

Judson Independent School District
Candlewood Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

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

NEW:

School's Mission: Candlewood STEM Academy (CSA) is a PK-5 ecology-based elementary school. Our mission is to provide all students with a safe and supportive community as well as opportunities for real world, hands-on learning and challenging, grade-level tasks which will prepare them for rigorous STEM pathways in secondary school and beyond.

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

Demographics

Demographics Summary

Candlewood Elementary School – 112

Candlewood Elementary School is an urban second through fifth-grade school in Judson Independent School District in the Candlewood Park subdivision. Candlewood Elementary is comprised of 277 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 1 Associate Principal 1 Assistant Principal), 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 10 teachers, and 5 support staff/paraprofessionals.

Specifically, we have three second-grade teachers, three third-grade teachers, four fourth-grade teachers, three fifth-grade teachers, and three special education teachers. Two Special Education teachers will pull out students for resources and provide push-in inclusion services. One of the special education teachers will serve our students in the Life Skill Unit. Candlewood Elementary also has two Response to Intervention (RTI) teachers, one Dyslexia Therapist, one librarian, one STEM teacher, and one 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 and lunch for every student.

Our student demographics are:

Candlewood Campus - 112		
Female	142	30.47%
Male	135	29.00%
277		
Race		
Hispanic	209	44.68%

Candlewood Campus - 112**Ethnicity**

Am. Indian/Alaskan	2	0.43%
Asian	0	0
Black	84	18.01%
Native Hawaiian	1	0.21%
White	22	4.71%
Two or More	9	1.93%

Dyslexia	18	3.83%
G&T	25	5.32%
504	8	1.71%
SPED	72	15.34%
EB	25	5.34%
Bilingual	1	0.21%
ESL	3	0.65%
Alt. ESL	20	4.26%
At Risk	204	43.77%
EcoDis	213	45.77%
Foster Care	4	0.86%
Homeless	2	0.43%
Immigrant	0	0
Military	22	4.72%

SPED Disability

Other Health	4	5.13%
Intellectual	6	7.70%
Emotional	1	1.28%
Learning	29	37.18%
Speech	12	15.40%
Autism	9	11.55%

Candlewood Campus - 112		
Speech Therapy	10	12.84%

Beyond academics, the social and emotional development of our students is a priority at Candlewood. We have one counselor, one social worker, and one Site Based Coordinator from Community in Schools (CIS). The counseling department implements monthly guidance lessons which include Second Step Lessons for Grades 2-5. In addition, all students have access to Class Catalyst, for daily SEL (Social Emotional Learning), and self-check-in counseling follow-up.

Candlewood also has the distinct honor of being named one of the Holdsworth campuses. We have completed the final year of this grant in which we 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 nights. We also have Eagle University, where parents can learn about our school systems such as Skyward and curriculum. The campus provides after-school clubs and extended educational support with our built-in intervention time during school hours.

Candlewood Elementary employs the following: 93% of the Professional Staff are highly qualified, and 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 attributed 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 can access a positive referral form celebrating positive behaviors with a certificate, personal visit, and announcement from the admin team. We also have a student of the month nomination 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 the Makerspace club, garden club, elementary UIL, Honor Choir, Jr. Choir, Art Club, Yearbook Club, Dancing Eagles, Girls on the Run, iPLAY, News Crew, 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 also have a Lead DOI mentor teacher who facilitates meetings with our teachers who are going through an alternative certification teacher program.

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 of which help the students grow as learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Some students at Candlewood have academic and behavioral challenges that make school difficulty

Problem Statement 3 (Prioritized): According to the EOY Staff survey, teacher moral was low and they indicated they don't feel appreciated. **Root Cause:** This year, a change in admin, construction throughout school, and preparing for the opening of the STEM Academy contributed to the admin team not giving the staff all of the support and recognition they needed.

Student Learning

Student Learning Summary

2023-2024 STAAR Data

3rd Grade Math:	Approaches: 44%	Meets: 0%	Masters: 0%
3rd Grade Reading:	Approaches: 52%	Meets: 11%	Masters: 6%
4th Grade Math:	Approaches: 54%	Meets: 8%	Masters: 0%
4th Grade Reading:	Approaches: 57%	Meets: 9%	Masters: 0%
5th Grade Math:	Approaches: 53%	Meets: 12%	Masters: 8%
5th Grade Reading:	Approaches: 66%	Meets: 20%	Masters: 9%
5th Grade Science:	Approaches: 44%	Meets: 4%	Masters: 3%

2023-2024 STAAR - Special Education Data

3rd Grade Math:	Approaches: 23%	Meets: 0%	Masters: 0%
3rd Grade Reading:	Approaches: 0%	Meets: 8%	Masters: 0%
4th Grade Math:	Approaches: 9%	Meets: 9%	Masters: 0%
4th Grade Reading:	Approaches: 0%	Meets: 9%	Masters: 0%
5th Grade Math:	Approaches: 12%	Meets: 18%	Masters: 6%
5th Grade Reading:	Approaches: 29%	Meets: 6%	Masters: 6%
5th Grade Science:	Approaches: 12%	Meets: 6%	Masters: 6%

2022-2023 Spring Interim Data

3rd Grade Math: App. 21.88% **(Up from last year)** Meets: 14.06% **(Up from last year)** Masters: 4.69% **(Up from last year)**

3rd Grade Reading: App. 53.12% **(Up from last year)** Meets: 23.44% **(Up from last year)** Masters: 9.38% **(Up from last year)**

4th Grade Math: App. 28.57% **(Down from last year)** Meets: 22.45% **(Down from last year)** Masters: 8.16% **(Down from last year)**

4th Grade Reading: App. 60.94% **(Down from last year)** Meets: 25% **(Down from last year)** Masters: 12.5% **(Down from last year)**

5th Grade Math: App. 29.51% **(Down from last year)** Meets: 14.75% **(Up from last year)** Masters: 6.56% **(Up from last year)**

5th Grade Reading: App. 56.45% **(Up from last year)** Meets: 43.55% **(Up from last year)** Masters: 22.58% **(Up from last year)**

5th Grade Science: App. 27.42% **(Up from last year)** Meets: 14.52% **(Up from last year)** Masters: 11.29% **(Up from last year)**

Amplify BOY Screening

1st Grade: 41% At or Above Benchmark **(Up from last year)**

2nd Grade: 26% At or Above Benchmark **(Up from last year)**

3rd Grade: 38% At or Above Benchmark **(Up from last year)**

4th Grade: 31% At or Above Benchmark **(Down from last year)**

Amplify EOY Screening

1st Grade: 51% At or Above Benchmark **(Up from last year)**

2nd Grade: 36% At or Above Benchmark **(Up from last year)**

3rd Grade: 36% At or Above Benchmark **(Up from last year)**

4th Grade: 15% At or Above Benchmark **(Down from last year)**

5th Grade: 37% At or Above Benchmark **(Up from last year)**
from last year)

5th Grade: 28% At or Above Benchmark **(Down**

Map NWEA Math BOY Screening

1st Grade: 14% At or Above **(Down from last year)**

2nd Grade: 17% At or Above **(Down from last year)**

3rd Grade: 23% At or Above **(Up from last year)**

4th Grade: 16% At or Above **(Down from last year)**

5th Grade: 31% At or Above **(Up from last year)**

Map NWEA Math EOY Screening

1st Grade: 22% At or Above **(Down from last year)**

2nd Grade: 19% At or Above **(Down from last year)**

3rd Grade: 23% At or Above **(Up from last year)**

4th Grade: 16% At or Above **(Up from last year)**

5th Grade: 18% At or Above **(Up from last year)**

Student Learning Strengths

2023-2024 STAAR results show that our students grew in some areas. Our 4th-grade math scores increased from 37% in 2023 to 54% in 2024 in Approaches. Our 5th-grade math scores increased from 36% in 2023 to 53% in the area of Approaches. Our 5th-grade reading scores increased from 57% in 2023 to 66% in Approaches. Our 5th-grade science scores increased from 28% in 2023 to 44% in 2024 in Approaches.

2023-2024 Amplify End of Year Screening results show that our 1st-3rd graders slightly improved from last year. In addition, our EOY Math MAP results slightly improved from last year in grades 3-5.

Some of our learning strengths include dyslexia therapy services, RTI (Response to Intervention services, Academic Enrichment for all students, TAG services for GT students, built-in intervention block (WIN time) for all grade levels, and extended day tutoring. We also have an Academic Trainer and Academic Coach who assist teachers during weekly collaborative planning and grade-level meetings, and present PD after school and on campus during PD days. They also observe, model, and coach teachers on best practices, including academic, behavioral, and social-emotional management. District Coordinators will support the campus when asked and will come to observe and give feedback to teachers, present PD, and attend collaborative planning and/or grade-level planning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 30% 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 is only in its 2nd year of newly adopted programs (Amplify, Eureka, Skyward, and MAP).

Problem Statement 2 (Prioritized): 29% of Candlewood's teachers are new to the district, not familiar with Judson's Curriculum Guides, Candlewood's materials and resources, expectations, and policies. They will need additional support, PD opportunities, and mentorship. **Root Cause:** Candlewood added three new teaching positions that needed to be filled, in addition to those teachers that relocated to other campuses.

Problem Statement 3 (Prioritized): Some teachers do not commit to school-wide/district-wide non-negotiables and initiatives with fidelity. **Root Cause:** Although we have hired highly qualified teachers, there is a need for all teachers to be trained, retrained, given feedback, and held accountable when not following district and campus expectations. Inconsistent accountability has caused low morale.

Problem Statement 4 (Prioritized): Campus attendance rate for the 2023-2024 school year was on 91.9%. This was an increase from the previous year, but attendance needs to increase to the district level of 97% for student success. **Root Cause:** Root Cause: Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

Problem Statement 5 (Prioritized): Historically, special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.

Problem Statement 6 (Prioritized): 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 group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the RACE and RRAC strategies for reading.

Problem Statement 7 (Prioritized): 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 small group instruction. This is also true for WIN time, our campus intervention block.

Problem Statement 8 (Prioritized): Students are not receiving interventions with fidelity, based on Amplify Progress Monitoring and Zearn Usage Reports. **Root Cause:** Lack of consistency with progress monitoring interventions during WIN time and Eureka datapoints in Eduphoria

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction / Assessment	Professional Development	Leadership & Decision-Making Process	Communication	Schedule	Behavior / Academic Support Services & Incentives	Extracurricular Opportunities	Technology Integration / Plan	School Community Family Engagement
<u>District RDG Curriculum</u> TEA Framework Pacing Guide Assessments <u>Amplify Software</u> Individualized learning path / Spiral Progress Monitor Universal Screens <u>Eureka Math Curriculum</u> Lesson Modules Math Framework Pacing Guide	<u>All District & Campus</u> <u>Required & optional Opportunities</u> Mental Health Abuse Restorative Justice Instructional RTI TELPAS Dyslexia etc <u>PLCs</u> Lesson planning Internalization, DDI	<u>Committees & Chairs</u> Attendance CWE Academic Nights Behavior Grade Level Leads Community Outreach Safety Student Support Systems	SMORE School Newsletter Class DOJO School Marquee Facebook Paper Flyers Blackboard calls Stakeholder Surveys <u>Parent/Teacher</u>	<u>Campus Master Schedule w/</u> <u>Built-in Learning Blocks</u> RTI WIN Time Extended Planning	Counseling Social Work Communities in Schools Eagle Bucks Store Eagle Boutique Dyslexia Response to Intervention Speech	Makerspace Art Club Robotics Dancing Eagles Band Club Honor Choir Gardening IPlay	Teacher laptops Student Chromebooks Ration 111 5 Clear touch Screens in classrooms <u>Student Digital Portal</u> providing accessibility to a host of educational programs to include Zearn Learning Program & Amplify Learning	Open House Title 1 Night <u>STEM /Math/ Literacy Nights</u> Winter Wonderland Black History Career Day Coffee w/ the Counselor Positive Parenting

Assessments	formative assessments	Science	<u>Contact & Conferences</u>		UIL	Program	Class
<u>Zearn (Mth)</u>		Technology	Phone calls		Academic	Class Catalyst	
Individualized learning path / Spiral			Emails		Enrichment	National Honor Society	Eagle University
-		Culture	Text Messages		Gifted & Talented		Celebration of Various
-		Sunshine	In-person Meetings		Special Education	Special Olympics	Heritage Months
-						Ambassadors club	
<u>MAP/NWEA</u>		<u>Admin Team</u>			Academic Coach & Trainer	Wagner HS Mentorship Program (Athletes)	Horse Clinic
Universal Screens		Monday AM Meetings					Spring Dance
<u>K12 Summit ESL / Science</u>		Safety Audits			Academic Awards Ceremonies		Purple Heart
Instruction		Placement Review					Military Families
Assessment Review		Site Decision Making Based Committee			Zearn Masters		
Campus Wide Playbook					Recognition		Spirit Days/ Weeks
		Club Leaders			Grade Level Attendance Recognition		Scholastic Book Fairs
District Non-Negotiables					Attendance Recognition		Support Read Across America
							Kinder Family

							Event
							Kindness Week
							<u>Community Partnerships</u>
							Praise Cathedral COGIC
							Omega SI Phi
							Mr.& Mrs. Knight
							Wagner High School Interns & Athlete Mentors
							San Antonio Metro Health District
							Parent Volunteers
							Unified Champion

								Schools
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School Processes & Programs Strengths

Candlewood Elementary has implemented various processes and programs to facilitate a student-centered culture and a sense of safety which creates a positive learning environment that will promote academic and social-emotional growth in our students.

- Behavior supports are continuing to transform student to teacher and student to student interactions resulting in more positive outcomes. These supports include Eagle Bucks and Eagle Buck Store, Campus-wide Communication Folder, Student Eagle/Eaglet of the Month, and positive referrals.
- To ensure our students are growing and learning gaps are being addressed, the Campus Master Schedule has a built-in block of time for each grade level known as What I Need (W.I.N.). Students receive support services, such as RTI, TAG, SPED and targeted small group support without interfering with core instruction.
- Family-Community involvement has increased due to a host of program initiatives, as well as improved and increased use of modes of communication, reaching out to partners and stakeholders within our community by our campus counselor, social worker, Communities In Schools representative, administration, and teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):

Although we have been somewhat consistent in meeting our campus attendance goal, we are still not meeting the district expectations for daily/weekly attendance and yearly average.
Root Cause: Lack of fidelity in contacting parents and scheduling conferences to address attendance issues and explain the correlation between attendance, student achievement, and the value of the home to school connection.

Problem Statement 2 (Prioritized): Lack of teacher efficacy in implementing the CWE Campus-wide Instructional Playbook and JISD Instructional Non-Negotiables. **Root Cause:** Inconsistent use of the campus walk-through feedback form to help identify individual and campus strengths and weaknesses. These identifiable strengths and weaknesses can build leadership and teaching capacity when they serve to guide the topic development for PLCs.

Problem Statement 3 (Prioritized): Targeted Small Group Instruction is not being personalized to address individual students academic needs. **Root Cause:** The inconsistent use of Zearn Tower Alerts and Amplify Progress Measure outcomes to prescribe scaffolded interventions to close academic gaps.

Problem Statement 4 (Prioritized): Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, Campus protocols, 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.

Priority Problem Statements

Problem Statement 1: 30% 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 is only in its 2nd year of newly adopted programs (Amplify, Eureka, Skyward, and MAP).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some teachers do not commit to school-wide/district-wide non-negotiables and initiatives with fidelity.

Root Cause 2: Although we have hired highly qualified teachers, there is a need for all teachers to be trained, retrained, given feedback, and held accountable when not following district and campus expectations. Inconsistent accountability has caused low morale.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus attendance rate for the 2023-2024 school year was on 91.9%. This was an increase from the previous year, but attendance needs to increase to the district level of 97% for student success.

Root Cause 3: Root Cause: Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Historically, special education students have not shown adequate growth across grade levels and content areas.

Root Cause 4: The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.

Problem Statement 4 Areas: 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 5: There is a lack of consistency in teaching small group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the RACE and RRAC strategies for reading.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: STAAR performance and early math diagnostics (MAP Math) remain a low-performance area for students in all grade levels.

Root Cause 6: Lack of consistency in small group instruction. This is also true for WIN time, our campus intervention block.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Although we have been somewhat consistent in meeting our campus attendance goal, we are still not meeting the district expectations for daily/weekly attendance and yearly average.

Root Cause 7: Lack of fidelity in contacting parents and scheduling conferences to address attendance issues and explain the correlation between attendance, student achievement, and the value of the home to school connection.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of teacher efficacy in implementing the CWE Campus-wide Instructional Playbook and JISD Instructional Non-Negotiables.

Root Cause 8: Inconsistent use of the campus walk-through feedback form to help identify individual and campus strengths and weaknesses. These identifiable strengths and weaknesses can build leadership and teaching capacity when they serve to guide the topic development for PLCs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Targeted Small Group Instruction is not being personalized to address individual students academic needs.

Root Cause 9: The inconsistent use of Zearn Tower Alerts and Amplify Progress Measure outcomes to prescribe scaffolded interventions to close academic gaps.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 29% of Candlewood's teachers are new to the district, not familiar with Judson's Curriculum Guides, Candlewood's materials and resources, expectations, and policies. They will need additional support, PD opportunities, and mentorship.

Root Cause 10: Candlewood added three new teaching positions that needed to be filled, in addition to those teachers that relocated to other campuses.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Students are not receiving interventions with fidelity, based on Amplify Progress Monitoring and Zearn Usage Reports.

Root Cause 11: Lack of consistency with progress monitoring interventions during WIN time and Eureka datapoints in Eduphoria

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, Campus protocols, and the USDE.

Root Cause 12: There are new practices and protocols for this school year that need to be consistently practiced 100% of the time.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: According to the EOY Staff survey, teacher moral was low and they indicated they don't feel appreciated.

Root Cause 13: This year, a change in admin, construction throughout school, and preparing for the opening of the STEM Academy contributed to the admin team not giving the staff all of the support and recognition they needed.

Problem Statement 13 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback



Support Systems and Other Data


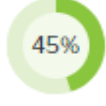
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices



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: Reading: 70% of students in 2nd through 5th grades will meet or exceed grade level expectations using universal screening assessments from BOY to EOY.

Strategy 1 Details	Reviews			
Strategy 1: 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. Data will also be collected in teacher and student data binders. Strategy's Expected Result/Impact: Use data to drive small group instruction and close achievement gaps. Staff Responsible for Monitoring: Admin team, classroom teachers, RTI teachers, Special Education Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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, Life Skills Unit, EB, and 504) Strategy's Expected Result/Impact: increased student academic growth implementation of best practices campus-wide increase student engagement Staff Responsible for Monitoring: Admin Team, classroom teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 5, 6 Funding Sources: Lakeshore draw-write pages - 211 Title I - 23-24 funds - \$113.96, Amazon dry erase markers - 211 Title I - 23-24 funds - \$81.93, Amazon Amplify small group materials - 211 Title I - 23-24 funds - \$1,422.69	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will use the Science of Teaching Reading to increase evidence-based reading methods that best support the 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. Strategy's Expected Result/Impact: Growth on Amplify from BOY to EOY. Increase student success in the area of phonics, thus minimizing the need for Tier 2 and 3 interventions. Staff Responsible for Monitoring: Admin team, classroom teachers. Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 6 - School Processes & Programs 3		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 4 Details		Reviews			
Strategy 4: Use SCE, Title, as well as other funds, to purchase supplementary instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of all students, including Gifted and Talented, special education students, EB, and at-risk students throughout the school year. Strategy's Expected Result/Impact: Increase student achievement, including Universal Screens, unit assessments, STAAR Implement best teaching practices Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 6 - School Processes & Programs 3 Funding Sources: Office Depot: Materials for Amplify Lessons and Student stations - 211 Title I - 23-24 funds - \$1,810.56		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 5 Details	Reviews			
Strategy 5: 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 Strategy's Expected Result/Impact: RTI documentation, team meeting agendas, and notes. Close achievement gaps for at-risk students. Staff Responsible for Monitoring: Admin Team, RTI teachers	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: Provide in-school tutoring during and/or after school 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. Strategy's Expected Result/Impact: At-risk students will show growth in the classroom, on formal and informal assessments. Staff Responsible for Monitoring: Admin Team, Classroom teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 6	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details		Reviews			
Strategy 7: 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Admin team, classroom teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 6 Funding Sources: Follett: high interest/high quality library books for campus library - 211 Title I - \$4,980.33		Formative			Summative
		Oct	Jan	Mar	May
					



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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 30% 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 is only in its 2nd year of newly adopted programs (Amplify, Eureka, Skyward, and MAP).</p> <p>Problem Statement 5: Historically, special education students have not shown adequate growth across grade levels and content areas. Root Cause: The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.</p> <p>Problem Statement 6: 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 group instruction for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This is true for WIN time, our campus intervention block. Lack of consistency in the upper grades using the RACE and RRAC strategies for reading.</p>
School Processes & Programs
<p>Problem Statement 3: Targeted Small Group Instruction is not being personalized to address individual students academic needs. Root Cause: The inconsistent use of Zearn Tower Alerts and Amplify Progress Measure outcomes to prescribe scaffolded interventions to close academic gaps.</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 2: Math: 70% of students in 2nd through 5th grade will meet or exceed grade level expectations using universal screening assessments from BOY to EOY.

Strategy 1 Details	Reviews			
Strategy 1: Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses to determine both student needs and professional development needs for CWE. Data binders will be created and used to track learning and collect reflections and set goals. Strategy's Expected Result/Impact: Use data to drive small group instruction and close achievement gaps. Staff Responsible for Monitoring: Admin team, classroom teachers, RTI teachers, Special Education Teachers. Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 7 - School Processes & Programs 3 Funding Sources: binders and paper - 211 Title I - \$911.46	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement small group instruction and differentiation strategies such as anchor charts, interactive technology, concrete and pictorial models providing hands-on opportunities for all student groups to include at-risk students (Economically disadvantaged, RTI, Special Education, PK4 ECSE Coteach, Life Skills Unit, EB and 504) Strategy's Expected Result/Impact: increased student academic growth implementation of best practices campus wide increase student engagement Staff Responsible for Monitoring: Admin team, classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 7 - School Processes & Programs 3 Funding Sources: Prime Systems: Touch-Screen Panels - 211 Title I - 23-24 funds - \$10,760.62, laminating film and colored copy paper - 211 Title I - \$774.16, Hand2Mind: 2nd and 3rd grade Math Fluency Kits and Manipulatives - 211 Title I - \$1,274.94	Formative			Summative
	Oct	Jan	Mar	May
				







Strategy 3 Details	Reviews			
Strategy 3: Use SCE, Title, as well as other funds, to purchase differentiation strategies, or supplies to enhance the of 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' senses and help students focus and process information in a way that suits their learning styles. Strategy's Expected Result/Impact: Increased assessment and STAAR scores. Implementation of best teaching practices. Decrease in negative behaviors. Increased Student Engagement. Staff Responsible for Monitoring: Admin Team, Classroom teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 7	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 30% 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 is only in its 2nd year of newly adopted programs (Amplify, Eureka, Skyward, and MAP). Problem Statement 7: 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 small group instruction. This is also true for WIN time, our campus intervention block.
School Processes & Programs
Problem Statement 3: Targeted Small Group Instruction is not being personalized to address individual students academic needs. Root Cause: The inconsistent use of Zearn Tower Alerts and Amplify Progress Measure outcomes to prescribe scaffolded interventions to close academic gaps.

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: Science: Overall Science performance across the campus will increase, reflected in universal screens, unit assessments, grade level observations, and a 20% increase between 5th STAAR Science 2024 and 5th STAAR Science 2025.

Strategy 1 Details	Reviews			
Strategy 1: Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses to determine both student needs and professional development needs for CWE. Data will also be collected in teacher and student data binders. Strategy's Expected Result/Impact: Use data to drive small group instruction and close achievement gaps. Staff Responsible for Monitoring: Admin team, classroom teachers, RTI teachers, Special Education Teachers. Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 5 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Use SCE, Title, as well as other funds, to purchase supplementary STEM enrichment and science lab instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of Gifted and Talented, special education students, EB, and at-risk students throughout the school year. Strategy's Expected Result/Impact: Increase unit assessment and STAAR scores. Implement best teaching practices. Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 Funding Sources: Scholastics STEM and News Student Magazines - 211 Title I - 2023/2024 funds - \$4,918.99	Formative			Summative
	Oct	Jan	Mar	May
				
<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

Problem Statement 1: 30% 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 is only in its 2nd year of newly adopted programs (Amplify, Eureka, Skyward, and MAP).








Problem Statement 5: Historically, special education students have not shown adequate growth across grade levels and content areas. **Root Cause:** The campus serves a population with high needs, both academically and social-emotionally. Students regularly perform significantly lower than their peers. There is a lack of consistent collaboration between special education teachers and grade level teachers, as well as a lack of effective co-teaching.

School Processes & Programs

Problem Statement 3: Targeted Small Group Instruction is not being personalized to address individual students academic needs. **Root Cause:** The inconsistent use of Zearn Tower Alerts and Amplify Progress Measure outcomes to prescribe scaffolded interventions to close academic gaps.

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: 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 Strategy's Expected Result/Impact: Increased attendance, academic progress, and improved well-being Staff Responsible for Monitoring: Counseling Department and Administration Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Plan and host Career Day and College Awareness Plan Strategy's Expected Result/Impact: to build awareness of different fields for students to pursue motivation to attend post-high school education Staff Responsible for Monitoring: Counseling Department and Administration	Formative			Summative
	Oct	Jan	Mar	May
				
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	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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




Performance Objective 2: Create, distribute, and analyze a Fall and Spring family survey to gain insight, input, ideas, and feedback to better improve our campus.







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: District will send Panorama survey to all 5th grade students and parents. Campus specific survey to be distributed to all families. Staff survey will be distributed to all staff by campus leadership.	Formative			Summative
	Oct	Jan	Mar	May
	<div><div></div></div> 40%			
<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 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: Teacher turnover rate will decrease to a rate at or below ESC/Region 20, as specified by the 2023 TAPR Report.

Strategy 1 Details	Reviews			
Strategy 1: 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	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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	May
				
Strategy 3 Details	Reviews			
Strategy 3: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees	Formative			Summative
	Oct	Jan	Mar	May
				






Strategy 4 Details	Reviews			
Strategy 4: 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, campus and district celebrations, etc. Strategy's Expected Result/Impact: increased moral increased engagement increased sense of belonging Staff Responsible for Monitoring: Admin Team Title I: 2.5, 2.6 Problem Statements: Demographics 3 Funding Sources: Amazon: Medals, Torches - 211 Title I - (23-24 funds) - \$36.98	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: 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	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Performance Objective 1 Problem Statements:





Demographics
Problem Statement 3: According to the EOY Staff survey, teacher moral was low and they indicated they don't feel appreciated. Root Cause: This year, a change in admin, construction throughout school, and preparing for the opening of the STEM Academy contributed to the admin team not giving the staff all of the support and recognition they needed.

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: The percent of students responding as having negative experiences will decrease by EOY 2025 compared to the November 2024 baseline survey.

Strategy 1 Details	Reviews			
Strategy 1: Campus will display posters for campus-wide expectations, campus-wide commitment statements, and campus-wide vision and mission statements. Classrooms will create and display Respect Agreements.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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	May
				
Strategy 3 Details	Reviews			
Strategy 3: Establish Zearn Masters to recognize students who complete a minimum of three Zearn Math Lessons per week (or 12 per month). Monthly Zearn Masters will receive a bag of popcorn, and their names will be posted monthly on the Zearn Bulletin Board. Strategy's Expected Result/Impact: Increased student achievement in math Motivate students to complete lessons on Zearn Increased student math engagement Staff Responsible for Monitoring: Classrooms teachers Academic Coach Title I: 2.4, 2.6 Problem Statements: Student Learning 7 Funding Sources: Amazon: Incentives for Monthly Zearn Masters (popcorn party) - 211 Title I - \$273.24	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
Strategy 4: Establish Cafeteria Top Scorers to recognize classrooms with the best cafeteria behavior (following campus-wide cafeteria expectations). One classroom from each grade level will receive a "Level-UP" themed incentive (blow-up video game controller) to keep for the rest of the day. Strategy's Expected Result/Impact: increased positive behaviors decreased negative behaviors Staff Responsible for Monitoring: Admin Lunchroom Monitors Title I: 2.5 Problem Statements: Demographics 3 - School Processes & Programs 4 Funding Sources: Amazon: lunch top scorers inflatables - 211 Title I - \$20.69		Formative			Summative
		Oct	Jan	Mar	May
					




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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: According to the EOY Staff survey, teacher moral was low and they indicated they don't feel appreciated. Root Cause: This year, a change in admin, construction throughout school, and preparing for the opening of the STEM Academy contributed to the admin team not giving the staff all of the support and recognition they needed.
Student Learning
Problem Statement 7: 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 small group instruction. This is also true for WIN time, our campus intervention block.
School Processes & Programs
Problem Statement 4: Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, Campus protocols, 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.

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 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			
Strategy 1: 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. Strategy's Expected Result/Impact: An increase in student engagement, attendance Social-emotional growth Staff Responsible for Monitoring: Admin team and art program sponsors Title I: 2.5, 2.6 Problem Statements: Student Learning 4 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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 of interests and activities.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide activities, content, and instruction designed to develop exposure to music, technology, hands-on activities and motor skills, knowledge, socialization, and behaviors for physical activity and physical fitness. Strategy's Expected Result/Impact: student engagement skill building improved fitness and coordination Staff Responsible for Monitoring: Admin Team, teachers Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



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Performance Objective 3 Problem Statements:

Student Learning








Problem Statement 4: Campus attendance rate for the 2023-2024 school year was on 91.9%. This was an increase from the previous year, but attendance needs to increase to the district level of 97% for student success. **Root Cause:** Root Cause: Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

School Processes & Programs

Problem Statement 1: Although we have been somewhat consistent in meeting our campus attendance goal, we are still not meeting the district expectations for daily/weekly attendance and yearly average. **Root Cause:** Lack of fidelity in contacting parents and scheduling conferences to address attendance issues and explain the correlation between attendance, student achievement, and the value of the home to school connection.

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 4: Student attendance rate will increase from 92% to 97% for the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives such as certificates, class incentives, treats, etc. to students with improved or excellent attendance. Strategy's Expected Result/Impact: increase attendance increase achievement Staff Responsible for Monitoring: Admin team, classroom teachers Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				
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. Title I: 2.5, 2.6, 4.2	Formative			Summative
	Oct	Jan	Mar	May
				
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. Strategy's Expected Result/Impact: increase attendance increase achievement Staff Responsible for Monitoring: Admin Team Title I: 2.5, 2.6 Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:




Student Learning
Problem Statement 4: Campus attendance rate for the 2023-2024 school year was on 91.9%. This was an increase from the previous year, but attendance needs to increase to the district level of 97% for student success. Root Cause: Root Cause: Lack of parental understanding and support, especially in early childhood grades, which causes a significant decrease in average daily attendance to acquire required skills.

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 5: Campus safety will be improved to provide staff, students and parents with a safe learning environment at all times.

High Priority

Evaluation Data Sources: Campus safety will be improved to provide staff, students and parents with a safe learning environment at all times.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with 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	May
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase medical supplies, materials to create posters, and passes to provide medical assistance in a safe and clean environment. Strategy's Expected Result/Impact: Students will be provided with medical needs by our school nurse in a safe and clean environment. Students will have visuals for school-wide expectations. Staff Responsible for Monitoring: Admin, nurse Funding Sources: poster maker paper and ink - 211 Title I - \$1,394.59	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Purchase materials to create a safe and secure environment. Strategy's Expected Result/Impact: The frequency of incidents will decrease on campus and all parties will become more aware of safety protocols. Staff Responsible for Monitoring: admin team, staff Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 4 Funding Sources: Amazon: Campus-wide Hall Passes and Lanyards - 211 Title I - 2023-2024 funds - \$386.57	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



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Performance Objective 5 Problem Statements:








School Processes & Programs

Problem Statement 4: Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, Campus protocols, 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.

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









Strategy 1 Details	Reviews			
Strategy 1: 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, Coffee with the Counselor, 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, Award/Recognition Ceremonies, Splash Day, Clubs Showcase, Career Day, Kinder and 5th-grade Bridging Over Ceremonies, STAAR Parent night, RoundUp for STEM Academy Strategy's Expected Result/Impact: increased parental engagement SEL support improved academics Staff Responsible for Monitoring: Admin Team Title I: 2.5, 4.2 Funding Sources: Resources needed for Coffee with the Counsleor - 211 Title I - \$50	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Implement 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 6th grade.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Convene annual parent meeting for Open House/Title I participation information; update school/parent Title I compact; provide annual school accountability meetings Strategy's Expected Result/Impact: increase parent engagement Parent Input on Parent and Family Engagement Policy Staff Responsible for Monitoring: Admin Team Title I: 4.1, 4.2	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: 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, All-call 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	May
				
Strategy 5 Details	Reviews			
Strategy 5: The campus will attempt to partner with various groups/organizations in the community. This can include opportunities for literacy engagement, mentoring, as well as exposure of STEM careers available to students.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: increase parental involvement educate parents Staff Responsible for Monitoring: Admin team, counseling team Title I: 4.2	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Ensure effective leadership by implementing a sustainable leadership system while maintaining a low turnover rate of staff members, increasing instructional support, staff development, and ownership of campus decision-making, and building cohesive grade-level teams.

Summative Evaluation: Met Objective

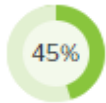





Strategy 1 Details	Reviews			
Strategy 1: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development after attending research-based professional development, planning family nights, and chairing grade levels and other committees Strategy's Expected Result/Impact: teacher retention increased knowledge of best practices increased student achievement Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Principal will hold weekly meeting with "A-Team" (administrative team consisting of Assistant Principal, Associate 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 Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Campus principal will meet with the campus secretary each month to review purchases and ensure fiscal responsibility, based on suggestions made by the Site-Based Team, stakeholders, and teacher team leads.

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: Continue to implement Restorative Practices to educate students, faculty, families, and community on conflict resolution to restore relationships, which results in a 20% decrease in discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement meeting circles with students to build relationships and empower students to solve conflicts on their own. The campus will purchase materials and supplies to support teachers and students. Strategy's Expected Result/Impact: building relationships increased conflict resolution Staff Responsible for Monitoring: classroom teachers Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Restorative Justice Team will work in conjunction with the leadership team to promote positive behaviors throughout the campus	Formative			Summative
	Oct	Jan	Mar	May
				
<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 2: The campus counselor and social worker will conduct guidance lessons with students and community to educate and model kindness, empathy, and mindfulness.

Strategy 1 Details	Reviews			
Strategy 1: Monthly SEL lessons will be conducted by the counseling team. Quarterly Coffee with the Counselor for parent engagement.	Formative			Summative
	Oct	Jan	Mar	May
	<div><div></div>45%</div>			
<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 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: 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. Strategy's Expected Result/Impact: support the emotional, physical, and social needs of our students, families, and staff Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate Red Ribbon Week by educating, encouraging, and recognizing being drug and alcohol-free, committing to a healthy lifestyle, and teaching strategies for stress management. Strategy's Expected Result/Impact: increase social-emotional well-being decrease unhealthy habits Staff Responsible for Monitoring: Admin, Counseling Team, classroom teachers Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 4 Funding Sources: Amazon: items for Red Ribbon Week Community Building Activities - 211 Title I - \$239.62	Formative			Summative
	Oct	Jan	Mar	May
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: Staff, students, and families need to implement consistent safety and SEL practices put into place by the JISD safety committee, TEA, Campus protocols, 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.

State Compensatory

Budget for Candlewood Elementary School

Total SCE Funds: \$10,467.00

Total FTEs Funded by SCE: 1.3

Brief Description of SCE Services and/or Programs

Supplemental Pay for afterschool/Saturday tutoring; additional supplies for student use

Personnel for Candlewood Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Loriann Alt	RTI Teacher	0.2
Patricia Lozano Landry	RTI Teacher	0.6
Sarah De La Rosa	At Risk Social Worker	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Clow	Academic Coach		.6
Jacqueline Gonzales	Academic Trainer		.6
Loriann Alt	RTI Teacher		.3

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					\$10,467.00
+/- Difference					\$10,467.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Amazon dry erase markers	23-24 funds	\$81.93
1	1	2	Lakeshore draw-write pages	23-24 funds	\$113.96
1	1	2	Amazon Amplify small group materials	23-24 funds	\$1,422.69
1	1	4	Office Depot: Materials for Amplify Lessons and Student stations	23-24 funds	\$1,810.56
1	1	7	Follett: high interest/high quality library books for campus library		\$4,980.33
1	2	1	binders and paper		\$911.46
1	2	2	laminating film and colored copy paper		\$774.16
1	2	2	Prime Systems: Touch-Screen Panels	23-24 funds	\$10,760.62
1	2	2	Hand2Mind: 2nd and 3rd grade Math Fluency Kits and Manipulatives		\$1,274.94
1	3	2	Scholastics STEM and News Student Magazines	2023/2024 funds	\$4,918.99
3	1	4	Amazon: Medals, Torches	(23-24 funds)	\$36.98
3	2	3	Amazon: Incentives for Monthly Zearn Masters (popcorn party)		\$273.24
3	2	4	Amazon: lunch top scorers inflatables		\$20.69
3	5	2	poster maker paper and ink		\$1,394.59
3	5	3	Amazon: Campus-wide Hall Passes and Lanyards	2023-2024 funds	\$386.57
3	6	1	Resources needed for Coffee with the Counsleor		\$50.00
5	3	2	Amazon: items for Red Ribbon Week Community Building Activities		\$239.62
Sub-Total					\$29,451.33
Budgeted Fund Source Amount					\$18,564.00
+/- Difference					-\$10,887.33

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$29,031.00
Grand Total Spent					\$29,451.33
+/- Difference					-\$420.33

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Samantha Wohler	9/25/2024
Child Abuse and Neglect			Samantha Wohler	9/25/2024
Student Welfare: Crisis Intervention Programs and Training			Samantha Wohler	9/25/2024
Student Welfare: Discipline/Conflict/Violence Management			Samantha Wohler	9/25/2024