Judson Independent School District



Copperfield Elementary

2025-2026
Goals/
Performance
Objectives/
Strategies

Mission Statement

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

Vision

Establishing foundational footprints to success.

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

Performance Objective 1 High Priority



By June 2026 Copperfield's student achievement will increase on average, by 10% in the area of Reading utilizing the BOY, MOY and EOY Universal Screener. By June 2026 the achievement gap between student groups will decrease.

Evaluation Data Source: MAP Testing (BOY/MOY/EOY) Campus Benchmark Testing **District Assessments Unit Assessments Eureka Assessments STAAR 2026**

Strategy 1

Universal Screener Implementation & Data Analysis Administer BOY, MOY, and EOY Universal Screeners with fidelity. Conduct data meetings after each screener window to analyze trends and identify student needs by group (e.g., ELs, Special Education, At-Risk, African American, Hispanic). Create targeted instructional groups based on data, with a focus on gap-closing needs.

Strategy's Expected Result/Impact: Students will gain the following percentages from BOY to MOY a gain of 5% and from BOY to EOY a total of 10% in each grade level.

Staff Responsible for Monitoring: Classroom Teacher

Administration Team Academic Trainer RTI Team Dvslexia Staff Special Education Teachers Special Populations Tutor

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &

Programs 1, 2, 3

Funding Sources: Lakeshore- Power Pens 211 Title I, 24/25, \$237.45

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews Moderate Progress October January March May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement Root Cause

The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

Limited availability of differentiated instructional tools, assistive technology, and specialized staff has made it difficult to fully meet the complex needs of these growing student populations.

Students, particularly those who are At-Risk, are not demonstrating adequate academic growth in math and reading, with math showing the most significant achievement gaps across grade levels. Instructional misalignment and insufficient supplemental resources-especially in upper grades--have contributed to inconsistent delivery of core concepts and ineffective intervention practices.

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement Root Cause

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Evaluation Data Source: MAP Testing (BOY/MOY/EOY)
Campus Benchmark Testing
District Assessments
Unit Assessments
Eureka Assessments
STAAR 2026

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RTI Team
Special Education Teachers
Special Populations Tutor

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &

Programs 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October January March May

Performance Objective 2 Problem Statements Identifying Demographics

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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By March 2026, 100% of instructional staff will receive targeted coaching and planning support to improve lesson design, as evidenced by lesson plans that reflect TEKS alignment, instructional rigor, and internalization of standards.

Evaluation Data Source: Lesson Plan Reviews- Evaluate alignment to TEKS, evidence of unpacking standards, rigor, and internalization.

Classroom Walkthroughs & Observations (T-TESS, campus-based tools)- Monitor implementation of lesson design, instructional delivery, and use of best practices.

Coaching Logs & Feedback Forms -Track frequency, focus areas, and teacher progress during coaching cycles.

PLC/Planning Meeting Agendas & Notes- Verify participation in planning support and depth of TEKS-based discussion.

Teacher Self-Assessments & Reflections- Gather qualitative data on teacher growth, confidence in planning, and instructional alignment.

Student Work Samples & Assessment Data (e.g., CFAs, benchmarks, STAAR) - Indirect measure of effective instruction and alignment through student outcomes.

Strategy 1

Provide targeted coaching and planning support focused on TEKS unpacking, lesson internalization, and alignment to instructional rigor.

Strategy's Expected Result/Impact: Higher-quality lesson design; increased student engagement and mastery; consistent implementation of best instructional practices across classrooms.

Staff Responsible for Monitoring: Academic Trainer Administrators

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October January March May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

Students, particularly those who are At-Risk, are not demonstrating adequate academic growth in math and reading, with math showing the most significant achievement gaps across grade levels.

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Instructional misalignment and insufficient supplemental resources-especially in upper grades--have contributed to inconsistent delivery of core concepts and ineffective intervention practices.

Performance Objective 4 High Priority



By May 2026, 100% of core subject teachers will participate in professional development focused on reading comprehension, math conceptual understanding, and instructional strategies for Special Education and At-Risk students.

Evaluation Data Source: Professional Development Agendas & Sign-in Sheets - Verify 100% teacher participation in required PD sessions.

Teacher Implementation Surveys/Reflections - Measure teacher confidence, relevance, and classroom application of PD content.

Lesson Plans & Instructional Walkthroughs -Provide evidence of strategy implementation and instructional shifts.

Student Performance Data (e.g., benchmarks, screener, STAAR) - Monitor impact of improved instructional practices on student learning outcomes.

SPED/At-Risk Progress Monitoring Reports - Track growth of target student groups in reading and math. Coaching & Follow-Up Support Logs - Ensure PD is followed by instructional support and classroom-based coaching.

Strategy 1

Provide targeted training on evidence-based reading and math instructional strategies that support Special Education and At-Risk students.

Strategy's Expected Result/Impact: Increased teacher knowledge and use of differentiated, evidence-based instructional practices.

Improved academic performance of Special Education and At-Risk students in reading and math.

Enhanced teacher capacity to scaffold instruction and close achievement gaps.

Staff Responsible for Monitoring: Academic Trainer Administrators

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October January March May

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement Root Cause

The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

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Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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By May 2026, 100% of students identified as struggling in math will receive structured, small-group instruction at least 3 times per week, supported by instructional materials and supplemental resources.

Evaluation Data Source: Small-Group Instruction Schedules & Logs - Verify that students receive instruction at least 3x/week.

Lesson Plans -Show use of manipulatives and alignment to targeted math TEKS.

Student Progress Monitoring Data (e.g., i-Ready, ESGI, Campus CFAs) - Track academic growth in math over time.

Walkthroughs & Observations - Confirm implementation of small-group instruction and use of hands-on resources.

Intervention Documentation / RTI Logs -Monitor effectiveness of Tier II and Tier III interventions. Student Work Samples / Math Journals -Provide evidence of skill development and conceptual understanding.

Strategy 1

Purchase and utilize hands-on math resources and manipulatives to support conceptual understanding and engagement in small-group instruction.

Strategy's Expected Result/Impact: Increased student engagement and understanding of math concepts through the use of concrete, visual learning tools.

Improved student performance in targeted math skills due to frequent, focused small-group instruction.

Higher levels of confidence and academic success among struggling math students.

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

RTI Teachers

Special Populations Tutor

Classroom Teachers

Special Education Teachers (as applicable)

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3

Funding Sources: Office Depot- Consumable items for centers 211 Title I, 24/25, \$9,568.94

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews Moderate Progress October January March May

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

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Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

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Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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By May 2026, students receiving Special Education services will demonstrate a 10% increase in academic progress as measured by district and state assessments.

Evaluation Data Source: District Benchmark and STAAR Data -Measures academic growth and performance of SPED students.

IEP Progress Reports - Tracks individualized goal progress and instructional effectiveness.

Co-Planning/Co-Teaching Logs or Schedules - Documents frequency and consistency of collaborative planning and instruction.

Classroom Walkthroughs & Observations -Verifies inclusive practices, differentiation, and instructional quality. PLC and ARD Meeting Notes -Reflect collaboration, data discussions, and planning for student supports. Teacher Feedback & Reflection Tools -Gathers qualitative data on collaboration impact and areas for improvement

Strategy 1

Embed co-planning and co-teaching time into the master schedule to ensure sustained collaboration between general education and Special Education staff.

Strategy's Expected Result/Impact: Increased alignment of instructional supports with grade-level TEKS.

More inclusive, differentiated instruction that addresses diverse learning needs.

Improved student outcomes for students receiving Special Education services.

Stronger relationships and shared ownership of student success between Gen Ed and SPED staff.

Staff Responsible for Monitoring: Principal

Assistant Principal

Special Education Team Lead / ARD Facilitator

Instructional Coach

General Education Teachers

Special Education Teachers

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &

Programs 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October January March May

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement Root Cause

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Performance Objective 6 Problem Statements Identifying Student Learning

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Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

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Performance Objective 7 High Priority



By May 2026, Copperfield Elementary will effectively utilize State Compensatory Education (SCE), Title I, and other available funds to purchase and maintain instructional materials, technology, equipment. supplies, and hire special populations tutors that enhance the academic achievement of all students, including Pre-K4 through 5th grade, At-Risk, and Special Education students.

Evaluation Data Source: Purchase records and inventory logs, student progress monitoring data (e.g., MAP, Istation, district benchmarks), STAAR results, Special Education progress reports, special population pay and tutor logs, and Title I program evaluations.

Strategy 1

Funds will be strategically allocated to provide classrooms and intervention spaces with research-based instructional resources, adaptive technology tools, and supplemental materials aligned to student needs. Purchases will support differentiated instruction, small group intervention, and inclusive practices that ensure equitable access to high-quality learning experiences. Funds will be utilized to hire at least one special populations tutor to work with students during the school day.

Strategy's Expected Result/Impact: Improved student engagement, increased access to differentiated and targeted instructional supports, and measurable gains in academic performance as reflected in progress monitoring and state assessments, particularly among At-Risk and Special Education subgroups.

Staff Responsible for Monitoring: Principal, Academic Instructional Trainer

Special Education Team Campus Leadership Team.

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3

Funding Sources: FLEX- Online ART curriculum 211 Title I, \$727, Lowmans Online Starr Review -Math, Reading & Science for 3rd, 4th, and 5th Grade 211 Title I, \$1,050

Title I: 2.5.1, 2.5.2, 2.5.3

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

Considerable Progress

October January March May

Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

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Problem Statement

Root Cause

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By May 2026, Copperfield Elementary will enhance instructional technology access and integration in 50% of classrooms to support student engagement, differentiated instruction, and academic achievement across all content areas.

Evaluation Data Source: Technology inventory reports
Teacher technology integration surveys
Walkthrough and observation data (with tech integration look-fors)
Student achievement data (MAP, STAAR, district benchmarks)
Professional development participation logs

Strategy 1

Purchase and implement updated technology tools such as Clear Touch panels, student devices, and digital learning platforms. Provide targeted professional development to teachers on effective technology integration aligned to instructional goals

Strategy's Expected Result/Impact: Increased student engagement, improved differentiation, and more effective instructional delivery will lead to academic growth in core content areas. Teachers will feel more confident in using technology to personalize instruction and close learning gaps for all student populations, including At-Risk and Special Education students.

Staff Responsible for Monitoring: Campus Principal

Assistant Principal Campus Technology Liaison Academic Trainer

Problem Statements: Student Learning 5

Funding Sources: Clear Touch Screens 211 Title I, \$19,290.85, Clear Touch Screens 211 Title I,

24/25, \$12,365

Title I: 2.5.2, 2.5.3

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

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Students and teachers at Copperfield Elementary have limited access to up-to-date instructional technology, which restricts the integration of digital learning tools and hinders the development of 21st-century skills necessary for academic success and future readiness.

Outdated or insufficient classroom technology resources, such as aging interactive displays, limited student devices, and inconsistent access to digital instructional tools, have resulted from budget constraints and competing campus priorities over time.

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

Performance Objective 1

By May 2026, Copperfield Elementary will maintain a staff retention rate of at least 90% by fostering a supportive and collaborative work environment.

Evaluation Data Source: Staff retention reports

Exit surveys

Staff climate survey responses

Strategy 1

Recognize staff accomplishments through staff shout-outs, appreciation events, and leadership opportunities.

Strategy's Expected Result/Impact: Increased staff morale, sense of belonging, and commitment to the school, resulting in higher retention and reduced turnover.

Staff Responsible for Monitoring: Principal

Assistant Principal Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October January March May

Performance Objective 2 High Priority

By May 2026, 100% of teachers will participate in at least three targeted professional development sessions designed to address identified instructional and behavioral needs (e.g., reading strategies, math instruction, trauma-informed practices).

Evaluation Data Source: Professional Development Sign-In Sheets and Agendas - to verify teacher participation and content alignment.

Eduphoria/Workshop Reports or District PD Tracking Logs - to document completion and frequency of sessions.

Teacher Feedback Surveys and Reflections - to assess perceived impact, relevance, and areas for continued support.

T-TESS Walkthrough and Formal Observation Data - to measure improvements in instructional delivery and classroom management practices.

Student Academic Data - such as MAP, STAAR, unit assessments, or campus benchmarks, to assess impact on student achievement.

Discipline Reports - to track changes in classroom behavior and the effectiveness of behavior-focused PD.

Coaching/PLC Logs - to provide evidence of follow-up support and implementation in classrooms.

Strategy 1

Align PD offerings to campus data and teacher feedback.

Strategy's Expected Result/Impact: Improved instructional practices and classroom management aligned to student needs, resulting in increased teacher confidence and student achievement.

Staff Responsible for Monitoring: Principal

Assistant Principal Academic Trainer

Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 1, 4 - Perceptions 1

Funding Sources: Social Worker Conference- University of Texas- Virtual Conference 171 State Comp Ed. \$415

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress
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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement Root Cause

Despite strong collaboration and teacher commitment, recent benchmark data

Professional development and instructional planning have not been

3

shows underperformance in key content areas, particularly for Special Education students.

sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

4

While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

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While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement Root Cause

1

While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 3

By December 2025, campus leadership will implement a system for collecting quarterly staff feedback to inform decision-making and improve working conditions.

Evaluation Data Source: Quarterly staff feedback survey results Action steps documented and communicated to staff Staff climate survey comparison (baseline vs. mid-year)

Strategy 1

Develop and distribute brief, anonymous surveys after major events or grading cycles. Share summary data with staff and identify responsive action steps collaboratively.

Strategy's Expected Result/Impact: Increased staff voice and responsiveness from leadership, leading to improved working conditions and a more positive school culture.

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Performance Objective 4

By May 2026, 100% of teaching staff will have a professional growth goal aligned to campus improvement priorities, monitored through walkthroughs and coaching sessions.

Evaluation Data Source: T-TESS goal setting and mid-year reviews Walkthrough and coaching notes Teacher reflection forms

Strategy 1

Support teachers in setting meaningful T-TESS goals aligned to student achievement and instructional growth areas.

Strategy's Expected Result/Impact: Strengthened instructional alignment with campus goals and increased teacher ownership of professional growth.

Staff Responsible for Monitoring: Principal

Assistant Principal Academic Trainer

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &

Programs 1, 2, 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3:

Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

Limited availability of differentiated instructional tools, assistive technology, and specialized staff has made it difficult to fully meet the complex needs of these growing student populations.

2

Students, particularly those who are At-Risk, are not demonstrating adequate academic growth in math and reading, with math showing the most significant achievement gaps across grade levels. Instructional misalignment and insufficient supplemental resources-especially in upper grades--have contributed to inconsistent delivery of core concepts and ineffective intervention practices.

3

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

Students, particularly those who are At-Risk, are not demonstrating adequate academic growth in math and reading, with math showing the most significant achievement gaps across grade levels. Instructional misalignment and insufficient supplemental resources-especially in upper grades--have contributed to inconsistent delivery of core concepts and ineffective intervention practices.

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The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

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Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

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The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

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Performance Objective 5

By May 2026, all grade levels and departments will report increased satisfaction with instructional

support systems (PD, planning time, resources) as measured by end-of-year staff climate survey.

Evaluation Data Source: * Staff climate survey

- * Planning agendas/minutes
- * PD and resource usage feedback

Strategy 1

Ensure common planning time is protected and used for meaningful collaboration.

Strategy's Expected Result/Impact: Improved collaboration and planning efficiency, resulting in better instructional delivery and staff satisfaction.

Staff Responsible for Monitoring: Principal

Assistant Principal Academic Trainer Team Leaders

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

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

Performance Objective 1 High Priority



Strengthen Family Engagement

Evaluation Data Source: Workshop attendance logs

Parent feedback forms

Sign-in sheets

Strategy 1

Implement at least three targeted parent education workshops focused on academics, SEL, or community resources by May 2026.

Strategy's Expected Result/Impact: Implementing at least three targeted parent education workshops focused on academics, SEL, or community resources is expected to increase parent knowledge, build trust, and strengthen family-school partnerships.

Staff Responsible for Monitoring: Counselor

Social Worker Principal

Assistant Principal

Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 4 -

Perceptions 1

Funding Sources: Office Depot Supplies for Fall Parent Workshop Night 211 Title I, \$641.58

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause



While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

While the school climate is positive, some students are struggling with social-emotional regulation and building peer relationships, which has led to recurring behavioral incidents.

Although SEL initiatives are in place, there is a lack of structured, ongoing social skills instruction and friendshipbuilding activities integrated into the school day, especially for students with underdeveloped interpersonal skills.

Performance Objective 2

Enhance Community Partnerships

Evaluation Data Source: Event participation rosters, partner feedback, and post-event surveys

Strategy 1

Host a Community Resource Fair or Career Day with a minimum of ten external partners by spring 2026.

Strategy's Expected Result/Impact: Hosting a Community Resource Fair or Career Day with at least ten external partners will broaden student access to career and community resources, enhance real-world connections, and promote community engagement.

Staff Responsible for Monitoring: Principal

Assistant Principal Social Worker Counselor

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October January March May

Performance Objective 3

Improve Communication Systems

Evaluation Data Source: Newsletter archives

Social media analytics
Parent communication logs

Strategy 1

Maintain a consistent communication cadence (e.g., weekly updates from administration, monthly newsletters, real-time social media posts, take home folders that allow for two-way communication).

Strategy's Expected Result/Impact: Maintaining consistent communication through weekly administrative updates, monthly newsletters, social media posts, and take-home folders will ensure families receive timely, relevant information and have channels for two-way communication.

Staff Responsible for Monitoring: Principal

Leadership Team Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October January March May

Performance Objective 4

Create a Welcoming Environment

Evaluation Data Source: Walkthrough observation forms

Survey results,

Documentation of follow-up actions

Strategy 1

Conduct two campus walkthroughs focused on customer service and front office experience each semester, followed by action steps.

Strategy's Expected Result/Impact: Conducting campus walkthroughs focused on customer service and the front office experience will help create a more inclusive and positive climate for families and visitors, contributing to increased stakeholder satisfaction.

Staff Responsible for Monitoring: Principal, Office Staff, and Climate & Culture Team

Staff Responsible for Monitoring: Principal

Assistant Principal Office Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October January March May

Performance Objective 5

Collaborate with Stakeholders in Decision-Making

Evaluation Data Source: Committee sign-in sheets

Participation logs

Meeting agendas/minutes

Strategy 1

Increase participation in campus advisory committees (e.g., Site-Based Decision Making, PTO, LPAC) by at least 10%.

Strategy's Expected Result/Impact: Increasing participation in campus advisory committees will promote shared decision-making and build stakeholder ownership of school goals and initiatives.

Staff Responsible for Monitoring: Principal

Assistant Principal Academic Trainer

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress
October January March May

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

Performance Objective 1

Ensure Equitable Resource Allocation

Evaluation Data Source: Needs assessment reports

Budget allocation records Funding request documentation

Strategy 1

Conduct a campus-level needs assessment each semester to identify priority areas for funding and support, ensuring alignment with student achievement goals.

Strategy's Expected Result/Impact: Conducting campus-level needs assessments each semester will ensure funding is aligned to areas of greatest impact, promoting equity and maximizing student achievement.

Staff Responsible for Monitoring: Principal

Leadership Team Bookkeeper

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &

Programs 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October March January May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement Root Cause

The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

Limited availability of differentiated instructional tools, assistive technology, and specialized staff has made it difficult to fully meet the complex needs of these growing student populations.

2

Students, particularly those who are At-Risk, are not demonstrating adequate academic growth in math and reading, with math showing the most significant achievement gaps across grade levels. Instructional misalignment and insufficient supplemental resources--especially in upper grades--have contributed to inconsistent delivery of core concepts and ineffective intervention practices.

3

Despite strong collaboration and teacher commitment, recent benchmark data shows underperformance in key content areas, particularly for Special Education students.

Professional development and instructional planning have not been sufficiently targeted to address the specific needs of Special Education learners and to support consistent classroom management strategies across grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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Performance Objective 2

Maintain Fiscal Transparency

Evaluation Data Source: Audit reports Purchasing documentation Compliance checklists

Strategy 1

Achieve 100% compliance with all purchasing and documentation protocols as outlined by district policy and financial services.

Strategy's Expected Result/Impact: Achieving 100% compliance with district purchasing and documentation protocols will support responsible fiscal practices and build trust with stakeholders.

Staff Responsible for Monitoring: Principal Bookkeeper

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

October January March May

Promote Stakeholder Confidence in Resource Use

Evaluation Data Source: Event budgets

Expenditure summaries

Evidence of alignment with the campus improvement plan

Strategy 1

Ensure all campus-sponsored events and initiatives reflect fiscal responsibility, with transparent planning and alignment to campus goals.

Strategy's Expected Result/Impact: Ensuring campus events reflect strategic, responsible use of funds and align with improvement goals will foster confidence in the school's financial stewardship.

Staff Responsible for Monitoring: Principal

Event Coordinators Administrative Team

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2,

3

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

5: Effective Instruction

Formative Reviews

Considerable Progress

October January March May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The campus serves a high percentage of Special Education and At-Risk students who require increased academic and behavioral support, but existing resources are stretched thin.

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