



Meeting Date: October 17, 2024

Submitted By: Dr. Mary Duhart-Toppen
Title: Deputy Superintendent

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

CONSENT ITEM

RECOMMENDATION:

That the Board approve the 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
2024-2025

Our academic emphasis for Candlewood STEM Academy will be to focus on the following instructional priorities; balancing of direct instruction and inquiry, increasing relevance in the real world, and ensuring equitable access to grade-level tasks. Using Research Based Instructional Strategies (RBIS) and relevant STEM-related exploration will motivate and inspire students while allowing them to practice their STEM fluency skills. In reading instruction, we prioritize the use of complex texts and text-based responses. For math instruction, Candlewood Elementary is focusing on balancing conceptual and procedural teaching and engaging students in productive struggle. We are also focusing on providing students time for productive struggle to support them in taking ownership over their learning and exploring concepts deeply.

Goals

1. By the end of the 2024-2025 school year, based on BOY to EOY 72% of Pre-K students will meet or exceed one years growth using Circle.
2. By the end of the 2024-2025 school year, based on BOY to EOY 72% of kindergarten students will meet or exceed one years growth using TX KEA.
3. By the end of the 2024-2025 school year, based on BOY to EOY 72% of 1st grade students will meet or exceed one years growth using MAP and Amplify.

Focus for Candlewood STEM Academy

- **HQIM Feedback System:** Leadership Team will provide aligned feedback using a HQIM observation tool during walkthroughs to ensure fidelity and provide support. This feedback form focuses on the internalization process, instructional delivery, and action steps to ensure consistent implementation of the JISD Instructional Model and campus instructional priorities.
- **Tracking Data:** All teachers have a classroom data binder to track student attendance, behavior, academic progress, and goals. Candlewood STEM Academy will implement bulletin boards that display unit assessment data to encourage student growth, increase motivation and track proficiency.
- **Student Performance & Engagement:** Specific designated instructional blocks have been added to the master schedule, such as a W.I.N time block (targeted small groups instruction designed to give each student “what I need”) and a STEM Engagement block to create more hands-on, real-world learning with our STEM teacher. Students learn more when learning experiences are active and meaningful.



Candlewood Elementary School
Rachelle Diaz, Principal
Executive Summary
2024-2025

Our academic emphasis will be Domain II- Student Growth and progress of all students, and Domain III- Closing Performance Gaps of Eco Dis, African American, Special Education, and Hispanic subpopulations, thus influencing Domain I, Student Achievement.

Goals

1. By the end of the 2024-2025 school year, all grade levels will increase from approaches 49% to 52%, meets 24% to 25%, and masters 7% to 8% for STAAR Reading Assessment.
2. By the end of the 2024-2025 school year, all grade levels will increase from approaches 48% to 51%, meets 16%, to 17% and masters 6% to 7% for the STAAR Math Assessment.
3. By the end of the 2024-2025 school year, 5th grade will increase from approaches 33% to 36%, meets 4% to 5%, and masters 3% to 4% for the STAAR Science Assessment.

Focus for Candlewood Elementary

- **HQIM Feedback System:** Leadership Team Members will provide feedback using a HQIM observation tool during walkthroughs to ensure fidelity and provide support. This feedback form focuses on the internalization process, instructional delivery, and action steps to ensure consistent implementation of the JISD Instructional Model and campus instructional priorities.
- **Tracking Data:** All teachers have a classroom data binder and each student in 3rd thru 5th grade will have individual data binders to track student attendance, behavior, academic progress, and goals. CWE will also implement bulletin boards that display unit assessment data to encourage student growth, increase student motivation, and track proficiency.
- **Student Performance & Engagement:** Specific designated instructional blocks have been added to the master schedule, such as a W.I.N time block (targeted small groups instruction designed to give each student “what I need”) and a classroom /outdoor investigation block to create more hands-on, real-world learning. Students learn more when learning experiences are active and meaningful.



Converse Elementary School
Miriam Huerta, Principal
Executive Summary
2024-2025

The focus of Converse Elementary School for 2024 - 2025 is as follows:

1. Implement the use of restorative practices throughout the campus
2. Be data driven
3. Intentionally plan lessons

In order to improve campus culture, allow for restorative opportunities amongst students and staff, and improve student academic growth.

Goals

Converse ES will:

1. Train staff in restorative practices (RP) and implement the use of:
 - a. Respect Agreements & Calming Corners in 100% of classrooms by December 2024.
 - b. “I” statements among students and staff 80% of the time by June 2025.
2. Know how to access and use MAP/Amplify/Eduphoria data to understand student areas of growth for 100% of students by November 2024.
3. Improve instruction per student (internalized lesson planning & use of small groups) based on assessment data to increase the STAAR passing rate of math, reading, science scores by 10% in Accomplished, 5% in Meets, and 3% in Masters by June 2025.

STAAR	Approaches		Meets		Masters	
	22-23	Projected 24-25	22-23	Projected 24-25	22-23	Projected 24-25
Reading	30%	40%	33%	38%	11%	14%
Math	26%	36%	24%	29%	4%	7%
Science (5th)	32%	42%	11%	16%	2%	5%

Focus for Converse Elementary

- **Restorative Practices (RP) Training** - A select group of teachers has been determined to be the campus RP team. The team attends RP training and then in turn conducts professional development for the staff. The RP team is working on creating a RP toolbox for the campus.
- **Data Dives** - Bi-monthly data dives are conducted by grade level teams. Teachers work to understand their students' data and how to use the data for academic growth.
- **Instructional Planning** - During PLC and team planning, teachers are internalizing math & reading lessons to better execute instruction, to include improving the use of small groups.



Copperfield Elementary School
Amber Gonzales, Principal
Executive Summary
2024-2025

According to the Spring 2024 end of the year Universal Screener for Reading, 55% of our students scored at benchmark or above. According to the Spring 2024 end of the year NWEA MAP (Math) Screener, Copperfield students placed in the 46th percentile. Copperfield needs to grow teacher/staff leadership to strengthen culture and professional practices leading to student success.

Goals

1. By June 2025 Copperfield's student achievement will increase by 10% at the approaches level, increase by at least 5% at the meets level, and increase by at least 2% at the masters level on the Spring 2025 STAAR Reading (3rd-5th grade) assessments. By June 2025 the achievement gap between student groups will decrease.
2. By June 2025 Copperfield's student achievement will increase by 10% at the approaches level, increase by at least 5% at the meets level, and increase by at least 2% at the masters level on the Spring 2025 STAAR Math (3rd-5th grade) assessments. By June 2025 the achievement gap between student groups will decrease.
3. During the 2024-2025 school year we will increase our student attendance percentage from 93.93% from the 2023-2024 school year to 96% for the 2024 –2025 school year. We will decrease our tardies by 30%.

Focus for Copperfield Elementary

- **Improve STAAR Math Scores** - Improve student achievement by focusing on the fidelity of teaching Eureka Math lessons. Collaborative planning once a week per grade level with the academic trainer and district staff to look at areas of needs for teacher or students for the upcoming week's lessons. The leadership team and classroom teachers will analyze module assessment data and provide targeted small group instruction to close the learning gaps.
- **Improve STAAR Reading Scores** - Improve student achievement by focusing on the fidelity of teaching JISD Reading Curriculum. Collaborative planning once a week per grade level with the academic trainer and district staff to look at areas of needs for teacher or students for the upcoming week's lessons. The leadership team and classroom teachers will analyze unit assessment data and provide targeted small group instruction to close the learning gaps.
- **Increase Student Attendance and Reduce Student Tardies-** Improve student attendance and decrease student tardies by working with the teachers, truancy officer, administrators, registrar, counselor, and campus social worker to gather appropriate attendance information and meet with parents to find out their obstacles and assist accordingly. Copperfield will create campus wide competitions between grade levels and reward them with a variety of fun incentives. Copperfield will also initiate Beat the Bell, which encourages parents to get students to school on time, in the classroom by 7:30. Copperfield will also continue having Attendance Committee meetings to review and refine goals in regard to student attendance.



Coronado Village Elementary School
Dr. Melissa Martinez, Principal
Executive Summary
2024-2025

An analysis of preliminary STAAR assessment data for 2023-2024 show that Coronado Village has decreased in growth but showing small gains. The campus maintained an 82% in Reading, made a 6% decrease from 74% to 68% in Math, and decrease from 53% to 42 % in science. We anticipated the possibility of some decrease in Reading due to addition of extended response questions on STAAR. The 6% decrease in Math was due to the need to increase internalization of lessons, increase small group instruction, increase tracking of student data. All grades for Reading and Math need to be strengthened. Although our approaches in science regressed, we did increase the meets area by 14%. Our academic emphasis this year will continue to focus on academic growth in Reading and Math, with a stronger emphasis on science.

Goals

1. By June 2025, all students will have an increase from Approaches 82%, Meets 45%, Masters 15% to Approaches 87%, Meets, 50%, Masters 20% for STAAR Reading Assessment
2. By June 2025, all students will have an increase from Approaches 67%, Meets, 34%, Masters, 11% to Approaches 77%, Meets 44%, Masters 21% for STAAR Math Assessment
3. By June 2025, all students will increase from Approaches 42%, Meets 14%, 0% Masters to Approaches 52%, 24% Meets, 5% Masters.
4. 3. Increase student attendance for ADA for school year 2024-2025 from 94% to 97%.

Focus for Coronado Village Elementary

- **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:** Coronado Village will provide 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. Tutoring will also be offered before, during and after school for at-risk students in grades 3-5.
- **Science Across Curriculum:** Professional staff will be provided with professional development in science across curriculum; specifically, to engage student learning with real-life experiences. Coronado Village will implement science lab schedules, science fair and other science experiences that will enhance student learning.



Crestview Elementary
Esmeralda Garza, Principal
Executive Summary
2024-2025

Crestview Amplify, MAP, and Spring STAAR data indicate we are closing learning gaps, but we have many areas in need of growth. Overall percentages at the Approaches level in 3rd – 5th grade Math and Reading were at or above 86%. Science STAAR data demonstrates it is an area of need, 73%.

Goals

1. To continue to implement The Science of Reading instructional strategies with fidelity and consistency in PK-2nd Grade.
2. To increase the percentage of students performing at 90% Approaches, 60% Meets, and 30% Masters on the 2024-2025 STAAR assessments and/or increase passing STAAR assessments percentages to be aligned with the 10-5-3 district model.
3. To increase student achievement on the 2024-2025 STAAR assessments to 90% or higher for all student groups and maintain an “A” Rating.
4. To increase the percentage of students performing at approaches, meets, and masters on the STAAR Science assessment.

Focus for Crestview Elementary

- **The Science of Teaching Reading Instruction**- Crestview 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 not reading at grade level will be provided with additional support by RTI and classroom teachers.
- **Science Camp at Camp Honey Creek**- Crestview students in grade 5 will experience a 2 ½ day field trip at Camp Honey Creek. They will participate in hands-on science lessons and activities.
- **Writing Across Curriculum**- Crestview 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.
- **Academic Intervention Plan**- Crestview will offer after-school tutoring in the spring for at-risk students in grades 1st -5th using SCE 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 facilitator and JISD RTI specialists.
- **Accelerated Learning Plan**- Crestview has implemented a 45-minute accelerated learning block into our master schedule. 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.



Elof STEAM Academy
Scott Wilson, Principal
Executive Summary
2024-2025

Elof STEAM Academy had a score of 74 this year. We were a **C** campus, and our challenges are to increase our 3rd, 4th and the 5th-grade student meets and master's by 5% on the reading and math STAAR. We also strive to increase our 5th-grade science STAAR scores to exceed the district average. We are striving increase our campus accountability to a **B** status once again.

Goals

1. All 3-5 grade students will have an 80% overall pass rate on 2024-25 reading STAAR
2. All 3-5 grade students will have an 80% overall pass rate on 2024-25 math STAAR
3. All 5th-grade students will have a 70% overall pass rate on the 2024-25 science STAAR
4. This year we want to increase the number of students that have a score of 5 or higher on the extended constructed response portion of the STAAR by 50%.

Focus for Elof STEAM Academy

- **Reading Academy:** With teacher training and support campus-wide, teachers will utilize the science of reading and Amplify data to address the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension).
- **Project Lead the Way:** Teachers will utilize Project Lead the Way resources, and PLTW strategies and will receive professional development for PLTW workshops from the Academic Coach, Academic Trainer, and the C&I team.
- **Project Based Learning (PBL):** We are increasing PBL lessons and creating cross-curricular lessons across the core subject areas.
- **Math, Spiral Review, and Numeracy Activities:** Teachers will utilize MAP data, Eureka, and Zurn resources. We will have an Academic Facilitator, Academic trainer and C&I do professional development on the Primary numeracy framework and leveled teaching, proper use of manipulatives, fluency with math facts, etc.
- **CHAMPS:** Teachers will utilize the CHAMPS classroom management model to improve school climate, improve academic performance, increase learning time and increase the use of quality data. Teachers will receive ongoing training from the campus TOT and coaching and modeling from a consultant.
- **Capturing Kids Hearts:** This year teachers and staff have received training on how utilize tools and resources that will help build culture with the students and the staff to create a common language across the campus.



Escondido Elementary School
Cynthia Latino, Principal
Executive Summary
2024-2025

Escondido Elementary is the largest elementary school in Judson. Currently, we are serving 830 students, and over one hundred staff members. Student achievement remains a priority, especially in 4th grade Math and Reading and 5th grade Science. The campus is implementing Beat the Bell and our Perfect Attendance patches to improve attendance, and we are also supporting the Education and Training students from Wagner High School!!

Goals

1. Escondido will increase their STAAR performance on Reading, Math and Science by 5% in the approaches category; 3% in the meets category; and 1% in the Masters Category for the 24-25 SY.

Grade	Subject	Approaches	Meets	Masters
3	Math	60% to 65%	21% to 25%	5% to 6%
3	Reading	69% to 74%	35% to 38%	8% to 9%
4	Math	48% to 53%	18% to 21%	5% to 6%
4	Reading	67% to 72%	25% to 28%	9% to 10%
5	Math	69% to 74%	39% to 42%	2% to 3%
5	Reading	79% to 84%	47% to 50%	19% to 20%
5	Science	38% to 43%	6% to 9%	1% to 2%

2. Escondido will improve student attendance from 94% to 96.0% for the 2024-2025 school year
3. Escondido will provide targeted intervention in Reading, Math, Science and Writing, daily, during our TIG group time and during tutoring in order to ensure each student is achieving one-years growth on benchmark assessments.

Focus for Escondido Elementary School

- **Academic Interventions** - Teachers and Impact Team will review BOY screenings, unit assessments, and district assessments to build groups and provide in class small group instruction stations that specifically target the current skills learning according to Scope and Sequence.
- **Instructional Interventions** –Academic Trainers work with teachers to develop instructional targeted interventions groups which focus on closing gaps in Reading, Writing, Math and Science. These are daily groups and materials are provided using Lowman, Reflex, K-12 Summit and is completed during TIG time (Targeted Intervention Groups).
- **Professional Learning Communities:** Teachers will meet with Administration every other week to review data, improve Tier 1 instruction, receive PD, and get assistance with internalizing lesson plans
- **Attendance:** Students receive the following attendance incentives:
 - Beat the Bell – daily attendance recognition from our Counseling Dept.
 - NBA – Never Been Absent – recognizes students Monthly
 - Perfect Attendance Patch – students who achieve PA for the year will receive a patch!



Franz Leadership Academy
Dr. Kelle Lofton, Principal
Executive Summary
2024-2025

For the 2024-2025 school year, Franz Leadership Academy will continue to focus on rigorous tier 1 instruction by: analyzing data to plan for effective lessons, setting goals and tracking data to monitor student progress, providing immediate feedback and small group instruction, and planning instructional strategies that engage students and check for understanding.

Goals

1. Franz Leadership Academy 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. Franz Leadership Academy will increase individual student STAAR performance in the meets and masters performance levels through use of enrichment strategies, progress monitoring, goal setting, and data analysis.

Focus for Franz Leadership Academy

- **Small Groups and Stations:** Based on our 2024 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: math fluency, spiral review, vocabulary, and Zearn.
- **Four-Square Problem-Solving:** We will adopt the 4-square problem-solving method as our campus wide strategy for solving math word problems. Teachers will be trained on how to effectively teach the strategy, and progress will be monitored weekly during PLC. As students are learning the strategy, we will designate one day a week for modeling and engaging students in problem-solving conversations. Once students have mastered the strategy, 4-square problem-solving will be moved to a math station.
- **Data Driven Instruction:** As a campus, we will continue doing 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 and grade level data displays.
- **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.
- **Innovation-Leadership Academy:** All students will receive daily leadership lessons through *Leader in Me* curriculum and opportunities to grow as 21st century leaders and learners. We will offer various clubs as well as electives, one day a week, during the school day to foster choice. We will create opportunities for students to have jobs to learn responsibility, dependability, communication, and problem solving. We will also have school-wide community service projects so that our students can develop as leaders who are compassionate, empathic, and community focused.



Mary Lou Hartman Elementary School
Rosalba Martinez, Principal
Executive Summary
2024-2025

Hartman Elementary School is in its fourth year of serving the community as a Spanish Immersion/Bilingual campus and first year as a Bilingual Campus serving both Emergent Bilinguals and Monolingual students. The campus has not received a rating from TEA since 2021 but is pending to rate as a “C” Campus based on the Texas Education Agencies Accountability System.

Goals

1. Hartman Elementary will improve its current attendance rate of approximately 97% to a daily rate of 98% for the 2024-2025 year through attendance incentives every 9-weeks, effective documentation from the teachers, administration, PEIMS clerk, and Truancy Officer, and continuous innovative incentives.
2. We will decrease the number of discipline referrals by 10% through our behavior systems (PBIS) and will monitor for effective intervention through stronger teacher-student connections, response to intervention referrals, and targeted focus.
3. Hartman Elementary will increase the percentage of students performing across all grade level STAAR content areas by 4% in the Approaches category, 2% in the Meets category, and 1% in the Masters category by the Spring 2025 STAAR Administration.

	RLA	Math	Science
3rd	60.4/ 34.0/ 6.6 → 64.4/ 36.0/ 7.6	62.3/ 29.3/ 6.6 → 66.3/ 31.3/ 4.3	
4th	72.7/ 37.5/ 9.1 → 76.7/ 39.5/ 10.1	54.0/ 28.7/ 10.3 → 58.0/ 30.7/ 11.3	
5th	77.7/47.3/17.9 → 81.7/49.3/18.9	67.9/ 35.7/ 8.0 → 71.9/ 37.7/ 9.0	36.6/ 12.5/ 1.8 → 40.6/ 14.5/ 2.8

Focus for Hartman Elementary School

- **Professional Learning Communities**- We will establish weekly PLCs to increase the collaboration between and among grade level and content areas.
- **Student Goal Setting**- After district assessments, students will chart their progress towards the goals that they set for the year. Goal setting will be monitored by both the teacher and the principal. Follow up with celebrations with goal attainment.
- **Teacher Progress Monitoring**- Teachers will complete a data chart that tracks their class progress towards campus Academic goals. Progress will be shared to campus principal for review. The progress will include NWEA Map, Amplify, Texas KEA, CLI and program usage percents for Zearn, Learning.Com and Summit K-12.
- **Prescriptive Tutorials**- set to begin after the 1st 9 weeks, tutorials will be offered for students in Kinder through 5th grade both for Remediation and Acceleration.



Hopkins Elementary School Terry Combs, Principal Executive Summary 2024-2025

Hopkins Elementary was rated a “B” Campus for the 2021-2022 school year (No current Rating for 2023-2024). Our campus analysis of the STAAR data for 2022-2023 shows a decrease in scores due to difficulty closing the gaps in learning. This may be due to the need to increase internalization of lessons, increase small group instruction, increase tracking of student data, 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 2025, all students will have an increase from Approaches 63% to 72%, Meets 22% to 29%, Masters 6% to 9% for STAAR Reading Assessment
2. By June 2025, all students will have an increase from Approaches 58% to 67%, Meets, 26% to 33%, Masters 5% to 8% for STAAR Math Assessment
3. Increase student attendance for ADA for school year 2024-2025 from 90.5% to 97%.

Focus for Hopkins Elementary

- **Phonics and Phonic Awareness:** Teachers will implement instructional techniques to develop vocabulary, word skills, phonics, phonemic awareness, fluency and comprehension strategies learned through Reading Academies, campus/district-based PD and provide targeted reading instruction for students. This will be monitored through targeted walkthrough observations by Administration, Academic Coach, and Academic Trainer.
- **Math:** Teachers will implement daily instruction using Eureka 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 by Administration, Academic Coach 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 with district science content professionals to strengthen science instruction and delivery of science curriculum.
- **Student Intervention Support:** Campus Interventions include RTI Block, Extended Day (Math & Reading), Accelerated Learning Blocks, and Amplify Intervention Lessons through small group instruction.
- **PLC's:** Teachers will be provided planning time to participate in PLCs to review student data and collaborative plan with Academic Coach, Academic Trainer, and Administration.
- **Attendance Initiative:** Provide a safe and secure school culture, increase parent contact through “Call Notes”, and provide student incentives to improve attendance and academics.



Masters Elementary
Dr. LaTanya L. Baker, Principal
Executive Summary
2024-2025

Masters Elementary is an EC-5 elementary campus. Identified needs for state accountability shows the following: students achieved **preliminary scores** of:

	3rd STAAR Reading 2023-24 Current to Goal %	4th STAAR Reading 2023-24 Current to Goal %	5th STAAR Reading 2023-24 Current to Goal %	3rd STAAR Math 2023-24 Current to Goal %	4th STAAR Math 2023-24 Current to Goal %	5th STAAR Math 2023-24 Current to Goal %
Approaches	66% to 70%	70% to 80%	75% to 80%	52% to 60%	34% to 40%	65% to 70%
Meets	39% to 45%	25% to 30%	45% to 50%	35% to 35%	15% to 20%	32% to 40%
Masters	18% to 20%	7% to 10%	20% to 25%	3% to 10%	4% to 10%	3% to 10%

Goals

1. Masters Elementary will increase STAAR Reading scores by a minimum of 15%, from 31% to 46% meets by the end of 2024-2025 academic school year.
2. Masters Elementary will increase STAAR Math scores by a minimum of 15%, from 24% to 39% meets by the end of 2024-2025 academic school year.

Focus for Masters Elementary

- **Bi-weekly Professional Learning Communities:** Implement bi-weekly Professional Learning Communities where there is collaboration, analysis, and discussion of student data. Professional development on best practices that can be implemented in the classroom will also take place during planning.
- **Bi-weekly In-School Tutoring:** Implement In-school tutoring during the instructional day twice a month in order to improve student academic performance in reading and math for K-5 students, to include all sub-pops.
- **Fall/Spring Afterschool Tutoring:** Implement to provide additional reading and math instruction to targeted students.
- **Instructional Rounds:** Implement Campus-Wide Instructional Rounds, at least once per semester, to improve quality of instruction and academic performance.
- **Zearn Challenge:** Implement Campus-Wide push for Zearn lesson completion by creating class challenges and student recognition, to encourage the use of Zearn to help increase student problem-solving skills.
- **3rd-5th Grade Data Days:** Administrators, teachers, and support staff will analyze benchmark data after each Mock STAAR (interim assessments) to determine strengths and weakness, as well as make instructional plans in order to improve academic performance.



Miller's Point Elementary School
Joshua Ellis, Principal
Executive Summary
2024-2025

On the 2024 STAAR the number of students performing at the approaches level decreased on all tests except for 3rd grade RLA. Our greatest areas of need are 4th and 5th grade math and 5th grade science where we are below 50% approaches. We are also continuing to focus on attendance which increased from 91.5% to 92.26% last year but is still under the district goal of 96%.

Goals

1. Decrease the number of office calls and discipline referrals across the campus with a focus on Pre-K, 4th and 5th Grades.
2. STAAR Math, RLA and Science (5th only) Scores will increase by 5% in approaches, 3% in meets and 1% in masters in 3rd grade; and 15% in approaches, 7% in meets, and 3% in masters in 4th and 5th grades on the 2025 STAAR.
3. The Average Daily Attendance for the campus will increase from 92.26% to 95% in the 2024-2025 school year.

Focus for Miller's Point Elementary

- **Writing Across the Curriculum and Teaching the Writing Process:** Focus will be on improving implementation of the RACE strategy, teaching the writing process, and writing across the curriculum to improve performance on constructed responses and processing learning in math and science. Ongoing training in these areas will occur multiple times per month in PLC meetings and Vertical Planning Meetings.
- **Tier I Math Instruction with A.E.S.:** 2nd – 5th grade math teachers will be working with Associates for Educational Success monthly on Tier I Math Instruction with an emphasis on Math Journal Writing, the Knowledge Package Planning Template, Anchor Charts, and student talk.
- **Incentives for Behavior and Attendance:** Every classroom is expected to have a Positive Behavior Incentive system. Additionally, the campus will have monthly rewards and incentives for classrooms that demonstrate the best behavior and highest attendance.



Fine Arts Academy at Olympia
Shannon George, Principal
Executive Summary
2024-2025

Olympia's focus this year based on information from 2023-2024 STAAR data will be maintaining student growth and increasing domain I achievement, and grade level team dynamics. Although our domain 1 and 2a scores are much higher than the district's average, our goal is to achieve an A rating. Our data indicates that we have a high passing rate at approaches and in meets for reading however our students are falling just short of an A rating in math or even a high level of approaches score in science. We will continue to focus on meeting grade level standards with an emphasis on growth and mastery.

Goals

1. Obtain an A rating on STAAR accountability rating and improve math and science scores to make an A rating while maintaining our excellent reading achievement.
2. Last year's Domain I math and science scores did improve over all grades. However, we were shy of an A rating in Math. We are setting a goal of meets at 60% for Math. We are also going to set a goal for Science scores of 75% in approaches. Reading will maintain with a meets score of at 60% though we do feel the continued writing analysis will increase those scores as well.

Focus for Fine Arts Academy at Olympia

- **Continue Purposeful Planning:** Continue with lesson planning where teachers during weekly PLC time teachers, along with the instructional team, will look at the curriculum map and formative assessments to allocate time for reteaching purposes, ensure all resources are being used appropriately, and every student is given opportunities to be successful. The instructional team is comprised of the Principal, Assistant Principal, Academic trainer, RTI teachers, and the SPED coteachers.
- **Integrate Dan St. Romain character education/behavior PD into current restorative practices:** Establish rollout of weekly lessons that are reinforced throughout the week during morning restorative circles. Involve parents/community through newsletter to reinforce the implementation further.
- **Continue writing analysis and lesson focus:** Continue with analysis to establish quarterly writing priorities during PLC time.
- **Special Education Coteaching:** Continue with coteaching in 3rd through 5th grade that will stay with the students and provide instruction and differentiation alongside the teacher. They will share a common planning time with the general education teacher. When clustering, students will not be placed in coteach that only receive dyslexia, speech, OT without inclusion minutes and are being successful in those settings.
- **Tutoring/Small groups:** Tutoring this year will include options before school and afterschool in both Math and Reading. After completing requirements for tutoring students due to HB we will continue to offer tutoring for struggling students outside of school instruction time and during accelerated instruction block.



Park Village Blended Learning Academy
Susaye Scott, Principal
Executive Summary
2024-2025

Park Village Blended Learning Academy is a Title I, CEP identified campus that serves students in EE- 5th Grade with an enrollment of approximately 375 students and classified as 88% economically disadvantaged. This summary highlights the essential areas for improvement, including curriculum enhancement, technology, and teacher development. We will work on the forementioned areas while continuing to hold true to the blended learning model.

Goals

1. By STAAR 2025 we will have 50% of our 3-5 graders score a 5 or above on constructed responses.
2. For the 2025 school year teachers will pull targeted instructional small groups during the designated block indicated on the Master Schedule for both math and reading.
3. By May of 2025 all students will complete 3 Zearn lessons per week.

Focus for Park Village Blended Learning Academy

- **Blended Learning:** PVBLA will implement the use of high-quality instructional materials, technology, and a blended learning environment to provide flexibility and personalized learning opportunities.
- **Constructed Responses:** Grade level leaders will be trained by Gretchen Baranbei and turn the training around to all grade levels starting in PK 3 to increase writing skills across the content areas.
- **Bark University:** Tutoring will be offered before school to reach more students by our campus interventionist.
- **Parenting Partners:** PVBLA will continue to reach out in efforts to increase parent involvement by offering two- six week workshops where we combine parenting and leadership skills that empower parents to become vital contributors to their children's academic success.
- **Community in Schools:** PVBLA will partner with Community in Schools (CIS) in an effort to improve attendance, behavior and academics. CIS will assist in tracking students at PVBLA who are at-risk, and provide services for students' basic needs, parent and family engagement, career awareness, academic achievement, school attendance and supportive guidance.
- **Data-Driven Instruction:** PVBLA teachers will analyze data in PLCs to drive instruction and close the gaps in our subpopulation groups and increase our Meets and Masters Performance Levels by using differentiation instructional strategies.



Paschall Elementary School
Tricia A. Davila, Principal
Executive Summary
2024 – 2025

The last STAAR accountability rating for Paschall Elementary was a “B” rating in 2022. Scores for 2022 are as follows: approaches grade level were: 66% in reading, 50% in mathematics, and 48% in science. Meets grade level scores were: 33% in reading, 25% in mathematics, and 16% in science. Masters grade level scores were: 14% in reading, 22% in mathematics, and 6% for science. The area of focus for the 2024-2025 school years will be in small group instruction in reading and math for all students to include a special focus on Special Education students and RtI students who are receiving Tier 3 instruction.

Goals

1. To demonstrate academic growth in student achievement in reading and math subject areas by closely monitoring small group instruction in reading and math across the grade levels.
2. To increase student achievement on the 2025 STAAR Reading to 60%, Math to 60% and Science to 60% for all student groups.
3. To increase the percentage of students performing at Level III- Masters Grade Level to 20% across all content areas.

Focus for Paschall Elementary

- **Small Group Instruction:** Part of student growth is to provide content on grade level and then fill in the gaps. Small group instruction in both reading and math will be monitored to ensure that teachers are providing individualized instruction on a smaller scale, increasing student engagement, increasing opportunities for individualized feedback, and utilizing the tools provided through Amplify, Zearn and Eureka. We will also build a 30 minute “Blitz” time across the campus in which teachers will spiral TEKS and present information in smaller doses.
- **Small Group Instruction for SPED students and RtI Tier 3 Students:** Provide tutoring (led by RtI teachers, SPED teachers, Enrichment, Dyslexia, RPC Teacher, and our Instructional Coach) from 7:15 – 8:00 am (during Blitz time) for all SPED 3rd-5th students and RtI Tier 3 Students.



Rolling Meadows Elementary School
Michelle La Rue, Principal
Executive Summary
2024-2025

According to the TEA 2024 Preliminary Accountability report Rolling Meadows met standards on all three performance Domains. Further data desegregation defined specific areas for consideration. Our most immediate concern is the lack of progress in STAAR Math scores from 66/38/16 to 66/41/13 and Reading scores from 77/50/18 to 76/52/20 on the 2024 STAAR test (preliminary results). We have put plans in place to ensure instruction and interventions address those areas where growth is needed.

Goals

1. To improve STAAR Math scores in grades 3-5 by 4 percentage points in Approaches, 2 percentage points in Meets, and 1 percentage point in Masters.
2. To improve STAAR Reading scores in grades 3-5 by 4 percentage points in Approaches, 2 percentage points in Meets, and 1 percentage point in Masters.
3. Improve our attendance rate from 93.8% to 97%

Focus for Rolling Meadows Elementary

- **Improve STAAR Math Scores** - Improve student achievement by focusing on increasing classroom rigor through the implementation of Eureka Math with fidelity, administrative monitoring of lesson completion in Zearn, maximize small group instruction by increasing time from 30 minutes to 45 minutes per day; ensure RTI Tier 3/Resources students receive Tier I small group intervention, provide targeted Zearn morning tutoring for RTI Tier 3/Resource students who are not able to participate in Tier 1 Zearn lessons during the instructional day due to services, implementation of the coaching cycle by the campus academic trainers, analyze student performance on work samples, exit tickets, and unit assessment, provide grade level Eureka homework for all K-5 students, implement a teacher dashboard to promote closer teacher monitoring of student progress and further identify specific areas of need, and provide targeted interventions to close student gaps.
- **Improve STAAR Reading Scores** - Improve student achievement by implementing the JISD curriculum with fidelity using only those resources provided by the Judson ISD Curriculum & Instruction department, maximize small group instruction by increasing time from 30 minutes to 45 minutes per day in most grade levels; contract with Gretchen Bernabei's Trail of Breadcrumbs to work with the campus throughout the school year to provide professional development, modeling, coteaching, and student work analysis focusing on grammar skills and writing short and extended writing responses, provide grade level reading text as homework for all K-5 students, and implement a teacher dashboard to promote closer teacher monitoring of student progress and further identify specific areas of need, and provide targeted interventions to close student gaps.
- **Improve Attendance** - Improve attendance through a systematic approach of commitment and collaboration with all stakeholders. Rolling Meadows faculty and staff will recognize appropriate and improved attendance by providing incentives on multiple levels to include individual students, classes, grade levels and school-wide celebrations.



Salinas Elementary School
Michelle Allen, Principal
Executive Summary
2024-2025

An analysis of the preliminary STAAR data for 2023-2024 shows that grade 3 and grade 5 scored overall lower in RLA than in the previous year as well as grade 5 in Math and Science. Support will be given to students in all subgroups, with special emphasis on SPED, through identified instructional strategies. We will work on accelerating instruction to catch students up to grade level through targeted intervention in tier 2 and tier 3 as well as tier 1 small group instruction.

Goals

1. By May 2025, 84% of all students and each student group will pass the Reading STAAR with 24% of students scoring at Mastery level. (2024 approaches was 74% and Mastery was 14%)
2. By May 2025, 72% of all students and each student group will pass the Math STAAR with 17% of students scoring at Mastery level. (2024 passing was 62% and Mastery was 7%)
3. By May 2025, 70% of all students and each student group in 5th grade will pass the Science STAAR with 16% of students scoring at Mastery level. (2024 passing was 36% and Mastery was 6%).

Focus for Salinas Elementary

- **ELAR:** Strengthen tier 1 instruction in and implement the district's knowledge building curriculum with fidelity. All teachers will provide targeted tier 1 small group instruction identified in Amplify every day.
- **Math:** K-5 teachers will continue to implement Eureka math with fidelity along with targeted small group intervention daily. Students will be required to spend in-depth time working on conceptual reasoning.
- **Science:** K-5 students will be provided with more hands-on science lessons by opening our science lab for teachers to bring their classes in and conduct investigations and experiments. We will plan a Science Day at school and provide opportunities for teams to have science vertical team planning meetings.
- **Targeted Support:** All students in grades K-5 will receive intervention support during the scheduled RTI block to close their gaps in learning. Specific students will be targeted to receive close monitoring of their STAAR interim progress with the intent of moving up levels of performance (DNM>Approaches; Approaches>Meets; Meets>Masters). Focus of support will be to increase Mastery level performance. Primary grades will have increased support to move BOY screener levels from below, to on grade level by end of year for 90% of students.
- **Student Goal Setting and Progress Monitoring:** Kinder through 5th grade will implement student progress monitoring folders. Students will set goals for each unit assessment, universal screeners and STAAR assessments if applicable. Students will track their progress after each assessment.
- **Small Group Instruction:** Small group instruction will take place daily in math and reading. Professional development will be offered to help teachers become more proficient in small group instruction such as in how to group their students, what resources to use and how to effectively manage their classroom while pulling a small group.



Spring Meadows College Prep Academy
Sharon Balderas, Principal
Executive Summary
2024-2025

Spring Meadows College Prep Academy serves students in Pre- K3- 1st Grade. Our student population comprises 249 students from various ethnicities, backgrounds, and cultures. Spring Meadows College Prep is a bilingual campus. Our population comprises 38 % Bilingual students, 9 % Special Education students and 91 % of our students come from economically disadvantaged homes.

Goals

1. Academic Priority- SMCP will implement our HQIM effectively by ensuring that 80% of teachers demonstrate proficiency in prioritizing instructional research-based strategies based on classroom observation data through HQIM plan and walkthroughs.
2. Cultural Priority- SMCP will implement schoolwide classroom routines, procedures and expectations as measured on the “Look-For’s” checklist 80% of the time.
3. Data Priority- SMCP will implement student goal setting and use data to track student growth and progress using unit assessments, universal screeners and checklists.

Focus for Spring Meadows College Prep Academy

- **Spring Meadows College Prep-** Through a New School Design Grant, the principal, leadership team and teacher committee will implement a New School Design Plan to transform Spring Meadows ES into Spring Meadows College Prep Academy.
- **HQIM Implementation-** The Principal and Leadership Team will ensure implementation of curriculum for reading and math focusing on research-based instructional strategies (RBIS) to strengthen Tier 1 instruction.
- **Cultural Vision-** The Principal and Leadership Team will ensure strong and consistent schoolwide routines, procedures and expectations to maintain academic excellence
- **Positive and Safe Campus Culture:** The Principal and leadership team will work with the campus staff to establish a safe learning environment for students and staff. The leadership team will promote a positive school culture where all students, parents, community and staff feel valued, heard, safe and appreciated
- **Goal Setting and Data Tracking-** The Principal and Leadership Team will ensure student data is tracked by both teacher and student to inform progress and develop action steps.
- **Attendance:** Teachers and Leadership Team will work closely with district Truancy Officer to monitor students’ daily attendance. SMCP will implement attendance incentives for students and staff to meet our attendance goal of 97%.
- **Effective Planning Support:** Teachers will plan with grade levels weekly in collaborative planning sessions to internalize the curriculum and rehearse lessons. Teachers will receive planning support from campus academic trainers, leadership team and district support curriculum specialist.
- **Purposeful Targeted Student Support:** Teachers and leadership team will analyze all student data and target concerns of students maintaining or continuing growth. Teachers, including RTI, SPED, and support staff will identify gaps in concepts and skills. In school intervention time will be a priority, as well as small group targeted instruction.



Spring Meadows Elementary School
Sharon Balderas, Principal
Executive Summary
2024-2025

Spring Meadows Elementary School serves students in 2nd -5th grade. Our student population comprises 416 students from various ethnicities, backgrounds, and cultures. Spring Meadows Elementary is a bilingual campus. Our population comprises 31 % Bilingual learners, 18 % Special Education students and 82% of our students come from economically disadvantaged homes.

Goals

1. During the 2024-2025 school year, SME will implement our curriculum effectively by ensuring that 80% of teachers demonstrate proficiency in prioritizing instructional strategies based on classroom observation data and “Look For's” on classroom walkthroughs
2. During the 2024-2025 school year, SME will implement schoolwide classroom routines, procedures and expectations as measured on the “Look-For's” checklist 80% of the time.
3. During the 2024-2025 school year, SME students in grades 3rd, 4th, and 5th will increase from 69% Approaches, 38 % Meets, and 16 % Masters to Approaches 79%, Meets, 43%, Masters 19 % for STAAR Reading Assessment through data driven instruction.
4. During the 2024-2025 school year, SME students in grades 3rd, 4th, and 5th will increase from 41% Approaches, 19 % Meets, and 6% Masters to Approaches 51%, Meets, 24%, Masters 9% for STAAR Math Assessment through data driven instruction.

Focus for Spring Meadows Elementary

- **Curriculum Implementation-** The Principal and Leadership Team will ensure implementation of curriculum for reading and math focusing on research-based instructional strategies to strengthen Tier 1 instruction.
- **Cultural Vision-** The Principal and Leadership Team will ensure strong and consistent schoolwide routines, procedures and expectations to maintain academic excellence.
- **Goal Setting & Data Tracking-** The Principal and Leadership Team will ensure student data is tracked by both teacher and student to inform progress and develop action steps.
- **Positive and Safe Campus Culture:** The Principal and leadership team will work with the campus staff to establish a safe learning environment for students and staff. The leadership team will promote a positive school culture where all students, parents, community and staff feel valued, heard, safe and appreciated
- **Goal Setting and Data Tracking-** The Principal and Leadership Team will ensure student data is tracked by both teacher and student to inform progress and develop action steps.
- **Attendance:** Teachers and Leadership Team will work closely with the district Truancy Officer to monitor students’ daily attendance and implement attendance incentives for students and staff.
- **Effective Planning Support:** Teachers will plan with grade levels weekly in collaborative planning sessions to internalize the curriculum and rehearse lessons. Teachers will receive planning support from campus academic trainers, leadership team and district support curriculum specialist.
- **Purposeful Targeted Student Support:** Teachers and leadership team will analyze all student data and target concerns of students maintaining or continuing growth to identify gaps in concepts and skills. In school intervention time will be a priority, as well as small group targeted instruction and tutoring.



Woodlake Elementary
Tanya Alarcon, Principal
Executive Summary
2024-2025

Woodlake ES is a Title I, EE-05 campus with an enrollment of approximately 635 students. Woodlake ES has an average mobility rate of 25.81% and 82% of our students qualify as economically disadvantaged. At the end of SY 2023-2024 25% of students in grades PK-5 received Special Education Services. Fifty-one percent of students in grades 3-5 performed at Approaches or above on STAAR 2024.

Goals

1. The percent of students achieving Approaches or above on 3rd, 4th, and 5th Gr. STAAR Math and Reading assessment will increase to 65% Approaches, 33% Meets, and 10% Masters.
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

- **Instructional Systems:** Professional Learning Communities will meet bi-monthly 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:** All students in grades PK-5 will receive targeted intervention during the school day and campus intervention block. These targeted instructional groups will focus on aggressive progress monitoring that will improve student performance levels (DNM to Approaches; Approaches to Meets; Meets to Masters; Below Grade Level to On Grade Level).
- **Campus Culture:** Woodlake ES will provide targeted professional development that supports positive and effective classroom management. The purpose of this professional development is to build teacher efficacy, arming teachers with the skills necessary to lead change in classrooms for the benefit of all students. The campus will facilitate positive behavior celebrations and targeted behavior interventions. Woodlake ES will leverage parent involvement to build a positive campus culture of honor and respect.



Wortham Oaks Elementary School
Mrs. Alma Neira, Principal
Executive Summary
2024 - 2025

Wortham Oaks has 774 students from very diverse backgrounds and languages. Our campus also has a large military family population. Our accountability states that we have maintained academic excellence since our opening in 2018. Our student population demonstrates achievement above district performance but, struggled the most in showing growth on performance categories, specifically in math.

Goals

1. To increase the percentage of students performing at Level II and III across all content areas based off of the 2024 STAAR.
 - a. Meets (Campus): 61%
 - b. Masters (Campus): 28%
2. On the Math STAAR we will increase our Meets scores by 5 percent and our Masters by 3 percent.
3. On the Science STAAR, at least 80% of students will achieve approaches.

Focus for Wortham Oaks Elementary

- **Social Emotional Learning K-6:** Wortham Oaks Elementary School Guidance Program addresses the social, emotional, and academic needs of each student. Students focus on becoming college and career ready and reaching their full potential as respectful and responsible citizens in their community.
- **Leader In Me Campus:** Wortham Oaks Staff is focusing on giving students tools to be successful throughout life and be leaders in society. Lighthouse Team will continue their training and disseminate information to support a whole school transformation process that teaches leadership and the skills needed for academic success in any setting.
- **Science Camps:** Wortham Oaks fifth grade students will attend a 3-day, 2-night science adventure at the Camp Honey Creek in Hunt, Texas this Fall. Students will study native grasses and plants, plant adaptations, stream ecology, landforms, constructive and destructive forces, wildlife, circuits, and the night sky. Students and families in grades PK-6 will enjoy STEAM Night evening event. STEAM Night will include demonstrations by MATHNASIUM, SAWS, San Antonio River Authority, SAPD CSI Rig, DoSeum STEM, Code Ninjas, and Animals with Mr. Kinsey.



Judson Middle School & JSTEM Academy
Kayone Bedford, Principal
Executive Summary
2024-2025

Judson Middle School / JSTEM Academy has a diverse student population and serves 1207 students, making it the largest middle school in population size in Judson ISD. Judson Middle School is home to the JSTEM Academy, a STEM-based instructional model emphasizing project-based learning and maker space education. The Judson Middle School / JSTEM Academy student population is comprised of approximately 55% Hispanic, 25% African American, 13% White, 2% Asian, and 5% other races. The student population consists of approximately 65% of students coded as At-Risk, 70% Economically Disadvantaged, and 70% qualify for free or reduced lunch. Approximately 18% of the student population is being serviced through the Special Education (SPED), 8% Dyslexia, 11% Emergent Bilingual, and 16% Gifted and Talented programs. Staff population totals at Judson Middle School are as follows: 77% Teachers, 10% Educational Aides, and 13% Administrative Support.

Judson Middle School and JSTEM Academy 2023 STAAR Data Chart			
Assessment	Approaches	Meets	Masters
Subject	Current to	Current to	Current to
6th Grade Math	36% to 46%	20% to 25%	3% to 6%
7th Grade Math	10% to 20%	4% to 9%	0% to 3%
8th Grade Math	35% to 45%	12% to 17%	4% to 7%
Algebra I	44% to 54%	26% to 31%	20% to 23%
6th Grade RLA	29% to 39%	25% to 30%	20% to 3%
7th Grade RLA	22% to 32%	23% to 28%	15% to 18%
8th Grade RLA	32% to 42%	25% to 30%	16% to 19%
8th Grade Science	25% to 35%	18% to 23%	6% to 9%
Biology	14% to 24%	51% to 56%	34% to 39%
8th Grade Social Studies	22% to 32%	16% to 21%	13% to 16%

Goals

1. Judson Middle School and JSTEM Academy will support students through Family Meetings where all students’ growth, attendance, discipline, and SEL needs will be monitored, recorded, and discussed by their respective teachers in their teams.
2. Judson Middle School and JSTEM Academy will implement monthly progress reports for staff members highlighting daily attendance, participation in campus meetings, professional development, timely entering of data, duty attendance, and communication with parents.
3. Judson Middle School and JSTEM Academy will increase effective instruction in all classes through reorganized PLCs, professional development, collaborative planning, targeted interventions, and targeted tutorials as measured by walkthroughs, unit test, interim and STAAR testing data, and district instructional walks.

Focus for Judson Middle School

- **Parent-Teacher Organization (PTO)**- Stakeholder outreach committee
- **Saturday Tutorial Program (Super Saturday)**
- **PLC Meetings** – Academic Team will coordinate and assist in implementing the PLC in the campus based on the book “Learning by Doing.”



Kirby Middle School
Nicole Rosas-Saunders, Principal
Executive Summary
2024-2025

Kirby Middle School is unaware of our accountability rating for the 2024 academic year. We have identified several areas of improvement for the 2024-2025 school year. The campus still needs to focus on the subpopulations with a heightened focus on our Special Education students and our Emergent Bilinguals. The campus will also have a strong focus on math, particularly 7th grade. Overall, the focus for this school year is monitoring and tracking student growth with a focus on writing across all curriculum areas.

Goals

1. By the end of the 2024-2025 school year, all subject areas will increase STAAR scores by 4% at approaches, 2% at meets and 1% at masters.

Grade	Subject tested	Approaches	Meets	Masters
6 th -8 th	Reading	57% to 61%	26% to 28%	6% to 7%
6 th -8 th	Math	40% to 44%	11% to 13%	2% to 3%
8 th	Science	45% to 49%	17% to 19%	1% to 2%
8 th	Social studies	34% to 38%	9% to 11%	5% to 6%

Focus for Kirby Middle School

- **Focus on monitoring and tracking student growth:** Teachers are required to turn in weekly data points with the TEK focus and % of approaches, meets, and masters for all students and the sub pops of Special Education and Emergent Bilingual. Teachers will utilize data trackers in class to monitor the class progress and students will monitor and track their individual progress. Admin and teachers together will identify trends and students for early intervention.
- **Writing Across Curriculums:** The campus will focus on writing in all content areas, with a particular focus on implementing AI in the RLA classes to assist the students with understanding the impact it has on STAAR so we can make proper adjustments.
- **Continue the implementation of Restorative Practices:** using these practices to limit the time the students are out of class and missing instructions. Through these practices, we will build a sense of belonging and community that allows the students to take ownership for their choices.



Kirby STEM Academy
Nicole Rosas-Saunders, Principal
Executive Summary
2024-2025

Kirby STEM Academy has not received an accountability rating for the 2024 academic year, but we are using our students data from last year for guidance. We are focusing on the growth for RLA and Math. The campus still needs to focus on the subpopulations with a heightened focus on our Special Education students and our Emergent Bilinguals. Overall, the focus for this school year is monitoring and tracking student growth with a focus on writing across all curriculum areas.

Goals

1. By the end of the 2024-2025 school year, all subject areas will increase STAAR scores by 4% at approaches, 2% at meets and 1% at masters. These scores are simply for guidance. These are from our feeder elementaries but may contain students that are currently not on our campus.

Grade	Subject tested	Approaches	Meets	Masters
5 th	Reading	70%	36%	13%
5 th	Math	59%	27%	3%

Focus for Kirby STEM Academy

- **Focus on monitoring and tracking student growth:** Teachers are required to turn in weekly data points with the TEK focus and % of approaches, meets, and masters for all students and the sub pops of Special Education and Emergent Bilingual. Teachers will utilize data trackers in class to monitor the class progress and students will monitor and track their individual progress. Admin and teachers together will identify trends and students for early intervention.
- **Writing Across Curriculum:** The campus will focus on writing in all content areas, with a particular focus on implementing AI in the RLA classes to assist the students with understanding the impact it has on STAAR so we can make proper adjustments.
- **Continue the implementation of Restorative Practices:** using these practices introducing Monday Morning Circles to provide an opportunity to check-in and build relationships between teacher-student and student-student. Through these practices, we will build a sense of belonging and community that allows the students to take ownership for their choices.



Kitty Hawk Middle School
Shearil Hall, Principal
Executive Summary
2024-2025

Kitty Hawk Middle School decreased between 4 to 16% in every area on the Spring 2023-2024 STAAR, except for Algebra 1 that remained the same. The factors that contributed to this decrease are as follows: teachers are not providing highly engaging and rigorous Tier 1 instruction, classroom management needs improvement, students are suffering from mental health issues, and student attendance. We will focus on all student groups since our campus has not shown growth across the board.

Goals

1. Students' overall growth in every area of the 2024-2025 STAAR will be 4% in approaches, 2% in meets, and 1% in masters. (Student Growth)
2. Kitty Hawk Middle School will increase student attendance from 94% to 96%.

Focus for Kitty Hawk Middle School

- **Effective Classroom Routines and Instructional Strategies:** Focus on building teacher capacity in instruction by using a common lesson plan template, implementing monthly Instructional Power Hour, bi-weekly PLCs, and content collaborative planning. Implementation of highly engaging instructional strategies from Lead4ward that reach all students. We will also provide teachers with lesson plans and common assessment feedback on alignment and rigor, as well as strategies on building effective relationships and making instruction relevant to students.
- **Academic Achievement:** Focus on improving differentiated instructional strategies for Special Education and Emergent Bilingual students. Students will receive additional exposure to the TEKS through RTI remediation classes, tutoring (before/afterschool), academic nights, literary nights, and STAAR prep days.
- **Social and Emotional Learning:** The 7 Mindsets curriculum will be used during Advisory period to provide social emotional learning development for students. A/AB Honor Roll recognitions at the end of each nine-weeks to promote positive reinforcement for SEL.
- **Attendance Incentives:** Intervention meetings with parents, students, counselors, administrators as well as district truancy officers for students not regularly attending school. Implement incentives to increase attendance across all grade levels (recognitions at the 9-weeks for perfect attendance, improved attendance, etc.).



Metzger Middle School
Loretta Davidson, Principal
Executive Summary
2024-2025

Metzger Middle School earned a “C” rating 2022 but will continue to be identified as a Comprehensive Support Campus due to Federal guidelines. An analysis of the STAAR data for the 2023-2024 data shows a decrease in scores in all areas. We have made significant changes to the number of teachers teaching without a certification as well as a concentrated efforts in the PLC process and internalization lessons.

Goals

1. By the end of the 2024-2025 school year, all students will have an increase from Approaches 63% to 70%, Meets 36% to 40%, and Masters 13% to 15% for the STAAR Reading.
2. By the end of the 2024-2025 school year, all students will have an increase from Approaches 43% to 50%, Meets 16% to 20%, and Masters 5% to 10% for the STAAR Math.
3. Metzger Middle School will increase student attendance from 94.27% to 96.5%.

Focus for Metzger Middle School

- **School Improvement Grant (SIG) and Texas COVID Learning Acceleration Support (TCLAS):** Our three-year partnership with E3 Alliance, E2Engage, and MAYA has come to an end but we will continue to build capacity in the staff to carry on this work.
- **Internalization:** Teachers will begin the work to Internalize their lessons during PLCs. Reading Language Arts will utilize HMH as the curriculum as well as to collaborate with the district scope and sequence. Math will follow the Carnegie scope and sequence as part of our HQIM and work with MAYA. We will follow the Blended Learning Studios format for all core content areas with a focus on small group instruction.
- **Academic Achievement:** In our work with E3Alliance we will continue to revise our Playbook which provides structure instructional strategies, observation, coaching, and data collection all to improve the rigor of academics delivered to our student. In addition, the TCLAS Grant has provided the campus with an Assistant Principal over Academic and Blended Learning as well as two Academic Trainers to provide in-time teacher observations and feedback to build teacher capacity.
- **Social and Emotional Learning:** Continual training will be provided to all teachers in the Restorative practices. Restorative practices are incorporated into the discipline referral.
- **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 and “almost perfect” attendance to include awards ceremonies and monthly Kick Backs. We have scheduled Academic Nights four times this school year to keep the lines of communication open between school and home.



Woodlake Hills Middle School
John Griffin, Principal
Executive Summary
2024-2025

Results from the 2023-2024 STAAR indicate that our instructional focus should include strong initiatives in the areas of instructional resources and campus beliefs. We will use the following essential actions for the 2024-2025 school year: Lever 4.1: High Quality Instructional Materials and Assessments and Lever 1.2: Strong School Leadership and Planning. These essential actions will (1) Strengthen effective classroom instruction across all content areas by providing research-based instructional materials and a framework which stresses academic rigorous and real-world application. (2) Focus on improving campus culture and climate by communicating our shared Campus Culture Commitments which include student academic success, safe environments and quality instruction.

Goals

1. There will be an increase of 5 percentage points in the number of students attaining “Approaches” in all core subjects for 8th grade and reading and math for 7th grade STAAR.
2. There will be an increase of 3 percentage points in the number of students attaining “Meets” in all core subjects for 8th grade and reading and math for 7th grade STAAR.
3. There will be an increase of 1 percentage point in the number of students attaining “Masters” in all core subjects for 8th grade and reading and math for 7th grade STAAR.

WHMS: 7th RLA: Approaches 61% to 66%, Meets 40% to 43%, Masters 15% to 16%
7th Math: Approaches 13% to 18%, Meets 2% to 5%, Masters 0% to 1%
8th RLA: Approaches 79% to 84%, Meets 45% to 48%, Masters 12% to 13%
8th Math: Approaches 66% to 71%, Meets 28% to 31%, Masters 3% to 4%
8th Science: Approaches 57% to 62%, Meets 18% to 21%, Masters 3% to 4%
8th Social Studies: Approaches 41% to 46%, Meets 16% to 19%, Masters 7% to 8%

Focus for Woodlake Hills Middle School

- **Effective planning in order to produce high quality TIER 1 instruction:** Grade level teams will continue to meet as a PLC and participate as facilitated by the Department Chairs and Academic Trainers. Grade level teams will participate in Collaborative Planning using the district protocol (4 Questions) to address instructional needs as it pertains to the internalization of concepts prior to the delivery of instruction.
- **Campus School Instructional Playbook:** As a campus, WHMS will continue to implement the 4 key instructional strategies outlined in our campus playbook. Used campus-wide, the playbook is a uniform system of instruction. The strategies used will create a consistent routine and set instructional expectations for students.
- **HQIM: High Quality Instructional Materials.** As a campus, WHMS will pilot Carnegie Math for 7th Grade. This research-based resource has been vetted and recommended by TEA. This resource is designed to move learners from the procedural understanding to the critical thinking stage of application and synthesis.
- **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.



Woodlake Hills College Prep
John Griffin, Principal
Executive Summary
2024-2025

During the planning phase of Woodlake Hill College Prep, the academic focus for the new academy was predicated on results from the 6th grade 2023-2024 STAAR. A review of the data suggests that during our implementation year, 2024-2025 our instructional focus should include strong initiatives in the areas of instructional resources and campus beliefs. We will use the following essential actions for the 2024-2025 school year: Lever 4.1: High Quality Instructional Materials and Assessments and Lever 1.2: Strong School Leadership and Planning. These essential actions will (1) Strengthen effective classroom instruction across all content areas by providing research-based instructional materials and a framework which stresses academic rigorous and real-world application. (2) Focus on improving campus culture and climate by communicating our shared Campus Culture Commitments which include student academic success, safe environment, and quality instruction.

Goals

1. There will be an increase of 5 percentage points in the number of students attaining “Approaches” on the 6th grade RLA, from 71% to 76% and from 54% to 59% on Math STAAR.
2. There will be an increase of 3 percentage points in the number of students attaining “Meets” on the 6th grade RLA, from 53% to 56% and from 17% to 20% on Math STAAR.
3. There will be an increase of 1 percentage point in the number of students attaining “Masters” on the 6th grade RLA, from 20% to 21% and from 4% to 5% on Math STAAR.

Focus for Woodlake Hills College Prep

- **Effective planning in order to produce high quality TIER 1 instruction:** Grade level teams will meet as a PLC and participate as facilitated by the Academic Trainers and Assistant Principal. 6th grade level teams will also participate in Collaborative Planning using the internalization guide for Carnegie Math and HMH. The district protocol (4 Questions) will be used for science and social studies to address instructional needs as it pertains to the content knowledge and delivery of instruction.
- **Campus School Design Plan:** As a campus, WHMS will continue to implement the instructional strategies outlined in our campus plan. The strategies used will create a consistent routine and set instructional expectations for students.
- **HQIM: High Quality Instructional Materials.** As a campus, WHMS will use Carnegie Math for our Math instruction and HMH for our Reading Language Arts instruction. Both research-based resources have been vetted and recommended by TEA. These resources are designed to move learners from the procedural understanding to the critical thinking stage of application and synthesis.
- **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.



Judson Care Academy
Ricci Bethely-Day, Principal
Executive Summary
2024-2025

Judson Care Academy will continue to focus on student academic performance on formative and state assessments, reduction in recidivism of students, and attendance.

Goals

1. During the 2024 - 2025 school year, Judson Care Academy will increase student academic performance of all students by 10% to support the district's academic goals for STAAR Assessments.
2. During the 2024 – 2025 school year Judson Care Academy administrative team will continue implement a campus transition plan that promotes student achievement and focuses on the social emotional well-being of all students in an effort to reduce the recidivism rate by 20%.
3. During the 2024 – 2025 school year Judson Care Academy will work to support the district's goal to increase student attendance rate by 10%.

Focus for Judson Care Academy

- **Professional Learning Communities:** Judson Care Academy will work to support the district goal of increasing student achievement by collaborating with the district specialists, conducting bi-monthly PLCs meetings, as well as provide teachers with opportunities to participate in personalized professional development, in order to build capacity and ensure student success.
- **Develop and Implement a District Transition Plan:** To reduce the recidivism rate the campus will continue to implement a campus transition plan to ensure procedures are in place to support a successful transition to each student's home campus.
- **Increase Student Attendance:** The campus will work to increase each student's attendance rate by providing social emotional support and/or resources to our students and their family, in order to address issues that may deter or prevent students from attending school.



Judson Early College Academy
Gregory L Brauer, Principal
Executive Summary
2024-2025

The Judson Early College Academy with Northeast Lakeview College (JECA) is a TEA “A” rated campus. Despite the court-ordered injunction issued, JECA projects to remain an “A” rated campus. The academic success of the campus led our Class of 2024 graduates to obtain over \$55.7 million dollars of verified scholarship offers. The needs of the campus center around ensuring school access aligns to the ECHS blueprint in the areas of At-Risk and Economically Disadvantaged students.

Goals

1. By March 2025, JECA will recruit an incoming Class of 2029 that mirrors the district in At-Risk percentage and Economically Disadvantaged qualification.
2. By May 2025, JECA will conduct a second chance lottery to replenish the 9th grade cohort to maximum capacity of 150 students.

Focus for Judson Early College Academy

- **ECHS Access**: JECA, in collaboration with Judson ISD Advanced Academics and Educate Texas, will create a recruitment plan that allows for no more than a 25% difference in At-Risk, and 10% difference in Economically Disadvantaged students than Judson ISD.
- **Cohort Retention**: To ensure greater retention of students, JECA will conduct a second chance lottery to fill vacant spots in December and May.



Judson High School
Joe Gutierrez, Principal
Executive Summary
2024-2025

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 health care sciences, agriculture, law enforcement, automotive, education, business, and graphic design. Over the past two school years, the campus has made significant improvements in STAAR scores and College, Career, and Military Readiness (CCMR), several areas have been identified for further growth. The campus will continue focus on improving Tier I instruction through the instructional model, college readiness, and attendance.

	Approaches Grade Level	Meets Grade Level	Masters Grade Level
ELA/Reading	57% to 66%	37% to 40%	2% to 5%
Mathematics	56% to 65%	8% to 11%	1% to 3%
Science	82% to 87%	34% to 39%	5% to 8%
Social Studies	92% to 95%	55% to 60%	23% to 26%

Goals

1. JHS will increase student performance at all levels on all STAAR tests during the 2024-2025 school year according to the table above.
2. JHS will increase total credit for CCMR criteria from 54% in the class of 2023 to 75% by the graduating class of 2025.
3. JHS will increase student attendance from 89% to 93% by the end of the 2024-2025 school year, significantly decreasing the amount of credit denials due to attendance.

Focus for Judson High School

- **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.
- **Instructional Playbook:** With a focus on improving Tier I instruction and in conjunction with the JISD Instructional Model, a Judson High School Instructional Playbook will be developed and implemented in all classrooms. Using a common set of teacher actions and instructional strategies will improve teacher effectiveness and student engagement, leading to improved achievement.
- **Attendance:** 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.
- **P-TECH at Judson High School:** Now in Year 2 of implementation, the program now consists of 120 students comprised of 9th and 10th grade students (27 in Collision and Repair and 93 in Health Science). 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. Sue Arredondo, Principal
Executive Summary
2024-2025

At Veterans Memorial, we focused on closing the gaps with our special populations last year. This year we need to continue this process of ensuring all students, particularly our subpopulations receive, high-quality engaging learning. Our focus continues to be closing the gaps that exist between special education, emergent bilinguals, and all students. As a campus, the focus is on high quality, student-centered, engaging learning. Engaging learning will incorporate common practices including reading and writing across the curriculum through our CER (Claim, evidence, reasoning) process and quality frequent feedback to the students throughout the lesson.

Goals

1. By the end of the school year. VMHS will increase overall STAAR scores at each level with approaches by 10%, meets by 5%, and masters by 3%.

STAAR Performance level	2024	2025
Approaches	74%	84%
Meets	43%	48%
Masters	12%	15%

2. Veterans Memorial High School will increase their CCMR by 5% for the 2025 graduating class from 75% to 80%.

Focus for Veterans Memorial High School

- **High quality, engage learning** – Common engaging learning practices using the Judson ISD instructional model and walkthroughs. We want to ensure consistency throughout all classrooms.
- **High quality, frequent feedback** – Using a variety of feedback practices developed through our professional learning activities, we will develop protocols to ensure teachers can monitor student progress and give high quality feedback throughout their lesson cycle.
- **Reading and writing across the curriculum** – Reading and writing are a necessity in all content areas. We will focus on the writing process in all classes on campus. We will utilize an annotation process for reading and the claim, evidence, and reasoning process for writing.



Wagner High School
Blas E. Arce III, Principal
Executive Summary
2024-2025

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.

Assessment	Approaches	Meets	Maters
Subject	Current to Goal %	Current to Goal %	Current to Goal %
Algebra I	67% to 77%	24 % to 29%	10% to 13%
English I	47% to 57%	28% to 33%	3% to 6%
English II	61% to 71%	40% to 45%	4% to 7%
Biology	80% to 90%	43% to 48%	15% to 18%
U.S. History	95% to 98%	67% to 72%	42% to 45%

Goals

1. Maintain the percent of students who are College, Career and Military ready and increase from 77% to 87% by meeting requirements through TSI, Texas College Bridge, ACT, SAT, etc.
2. By May 2025 student performance will increase 10% on Approaches for Algebra I, English I, English II, and Biology. Increase 3% increase on Approaches in 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 Campus Vision and Core Values:** This year WHS is focused on enacting the vision and core values with the help of the Vision Task Force. We are working on communicating to students and parents the campus vision to students and parents in a way that is tangible and connects with them as community stakeholders.
- **Collaborative Planning/ Data Driven Instruction:** This year WHS is focused on effective 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.
- **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.