd grade teachers and instructional support will provide tailored Amplify lessons to target areas of concern.</p> <p>Strategy's Expected Result/Impact: Students will show growth through progress monitoring.</p> <p>Staff Responsible for Monitoring: 2nd grade teachers Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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 3rd grade students that score on grade level or above in MCLASS Amplify will increase from 45% to 51% by EOY 2023.

High Priority

Evaluation Data Sources: Amplify data BOY/MOY/EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 3rd grade teachers and instructional support will provide tailored Amplify lessons to target areas of concern.</p> <p>Strategy's Expected Result/Impact: Students will show growth through progress monitoring.</p> <p>Staff Responsible for Monitoring: 3rd grade teachers Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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 6: 5th grade students that score on grade level or above on MAP Math will increase 5 percentage points from BOY 2022 to EOY 2023.

High Priority

Evaluation Data Sources: MAP data BOY/MOY/EOY





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide small group instruction to address gaps in math concepts and reasoning using Eureka supplementary instructional materials.</p> <p>Strategy's Expected Result/Impact: Students will increase their EOY MAP scores.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers Academic Coach Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Collaborate, develop, and communicate campus-wide Restorative Justice discipline management system in conjunction with continued enrollment in the 3rd year of the restorative justice cohort.

High Priority

Evaluation Data Sources: Required district training
Campus PD





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will provide Restorative Justice refresher trainings and practices through faculty meetings, PLC's and district PD's.</p> <p>Strategy's Expected Result/Impact: Students learn problem solving strategies Less office referrals Increase is restorative circles</p> <p>Staff Responsible for Monitoring: Administrator Counselor Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: The campus counselor will begin prerequisites for the Purple Star School program that is designed to respond to the educational and SES needs of students connected to the military so that we can apply for the 23-24 school year.

High Priority

Evaluation Data Sources: Purple Star prerequisites
Purple Star info session attendance





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselor will find military connected students in 4th and 5th grade to help serve as school ambassadors, create a welcome letter for new military enrolling students, place new information for military connect families on school website.</p> <p>Strategy's Expected Result/Impact: New military students and families feel welcome and easily transition into the new school.</p> <p>Staff Responsible for Monitoring: Counselor Administration Web Master</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: The campus will provide designated mindfulness areas, organized by the school counselor, for every classroom by October 2022.

High Priority

Evaluation Data Sources: Observation of mindfulness corners





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teacher will be provided with materials such as pattern rugs for calm breathing, timers, fidgets and other sensory items to create a calming corner in their classroom.</p> <p>Strategy's Expected Result/Impact: Students will increase focus, attention, self-control, classroom participation and compassion.</p> <p>Staff Responsible for Monitoring: Counselor Classroom teacher Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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 1: The campus counselor will reinstate the Watch DOGS program by the end of October 2022.

High Priority

Evaluation Data Sources: Watch DOGS Info Table at Open House
 Sign Up Roster
 Volunteer logs
 Social Media awareness

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote effective parental involvement activities to improve male role models and increase community engagement on campus through campus webpage, counselor newsletter, Coffee with the Counselor and Open House sign up.</p> <p>Strategy's Expected Result/Impact: Increase male role models Increase Parent and school relationships Increase School Safety</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 campus will plan, organize, and execute 2 (fall and spring) after school family engagement nights (Literacy night, math/science night) for the 2022-2023 school year.

High Priority

HB3 Goal





Evaluation Data Sources: Flyers

Calendar invites

Sign in Sheets

Committee Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will establish a committee to plan and execute a literacy-based family engagement night for the first semester to include family information sessions.</p> <p>Strategy's Expected Result/Impact: At least 250 participants will attend the Fall Literacy night.</p> <p>Staff Responsible for Monitoring: Academic Coach Literacy committee ELAR teachers Librarian</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: ice cream - 211 Title I - \$85.72</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will establish a committee to plan and execute a literacy-based family engagement night for the first semester to include family information sessions.</p> <p>Strategy's Expected Result/Impact: At least 250 participants will attend the Spring Math and/or Science night.</p> <p>Staff Responsible for Monitoring: Academic Coach Science and/or Math committee RTI Team</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%. Root Cause: Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.</p>
<p>Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. Root Cause: Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.</p>
School Processes & Programs
<p>Problem Statement 1: According to 2022 STAAR data for math, our campus average for students reaching Meets was 41%. Root Cause: Data indicates that students have gaps in math reasoning and concepts which impact math problem-solving in upper grades.</p>
<p>Problem Statement 2: According to 2022 STAAR data for Science indicates a significant decrease in Approaches from 72% to 64%. Root Cause: Introductory lessons on science TEKS are not instructed in conjunction with hands-on labs in grades K-4 and we lost the 5th-grade science class due to logistical reallocations.</p>
<p>Problem Statement 3: Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities. Root Cause: COVID had limited access to campus.</p>
Perceptions
<p>Problem Statement 1: Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities. Root Cause: COVID had limited access to campus.</p>

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: The campus Emergency Operations Procedures committee will inform staff of safety updates on a monthly basis: safety folders, follow safety procedures in all safety drills, parent notifications of safety drills and procedures through Blackboard.

High Priority





- Evaluation Data Sources:** EOP sign-in sheets
 Staff sign-in sheets from trainings
 Compliance Walkthroughs
 Student observations during drills
 Committee Minutes
 Calendar Invites
 Blackboard documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus EOP committee will meet at least 4 times per year to review the policy, make updates to procedures, and discuss concerns.</p> <p>Strategy's Expected Result/Impact: The EOP will be maintained, up to date, and all regulations meet. Sign in sheets will verify meeting time, date, and attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal EOP committee</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will adhere to and conduct the district-mandated required monthly safety drills.</p> <p>Strategy's Expected Result/Impact: A calendar with dates for safety drills created and implemented throughout the school year.</p> <p>Staff Responsible for Monitoring: Assistant Principal EOP committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Administration will take steps to train leaders and establish protocols to meet consistently and run grade level PLCs with fidelity.

High Priority





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement leadership protocols, which will be observed by administration, to be used in grade level planning to improve purposeful lesson planning and grade level discussions.</p> <p>Strategy's Expected Result/Impact: Increase teacher leadership</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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: The campus administration will provide professional development through E3 on "Leading Team Dynamics" in the first semester of the 22-23 school year.

High Priority

Evaluation Data Sources: Sign in roster
E3 materials
Follow up reflection/action pieces

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will provide skill sets for teachers to lead colleagues by organizing, facilitating and participating in various types of professional development and team planning</p> <p>Strategy's Expected Result/Impact: All teachers learn to lead in various setting</p> <p>Staff Responsible for Monitoring: Principal AP Academic Coach</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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 1: Special programs (Dyslexia, 504, RTI, SPED) leads will host at least 1 parent information night to provide information about services, rights, and processes as well as provide community based resources.

High Priority

HB3 Goal





Evaluation Data Sources: Flyers

Calendar Invites

Sign In Sheets

Committee Minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dyslexia will hold a dyslexia parent information night.</p> <p>Strategy's Expected Result/Impact: Parents/guardians will attend the meeting and gain knowledge and materials about how to help their students with dyslexia.</p> <p>Staff Responsible for Monitoring: Dyslexia Therapist SPED lead</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: cookies & water - 211 Title I - \$81.44</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special Education will create a DOJO page to share parent/guardian resources virtually.</p> <p>Strategy's Expected Result/Impact: Dojo created At least monthly posts about upcoming Special Education learning opportunities</p> <p>Staff Responsible for Monitoring: Principal SPED team</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: RTI, Special Education, and Section 504 campus coordinators will host an evening family information night.</p> <p>Strategy's Expected Result/Impact: Parent/guardian attendance of at least 50 Sign in sheets Materials shared</p> <p>Staff Responsible for Monitoring: Academic Coach 504 coordinator SPED lead RTI lead</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities. Root Cause: COVID had limited access to campus.</p>

Perceptions

Problem Statement 1: Parents feel welcome and want to volunteer but our parent involvement was not a full capacity allowing for various opportunities. **Root Cause:** COVID had limited access to campus.

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					\$2,000.00
+/- Difference					\$2,000.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4ward PD		\$4,500.00
1	1	3	Bead Rekenreks		\$231.78
1	1	5	popsicles		\$79.26
3	2	1	ice cream		\$85.72
5	1	1	cookies & water		\$81.44
Sub-Total					\$4,978.20
Budgeted Fund Source Amount					\$68,000.00
+/- Difference					\$63,021.80
Grand Total Budgeted					\$70,000.00
Grand Total Spent					\$4,978.20
+/- Difference					\$65,021.80