

Judson Independent School District

Copperfield Elementary

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

Establishing foundational footprints to success.

Table of Contents

Goals	4
Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.	4
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.	13
Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.	15
Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.	17
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.	19


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: By June 2025 Copperfield's student achievement will increase on average, by 10% in the area of Reading utilizing the BOY, MOY and EOY Universal Screener. By June 2025 the achievement gap between students groups will decrease.


Evaluation Data Sources: MAP Testing (BOY/MOY/EOY)
 Campus Benchmark Testing
 District Assessments
 Unit Assessments
 Amplify Assessments
 STAAR 2025

Strategy 1 Details	Reviews			
<p>Strategy 1: Intermediate Reading Teachers will be trained to internalize and execute specific components of the Amplify ELAR curriculum so students can enhance their reading abilities.</p> <p>Strategy's Expected Result/Impact: Students will gain the following percentages from BOY to MOY a gain of 5% and from BOY to EOY a total of 10% in each grade level.</p> <p>Staff Responsible for Monitoring: Administration Team Academic Trainer RTI Team Dyslexia Staff Special Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p> <p>Funding Sources: EPS Learning- Storybooks/Phonics 1st grade - 211 Title I - 722.84 23/24 - \$722.84</p>	Formative			Summative
	Oct	Jan	Mar	May
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 5: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

School Processes & Programs

Problem Statement 2: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

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: By June 2025 Copperfield's student achievement will increase on average, by 10% in the area of Math utilizing the MAP data for BOY, MOY, and EOY. By June 2025 the achievement gap between students groups will decrease.

Evaluation Data Sources: MAP Testing (BOY/MOY/EOY)
 Campus Benchmark Testing
 District Assessments
 Unit Assessments
 Eureka Assessments
 STAAR 2025

Strategy 1 Details	Reviews			
<p>Strategy 1: Intermediate Math Teachers will be trained on the internalization of specific concepts in the Eureka Math curriculum so students can enhance their problem-solving skills.</p> <p>Strategy's Expected Result/Impact: Students will gain the following percentages from BOY to MOY a gain of 5% and from BOY to EOY a total of 10% in each grade level.</p> <p>Staff Responsible for Monitoring: Administration Team Academic Trainer RTI Team Special Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 6 - School Processes & Programs 1, 3</p> <p>Funding Sources: Lakeshore- 4th grade math manipulatives - 211 Title I - 23/24 676.63 - \$676.63</p>	Formative			Summative
	Oct	Jan	Mar	May
	Empty review cells			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with students that have high needs and suffer with social/emotional/behavioral disorders. Students regularly perform significantly lower than their peers.

Student Learning

Problem Statement 3: Special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with students that have high needs and suffer with social/emotional/behavioral disorders. Students regularly perform significantly lower than their peers.

Problem Statement 6: STAAR performance and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems.

School Processes & Programs

Problem Statement 1: Special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with students that have high needs and suffer with social/emotional/behavioral disorders. Students regularly perform significantly lower than their peers.

Problem Statement 3: STAAR performance and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems.

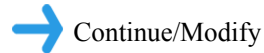
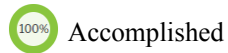
Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 3: Improve, sustain, and support academic growth in the three state-assessed subjects at or above grade level.

Evaluation Data Sources: Circle, TX-KEA

- Amplify
- MAP Math
- MAP Science,
- Mock STAAR
- STAAR
- EUREKA module assessments
- RLA unit assessments
- Frog Street

Strategy 1 Details	Reviews			
<p>Strategy 1: Use State Compensatory Education SCE and Title I funds as well as other funds, to purchase/maintain materials, equipment and supplies to enhance learning of all students (Pre-K3-5th grade) and at-risk students throughout the school year and for any summer programs. Use monies to send, bring in, or provide professional development opportunities for staff.</p> <p>Strategy's Expected Result/Impact: Purchase orders, update Library books, Imagine Math/Amplify reports, increased Mock STAAR scores, STAAR scores, and universal screen growth. Attend conference and trainings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Librarian Academic Trainer RTI Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 5, 6, 7 - School Processes & Programs 2, 3, 4</p> <p>Funding Sources: Office Depot- Consumable Items for centers and activities (all grade levels) - 211 Title I - 23/24 3805.89, Custom ID Systems- 2 Laminators - 211 Title I - 23/24 4291.41 - \$4,291.41, School Specialty- Items for 1st grade Science Labs - 211 Title I - \$251.50, Sweetwater- Sound SPEaker System, microphones, and cords - 211 Title I - \$1,661.22, Follett- Book order for the library - 211 Title I - \$1,416.85</p>	Formative			Summative
	Oct	Jan	Mar	May
	Empty review cells			



Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Copperfield Elementary continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage). **Root Cause:** Copperfield serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Student Learning

Problem Statement 1: Copperfield Elementary continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage). **Root Cause:** Copperfield serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Problem Statement 5: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

Problem Statement 6: STAAR performance and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems.

Problem Statement 7: STAAR performance in 5th grade Science remains a low performance area for students. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems. There needs to be a dedicated science lab, professional development plan, and hands on lab expectations.

School Processes & Programs

Problem Statement 2: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

Problem Statement 3: STAAR performance and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems.


Problem Statement 4: STAAR performance in 5th grade Science remains a low performance area for students. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems. There needs to be a dedicated science lab, professional development plan, and hands on lab expectations.


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: Campus Academic Trainer will provide coaching to teachers focused on instructional practices and classroom management.


Evaluation Data Sources: Teacher observations
Staff Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The Academic Trainer will utilize the Academic Feedback Form in Eduphoria for literacy, math, and science in order to provide timely feedback to all teachers to help improve Tier 1 instruction and curriculum.</p> <p>Strategy's Expected Result/Impact: Timely feedback to improve Tier 1 instruction and assist with curriculum. Model instructional strategies to facilitate teacher growth and student learning in the classroom.</p> <p>Staff Responsible for Monitoring: Academic Trainer Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 5: The campus shall ensure that all students in special programs such as (Special Ed, 504, Dyslexia, Gifted and Talented, and Emerging Bilingual) have access to appropriate learning supports.

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase student achievement and engagement of the at risk population, utilize multiple sources of assessment data to include ESL, Ethnicity Sub-groups, and Special Ed populations by incorporating high-interest research based instruction and instructional technology resources/materials to monitor and evaluate interventions. English Language Proficiency Standards (ELPS) posted are aligned with content taught.</p> <p>Strategy's Expected Result/Impact: Weekly data points using research-based instructional and instruction technology resources/ materials, monitoring of student data points, exit ticket rubric to monitor growth and progress, Walk through's-observations</p> <p>Staff Responsible for Monitoring: Academic Trainer RTI Teachers Administration</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 5, 7, 8 - School Processes & Programs 1, 2, 4, 5</p> <p>Funding Sources: School Specialty- Magnetic Whiteboard- Dyslexia - 211 Title I - 790.42 23/24 Title 1 - \$790.42, Lakeshore- 2nd grade manipulatives and hands on activities - 211 Title I - 23/24 515.81 - \$515.81, Lakeshore- Pk - grade manipulatives and hands on activities - 211 Title I - 23/24 752.14 - \$752.14, School Specialty- Kinder and 5th grade manipulatives and hands on activities - 211 Title I - 23/24 - 2372.52 - \$2,372.52, Arbor Scientific- items for labs for 4th grade science - 211 Title I - 23/24 80.49 - \$80.49, Office Depot: Consumable Supplies - 211 Title I - 23/24 353.94 - \$353.94, ABECEDARIAN ABC- Letters - 211 Title I - \$1,512.20, Lakeshore - 211 Title I - \$134.85</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: Special education students have not shown adequate growth across grade levels and content areas. Root Cause: The campus serves a population with students that have high needs and suffer with social/emotional/behavioral disorders. Students regularly perform significantly lower than their peers.</p>

Student Learning

Problem Statement 3: Special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with students that have high needs and suffer with social/emotional/behavioral disorders. Students regularly perform significantly lower than their peers.

Problem Statement 5: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

Problem Statement 7: STAAR performance in 5th grade Science remains a low performance area for students. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems. There needs to be a dedicated science lab, professional development plan, and hands on lab expectations.

Problem Statement 8: Tier 1 instruction need to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction and include activities that encourage application of learning.

School Processes & Programs

Problem Statement 1: Special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with students that have high needs and suffer with social/emotional/behavioral disorders. Students regularly perform significantly lower than their peers.

Problem Statement 2: STAAR performance and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels. **Root Cause:** There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention lessons in reading implemented effectively and consistently.

Problem Statement 4: STAAR performance in 5th grade Science remains a low performance area for students. **Root Cause:** Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems. There needs to be a dedicated science lab, professional development plan, and hands on lab expectations.

Problem Statement 5: Tier 1 instruction need to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction and include activities that encourage application of learning.

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: By June 2025, all students will participate in guidance and counseling activities to promote proper behavior and increase attendance.

Evaluation Data Sources: Skyward Discipline Data, Counseling Logs, RTI Data, Attendance data, and Gaggle Alerts





Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor and Social Worker will create a calendar for the school year in order to meet with all students multiple times throughout the school year to address social and emotional needs as well as district mandated grade level appropriate guidance and counseling. The attendance committee will meet and create a plan to initiate a school wide attendance incentive plan.</p> <p>Strategy's Expected Result/Impact: Increase student attendance. All students will be able to participate in guidance and counseling activities.</p> <p>Staff Responsible for Monitoring: Counselor Social Worker Administration Attendance Committee Classroom Teacher</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

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: Copperfield Elementary teachers will implement SEL components in their classroom during the 2024-25 school year (Peace/Zen Corners, Morning Meetings, Restorative Circles, Accountability Partners, Peer Tutoring, Classroom Jobs, etc.).

Evaluation Data Sources: Walkthrough Data
Discipline Referral Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will utilize Class Catalyst to measure their SEL needs on a daily basis. Time will be built into the master schedule to allow for this. K - 5 teachers will check in with students that are displaying SEL needs and advise the appropriate staff so that next steps can be taken. Teachers will have daily morning meetings/restorative circles to build classroom communities. Teachers will have a peace/zen corner in order to allow a student to have a place to calm down.</p> <p>Strategy's Expected Result/Impact: Students will be able to monitor their own SEL needs in order to improve classroom behavior.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Social Worker Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 1: Increase parent involvement by implementing strategies that will engage and facilitate communication and participation with stakeholders. Utilize weekly family newsletters, Facebook, school webpage, academic nights, family nights, PTO, and field trips.





Evaluation Data Sources: Event agendas, Sign-in sheets, Title 1 Parent Satisfaction Survey, and other surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly family newsletters, up to date webpage and Facebook page. Answering all parent phone calls and emails in a timely manner.</p> <p>Strategy's Expected Result/Impact: Parents will be up to date and more involved in daily activities at the campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The school will host Meet the Teacher Night, the Annual Title 1 Meeting, Literacy Night, STEM Night, Open House, and other events to involve parents and community members in school events and activities.</p> <p>Strategy's Expected Result/Impact: Increase family involvement and participation in family events and activities.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Develop and implement programs/clubs designed to involve and engage students in extended learning opportunities such as athletics, music, the arts, reading, and technology.

Evaluation Data Sources: Participation in programs and club rosters

Strategy 1 Details	Reviews			
<p>Strategy 1: Involve all campus staff in selecting new clubs for the 24-25 school year.</p> <p>Strategy's Expected Result/Impact: High student involvement in clubs that will extend itself to new learning opportunities in multiple areas and building relationships with staff other than their classroom teacher.</p> <p>Staff Responsible for Monitoring: Club teachers Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Ensure effective leadership implementation by minimizing 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: Data dives, student achievement scores, feedback from planning meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: During collaborative planning teachers not only focus on academics but also on team building and effective communication to build their relationships.</p> <p>Strategy's Expected Result/Impact: Check in with grade levels weekly to determine what type of activity is needed based on their needs.</p> <p>Staff Responsible for Monitoring: Academic Trainer Team Leaders Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

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

Performance Objective 2: Copperfield administration will provide teachers with an opportunity to gain leadership experience through various campus activities and committees.





Evaluation Data Sources: Sign in sheets, committee role sheets, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff are required to be on 2 campus committees, where they have opportunities to lead in various roles. Staff are also given opportunities to take on roles the campus needs at the district level. Staff are also given opportunities to gain leadership through campus wide events.</p> <p>Strategy's Expected Result/Impact: Staff will step up to lead in the diverse activities and roles that have been established. Staff can gain leadership through proposing different events on campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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: Provide learning activities where students, parents, and community members can participate and grow our school academically, socially, and independently. To continue to ensure effective communication between all school stakeholders and community members to include parents.

Evaluation Data Sources: Parent and community sign-in sheets signifying participation, end-of-year parent surveys along with communication artifacts and information disseminated by school staff.





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus wide academic activities throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement with an academic focus in order to bridge home and school to assist parents in increasing their knowledge on how to support their student academically.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 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>Funding Sources: HEB Purchase order snacks and drinks for Title 1 Parent Night - 211 Title I - \$400, HEB Purchase order drinks and paper products for Military Night - 211 Title I - \$130</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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: Implement a communication plan to ensure effective communication between school and community.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize weekly parent newsletter, updates on school webpage, and daily FaceBook page. Timely response to parent inquiries via phone calls and emails. Up to date marquis. Utilize campus wide communication folders to keep parents informed.</p> <p>Strategy's Expected Result/Impact: Parents are kept up to date and know about events in advance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 1</p> <p>Funding Sources: Nicky Folders- Schoolwide Communication Folders Pk-5th - 211 Title I - 1645.75 23/24 - \$1,645.75</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 6: Copperfield parents want and need a greater home-school connection, to include communication about academics and behavior, increased opportunities to be involved on campus, campus events, and parent information courses. Teachers also want to use a school wide communication folder in all grade levels. Root Cause: There is a lack of communication between classroom teachers and parents. Communication from the campus needs to be streamlined. The campus needs to advertise more volunteer opportunities, and communicate with a monthly newsletter. The campus needs to have a weekly faculty newsletter, parent newsletter, and utilize Facebook and campus webpage more effectively. Teachers need to use Remind and Dojo.</p>

Perceptions

Problem Statement 1: Copperfield parents want and need a greater home-school connection, to include communication about academics and behavior, increased opportunities to be involved on campus, campus events, and parent information courses. Teachers also want to use a school wide communication folder in all grade levels. **Root Cause:** There is a lack of communication between classroom teachers and parents. Communication from the campus needs to be streamlined. The campus needs to advertise more volunteer opportunities, and communicate with a monthly newsletter. The campus needs to have a weekly faculty newsletter, parent newsletter, and utilize Facebook and campus webpage more effectively. Teachers need to use Remind and Dojo.