# Judson Independent School District



Spring Meadows
Elementary School

2025-2026 Goals/ Performance Objectives/ Strategies

#### **Mission Statement**

Uniting our school and community to reach, teach, and empower student achievement.

#### **Vision**

**Empoweing OUR Future.** 

#### **Value Statement**

#### **Motto**

Reach. Teach. Empower. #SpringMeadowsStrong

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Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

#### 

Using MAP data for 3rd-5th grade, students will increase performance scoring approaches or higher in math.

**Evaluation Data Source:** Universal screener data

#### Strategy 1

Improve Tier 1 Instruction through implementation of HQIM, classroom management strategies, and additional exposure to curriculum.

**Strategy's Expected Result/Impact:** Improved classroom instruction and student academic performance.

Staff Responsible for Monitoring: Admin, trainers, teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

**Formative Reviews** 

**Moderate Progress** 

October January March May

#### Strategy 2

Intervention time will be integrated into the instructional day for targeted math intervention through small group instruction, based on identified learning needs from universal screener data.

**Strategy's Expected Result/Impact:** Improved classroom instruction and student academic performance.

Staff Responsible for Monitoring: Admin, trainers, teachers

Problem Statements: School Processes & Programs 1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

# Formative Reviews Moderate Progress October January March May

#### **Performance Objective 1 Problem Statements Identifying School Processes & Programs**

Problem Statement Root Cause

1

STAAR performance, Early Reading Diagnostics, MAP / Math remain a lowperformance area for students in all grade levels The challenge of implementing a new reading curriculum with fidelity. There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on

#### 

Using MAP data for 3rd-5th grade, students will increase performance scoring approaches or higher in reading.

**Evaluation Data Source:** Universal screener data

#### Strategy 1

Improving Tier 1 Instruction through implementation of HQIM, classroom management strategies, and additional exposure to curriculum.

**Strategy's Expected Result/Impact:** Improved classroom instruction and student academic performance.

Staff Responsible for Monitoring: Admin, trainers, teachers

Problem Statements: School Processes & Programs 1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

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#### Strategy 2

Intervention time will be integrated into the instructional day for targeted reading intervention through small group instruction, based on identified learning needs from universal screener data.

Problem Statements: School Processes & Programs 1

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#### **Strategy 3**

A Bilingual Intervention teacher will be added to the faculty to provide targeted small group support for the academic needs of emergent bilingual students.

Strategy's Expected Result/Impact: Closing achievement gaps among bilingual & at-risk students.

Staff Responsible for Monitoring: Teachers, Administration

**Problem Statements:** Demographics 1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5:

**Effective Instruction** 

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Considerable Progress

#### **Performance Objective 2 Problem Statements Identifying Demographics**

Spring Meadows continues to have a large At-Risk population (87%)

The campus serves a large economically disadvantaged community (92%), as well as a large English Learner population. (33%)

#### Performance Objective 2 Problem Statements Identifying School Processes & Programs

STAAR performance, Early Reading
Diagnostics, MAP / Math remain a lowperformance area for students in all
grade levels

The challenge of implementing a new
reading curriculum with fidelity. There is
a lack of consistency in teaching small
groups for reading comprehension,
focused phonemic awareness
instruction, and implementing the
Science of Teaching Reading strategies
focused on

#### 

Using MAP data for 5th grade, students will increase performance scoring approaches or higher in science.

**Evaluation Data Source:** Universal screener data

#### Strategy 1

Improved Tier 1 Instruction through implementation of HQIM, classroom management strategies, and additional exposure to curriculum.

**Strategy's Expected Result/Impact:** Improved classroom instruction and student academic performance.

Staff Responsible for Monitoring: Admin, trainers, teachers

Problem Statements: School Processes & Programs 1

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

#### **Formative Reviews**

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#### Strategy 2

Intervention time will be integrated into the instructional day for targeted science intervention through small group instruction, based on identified learning needs from universal screener data.

**Strategy's Expected Result/Impact:** Improved classroom instruction and student academic performance.

Staff Responsible for Monitoring: Admin, trainers, teachers

Problem Statements: School Processes & Programs 1

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Formative Reviews** 

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#### Performance Objective 3 Problem Statements Identifying School Processes & Programs

**Problem Statement** 

**Root Cause** 

1

STAAR performance, Early Reading Diagnostics, MAP / Math remain a lowperformance area for students in all grade levels The challenge of implementing a new reading curriculum with fidelity. There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on

#### 

STAAR Scores in Reading, Math, and Science will increase by 3%, 2%, and 1% in Approaches, Meets and Masters respectively.

**Evaluation Data Source: STAAR results** 

#### Strategy 1

Grades 3-5 will implement a departmentalized teaching model in grades 3-5 to improve instructional quality.

**Strategy's Expected Result/Impact:** More focused lesson internalization and planning to support stronger instruction from teachers. Better learning and academic progress on the part of students.

Staff Responsible for Monitoring: Administration, Academic Trainers

Problem Statements: School Processes & Programs 1

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5:

**Effective Instruction** 

#### **Formative Reviews**



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#### Strategy 2

Spring Meadows will purchase supplies needed to facilitate Data reviews and support the implementation of a data room in all content areas to drive instructional planning.

**Strategy's Expected Result/Impact:** Improved instruction and academic performance among students, teacher and students tracking of students' growth and progress

Staff Responsible for Monitoring: Admin, trainers, teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever

5: Effective Instruction

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#### Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement Root Cause

1

STAAR performance, Early Reading Diagnostics, MAP / Math remain a lowperformance area for students in all grade levels The challenge of implementing a new reading curriculum with fidelity. There is a lack of consistency in teaching small groups for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on

Performance Objective 5 High Priority

The campus will continue to implement a tiered Behavior system to support positive student behaviors.

Evaluation Data Source: Student conduct referrals, attendance reports

#### Strategy 1

Spring Meadows will implement behavior systems to include class meetings, meet and greet welcomings, peace corners, and social skills with 100% of all classes engaging in these elements throughout the school year.

Strategy's Expected Result/Impact: Improved campus and classroom culture, reduced student conduct referrals

Staff Responsible for Monitoring: Teachers, counselors, admin

**Problem Statements:** Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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#### Strategy 2

Spring Meadows staff will teach, implement, and be accountable for the school-wide behavior expectations in all common areas and classrooms.

**Problem Statements:** Perceptions 1

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#### **Performance Objective 5 Problem Statements Identifying Perceptions**

Problem Statement Root Cause

1

Academic and behavioral challenges make learning and coming to school difficult for some students

Lack of understanding of the campus Behavior Matrix, teacher interpretation of the Behavior Matrix, lack of teacher understanding of student consequences allowed, lack of classroom management, inconsistent consequences issued among administration

#### **Performance Objective 6** High Priority

Improve student attendance and academic achievement as measured by 2026 STAAR results by providing a safe and secure school culture through positive incentives, awareness, promotion and SEL strategies.

Evaluation Data Source: Counselor calendars, student conduct referrals, attendance reports, STAAR results

#### Strategy 1

By June 2026, all students will participate in guidance and counseling activities to promote appropriate behavior and the use of SEL strategies.

**Strategy's Expected Result/Impact:** Decrease in student conduct referrals, increased attendance, improved academic performance.

Staff Responsible for Monitoring: Counselors, admin, teachers

**Problem Statements:** Perceptions 1

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Formative Reviews** 

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#### **Performance Objective 6 Problem Statements Identifying Perceptions**

Problem Statement Root Cause

1

Academic and behavioral challenges make learning and coming to school difficult for some students

Lack of understanding of the campus Behavior Matrix, teacher interpretation of the Behavior Matrix, lack of teacher understanding of student consequences allowed, lack of classroom management, inconsistent consequences issued among administration

### Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

#### **Performance Objective 1**

Create a classroom environment that is conducive to learning where students, staff, and teachers feel valued, connected, safe and comfortable.

Evaluation Data Source: Panorama survey results, improved teacher retention and attendance

#### Strategy 1

Provide professional development opportunities for leadership and staff on campus to support a safe and welcoming learning environment.

**Strategy's Expected Result/Impact:** Consistent routines and procedures across the campus, greater teacher confidence classroom management and instruction

**Problem Statements:** Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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**January** 

March

May

#### Strategy 2

Spring Meadows will ensure the campus is safe in and around the building including training and practice in safety protocols and procedures and the posting of safety signs.

**Strategy's Expected Result/Impact:** Increased sense of security for all school community members, improve drill completion times.

Staff Responsible for Monitoring: Administration, campus resource officer

**Problem Statements:** Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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#### **Performance Objective 1 Problem Statements Identifying Demographics**

Spring Meadows continues to have a large At-Risk population (87%)

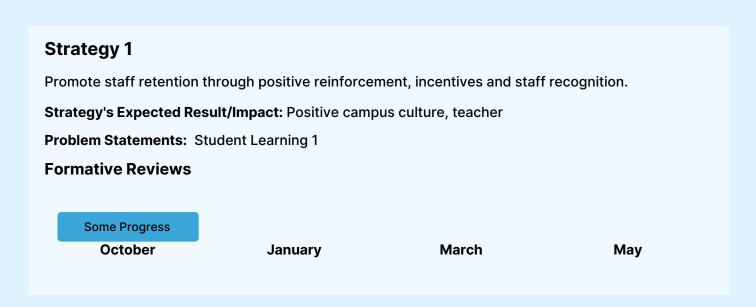
The campus serves a large economically disadvantaged community (92%), as well as a large English Learner population. (33%)

#### **Performance Objective 1 Problem Statements Identifying Student Learning**

Problem S	tatement	Root Cause
below or	nce percentages continue to fall ur district goal of 97% for both s and staff.	Lack of effective monitoring, incentives and systems in place for students and staff to increase attendance. Students and staff seems to stay to home more than ever when "not feeling well"

#### **Performance Objective 2**

Spring Meadows will increase the retention rate of highly effective staff for the returning school year through a positive, safe and welcoming campus culture.



#### **Performance Objective 2 Problem Statements Identifying Student Learning**

Problem Statement Root Cause

1

Attendance percentages continue to fall below our district goal of 97% for both students and staff.

Lack of effective monitoring, incentives and systems in place for students and staff to increase attendance. Students and staff seems to stay to home more than ever when "not feeling well"

Stakeholder Engagement - Serve and market to our families, Goal 3 businesses, and broader community through communication, collaboration and connections

#### Performance Objective 1 High Priority



Spring Meadows will improve campus safety to provide families, students, and staff with a safe learning environment.

Evaluation Data Source: Panorama survey results, review of safety drills

#### Strategy 1

Spring Meadows will purchase materials for traffic control, safety posters and signage, and classroom emergency kit supplies to support a safe and secure environment.

Strategy's Expected Result/Impact: Improved safety and security of campus for all stakeholders, increased awareness of safety protocols among community members.

Staff Responsible for Monitoring: All staff

Problem Statements: Demographics 1 - Student Learning 1

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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#### **Performance Objective 1 Problem Statements Identifying Demographics**

Spring Meadows continues to have a large At-Risk population (87%)

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#### **Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
Attendance percentages continue to fall below our district goal of 97% for both students and staff.	Lack of effective monitoring, incentives and systems in place for students and staff to increase attendance. Students and staff seems to stay to home more than ever when "not feeling well"

#### **Performance Objective 2**

Spring Meadows will organize celebrations, awards events and community events to show support for all stakeholders and build stronger student, parent and community relationships.

**Evaluation Data Source:** Panorama survey data from parents, parent & family sign-in sheets or counts from events

# Strategy 1 Spring Meadows will host quarterly Awards Ceremonies to recognize students' academic achievements. Strategy's Expected Result/Impact: Positive school culture, increase in parent sense of engagement with the school Staff Responsible for Monitoring: Teachers, trainers, admin Problem Statements: Demographics 1 - Perceptions 1 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 3: Positive School Culture Formative Reviews Moderate Progress October January March May

Strategy 2

Families and community will engage in Coffee with the Counselors to learn more about social emotional learning, support for academic success, importance of regular school attendance and home-school connections.

**Strategy's Expected Result/Impact:** Improved numbers of positive interactions between families and the school, increased numbers of parent-teacher conferences, improved student attendance

Staff Responsible for Monitoring: Counselors, admin

Problem Statements: Demographics 1 - Student Learning 1

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

**Formative Reviews** 

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#### Strategy 3

Spring Meadows will engage in events with families and community members such as Fall Fest, Hispanic Heritage, Black History month events.

Strategy's Expected Result/Impact: Improved sense of family engagement, increase in positive sense of school culture

Staff Responsible for Monitoring: Teachers, counselors, admin

Problem Statements: Demographics 1 - Student Learning 1

**TEA Priorities:** Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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#### **Performance Objective 2 Problem Statements Identifying Demographics**

	Problem Statement	Root Cause
1	Spring Meadows continues to have a large At-Risk population (87%)	The campus serves a large economically disadvantaged community (92%), as well as a large English Learner population. (33%)

#### **Performance Objective 2 Problem Statements Identifying Student Learning**

	Problem Statement	Root Cause
1	Attendance percentages continue to fall below our district goal of 97% for both students and staff.	Lack of effective monitoring, incentives and systems in place for students and staff to increase attendance. Students and staff seems to stay to home more than ever when "not feeling well"

#### **Performance Objective 2 Problem Statements Identifying Perceptions**

	Problem Statement	Root Cause
1	Academic and behavioral challenges make learning and coming to school difficult for some students	Lack of understanding of the campus Behavior Matrix, teacher interpretation of the Behavior Matrix, lack of teacher understanding of student consequences allowed, lack of classroom management, inconsistent consequences issued among administration

# Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

#### **Performance Objective 1**

Spring Meadows will ensure equitable and efficient use of campus resources to support all student groups through transparent budgeting and data-driven decision-making in a timely manner.

**Evaluation Data Source:** Site-based Committee Formative Reviews

#### Strategy 1

Spring Meadows will use data to make decisions for making purchases to support academic success and equitable use of funds for all students.

**Strategy's Expected Result/Impact:** Strategic spending for identified campus needs, improved support and performance of all students- to include special populations

Staff Responsible for Monitoring: Secretary, admin, site-based committee

**Problem Statements:** Demographics 1

**Formative Reviews** 

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#### **Strategy 2**

Spring Meadows will review local, state, and federal budgets quarterly to ensure accurate recording of purchases and payments.

**Strategy's Expected Result/Impact:** Funds will be utilized in timely manner and for appropriate and allowable purchases.

Staff Responsible for Monitoring: Secretary, admin, site-based committee

#### **Formative Reviews**

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#### **Performance Objective 1 Problem Statements Identifying Demographics**

Spring Meadows continues to have a large At-Risk population (87%)

The campus serves a large economically disadvantaged community (92%), as well as a large English Learner population. (33%)