JUDSON INDEPENDENT SCHOOL DISTRICT

Meeting Date: November 19, 2026

Submitted By: Dr. Kristin Saunders
Title: Chief of Instructional Services

Agenda Item: Consider and take action regarding approving the Campus Improvement Plan Executive Summary Reports.

CONSENT ITEM

RECOMMENDATION:

That the Board approvc the 2026 Campus Executive Summaries.

IMPACT/RATIONALE:

According to the Texas Education Code under section §11.251 PLANNING AND DECISION MAKING PROCESS, the board of trustees shall annually approve the campus Executive Summaries to include performance objectives and shall ensure that the campus plans are mutually supportive to accomplish the identified objectives and support the state goals and objectives.

BOARD ACTION REQUESTED:

Approval/Disapproval

Candlewood STEM Academy
Rachelle Diaz, Principal
Executive Summary
2026-2027

Candlewood STEM Academy's overall academic emphasis will be Domain 1, Student Achievement. This will influence Domain II- Student Growth and progress of all students, and Domain III- Closing Performance Gaps. During 2025–2026, STAAR results for grades 3–5 reflected 60% Approaches, 35% Meets, and 7% Masters in Reading; 49%, 26%, and 5% in Math; and 43%, 20%, and 5% in 5th grade Science. Campus attendance was 93%. Our priorities this year are to strengthen instruction and feedback, expand meaningful STEM learning, improving student attendance, and supporting academic growth.

Goals

1. By the end of the 2026–2027 school year, increase STAAR Reading, Math, and 5th grade Science performance by 5 percentage points in Approaches, 3 percentage points in Meets, and 1 percentage point in Masters compared to 2025–2026 results.
2. By the end of the 2026–2027 school year, increase campus wide student attendance from 93% to 95% through consistent monitoring, incentives, and family engagement.

Focus for Candlewood STEM Academy

- **Strengthening Instruction and Feedback:** Campus leaders use classroom observations, instructional coaching, and actionable feedback to strengthen teaching practices and improve student learning. Teachers implement research-based strategies that increase student participation, academic discussion, and critical thinking.
- **Expanding STEM Learning:** Students participate in hands-on, real-world learning through STEM Enrichment and science labs, classroom investigations, and outdoor learning experiences that encourage creativity, collaboration, and problem-solving.
- **Improving Student Attendance:** Daily, weekly, monthly, and nine-week incentives encourage consistent attendance. Weekly newsletter updates, family communication, and truancy letters reinforce the importance of being present every day.
- **Supporting Academic Growth:** Targeted small-group instruction through W.I.N. time, a special population tutor, and classroom interventions provide students with additional support and opportunities to strengthen grade-level skills.

Converse Elementary School
Heather Schumacher, Principal
Executive Summary
2026-2027

Converse Elementary School has an enrollment of 533 students, with 70% At-Risk and 92% Economically Disadvantaged. Approximately 26% of our students are being served through Special Education, 8% are Emergent Bilinguals, and 8% are identified as Gifted and Talented. We are building on the academic momentum from the previous school year with overall growth by 10 points in our accountability rating, from a 65 to a 75, driven by a 9% overall growth in Meets Grade Level.

Goals

1. By June 2027, Converse will improve student academic achievement in overall STAAR scores by 10 points in Approaches to 75%, 5 points in Meets to 46%, and 3 points in Masters to 16%.
2. By June 2027, Converse will improve student academic achievement in Reading Language Arts STAAR by 10 points to 83% Approaches, by 5 points to 54% Meets, and by 3 points to 20% Masters.
3. By June 2027, Converse will improve student academic achievement in Math STAAR by 10 points to 70% Approaches, by 5 points to 42% Meets, and by 3 points to 14% Masters.

Focus for Converse Elementary School

- **Saturday STEM Camps:** Optional Saturday morning science and math enrichment for 3rd through 5th graders held monthly. Hands-on activities bridge classroom concepts with real-world applications to deepen student understanding and accelerate student growth. This initiative uses Compensatory Education funds to support student learning goals.
- **Professional Learning Communities:** Supported by LIFT, our educators meet weekly in PLCs to internalize high-quality curriculum, rehearse instructional delivery, and analyze student data to accelerate academic growth. Our focus is on teacher facilitation and discussion during PLC.
- **Positive School Culture:** Every student and staff member belongs to one of four Houses that meet regularly to build community, celebrate success, and foster a deep sense of connection. This culture is further reinforced through weekly homeroom community circles and classroom respect agreements.
- **Prioritizing Instructional Strategies:** We intentionally implement evidence-based instructional strategies—including Opportunities to Respond (OTRs), Cold Call, QSSSA (Question, Signal, Stem, Share, Assess), and Exit Tickets—to drive active student discourse, maximize engagement, and continually monitor understanding.

Copperfield Elementary School
Tricia A. Davila, Principal
Executive Summary
2026-2027

STAAR data for the 2026-2027 year, indicates a need to strengthen Tier I instruction and targeted interventions across all tested areas, with particular emphasis on 3rd-grade foundational skills and 5th-grade science achievement. STAAR data is as follows: Reading at the Meets level – 3rd grade – 46%, 4th grade – 52% and 5th grade 60%. Math at the Meets level – 3rd grade – 48%, 4th grade – 52% and 5th grade – 50%. Science at the Meets level – 5th grade – 45%

Goals

1. By May 2027, Copperfield Elementary will strengthen its Tier I, Tier II, and Tier III intervention systems by ensuring that 100% of identified students receive targeted interventions aligned to documented academic needs, with progress monitoring conducted and reviewed at least every three weeks through PLCs and data reviews. As a result, at least 70% of students receiving interventions will demonstrate expected growth toward grade-level proficiency as measured by district assessments, progress monitoring tools, and STAAR-aligned performance data.
2. By May 2027, Copperfield Elementary will increase equitable classroom distribution and support for special populations by ensuring that students receiving special education, emergent bilingual, Section 504, and intervention services are strategically balanced across grade-level classrooms based on student needs and staffing capacity. The campus will monitor academic growth, attendance, behavior, and intervention data each grading period, resulting in at least a 10% increase in the percentage of special population students meeting growth expectations on district assessments and via progress monitoring tools.
3. By May 2027**,** Copperfield Elementary will implement structured, data-driven professional learning communities in all grade levels and content areas, with teachers engaging in at least one PLC meeting every other week that focuses on either data analysis, lesson internalization, targeted instructional planning, implementation, and modeling. Evidence from PLC minutes, walkthrough data, coaching feedback, and student performance measures will demonstrate that 100% of teachers participate in the process**,** resulting in a 10 percentage-point increase in student proficiency rates on district benchmarks and STAAR assessments in targeted content areas.

Focus for Copperfield Elementary School

- **Targeted Interventions:** – Provide targeted interventions that address specific student needs, including reading comprehension, foundational literacy skills, math problem-solving, language development, hands on investigations and vocabulary routines in science, and closing achievement gaps for at-risk learners.
- **Special Population Support:** - Ensure that all special populations, including students receiving special education services, emergent bilingual students, gifted and talented learners, and at-risk students, have equitable access to high-quality instruction, targeted supports, and opportunities for academic success.
- **Professional Learning Communities:** – Focus on strengthening Professional Learning Communities (PLCs) to improve instructional practices through collaborative planning, data analysis, modeling and the internalization of high-quality lessons.

Crestview Elementary School
Cynthia Valdillez, Principal
Executive Summary
2026-2027

For the 2026–2027 school year, Crestview Elementary experienced an increase in enrollment of approximately 110 students due to campus consolidation, resulting in a shift in our student population and academic needs. Beginning-of-Year (BOY) MAP data indicates a decline in overall achievement, with Mathematics decreasing from the 78th to the 66th percentile and Reading decreasing from the 63rd to the 61st percentile. Additionally, the 2026 STAAR results identified a need to strengthen academic achievement at the Meets and Masters Grade Level performance standards across Reading, Mathematics, and Science.

Goals

1. By May 2027, Crestview Elementary will increase STAAR RLA performance in grades 3–5 by at least 5 percentage points at Meets and Masters, increase 3rd-grade Approaches by 3 percentage points, and maintain at least 90% Approaches in grades 4 and 5.
2. By May 2027, Crestview Elementary will increase STAAR Mathematics performance in grades 3–5 by at least 3 percentage points at Approaches and 2 percentage points each at Meets and Masters.
3. By May 2027, Crestview Elementary will increase 5th-grade STAAR Science performance by at least 3 percentage points each at Approaches, Meets, and Masters.

Focus for Crestview Elementary School

- **Instructional Planning & PLCs:** Crestview has implemented a shared calendar to strengthen weekly planning and PLC time. Instructional teams meet weekly in a dedicated collaboration space using a structured PLC template to ensure consistency, data-driven discussions, and focused instructional planning.
- **Accelerated Learning Block:** Crestview has embedded a 30-minute accelerated learning block into the master schedule. This block, aligned with HB1416 requirements, provides all students with targeted instruction—either acceleration or enrichment—to increase achievement across all accountability domains.
- **Science Camp at Camp Twin Lakes:** Crestview 5th grade students will participate in a 2 ½ day field trip at Camp Twin Lakes. This camp provides hands-on science lessons and real-world learning experiences that strengthen science knowledge and support STAAR success.
- **Academic Intervention Plan:** Crestview will provide after-school tutoring in the spring for at-risk students in grades 1–5, supported by SCE funds.

Elolf STEAM Academy
Jami Sawyer, Principal
Executive Summary
2026-2027

Elolf STEAM Academy is focused on accelerating student achievement, deepening hands-on learning, and strengthening foundational instruction following a D accountability rating. Baseline data from Spring 2026 state assessments reflects key areas for growth across grade levels, showing the percentage of students meeting or exceeding grade-level expectations as follows:

- **Reading:** 3rd Grade (44%), 4th Grade (33%), 5th Grade (38%)
- **Mathematics:** 3rd Grade (32%), 4th Grade (31%), 5th Grade (25%)
- **Science:** 5th Grade (22%)

To drive academic improvement, Elolf STEAM Academy is prioritizing rigorous Tier 1 instruction, targeted student interventions, positive schoolwide routines, active family partnerships and increasing academic engagement and critical thinking by implementing STEAM and PBL**.**

Goals

1. By May 2027, our students will meet or exceed grade-level expectations on STAAR to at least 45% in reading, 40% in math, and 35% in science in fifth grade.
2. By May 2027, at least 85% of Pre-K and Kindergarten students will demonstrate grade-level proficiency, and 60% of first and second graders will score at or above the 50th percentile in MAP Reading.
3. By May 2027, 100% of grade levels (Pre-K–5th) will plan and execute at least one comprehensive, interdisciplinary Project-Based Learning (PBL) project that integrates STEAM concepts and culminates in a student product or showcase.

Focus for Elolf STEAM Academy

- **Strong Daily Instruction:** Teachers will collaborate weekly in Professional Learning Communities (PLCs) to plan and align Tier 1 instruction using Bluebonnet Math, HMH Reading, and Effective First Teach strategies.
- **Targeted Student Support:** Daily protected intervention blocks (RTI) and small-group instruction will address specific learning gaps identified through assessment results and progress monitoring tools (e.g., Zearn, Progress Learning)
- **Positive School Culture:** Consistent classroom expectations, morning circles, and restorative practices will reduce disruptions and protect learning time.
- **Family Connections:** The campus will strengthen two-way communication through Thrillshare and provide opportunities for families to participate in academic and STEAM events.
- **STEAM and PBL Implementation:** Instruction will incorporate hands-on STEAM frameworks and Project-Based Learning (PBL) across all grade levels to increase rigor and student engagement.

Escondido Elementary
Esmeralda Garza, Principal
Executive Summary
2026-2027

Escondido Elementary's accountability data indicate several areas requiring targeted improvement. The campus earned an overall accountability scaled score of 72, resulting in a C rating. Performance across the three accountability domains shows opportunities for growth, with a Student Achievement scaled score of 64, School Progress at 70, and Closing the Gaps at 78. While the campus demonstrated its strongest performance in Closing the Gaps, increasing student achievement and accelerating academic growth will be critical priorities to improve overall outcomes and accountability performance.

Goals:

1.Continue to implement and strengthen Professional Learning Communities.
2. Continue to implement The Science of Teaching Reading instructional strategies with fidelity and consistency in PK-2nd Grade.
3. Increase student achievement on the 2026-2027 STAAR Reading and Math assessments to 90% or higher across all student groups and improve overall performance to move beyond a "C" accountability rating.
4. Increase the percentage of students performing at Approaches, Meets, and Masters levels on the STAAR Science assessment.

Focus for Escondido Elementary School

• **The Science of Teaching Reading Instruction:** Escondido students will be introduced to early literacy skills beginning in pre-kinder, and teachers will work toward developing their teaching skills in The Science of Teaching Reading. Additional training will be provided as needed. Students reading below grade level will be provided with additional support by RTI and classroom teachers.
• **Academic Intervention Plan:** Escondido Elementary will offer after-school tutoring in the spring for students identified as needing additional support in grades 1st -5th using SCE or Title I Funds Staff members will receive additional RTI training to find new ways to help students who are struggling academically and behaviorally. Training will be provided by the campus RTI staff and Academic Trainers.
• **Accelerated Learning Plan:** Escondido has implemented a 30-minute accelerated learning block into our master schedule twice per week for math and twice per week for reading. This block will be used to provide accelerated instruction in accordance with HB1416. Additionally, all students will receive either accelerated or enrichment instruction, targeted to increase the percentage of student achievement at every accountability rating domain.
• **Science Camp at Camp Twin Lakes**: Escondido students in grade 5 will experience a 1 ½ day field trip at Camp Twin Lakes. They will participate in hands-on science lessons and activities.
• **Writing Across Curriculum:** Escondido Elementary will implement cross-curricular writing for students in grades K-5 and teachers have received training in the writing process and extended reading and writing responses.

Mary Lou Hartman Elementary School
Lakisha Valentine, Principal
Executive Summary
2026-2027

Mary Lou Hartman Elementary School serves 665 students of diverse backgrounds and languages. Following the closure of Park Village Blended Learning Academy as part of Judson ISD's rightsizing efforts, the Texas Education Agency designated Mary Lou Hartman Elementary as the receiving campus for the state intervention requirements associated with Park Village's Unacceptable Academic Performance (UA4) status. As a result, Hartman is implementing the Park Village Blended Learning Academy's TEA-approved Turnaround Plan to strengthen instructional systems, build campus capacity, and improve student outcomes.

Goals

1. Hartman Elementary will increase the percentage of students' performance across all grade level STAAR content areas by 15% in the Approaches category, 10% in the Meets category, and 5% in the Masters category by the Spring 2027 STAAR Administration.
2. Hartman Elementary will demonstrate measurable growth in constructed responses by applying the RACE strategy (Restate and Answer grades PK-2), Restate, Answer, and Cite for grade 3, and RACE (Restate, Answer, Cite evidence, Explain) grades 4-5 to develop well-organized, and evidence-based responses across content areas.
3. Hartman Elementary will increase student self-regulation, school connectedness, and positive classroom behavior by integrating explicit social/emotional learning instruction and proactive behavioral supports, resulting in a 10% reduction in discipline referrals and supporting overall academic growth.

Focus for Hartman Elementary School

- **Strengthen Tier I Instruction:** Teachers received training on Strong 1st Teach Empowerment Network (Lead the Change) Presented by Mr. Aaronthomas Green. Classroom observations and calibrated walkthroughs will be conducted, and feedback given to strengthen Tier I instructional practices.
- **Writing:** Teachers will explicitly teach and model each component of the RACE strategy. Monthly campus-wide writing prompts will be given, and students' writings will be analyzed during vertical planning. Student work will be displayed on our "Knight Writers" bulletin board and students will earn a Principal Award for sharing their writing.
- **Professional Learning Communities:** We will strengthen our PLCs through lesson and module internalization, lesson rehearsals and student data/work analysis. With support from LIFT, Great Minds, Region 20, and JLHinds LLC, we will increase the collaboration among grade levels and content areas.
- **WIN (What I Need):** During this daily hour block of instruction, teachers will use HQIM resources (Lowman Group, Fast Focus, Think Up, etc.) to fill gaps in student learning by spiraling TEKS. Teachers will use formal and informal assessments to determine instructional groups.
- **Social/Emotional:** Students will receive monthly SEL lessons from the counselor. Select students will meet with the social worker for "Lunch Bunch" groups. Hartman will also implement the Knights of the Kingdom mentoring program. Students (Squires) will be paired with a staff member (Knight) for social/emotional and academic check-ins.
- **Prescriptive Tutorials:** We began daily campus-wide morning tutoring on November 4, 2026 from 7:00-7:30 for all students in PreK through 5th grades.

Hopkins Elementary School
Terry Combs, Principal
Executive Summary
2026-2027

Hopkins Elementary was rated a "D" Campus for the 2025-2026 school. Our campus analysis of the STAAR data for 2025-2026 shows an increase in the meets and master's level in some areas, and a decrease in scores in other areas. This is mainly due to difficulty closing the gaps in learning. This may be due to the need to increase internalization of lessons for a strong First Teach, increase observation and timely and actionable feedback with follow up opportunities, intentional small group instruction, increase active monitoring, and lower number of student absences. All grades for reading and math need to be strengthened. ECO DIS, SPED and EB student groups will need to make significant progress in Reading and Math. All student group indicators must improve for all tests for Federal Accountability. All students will receive support through identified instructional strategies to meet Federal Indicators. Our school is dedicated to improving student success with an engaging and challenging curriculum and continued work on targeted instructional strategies that will help increase scores above the district and state averages on all tests and student groups.

Goals

1. By June 2027, all students will have an increase from Approaches 61% to 76%, Meets 37% to 47%, Masters 15% to 21% for STAAR Reading Assessment
2. By June 2027, all students will have an increase from Approaches 60% to 76%, Meets, 33% to 40%, Masters 11% to 16% for STAAR Math Assessment
3. Increase student attendance for ADA for school year 2026-2027 from 94% to 97%.

Focus for Hopkins Elementary School

- **Phonics and Phonemic Awareness:** Teachers will implement instructional techniques to develop vocabulary, word skills, phonics, phonemic awareness, fluency and comprehension strategies daily and provide small group targeted reading instruction for students. This will be monitored through targeted walkthrough observations and feedback by Administration and Academic Trainer.
- **Math:** Teachers will prepare daily instruction by internalizing the lessons and implementing the Bluebonnet Math Curriculum to include problem solving strategies to increase math skills. Instructional techniques will be used to develop problem solving strategies, computation, and create depth and complexity. This will be monitored through targeted walkthrough observations and feedback by Administration and Academic Trainer.
- **Writing:** Continue implementing targeted writing strategies focusing on the writing process for extended and constructed responses.
- **Science Instruction:** Lab activities will be increased in all grade levels by providing hands-on lab opportunities. Strategic Lessons will be delivered to create depth and complexity. Teachers will have the opportunity to collaborate to strengthen science instruction and delivery of science curriculum.
- **Student Intervention Support:** Campus Interventions include RTI Block, RTI Behavior, Extended Day (Math & Reading), Accelerated Learning Blocks, Progress Learning and Zearn Intervention Lessons through small group instruction. Great Minds will also meet with SPED teachers to coach them through more effective instructional practices for the Bluebonnet curriculum.
- **PLC's:** Teachers will be provided planning time to participate in PLCs every week to internalize lessons, rehearse lessons, review student data and collaboratively plan with Academic Trainer and Administration. They will also get to work with the LIFT Grant Coach.

James Masters Elementary
Kristi Ann Villanueva, Principal
Executive Summary
2026-2027

James Masters Elementary has been identified as a campus needing targeted improvement. Masters had 2 unacceptable ratings but were able to rise to a C in 2025-26. Our campus has an average of 500 students, 66% At Risk, and 59% Economically Disadvantaged. Masters experienced a change in leadership this year, bringing a renewed focus on establishing consistent routines and procedures to support student success. We are prioritizing the growth of our teachers through targeted professional development, specific and consistent coaching, recognition, and shared accountability, while also working to strengthen campus leadership through LIFT collaboration. These efforts aim to create a positive, high-performing environment for both staff and students.

Goals

1. By the end of the 26-27 school year based on math STAAR performance 3rd-5th students will achieve at least: 70% Approaches, 43% Meets, 18% Masters
    a. Current Data 63% Approaches, 38% Meets, 12% Masters
    b. (109 students 3rd – 5th Did Not Meet)
2. By the end of the 26-27 school year based on reading STAAR performance 3rd-5th students will achieve at least: 80% Approaches, 55% Meets, 24% Masters
    a. Current Data 74% Approaches, 50% Meets, 18% Masters
    b. (77 students 3rd – 5th Did Not Meet)
3. By the end of the 26-27 school year based on science STAAR performance 5th students will achieve at least: 68% Approaches, 32% Meets, 15% Masters
    a. Current Data 58% Approaches, 24% Meets, 9% Masters
    b. (42 students 3rd – 5th Did Not Meet)

Focus for James Masters Elementary School

- **Goal Setting:** All teachers will complete mandatory 1st nine-week parent conferences and share BOY data using the data tracking folders.
- **Bluebonnet Lesson Internalization:** Weekly PLCs for Kg-5th grade with a focus on data review, lesson internalization, and lesson rehearsal. Conduct bi-monthly classroom walkthroughs to track the implementation of campus initiatives, celebrate effective practices, identify opportunities for growth, and provide timely support and coaching to teachers.
- **Small Group Target Interventions**: Teachers use short, focused assessments to identify specific skills gaps and group students accordingly. Teachers will spiral the most missed STAAR skills during both small group and whole instruction.

Miller's Point Elementary
Dr. Kelle Lofton, Principal
Executive Summary
2026-2027

Miller's Point Elementary received a D accountability rating for the 2026 academic year. We have identified several areas of improvement for the 2026-2027 school year. Through the milestones on our Turn Around Plan (TAP) we will focus on observation and feedback, PLC, and What I Need (WIN) time to close gaps in instruction. The campus will have a strong focus on math by monitoring and tracking student data with a specific focus on our super groups.

Goals

1. Miller's Point Elementary students will demonstrate growth using multiple measures such as: CIRCLE, TX-KEA, Amplify Reading, Unit Assessments, and NWEA Map Math in grades PK-2. Grades 3-5 will demonstrate growth on assessments such as STAAR Interim Assessments, Unit Assessments, Amplify Reading, NWEA Map Math, and STAAR.
2. Miller's Point Elementary will increase individual student STAAR performance in the approaches, meets, and masters performance levels through use of intervention and enrichment strategies, progress monitoring, goal setting, and data analysis.

Focus for Miller's Point Elementary School

- **Professional Learning Community (PLC):** We will strengthen teacher effectiveness and collaboration through weekly PLC meetings focused on lesson internalization, student work analysis, and lesson rehearsal. PLC will be led by campus leadership using clear protocols and specific expectations
- **Small Groups and Stations:** Based on our 2026 Math STAAR data, our focus will be on closing the gaps in math. We will build time into the master schedule for small groups and stations and provide trainings and resources for teachers. We will use daily Eureka exit tickets to determine which students need small group reteach. While the teacher is in small group, the students will be in self-directed math stations. All teachers must have at least the following stations in math: math fluency, problem solving, vocabulary, and Zearn/Progress Learning. Reading stations will focus on: reading fluency, reading comprehension, vocabulary, independent reading, and progress learning.
- **Data Driven Instruction:** As a campus, we will do deep dives into assessment data to determine where the gaps in learning are. Students will set goals and track their assessment data. Teachers will meet with their students individually to discuss goal setting, progress towards goals, and growth. We will track student progress through student data folders, student work analysis, and campus data days.
- **Monthly Power Hours:** Once a month, in lieu of a standard faculty meeting, we will have a campus-based professional development sessions on topics based on teacher needs as evidenced by walkthrough data, assessment data, and teacher surveys.

Fine Arts Academy at Olympia
Kari Savage-Egg, Principal
Executive Summary
2026-2027

Olympia Fine Arts Academy continues to make progress in closing learning gaps, as shown by recent STAAR and MAP scores. In 2025-2026, Fine Arts Academy at Olympia received an overall B rating in grades 3-5 STAAR assessment. Reading remains a strength, but Math and Science performance indicate a need for increased support to reach our accountability goals. This year, Olympia will focus on strong Tier 1 instruction, purposeful planning, data-driven decisions, and targeted student support to increase growth and achievement for all learners. At Fine Arts Academy at Olympia, we integrate creativity, artistic expression, and hands-on learning into daily academics to inspire students to think critically, embrace their individuality, and discover their unique gifts and talents.

Goals

1. By the end of the 2026-2027 school year, students that took the STAAR assessment in grades 3-5 will demonstrate academic growth, resulting in a campus increase of 3 percentage points at Approaches, 2 percentage points at Meets, and 1 percentage point at Masters. Student performance targets for grades 3-5: RLA – 91approaches, 71 meets and 32 masters; Math – 81 approaches, 54 meets and 18 masters; Science – 67 approaches, 34 meets, and 12 masters.
2. By May 2027, 100% of grade-level teaching teams will have participated in weekly PLC meetings and collaborative planning sessions focused on analyzing student data, developing standards-aligned instructional plans, and identifying targeted supports for students. Participation will be documented through meeting agendas, data trackers, and instructional planning artifacts, with the goal of increasing student proficiency and academic growth.

Focus for Fine Arts Academy at Olympia

- **Purposeful Planning Partnership**: Teachers will participate in weekly PLC meetings with campus leaders and monthly with LIFT trainers to review standards, plan instruction, and identify opportunities for reteaching and enrichment. This process helps ensure lessons are aligned and students receive the support they need.
- **Data Review**: Teachers will regularly review assessment data, set academic goals, and monitor progress throughout the year. Grade-level teams will meet after key assessments to identify strengths and plan support for areas of need.
- **Targeted Intervention and Tutoring**: Students will receive additional support through daily small groups, RTI time, accelerated instruction, enrichment time, and before-school tutoring opportunities. Instruction will focus on closing learning gaps and strengthening Math, Reading, and Science skills.
- **Leadership and Learning Growth**: Students and staff will continue developing leadership skills through campus leadership opportunities, clubs, and service projects. These experiences support student confidence, responsibility, and engagement while promoting a positive school culture.

Paschall Elementary School
Shannon George, Principal
Executive Summary
2026 - 2027

The 2024-2025 STAAR accountability rating for Paschall Elementary was a "C". Scores for 2025-2026 are as follows: Reading – Meets Grade Level Standard and Above – 42% and Math – Meets Grade Level Standard and Above – 38%. The area of focus for the 2026-2027 school years will be in teacher professional development for effective classroom instruction, building teacher capacity through observations and feedback and data driven instruction.

Goals

1. To increase student achievement on the 2027 STAAR Reading to 50% at meets grade level standard and above and STAAR Math to 50% at meets grade level standard and above.
2. To demonstrate growth in student academic achievement in reading and math by closely working with teachers and ensuring that 100% of math and reading teachers receive at least one coaching observation each month with immediate feedback and action steps (or feedback towards progress on current action step).

Focus for Paschall Elementary School

- **Professional Development for Effective Classroom Instruction:** Campus instructional leaders will provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
- **Build Teacher Capacity Through Observation and Feedback Cycles:** Instructional leaders will determine the fluency of observations based on teacher needs and student results in formative assessments. Debrief conversations with teachers will occur within 48 hours of the observation and focus on action steps, clear models and/or opportunities to practice.
- **Data-Driven Instruction:** Campus instructional leaders will work with teachers individually and in PLC's to analyze data, determine the root causes as to why students may not have learned the concept and create plans to respond and adjust instructional delivery.

Salinas Elementary School
Michelle Allen, Principal
Executive Summary
2026-2027

Preliminary STAAR data from the 2025-2026 school year indicates a need to strengthen mathematics achievement in grades 3-5, with a particular focus on improving student growth in grades 4 and 5. Targeted support will be provided to all student groups, with increased attention to our SPED, White, and Economically Disadvantaged subgroups through the implementation of evidence-based instructional strategies.

Goals

1. By May 2027, 82% of all students will pass the Reading STAAR with 50% of students scoring at Meets and 22% scoring at the Masters level.
2. By May 2027, 70% of all students will pass the Math STAAR with 40% of students scoring at Meets and 15% scoring at the Masters level.
3. By May 2027, 50% of all students in 5th grade will pass the Science STAAR with 25% of students scoring at Meets and 10% at the Masters level.

Focus for Salinas Elementary School

- **ELAR:** Ensure high-quality Tier I instruction by implementing the district's knowledge-building curriculum with fidelity. Teachers will utilize unit assessment data, MAP Reading data (Grades 1-5), and PK/Kindergarten screener data to provide daily targeted small-group instruction focused on addressing student needs and accelerating achievement.
- **Math:** K-5 teachers will continue to implement the Bluebonnet Learning math curriculum with fidelity while providing targeted daily small-group intervention based on student data. Students will engage in a daily math spiral review to reinforce previously taught concepts, strengthen foundational skills, promote retention of key standards, and increase overall mathematical proficiency and problem-solving skills.
- **Science:** K-5 students will engage in increased hands-on, inquiry-based science experiences that promote critical thinking, problem-solving, and deeper understanding of scientific concepts. To ensure a cohesive learning progression, grade-level teams will participate in regular vertical planning meetings to align science instruction, strengthen curriculum connections across grade levels, and support student success.
- **Targeted Support:** All K-5 students will receive targeted intervention during the RTI block to address learning gaps and accelerate growth. Students will be closely monitored and supported to advance performance levels on STAAR, with a focus on increasing Mastery performance. Students in grades 3-5 will participate in targeted after-school tutoring beginning in February.
- **Student Goal Setting and Progress Monitoring:** Students in Kindergarten through 5th grade will utilize goal-setting folders to monitor and reflect on their academic progress throughout the year. Students will set goals and track their performance on unit assessments, universal screeners, and STAAR assessments, where applicable. Grade levels will celebrate and monitor growth through hallway data displays and school wide incentives.

Selma Elementary School
Alejandra Gutierrez, Principal
Executive Summary
2026-2027

Selma Elementary is projected to earn an overall accountability score of 82 (B rating)**.** While the campus demonstrated strong performance in Closing the Gaps (85) and School Progress (81), there is a need to improve overall student achievement, particularly in Reading, Math, and Science. The campus earned a 74 in Student Achievement and a 69 in Relative Performance, indicating opportunities to increase student success and academic growth. During the 2026-2027 school year, Selma Elementary will focus on strengthening instruction, increasing student achievement, and supporting all learners.

Goals

1**.** By June 2027, Selma Elementary will increase its Student Achievement score from 74% to 80% through improved performance in Reading, Math, and Science.
2. By June 2027, Selma Elementary will increase its School Progress score from 81% to 85% by ensuring students demonstrate academic growth throughout the school year.
3. By June 2027, Selma Elementary will increase the Average Daily Attendance from 94% to 96% through consistent attendance monitoring and student recognition.

Focus for Selma Elementary School

- **Collaborative Planning, Professional Learning Communities, & Vertical Alignment:** All teachers will be provided a 90-minute time to continue to grow in their understanding of STAAR Readiness, Supporting and Process standards, deconstructing the TEKS, the district curriculum, instructional practices, engagement strategies, and data disaggregation to use and guide instruction. This will be done through weekly training, PLCs, and vertical alignment.
- **Attendance Initiatives:** Regularly track attendance data and share results with the community to maintain accountability and motivation, acknowledging improvements and success through award, assemblies, and campus shout outs.
- **Closing the Gaps Plan:** Selma will continue to strengthen the Tier I campus-wide W.I.N (What I Need) intervention for Reading and Math for K-5 students during school hours. 1st-5th Emergent Bilinguals will receive intervention to strengthen their English language through an additional tutoring and small group instruction. Use data-driven small groups based on formal assessments and ongoing progress monitoring. Provide enrichment tasks for students nearing Masters level to deepen comprehension and critical thinking.
- **Science Across Curriculum:** Professional staff will be provided with professional development in science across curriculum; specifically, to engage student learning with real-life experiences. Selma will implement science lab schedules and student experiences.

Spring Meadows College Prep Academy
Tanya E. Alarcon, Principal
Executive Summary
2026-2027

Spring Meadows College Prep is a Title I campus serving 559 students in grades PK4-5. The campus serves a diverse student population, including 34% Emergent Bilingual students and 20% Special Education students. Approximately 79% of students are economically disadvantaged, and 83% are identified as At-Risk. The 2025-2026 STAAR results for Spring Meadows College Prep indicate continued progress in student achievement, highlighting gains across key content areas and grade levels.

Goals

1. Increase Reading Achievement
   a. By May 2027, Spring Meadows College Prep will increase the percentage of students meeting grade-level expectations in Reading Language Arts by at least 5 percentage points, as measured by STAAR and district benchmark assessments, through high-quality Tier 1 instruction, small-group interventions, and consistent progress monitoring.
2. Improve Math Achievement
   a. By May 2027, Spring Meadows College Prep will increase the percentage of students meeting grade-level expectations in Mathematics by at least 5 percentage points, as measured by STAAR and district benchmark assessments, through rigorous instruction, daily student discourse, and targeted intervention support.
3. Support Emergent Bilingual and At-Risk Student Success
   a. By May 2027, Spring Meadows College Prep will increase academic growth for Emergent Bilingual and At-Risk students by ensuring that at least 80% of identified students meet their individual growth targets on district assessments through language supports, differentiated instruction, and accelerated learning opportunities.

Focus for Spring Meadows College Prep Academy

- **Professional Learning Community (PLC) Meetings:** Teachers will participate in PLC meetings to plan units and lessons, practice key parts of instruction, and review student work. This process helps ensure students receive high-quality and consistent learning experiences across classrooms.
- **Targeted Small-Group Instruction:** Teachers will provide small-group instruction during the school day based on student needs. These groups will focus on specific skills to help students reach grade-level expectations.
- **Response to Intervention (RTI) Support:** RTI teachers will provide targeted support to students who need additional academic assistance. Student progress will be monitored regularly to ensure interventions meet individual learning needs.

Woodlake Elementary
Dr. Melissa Martinez, Principal
Executive Summary
2026-2027

Woodlake ES is a Title I, EE-05 campus with an enrollment of approximately 534 students. Woodlake ES has an average mobility rate of 20% and 77% of our students qualify as economically disadvantaged. At the end of SY 2025-2026 23% of students in grades PK-5 received Special Educations Services. Forty-three percent of students in grades 3-5 performed at Approaches or above on STAAR 2026 in Math and Reading.

Goals

1. The percent of students achieving Approaches or above on 3rd, 4th, and 5th Gr. STAAR Math and Reading assessment will increase:
    a. Math STAAR in Grades 3-5
        - Approaches from 43% to 53% by 2027
        - Meets from 18% to 26% by 2027
        - Masters from 5% to 8% by 2027
    b. Reading STAAR in Grades 3-5
        - Approaches from 54% to 64% by 2027
        - Meets from 28% to 34% by 2027
        - Masters from 8% to 11% by 2027
    c. Science
        - Approaches from 39% to 49% by 2027
        - Meets from 6% to 14% by 2027
        - Masters from 1% to 4% by 2027
2. The percent of students achieving mastery (70%) of district assessment instruments will be 70% across grade levels and content areas.
3. The frequency of discipline referrals will be reduced, increasing instructional time for students.

Focus for Woodlake Elementary School

- **Instructional Systems:** Professional Learning Communities will meet weekly to analyze data, monitor and adjust instructional goals, verify common assessments, develop, and adjust our professional development plan, and discuss small, targeted intervention groups. This time will also include reflecting on instructional strategies and practices to close the achievement gaps for specific student groups such as students receiving Special Education Services.
- **Targeted Interventions:** To accelerate academic growth across PK-5, the campus has implemented a targeted intervention model utilizing two dedicated special populations tutors who provide data-driven support for students identified through formative assessments, universal screeners, and progress monitoring. The tutors work collaboratively with classroom teachers to deliver small-group and individualized instruction focused on closing skill gaps in reading and mathematics, with an emphasis on emergent bilingual students, students receiving special education services, and other at-risk learners.
- **Campus Culture:** Woodlake ES will provide targeted professional development that supports positive and effective classroom management. The campus is committed to fostering a positive and supportive school culture by intentionally strengthening students' social-emotional learning (SEL) through the implementation of Positive Behavioral Interventions and Supports (PBIS), daily Morning Meetings, and a structured behavior management model.

Wortham Oaks Elementary
Sharisa Rhoades, Principal
Executive Summary
2026-2027

As indicated from 2026 STAAR data, Wortham Oaks achieved a designation in Postsecondary Readiness and increased the Domain 1 accountability score. Wortham Oaks serves a diverse student population of 701 students. The campus demographic breakdown is: 54% Hispanic, 20% White, 12% African American, 8% Asian, 5% two or more races, .29% American Indian, and .29% Pacific Islander. The campus will continue to maximize growth in the 'Meets' and 'Masters' achievement areas across all content areas on state assessments; but will also focus on closing the achievement gap between the special education population and the overall campus achievement level.

Goals

1. By June 2027, STAAR achievement will increase, as indicated.

STAAR	Approaches		Meets		Masters	
	25-26	26-27 Goal	25-26	26-27 Goal	25-26	26-27 Goal
Reading	88%	90%	72%	74%	41%	43%
Math	85%	87%	66%	68%	30%	32%
Science	80%	85%	44%	50%	26%	28%

2. Student academic performance in the Special Education subpopulation will be within 18% of the overall campus average, if not above, in each content area. For STAAR, this subpop will be within 18% of the percentage of students reaching the approaches level.
3. Reform Campus Professional Learning Communities in alignment with LIFT PLC protocols to include lesson internalization, lesson rehearsal, and student work analysis, embedded with intentional planning for closing the gaps.

Focus for Wortham Oaks Elementary School

- **7 Mindsets:** Wortham Oaks Staff is focusing on giving students tools to be successful throughout life and expand social emotional learning through the 7 Mindsets program.
- **PLC:** A sacred time for each grade level to meet as a PLC occurs every other week to give opportunities for instructional reflection, data-driven decision making, and student work analysis.
- **Intervention Block Time:** A dedicated time has been built into the master schedule to allow K-5th grade teachers to provide intentional, data driven interventions without taking from the regular instructional times. This is also the block that students are pulled for resource services, RTI & dyslexia.

Cibolo Creek Middle School
Greg Brauer, Principal
Executive Summary
2026-2027

In our second year, Cibolo Creek Middle School is focusing on continuing the work of creating a strong culture and traditions. The primary needs of the campus center around improving Math and Reading results and addressing the increased Social-Emotional stressors causing student self-harm and outcries. During the period from 12 August to 5 November 2026, CCMS has experienced 8 Emergency Detentions requiring transport to a mental health facility of students due to self-harm and suicidal or homicidal ideation.

2026 CCMS RLA and Math STAAR Results

Math			
STAAR Math 6th	Approaches	Meets	Masters
Judson ISD	56.41%	19.52%	3.85%
Cibolo Creek MS	67.41%	29.71%	5.43%
STAAR Math 7th	Approaches	Meets	Masters
Judson ISD	19.63%	7.39%	0.39%
Cibolo Creek MS	23.98%	8.19%	0%
STAAR Math 8th	Approaches	Meets	Masters
Judson ISD	55.94%	25.26%	3.55%
Cibolo Creek MS	60.25%	33.05%	6.28%
STAAR EOC ALG I	Approaches	Meets	Masters
Judson ISD	68.89%	30.88%	11.29%
Cibolo Creek MS	100%	73.91%	34.78%

Reading Language Arts			
STAAR RLA 6th	Approaches	Meets	Masters
Judson ISD	61.66%	39.67%	15.60%
Cibolo Creek MS	71.57%	51.76%	23.32%
STAAR RLA 7th	Approaches	Meets	Masters
Judson ISD	69.10%	41.51%	16.18%
Cibolo Creek MS	75.11%	45.41%	19.65%
STAAR RLA 8th	Approaches	Meets	Masters
Judson ISD	78.20%	47.66%	18.69%
Cibolo Creek MS	84.82%	57.14%	23.66%

Goals

1. Cibolo Creek Middle School students will increase TEKS mastery and STAAR Achievement levels in 6th, 7th, and 8th grade Math by 10% in Approaches, 5% in Meets, and 3% in Masters.
2. Cibolo Creek Middle School students will increase TEKS mastery and STAAR Achievement levels in 6th, 7th, and 8th grade RLA by 10% in Approaches, 5% in Meets, and 3% in Masters.
3. Cibolo Creek Middle School faculty and staff will support student emotional needs through restorative practices.

Focus for Cibolo Creek Middle School

- **Reset Room:** To support our Restorative Practices goal, students showing signs of emotional stress receive a 10-minute reset in a room designed to calm emotions and encourage engagement with the counselors. This Reset Room will act as a preventative measure to deter self-harm and connect students with appropriate mental health resources.
- **Cobra Time:** To support our RLA and Math improvement goal, Cibolo Creek MS will implement a 30-minute period at the end of the day called “Cobra Time” where all students can work within the Progress Learning Platform and complete story analysis with journaling to improve their Math and English skillsets. The Progress Learning platform customizes instruction for each student and allows growth in their RLA and Math areas of need.

Kirby STEM Academy
Leilani Sifuentes, Principal
Executive Summary
2026-2027

Kirby STEM Academy is focused on improving student achievement after two consecutive unacceptable accountability ratings. As a STEM-focused campus, the school provides students with opportunities to apply science, technology, engineering, and mathematics through rigorous, problem-based learning experiences that promote critical thinking, collaboration, and innovation. Students need stronger results in reading, mathematics, science, and social studies, with particular attention to students receiving special education services, emergent bilingual students, and students performing below grade level. For 2026–2027, our priorities are stronger classroom instruction, timely academic support, and regular checks of student progress.

Goals

1. By August 2027, Kirby STEM Academy will improve its Texas A–F accountability rating from 55 (F) to at least 70 (C) by increasing student achievement and academic growth in reading, mathematics, science, and social studies, while improving performance outcomes for students receiving special education services and emergent bilingual students as measured by STAAR performance, CCMR indicators (as applicable), and state accountability data.
2. By May 2027, Kirby STEM Academy will improve Domain I – Academic Achievement through increased STAAR performance, reaching 65% Approaches, 45% Meets, and 18% Masters in Reading Language Arts; 62% Approaches, 37% Meets, and 12% Masters in Mathematics; 70% Approaches, 35% Meets, and 12% Masters in Science; and 44% Approaches, 19% Meets, and 6% Masters in Social Studies.

Focus for Kirby STEM Academy

- **Extended Math Instruction:** Students receive approximately 90 minutes of mathematics daily, including a workshop for additional practice, reteaching, and support.
- **Targeted Reading Intervention:** Reading workshops provide additional instruction in comprehension, vocabulary, and fluency for students needing extra support.
- **Daily Teacher Collaboration:** Math and ELAR teachers meet daily to study student work, plan effective lessons, and identify students who need extra help.
- **Student Growth Monitoring:** Teachers use classroom assessments, MAP Growth, and STAAR interim results to track progress, adjust instruction, and provide small-group support.
- **STEM Learning Experiences:** Students participate in hands-on, problem-based learning experiences that integrate STEM concepts and promote critical thinking, innovation, and real-world application of knowledge.
- **LIFT and Data-Driven Improvement:** Through enhanced support from the district's LIFT initiative and central office teams, campus staff use assessment data, coaching, and progress monitoring systems to accelerate student achievement and close performance gaps.

Kitty Hawk Middle School and JSTEM Academy
Joshua Ellis, Principal
Executive Summary
2026-2027

While Kitty Hawk Middle School did see improved scores overall except for in 7th Grade Math (Approaches, Meets, and Masters), 8th Grade Science (Approaches and Meets), 8th Grade Math (Masters), and 8th Grade Social Studies (Masters), this can be attributed to the addition of JSTEM Academy during the 25-26 school year. However, when scores are separated by JSTEM and KHMS students, the only grade levels and content areas that showed growth were JSTEM 7th Grade RLA (Approaches, Meets, and Masters), KHMS 6th Grade RLA (Masters), and KHMS 8th Grade RLA (Approaches). In addition, KHMS has added a number of students from the now closed Judson Middle School, who have significant academic gaps.

Goals

1. At the end of the 26-27 school year STAAR Math scores will increase by 10 points at the Approaches level, 5 points at the Meets level, and 2 points at the Masters level in 7th Grade.
2. At the end of the 26-27 school year Math STAAR scores will increase by 5 points at the Approaches level, 3 points at the Meets level, and 1 point at the Masters level in 6th grade and 8th grade.
3. At the end of the 26-27 school year RLA, Social Studies, and Science STAAR scores will increase by 5 points at the Approaches level, 3 points at the Meets level, and 1 point at the Masters level at 6th grade, 7th grade and 8th grade.

Focus for Kitty Hawk Middle School and JSTEM Academy

- **LIFT Initiative for Math:** Leadership will receive monthly coaching from LIFT coach on how better support math instruction through Professional Learning Communities and Walkthroughs & Feedback.
- **Professional Learning Communities:** Core content teachers will meet weekly in grade level teams to focus on Lesson Internalization, Lesson Rehearsal, and Student Work Analysis.
- **Walkthroughs and Feedback:** Administration will complete 5 walkthroughs per week and provide teachers with timely feedback and coaching while following up with additional observations.
- **Reading and Math Interventions:** All students that did not receive approaches on the Math or RLA STAAR will take either a full year or half year math or reading lab. In addition, these students will have an IXL Learning account and be invited to attend tutoring to attain their HB 1416 hours via the IXL Learning Program.

Henry Metzger Middle School
Ebonisha Davis, Principal
Mary Duhart-Toppen, Lead Principal
Executive Summary
2026-2027

Metzger Middle School earned a "F" rating on the 2025 - 2026. An analysis of the STAAR data for the 2025-2026 data showed a need of increase in scores for 7th grade mathematics. We have made significant changes to the number of teachers teaching without certifications, changes in teaching personnel as well as a concentrated efforts in the PLC process and internalization lessons.

Goals

1. Increase the percentage of students achieving STAAR performance levels in core subjects (Math, Reading, Science, and Social Studies) as follows:
    a. Approaches Grade Level: +4%
    b. Meets Grade Level: +2%
    c. Masters Grade Level: +1%

2026 STAAR Data to 2027 STAAR Goals				Accountability Goals
Assessment	**Approaches**	**Meets**	**Masters**	**Journey from**
Subject	**Current to**	**Current to**	**Current to**	**F to a C**
6th Grade Math	34% to **40%**	11% to 13%	1% to 2%	
7th Grade Math	13% to **18%**	6% to 8%	0% to 1%	**Student Achievement** 55% to 60%
8th Grade Math	44% to **50%**	14% to 16%	3% to 4%	
Algebra 1	85% to **90%**	34% to 36%	20% to 21%	**School Progress** 57% to 70%
6th Grade RLA	27% to 32%	19% to 21%	9% to 10%	
7th Grade RLA	33% to 38%	25% to 27%	15% to 16%	
8th Grade RLA	20% to 25%	40% to 42%	20% to 21%	**Closing Gaps** 64% to 74%
8th Grade Science	45% to 50%	25% to 27%	6% to 7%	
Biology	97% to 100%	69% to 71%	27% to 28%	
8th Grade Social Studies	31% to 35%	9% to 11%	3% to 4%	

Focus for Metzger Middle School

- **Academic Achievement:** Math Teachers have an embedded Math Lab to help individualize students' needs. Every Grade Level of ELAR has a Reading Workshop for specific students' growth. These teachers also have a built-in Content Plan period that allows collaboration with district C&I, administration, and/or academic trainer for successful implementation of the HQIM.
- **Tier 1 Instruction:** Teachers begun focusing on internalization of their lessons and instructional delivery rehearsals to ensure alignment with TEKs. Classroom observation and actionable feedback are provided by campus administration, academic trainers, and outside agencies to ensure quality Tier 1 instruction.
- **Attendance**: Intervention meetings with parents, students, counselors, administrator as well as a district truancy officer for students not attending school. Recognitions and incentives for students for perfect attendance to include awards ceremonies, prizes, and posters of recognition.
- **Communication:** We have opened the lines of communication with our community, families, and school stakeholders by sending weekly newsletters, phone calls for special events, utilizing the JISD app to its fullest extent after providing trainings to our teachers.

Woodlake Hills College Prep
Dylan Stephens, Principal
Executive Summary
2026-2027

Results from the 2025-2026 STAAR indicate that our instructional focus should include strong initiatives in the areas of PLC, observation and feedback, and campus culture. A review of the data suggests for the 2026-2027 our instructional focus should include effective first teach strategies for students to master 80-percent of the curriculum the first time it is taught, with a focus on Mathematics and ELAR.

We will use the following essential actions for the 2026-2027 school year: ESF Lever 3.1: Establishing strong school culture, behavior, and safety systems, ESF Lever 5.2.5: Observation and feedback- Campus instructional leaders will implement observation and feedback cycles with calibration aligned to high-quality instructional material delivery and strong instructional delivery practices through the PLC process, and ESF Lever 2.3- Growth and Retention- Systems will be put in place to support teacher professional growth and retention.

Goals

1. Increase the overall percentage of scholars achieving STAAR performance levels in core subjects (Math and Reading) as follows:
    a. Approaches Grade Level: +3%
    b. Meets Grade Level: +2%
    c. Masters Grade Level: +1%

2026-2027 STAAR Growth Table			
Assessment	**Approaches**	**Meets**	**Masters**
Subject	**Current to**	**Current to**	**Current to**
6th Grade Math	49% to 52%	13% to 15%	2% to 3%
6th Grade RLA	57% to 60%	33% to 35%	14% to 15%
7th Grade Math	13% to 20%	3% to 7%	0% to 2%
7th Grade RLA	63% to 68%	38% to 41%	15% to 17%
8th Grade Math	74% to 77%	43% to 45%	7% to 8%
8th Grade RLA	79% to 82%	51% to 53%	20% to 21%
8th Grade Algebra I	98% to 100%	74% to 76%	33% to 34%

Focus for Woodlake Hills College Prep

- **Effective PLCs:** Grade level teams will meet as a PLC and participate as facilitated by the Principal and Assistant Principals. Math and RLA grade-level teams will meet as a PLC daily during 8th period to discuss internalization, student data, and interventions.
- **Campus Culture:** Campus Administration will regularly assess the school's culture through surveys, feedback, and evaluations. Administration will use the data to identify areas that need improvement and adjust strategies accordingly.
- **Saturday School:** Woodlake Hills College Prep will host monthly Saturday school sessions to provided targeted intervention for students whose data reflects gaps in learning. These sessions will target specific TEKS for remediation for students grades 6th-8th.

Judson CARE Academy
Elizardo Hernandez, Principal
Executive Summary
2026-2027

Judson CARE Academy is the District's Secondary Alternative School. The campus also houses the Judson Achievement Center (JAC) (K-12) Therapeutic Program. Judson CARE Academy focuses on student academic performance, social emotional learning, behavioral interventions, safety, attendance, and reduction in recidivism of students.

Goals

1. During the 2026 - 2027 school year, Judson Care Academy, a non-rated campus, will continue to follow the district curriculum guides to help increase student academic performance by 10% (Approaches), 5% (Meets), and 3% (Masters) to support the district's academic goals in all tested STAAR Assessments.
2. During the 2026 – 2027 school year, Judson Care Academy will devise for each student a transition plan that promotes academic achievement and focuses on their social-emotional well-being in an effort to reduce the recidivism rate from 12% to 6%.
3. During the 2026 – 2027 school year, Judson Care Academy will work to support the district's goal to increase the student daily attendance rate from 74% to 94%.

Focus for Judson Care Academy

- **Professional Learning Communities:** Increase student achievement by monitoring academic and behavioral performance through unit assessments and collaborative discussions during bi-weekly Plática meetings. These meetings provide teachers with opportunities to review student progress, identify instructional needs, and develop targeted intervention strategies. Additionally, teachers are provided opportunities to participate in professional development that builds instructional capacity, promotes professional growth, and supports improved student learning outcomes.
- **Behavioral Interventions:** Implement evidenced-based programs, counseling, and social-emotional learning activities that address the underlying causes of behavioral and disciplinary concerns.
- **Individual Support:** Provide student support by creating personalized plans and contracts that include personal, behavior and academic goals. These plans and contracts are to help students get on track, make positive choices, and achieve success both in school and in their personal lives.
- **Develop and Implement a District Transition Plan:** Implement the campus transition plan with fidelity to ensure procedures are in place to support a successful transition to each student's home campus and reduce the student recidivism rate. Maintain open lines of communication with home campuses to ensure students receive the academic, behavioral, and social-emotional supports needed for a successful transition and continued success upon their return.
- **Safe Environment:** Implement consistent practices and procedures to promote a safe, respectful, and positive learning environment that supports student growth, academic success, and social-emotional well-being. Through clear expectations, relationship-building, restorative practices, and ongoing staff collaboration, JCARE will foster a culture of accountability, commitment, respect, care and engagement conducive to learning and personal development.
- **Increase Student Attendance:** Increase attendance rates by providing social-emotional support and resources to students and their families to address issues that may deter or prevent students from attending school. Offer incentive opportunities to encourage students to attend school every day.

Judson Early College Academy
Angelica Guzman-Jeffery, Principal
Executive Summary
2026-2027

Judson Early College Academy provides support and resources to students to keep them on track so they graduate with a high school diploma and an associates degree. We provide academic and emotional support and student-led activities to maintain our student enrollment. Students need specific academic interventions as they continue through Judson Early College Academy and Northeast Lakeview College. The transition from 8th grade regular curriculum to JECA's honor curriculum and NLC's expectations is challenging for all incoming 9th graders. As of August 12, 2026, 18/116 9th graders had passed their TSIA2 English exam. TSIA2 preparation is essential for students to complete the program.

Goals

1. By August 12, 2026, JECA will implement a data-driven master schedule that places 100% of targeted students into designated 45-minute Enrichment classes (4 days per week) based on previous STAAR and TSIA2 data to maximize college-readiness and remedial support. By January 6, 2027, JECA will revise the data-driven master schedule that places targeted students into designated 45-minute Enrichment classes (4 days per week) based on current STAAR and TSIA2 data to maximize college-readiness and remedial support for the second semester.
2. By the end of the current semester, JECA will reduce the percentage of early college high school students earning a "D" or "F" in their dual-credit college courses by 15% through the implementation of a study hall, tutoring, and bi-weekly progress checks for any student whose mid-term college grade drops below a 75%.
3. By May 2027, Judson Early College Academy will decrease student-reported high stress and anxiety levels by 20% by increasing campus/district mental health resources' utilization by 15%. Counselors meet one-on-one with students to discuss mid-term and final grades, review transcripts, GPA, and rank. Counselors implement class and grade-level guidance focusing on social-emotional well-being lessons.

Focus for Judson Early College Academy

- **Data-To-Action Plan:** STAAR EOC teachers will meet to disaggregate past STAAR/TSI data and current NWEA/TSI data to create intervention groups that will be assigned during Enrichment period.
- **STAAR Intervention:** Teachers will create groups to meet with on specific Fridays to provide specific interventions on low STAAR objectives. Teachers will work with a small number of students using high-yield strategies and build skills' confidence.
- **NLC Support**: Teachers will support growth of students in the form of study skills, organization, time management, prewriting and writing through the use of planners, tutoring, and intervention.

Judson High School
Eric Pawkett, Principal
Executive Summary
2026-2027

Judson High School serves as a traditional, comprehensive high school. The campus strives to provide a well-rounded educational experience for students, with exemplary fine arts programs and athletic activities, as well as career and technical pathways in agriculture, law enforcement, automotive, education, business, and graphic design. The campus also provides a Pathways in Technology Early College High School (P-TECH) focused on health science. Over the past four school years, the campus has made significant improvements in STAAR scores and College, Career, and Military Readiness (CCMR), earning a 71 as the accountability score for 2026. Although celebrating the first "C" since 2019, the campus will continue focus on improving Tier I instruction, college readiness, and attendance working towards even greater success.

Goals

1. Judson High School will increase student performance on all STAAR End of Course exams in order to increase the STAAR Performance Component Score from 37 in 2025-2026 to a 39 in 2026-2027.
2. Judson High School will increase total credit for College, Career, and Military Readiness criteria from 75% in the class of 2024 to 80% in the class of 2027.
3. JHS will increase student attendance from 91.0% to 92.2% by the end of the 2026-2027 school year, significantly decreasing the amount of credit denials due to attendance.

Focus for Judson High School

- **Leadership and Instructional Foundations for Texas:** Judson High School will fully commit to implementation of the instructional leadership development. As a main focus of LIFT, campus administration and the academic leadership team will emphasize the observation and feedback cycle that is integral to the growth of teacher effectiveness and student improvement.
- **Professional Learning Communities (PLCs):** All core content areas will have professional learning community meetings occurring weekly during the school day with attendance by content teachers and an academic trainer, with an administrator attending regularly. There will be a strong focus on "how" lessons will be taught and data-driven reflection and decision-making, leading to enhanced student engagement.
- **College, Career, and Military Readiness:** The campus will focus on growth in all areas of CCMR, with a priority on TSI ELA/Math and Texas College Bridge. The CCMR Task Force, comprised of English III/IV and Geometry/Algebra II teachers, will continue, as well as regular monitoring by the College Counselor.
- **Attendance:** Bi-weekly meetings with the Attendance Committee will be held to address students with attendance concerns. Strategic intervention meetings with parents, student, counselor, and truancy officer will be held for students with significant absences. The Judson Recovery of Credit program will continue with Saturday School to encourage regular attendance during the week.
- **Judson Health Science Academy:** Now in Year 4 of implementation, P-TECH has become the Health Science Academy (JHSA). Now consisting of over 250 students and celebrating the graduation of our first cohort in 2027, JHSA has become an integral part of the campus. Students will earn college credit along with industry certifications in high-demand career fields in the Alamo area by the time they graduate.

Veterans Memorial High School
Dr. Arredondo, Principal
Executive Summary
2026-2027

Moving forward from last year's progress, our focus this term is to drive student success through stronger first-time instruction and uniform literacy standards. By supporting teachers with Carnegie Learning for math and the Effective First Teach framework, our target is for 80% of students to master core academic concepts the first time they are taught. To reinforce this learning, we are launching campus-wide journaling that embeds our Claim, Evidence, and Reasoning (CER) writing structure into every classroom.

Goals

1. By the end of the school year, Veterans Memorial High School will increase overall STAAR scores at each level with meets by 5% and masters by 3%.

	2026 Meets	2027 Meets	2026 Masters	2027 Masters
English	47%	52%	5%	8%
Algebra I	28%	**See below	5%	8%
Biology	60%	65%	20%	23%
US History	72%	77%	42%	45%

2. **By the end of the school year, Veterans Memorial High School will increase meets in Algebra I by 12% from 28% to 40% to meet the criteria for Domain 3 for closing the gaps.

Focus for Veterans Memorial High School

- **Active Journaling:** Regular, screen-free writing exercises in every subject. This initiative is designed to build students' communication skills, reinforce critical course vocabulary, and improve long-term memory retention.
- **Integrated Reading and Writing:** Developing students' analytical skills by embedding reading and writing across all academic departments. By expanding our campus-wide Claim, Evidence, and Reasoning (CER) writing structure, we ensure students learn a predictable, high-quality approach to critical thinking and communication.
- **Effective First Teach:** We are implementing three critical classroom techniques to maximize learning time: using Gold Standard Modeling to set clear performance expectations, practicing Active Monitoring to instantly catch and correct student misconceptions, and utilizing Cold Calling to maintain an active, inclusive environment where every student is ready to participate.

Wagner High School
Blas E. Arce III, Principal
Executive Summary
2026-2027

WHS will focus on increasing student achievement in all EOC courses and reduce the number of students who are retesting in any subject area. There will also be an effort in ensuring graduating seniors are College, Career and Military ready. There will continue to be a focus on enacting and communicating the campus vision and core values. These are an important part of how we conduct ourselves, what we hope to develop and who we choose to serve.

Spring Assessment	Approaches	Meets	Masters
Subject	Current to Goal %	Current to Goal %	Current to Goal %
Algebra I	**57% to 62%**	**29% to 34%**	**7% to 10%**
English I	**57% to 62%**	**36% to 41%**	**5% to 8%**
English II	**56% to 61%**	**37% to 42%**	**3% to 6%**
Biology	**85% to 90%**	**47% to 52%**	**12% to 15%**
U.S. History	**91% to 96%**	**62% to 67%**	**30% to 33%**

Goals

1. Increase the percentage of students who are College, Career and Military ready and increase from 76% to 80% by meeting requirements through TSI, Texas College Bridge, ACT, SAT, etc.
2. By May 2027 student performance will increase 5% on Approaches for Algebra I, English I, English II, Biology, and US History. 5% increase on Meets and 3% increase on Masters in English I, English II, Algebra I, US History, and Biology.

Focus for Wagner High School

- **Implementation of Flight Time:** This year WHS is focused on targeting student support by prioritizing our EOC re-testers with dedicated preparation strategies. To ensure these students receive the focused instruction they need to succeed, we have established a daily 30-minute Flight time tailored to deliver direct, high-impact intervention. Alongside our EOC efforts, we are equally committed to supporting our Emerging Bilingual (EB) students and strengthening TSI preparation, driving a comprehensive initiative to elevate our overall CCMR outcomes and position every student for future success.
- **Collaborative Planning/ Data Driven Instruction:** This year WHS is focused on collaborative planning through intentional data driven conversations. Collaborative planning protocols, common assessment data reviews, Lead4ward documents, and curriculum guides are used to facilitate planning and instruction. PLC's will be used to do a deeper dive into looking at the data and using it to guide lessons.
- **College, Career and Military Readiness:** Staff will track students who are not CCMR ready to determine the best course of action. Students who are identified as not CCMR ready will continue to TSI test, enroll in Texas College Bridge, take certification exams and ensure proper procedures for military enlistment are followed. We will also be re arranging our Advisory period in the Spring to ensure that all of our Seniors are with math teachers to prepare them to pass the TSI.