

Judson Independent School District

Crestview Elementary School

2024-2025 Improvement Plan



Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Vision

JISD is Producing Excellence!

Value Statement

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity and Mutual Respect

Safe and Secure Environment

Two-way Communication

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Comprehensive Needs Assessment

Revised/Approved: October 10, 2024

Demographics

Demographics Summary

Crestview ended 2023-2024 school year with approximately 594 (previously 680 students in 2022-2023); 10.7% African American, 65.32% Hispanic, 18.8% White, and American Indian 0.0%, Asian .51%, Pacific Islander 0.34%, two or more races 4.88%. Economically disadvantaged students comprise about 60.94% of the population, 23.91% ELL students, 9.60% are GT students, 51.68% at-risk students (previously 63.6%), 60.94% are economically disadvantaged (previously 68.34%), and 0.84% are Homeless Status, 19.87% of the students are Special Education students. Attendance Rate is at 95.69%, Crestview has a diverse population. The mobility at Crestview is about 15.8%. Crestview families are choosing to attend surrounding charter schools, but a high percentage of students return within school year. More tracking is needed to conclude any changes.

Demographics Strengths

Our attendance rate remained about the same at 95%. Crestview has provided incentives for improved attendance.

Crestview has a very diverse student population. Student to teacher ratios are reasonable and manageable allowing for more effective instructional opportunities. Crestview's parental and community involvement are strong. Live Oak Police Department/Fire Department, Live Oak Garden Club, all volunteer hours and resources to the campus. Several community agencies around San Antonio send presenters to educate students at Science Family Night and Career Day.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Crestview Elementary had a significant increase in tardies. **Root Cause:** Tardy expectations have not been intentionally communicated.

Problem Statement 2 (Prioritized): Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science. **Root Cause:** The need for professional development and emergent bilingual supports for vocabulary development.

Problem Statement 3 (Prioritized): Crestview has seen an increase in the number of discipline referrals. **Root Cause:** Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.

Problem Statement 4 (Prioritized): Crestview has seen an increase in the number of counselor referrals. **Root Cause:** Students are in need of more social emotional learning strategies to provide emotional support.

Student Learning

Student Learning Summary

2023-2024 Amplify data indicates a need in reading comprehension to include reading fluency and vocabulary. 2023-2024 STAAR data indicates Crestview took a decline in several areas. An area of high need continues to be 5th-grade Science. STAAR Math data demonstrates growth in 3rd and 4th grades and a slight decrease in 5th grade. Our Spanish Math indicates a need for growth for 3rd and 4th grades. Our 3rd -5th Reading scores demonstrated a need for growth. Our 3rd Grade Reading improved slightly, our 3rd and 4th grade Reading decreased. Spanish Reading STAAR Data indicated a need for growth in all testing grades. There is an evident need for professional development in the area of reading comprehension and vocabulary development for our emergent bilingual population. An increase in academic growth is needed for all students who did not make progress. An intensive intervention program will be initiated for all students who did not make progress. Students in K-2 who are in the RTI process are making progress through our program, evidenced by exiting the program or referral to special programs. Early detection is key. Improvement in small group reading instruction and progress monitoring is evident.

Student Learning Strengths

Student Amplify data is indicating our students are improving their reading skills. Fluency and accuracy have improved. Reading STAAR data in 3rd -5th indicates our students are performing above district and state. District initiated writing across the curriculum as well as other instructional strategies to improve student learning that Crestview is implementing. Crestview continues to be in the top 1 or 2 in the district. Vertical Alignment is evident across all grade levels and most student sub-groups across all content areas. The majority of students are making progress and reaching high levels of academic success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of Crestview students not scoring at least (meets level) on RLA State and EOY assessments is lower than the expectation. **Root Cause:** Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Teachers need additional support in vertical alignment.

Problem Statement 2 (Prioritized): The number of Crestview students not scoring at least (meets level) on Math State and EOY assessments is lower than the expectation. **Root Cause:** Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings.

Problem Statement 3 (Prioritized): The number of Crestview students not scoring at least (meets level) on Science State and EOY assessments is lower than the expectation. **Root Cause:** Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings.

Problem Statement 4 (Prioritized): Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science. **Root Cause:** The need for professional development and emergent bilingual supports for vocabulary development.

Problem Statement 5 (Prioritized): Crestview has seen an increase in the number of discipline referrals. **Root Cause:** Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.

School Processes & Programs

School Processes & Programs Summary

Crestview is thriving improving its culture and climate. One staff member has retired and some have sought different positions. Staff survey indicated more than 85% of staff feel supported and appreciated by their administration. 95% of staff agree they enjoy coming to work and would recommend this school as a great place to work. Staff is feeling overwhelmed and overworked. A need is indicated for leadership opportunities amongst new staff. A need to revise some events and activities is also indicated.

School Processes & Programs Strengths

Teachers at Crestview collaborate well together and 100% of the staff indicated collaboration between staff and administrators was strong. Monthly potluck lunches are attended by staff, and the staff social committee plans activities often to treat teachers. PTO does an amazing job throughout the school year, but especially during Teacher Appreciation Week. Almost all staff members are "Highly Qualified." We have one staff member under DOI.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Build capacity and strong collaboration within teams. **Root Cause:** Teacher turnover, new curriculum

Problem Statement 2 (Prioritized): Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science. **Root Cause:** The need for professional development and emergent bilingual supports for vocabulary development.

Problem Statement 3 (Prioritized): The number of Crestview students not scoring at least (meets level) on RLA State and EOY assessments is lower than the expectation. **Root Cause:** Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Teachers need additional support in vertical alignment.

Problem Statement 4 (Prioritized): Crestview has seen an increase in the number of discipline referrals. **Root Cause:** Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.

Problem Statement 5 (Prioritized): Crestview staff report feeling overworked and overwhelmed on the EOY surveys. **Root Cause:** High turnover, a lot of new staff, DOI and new teachers need mentorship, increase in discipline issues, staff and SEL needs.

Perceptions

Perceptions Summary

More than 90% of Crestview staff and students feel welcome and appreciated; 92% of staff feel strong collaboration exists between admin and teachers; 95% of students feel safe at school; more than 90% of parents are satisfied with our school; 95% feel their child receives a quality education and their child is motivated to do their best. There is strong communication with all stakeholders- the CRE Facebook page has over 1,300 followers. Staff members volunteer for after-school Chess Club, Science Club, Robotics, Sports Club, Student Council, Battle of Books, Music Memory, 3rd, 4th, and 5th. grade Choirs, Lego Club, Morning Show, and Culture Club. LEGO Club, Art Club, NEHS, and IPlay. An increase in communication is needed with parents and the community from the administration.

Perceptions Strengths

At EOY over 95% of staff, students, and parents are satisfied with the school climate and culture. Crestview's Facebook activity is increasing and great parent feedback is received. 95% of parents feel their students are receiving a high-quality education. Over 90% of staff enjoy coming to work and feel appreciated. Over than 90% of staff feel student discipline is fair and that there is follow through. Over 98% of the staff love their job and feel they make a difference for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Improve communication with all stakeholders. **Root Cause:** Need for weekly communication with all stakeholders

Problem Statement 2 (Prioritized): Increase the number of parents attending educational or academic information sessions. **Root Cause:** Including information sessions at traditionally entertaining or extracurricular events.

Priority Problem Statements

Problem Statement 1: Crestview Elementary had a significant increase in tardies.

Root Cause 1: Tardy expectations have not been intentionally communicated.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science.

Root Cause 2: The need for professional development and emergent bilingual supports for vocabulary development.

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

Problem Statement 3: The number of Crestview students not scoring at least (meets level) on RLA State and EOY assessments is lower than the expectation.

Root Cause 3: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Teachers need additional support in vertical alignment.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The number of Crestview students not scoring at least (meets level) on Math State and EOY assessments is lower than the expectation.

Root Cause 4: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The number of Crestview students not scoring at least (meets level) on Science State and EOY assessments is lower than the expectation.

Root Cause 5: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Build capacity and strong collaboration within teams.

Root Cause 6: Teacher turnover, new curriculum

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Improve communication with all stakeholders.

Root Cause 7: Need for weekly communication with all stakeholders

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Increase the number of parents attending educational or academic information sessions.

Root Cause 8: Including information sessions at traditionally entertaining or extracurricular events.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Crestview has seen an increase in the number of discipline referrals.

Root Cause 9: Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 10: Crestview staff report feeling overworked and overwhelmed on the EOY surveys.

Root Cause 10: High turnover, a lot of new staff, DOI and new teachers need mentorship, increase in discipline issues, staff and SEL needs.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Crestview has seen an increase in the number of counselor referrals.

Root Cause 11: Students are in need of more social emotional learning strategies to provide emotional support.

Problem Statement 11 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
- HB3 CCMR 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: July 26, 2024

- Goal 1:** Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.
- Performance Objective 1:** The number of Crestview Students who score meets or masters on state and EOY assessments will increase by 5%.
- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** K-2 Amplify and MAP data and 3-5 STAAR scores
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Next year's goal is to continue our goal.

Strategy 1 Details
Strategy 1: Increasing support and providing additional exposure to TEKS for our Tier I students. Strategy's Expected Result/Impact: Improved STAAR scores, promotion/retention numbers, MAP and Amplify Data, interim scores Staff Responsible for Monitoring: Campus administrators; RTI teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 2, 3
Strategy 2 Details
Strategy 2: Implement RTI process efficiently and effectively for students in need of intervention. Strategy's Expected Result/Impact: Increased scores. Staff Responsible for Monitoring: Academic Trainer and RTI Teachers Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 3

Strategy 3 Details
Strategy 3: Offer enrichment opportunities to include enrichment/GT small groups, after school academics through improved opportunities for enriched learning through after school clubs and activities. Strategy's Expected Result/Impact: Robotics Showcase 2024-2025 participation and increase STEM skills. Increased morale, culture, attendance. The G/T population will more closely reflect the overall student population providing enrichment and acceleration opportunities in a more equitable way. Staff Responsible for Monitoring: Teacher sponsors Problem Statements: Student Learning 2, 3

Performance Objective 1 Problem Statements:
Demographics
Problem Statement 2: Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science. Root Cause: The need for professional development and emergent bilingual supports for vocabulary development.
Student Learning
Problem Statement 1: The number of Crestview students not scoring at least (meets level) on RLA State and EOY assessments is lower than the expectation. Root Cause: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Teachers need additional support in vertical alignment. Problem Statement 2: The number of Crestview students not scoring at least (meets level) on Math State and EOY assessments is lower than the expectation. Root Cause: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Problem Statement 3: The number of Crestview students not scoring at least (meets level) on Science State and EOY assessments is lower than the expectation. Root Cause: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Problem Statement 4: Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science. Root Cause: The need for professional development and emergent bilingual supports for vocabulary development.
School Processes & Programs
Problem Statement 2: Crestview Elementary Emergent Bilinguals demonstrated a decline on Math, Reading, and Science. Root Cause: The need for professional development and emergent bilingual supports for vocabulary development. Problem Statement 3: The number of Crestview students not scoring at least (meets level) on RLA State and EOY assessments is lower than the expectation. Root Cause: Staff needs additional training and support. Students need more exposure to the curriculum and practice with in small group settings. Teachers need additional support in vertical alignment.

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: Increase the average daily attendance to 97%.

Evaluation Data Sources: Attendance Data from Skyward and attendance letter

Strategy 1 Details
Strategy 1: Increase student attendance by 1% by providing individual, class, and campus incentives. Strategy's Expected Result/Impact: PEIMS data, increase in student attendance rate Staff Responsible for Monitoring: Campus administrators, counselor, teachers Problem Statements: Demographics 1
Strategy 2 Details
Strategy 2: Share information with parents concerning HB5 school attendance law changes. Strategy's Expected Result/Impact: PEIMS attendance data, increase in student attendance rate Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers, Attendance Committee Problem Statements: Demographics 1 - Perceptions 1, 2

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Crestview Elementary had a significant increase in tardies. Root Cause: Tardy expectations have not been intentionally communicated.
Perceptions
Problem Statement 1: Improve communication with all stakeholders. Root Cause: Need for weekly communication with all stakeholders Problem Statement 2: Increase the number of parents attending educational or academic information sessions. Root Cause: Including information sessions at traditionally entertaining or extracurricular events.

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: Increase parent and community involvement in the school by 10% from previous school year

Evaluation Data Sources: Critical dates on calendar; spring parent surveys, Blackboard and Skyward Parent Portal participation reports

Next Year's Recommendation: Next year's goal is to continue our goal.

Strategy 1 Details
Strategy 1: Providing timely communication in advance to make families aware of events, such as weekly newsletter. Strategy's Expected Result/Impact: Increased attendance at events Staff Responsible for Monitoring: Administrators and teachers Problem Statements: Perceptions 1, 2
Strategy 2 Details
Strategy 2: Inviting parents to campus for learning and educational opportunities. Strategy's Expected Result/Impact: Improved attendance by parents at educational sessions/meetings/events. Our attendance and student achievement will improve. Staff Responsible for Monitoring: Admin/teachers Title 1: 4.2 Problem Statements: Perceptions 1, 2

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Improve communication with all stakeholders. Root Cause: Need for weekly communication with all stakeholders Problem Statement 2: Increase the number of parents attending educational or academic information sessions. Root Cause: Including information sessions at traditionally entertaining or extracurricular events.

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 the percentage of staff, parents/guardians, and students who feel connected and safe to Crestview.

High Priority

Evaluation Data Sources: BOY, MOY, and EOY survey data, parent involvement

Strategy 1 Details	
Strategy 1: Create opportunities to celebrate successes. Such as but not limited to Recognizing the Educators of the 9 weeks; Distinguished Educator; Novice Teacher of the Year; Spirit of Judson; Continuous recognition during faculty mtgs/PLCs when demonstrating greatness. Showcase teachers on Crestview Morning Show. Strategy's Expected Result/Impact: Percentage increase at MOY surveys. Staff Responsible for Monitoring: Administrators and counselor. Problem Statements: School Processes & Programs 1	
Strategy 2 Details	
Strategy 2: Implement: National Elementary Honor Society (NEHS) on campus. A nation's premier student recognition organization that promotes student excellence. Strategy's Expected Result/Impact: Increase in student motivation and academic success and leadership skills. Staff Responsible for Monitoring: Teachers, NEHS Committee, administrators Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 4	
Strategy 3 Details	
Strategy 3: Implementing counseling and SEL assistance for students and their families. Strategy's Expected Result/Impact: Discipline referral, counselor logs, classroom guidance Staff Responsible for Monitoring: Administrators, counselor, classroom teachers Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 4	
Strategy 4 Details	
Strategy 4: Improve schoolwide safety measures for everyday safety occurrences as well as potential emergencies. Strategy's Expected Result/Impact: Safe environment Staff Responsible for Monitoring: Nurse Teachers and admin Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 4	

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 3: Crestview has seen an increase in the number of discipline referrals. Root Cause: Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.	
Student Learning	
Problem Statement 5: Crestview has seen an increase in the number of discipline referrals. Root Cause: Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.	
School Processes & Programs	
Problem Statement 1: Build capacity and strong collaboration within teams. Root Cause: Teacher turnover, new curriculum	
Problem Statement 4: Crestview has seen an increase in the number of discipline referrals. Root Cause: Students are in need of more social emotional learning to help lower numbers of discipline. Change in demographics and student's needs. More SEL learning in all areas to include specials, PE, Music and Art.	

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

Performance Objective 1: Provide opportunities and training to faculty and staff for leadership development.

Evaluation Data Sources: Teacher and staff retention numbers

Strategy 1 Details
Strategy 1: Offer a variety of high-quality training opportunities to include internal and external professional development and mentorship opportunities. Strategy's Expected Result/Impact: PD evaluations, increased student learning as evidenced by STAAR, Unit Assessments, Amplify, and MAP data reports, evidence of new strategies employed by staff during walk -throughs Staff Responsible for Monitoring: Campus administrators Problem Statements: School Processes & Programs 5
Strategy 2 Details
Strategy 2: Offer internal opportunities for teacher and staff to accept leadership responsibilities throughout the year. Strategy's Expected Result/Impact: Improve teacher instructional practices. Staff Responsible for Monitoring: Administrators, academic leader Problem Statements: School Processes & Programs 5

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: Crestview staff report feeling overworked and overwhelmed on the EOY surveys. Root Cause: High turnover, a lot of new staff, DOI and new teachers need mentorship, increase in discipline issues, staff and SEL needs.

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: Improve overall ratings on the percentage of stakeholders are satisfied with Crestview staff customer service and communication.

Evaluation Data Sources: Critical dates on calendar; parent surveys; Sign In Sheets; Blackboard /Remind App reports

Strategy 1 Details
Strategy 1: Administrators and teachers will increase communication to parents to include home visits if necessary, and updating campus calendars and campus websites. Strategy's Expected Result/Impact: Increase in attendance rate, increase parent involvement and communication. Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Problem Statements: Perceptions 1
Strategy 2 Details
Strategy 2: Convene annual school accountability meetings (virtual meetings when appropriate). Strategy's Expected Result/Impact: Copies of letters sent home, campus report card and sign-in for attendance at meetings Staff Responsible for Monitoring: Campus administrators Problem Statements: Perceptions 2
Strategy 3 Details
Strategy 3: Provide appropriate services, including supplies, clothing, meals, and transportation, to homeless students to improve academic progress, and attendance. Strategy's Expected Result/Impact: Improved academic achievement of homeless students, increased attendance, and improved State Assessments (STAAR) results. Problem Statements: Demographics 4

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Crestview has seen an increase in the number of counselor referrals. Root Cause: Students are in need of more social emotional learning strategies to provide emotional support.
Perceptions
Problem Statement 1: Improve communication with all stakeholders. Root Cause: Need for weekly communication with all stakeholders

Perceptions	
Problem Statement 2: Increase the number of parents attending educational or academic information sessions. Including information sessions at traditionally entertaining or extracurricular events.	Root Cause: