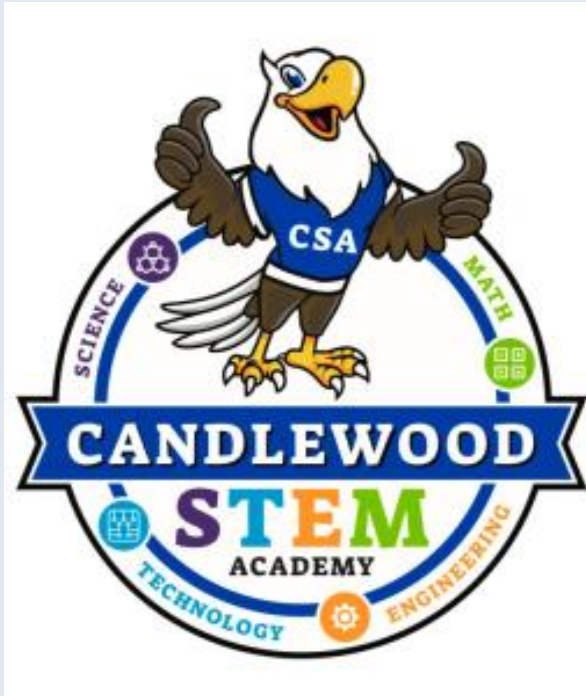


Judson Independent School District



Candlewood STEM Academy

2025-2026 Goals/ Performance Objectives/ Strategies

Mission Statement

MISSION

At Candlewood STEM Academy (CSA) our mission is to provide all students with a safe and supportive community as well as opportunities for real world, hands-on learning and challenging, grade-level tasks which will prepare them for rigorous STEM pathways in secondary school and beyond.

Vision

VISION

Ensuring Every Eagle S.O.A.R.s to their highest potential.

Value Statement

Our Instructional Vision and Beliefs

Relevance in the real world

- Hands-on learning
- Application to Real-World
- Engineering Design Process

Balance of direct instruction & inquiry

- Direct instruction for more efficient, structured learning
- Inquiry for deeper, conceptual learning.
- Introducing concepts through direct instruction: Then, allowing students to explore the concept further through inquiry

Equitable Access to Grade Level Tasks

- Writing Across Content
- Thoughtful Conversations
- Progress Monitoring

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Goal 1

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

Performance Objective 1

70% of PK through 2nd-grade students will meet or exceed grade level expectations using universal screening assessments from BOY to EOY.

Strategy 1

Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses to determine both student needs and professional development needs for CWE. Data will also be collected in teacher and student data binders.

Formative Reviews

Some Progress

October

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Strategy 2

Teachers will implement small group instruction and differentiation strategies such as anchor charts, interaction with the clear touch panels, concrete and pictorial models providing hands-on opportunities for all student groups to include at-risk students (Economically disadvantaged, RTI, Special Education, Apple Unit, Life Skills Unit, EB and 504)

Funding Sources: Copy paper and laminating 211 Title I, \$1,899.87, clickers for Clear Touch panels 286 LASO Continuation, \$169.82, Clear Touch Panels 286 LASO Continuation, \$18,256.42, batteries, building supplies, paper, etc for STEM Showcase 286 LASO Continuation, \$595.43, Poster Maker paper for anchor charts and school model charts 286 LASO Continuation, \$1,089.89

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3

Teachers will use our HQIM curriculum (Amplify) while implementing various RLA manipulatives, software, etc, along with the Science of Teaching Reading to increase evidence-based reading methods that best support development of skilled reading.

Funding Sources: headphones with microphones 286 LASO Continuation, \$2,249.91

Formative Reviews

Some Progress

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Strategy 4

Use SCE, Title, as well as other funds, to purchase supplementary instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of students, Gifted and Talented, special education students, EB, and at-risk students throughout the school year.

Funding Sources: supplementary instructional materials and supplies to enhance the learning of students 211 Title I, \$492.61

Formative Reviews

Some Progress

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Strategy 5

Response to Intervention * The campus master schedule includes a 30-45 minute RTI block for kinder and 1st grade in math and reading. * RTI teachers provide support to classroom teachers and students * Ongoing RTI planning meetings. RTI staff should meet weekly to discuss growth and progress. These meetings should be facilitated by the RTI Team Lead. * RTI - case managers * Ongoing administrative/RTI Lead Teacher meeting with teachers regarding assessment results

Formative Reviews

Some Progress

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Strategy 6

Master schedule will reflect an additional daily STEM Enrichment Block to allow for STEM electives. These electives include Makerspace, Technology, STEM Lab, and Outdoor Classroom.

Formative Reviews

Moderate Progress

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Strategy 7

Use SCE, Title, as well as other funds, to purchase supplementary STEM instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of Pre K 3 and Pre K 4, Gifted and Talented, special education students, EB, and at-risk students throughout the school year.

Funding Sources: Various STEM supplies and instructional resources 286 LASO Continuation, \$5,749.17

Formative Reviews

Some Progress

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Performance Objective 2

Pre-Kinder: 75% of Pre-K 4 students will be "on-track" for all subtests in literacy, math, science, social studies and social emotional behaviors, using Circle Progress Monitoring.

Strategy 1

Analyze unit tests, campus common assessments, and universal screening data to identify student strengths and weaknesses to determine both student needs and professional development needs for CWE. Data will also be collected in teacher and student data binders.

Strategy's Expected Result/Impact: Improve academic achievement by intentionally implementing processes and procedures that target student data and achievement in order to improve low performing academic areas

Staff Responsible for Monitoring: All Staff

Problem Statements: Student Learning 1, 2 - School Processes & Programs 5, 6

Funding Sources: Data binders tabs and communication folders 211 Title I, 6399, \$851.66

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

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Strategy 2

Teachers will implement small group instruction and differentiation strategies such as anchor charts, concrete and pictorial models providing hands-on opportunities for all student groups to include at-risk students (Economically disadvantaged, RTI, Special Education, Life Skills Unit, EB, and 504)

Formative Reviews

Some Progress

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Strategy 3

Use Title and SCE funds to purchase high-interest, collections of appropriate quality resources such as Scholastic Classroom magazines, library books, and interactive literacy stations to meet current standards. Teachers and librarians will continue to foster a love for reading and promote reading by sharing and organizing these resources and library materials through book talks and the promotion of self-selection.

Formative Reviews

Some Progress

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Approximately 66% of our 1st graders are below the 50th percentile, and approximately 71% of our 2nd graders are below the 50th percentile, as measured by the EOY NWEA MAP assessment. Approximately 44% of our kindergartners are not on-track in math, as measured by the EOY CLI Engage Assessment.	Kinder and First Teachers spent most of their prep and planning time learning and internalizing the new reading HQIM, Amplify, and not as much time with Eureka. This is also the first year that Eureka was used by Kinder as their sole curriculum.
2	Approximately 44% of our students are on-track in the area of vocabulary, as measured by the EOY CLI Tx-KEA assessment.	Lack of exposure to enriched vocabulary, either from home or attending PK. More focus needed during small group instruction, hands-on activities, and deeper study and experiences with vocabulary.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Approximately 66% of our 1st graders are below the 50th percentile, and approximately 71% of our 2nd graders are below the 50th percentile, as measured by the EOY NWEA MAP assessment. Approximately 44% of our kindergartners are not on-track in math, as measured by the EOY CLI Engage Assessment.	Kinder and First Teachers spent most of their prep and planning time learning and internalizing the new reading HQIM, Amplify, and not as much time with Eureka. This is also the first year that Eureka was used by Kinder as their sole curriculum.
6	Approximately 44% of our students are on-track in the area of vocabulary, as measured by the EOY CLI Tx-KEA assessment.	Lack of exposure to enriched vocabulary, either from home or attending PK. More focus needed during small group instruction, hands-on activities, and deeper study and experiences with vocabulary.

Performance Objective 3

Science: Kinder and 2nd-grade students will increase their knowledge and experiences in science by participating in a daily STEM Enrichment time to develop skills in posing simple questions, conducting simple investigations, observing, classifying, and communicating information about the natural world. All grades will increase their knowledge and experiences in science.

Strategy 1

Use SCE, Title, as well as other funds, to purchase supplementary STEM instructional materials, professional development, differentiation strategies, or supplies to enhance the learning of all students, including Gifted and Talented, special education students, EB, and at-risk students throughout the school year.

Funding Sources: Mirrors, totes to hold HQIM materials, and accessories for modules 286 LASO Continuation, \$188.43

Formative Reviews

Some Progress

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May

Strategy 2

Using LASO SAF grant funds, build and maintain a community garden to incorporate hands-on learning and teach STEM concepts.

Formative Reviews

Some Progress

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May

Strategy 3

Students in Kinder thru Second grade will utilize cooking STEM opportunities to explore Math, Science, and Reading.

Strategy's Expected Result/Impact: Increase knowledge of measurements, math, science, chemical reactions, mixtures and solutions.

Staff Responsible for Monitoring: Admin/Latino

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 7

Funding Sources: Supplies for STEM cooking, supporting PO 11-3-25 286 LASO Continuation, 6399, \$103.59

Title I: 2.5.1, 2.5.3

Formative Reviews

No Progress

October

January

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May

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 4

Technology: Plan for and implement technology to support instructional needs in the Pre-K-2nd grade classrooms. Students will utilize technology to work in groups or as individuals ultimately allowing students to engage in project-based and inquiry-based learning resulting in increased knowledge and experiences in their learning.

Strategy 1

Introduce interactive panels to the PK-1st grade learning areas to incorporate audio, visual, and tactile elements. This will facilitate multi-sensory learning experiences for all students, including our diverse learners, and cater to diverse learning styles and preferences.

Formative Reviews

Some Progress				
October	January	March	May	

Performance Objective 5

All students will be provided with materials to enhance learning and innovative interaction with peers through physical activity and hands-on engaging approaches.

Strategy 1

PK-2nd grade teachers will incorporate hands-on activities/manipulatives using a hands-on and engaging approach to STEM pedagogy. Activities will challenge students to exercise their minds while exercising their bodies when learning through physical activity, STEM challenges, and thematic experiences with HQIM curriculum such as Amplify Greek Mythology.

Funding Sources: Materials and food products originating from Greece as a culminating activity to their Amplify Module 286 LASO Continuation, \$279.77

Formative Reviews

Some Progress

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Strategy 2

Colorful, new PE equipment will improve academic performance by facilitating increased physical activity, which in turn leads to better cognitive function, improved focus, and enhanced memory retention, allowing students to learn and retain information more effectively; essentially, by promoting physical health, students are better equipped to engage mentally in the classroom.

Formative Reviews

Some Progress

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Performance Objective 6

Develop and implement programs/clubs designed to involve and engage students in extended learning opportunities such as athletics, music, the arts, reading, and technology.

Strategy 1

Create an art program to engage students in the opportunity to express their creativity, imagination, emotions, and ideas, while providing an environment to explore a variety of art craft forms.

Formative Reviews

Some Progress

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Strategy 2

Create Campus Programs to engage students in the opportunity to build socialization, problem-solving, STEM fluency skills, and SEL skills, while providing an environment to explore a variety of interests and activities.

Funding Sources: art and makerspace supplies; PO dated 11-3-25 286 LASO Continuation, \$583.21

Formative Reviews

Some Progress

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Strategy 3

Provide activities, content, and instruction designed to develop exposure to music, technology, hands-on activities and motor skills, knowledge, socialization, and behaviors for physical activity and physical fitness.

Formative Reviews

Some Progress

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Performance Objective 7

Student attendance rate will increase from 92% to 97% for the 2025-2026 school year.

Strategy 1

Provide incentives such as certificates, class incentives, treats, etc. to students with improved or excellent attendance.

Strategy's Expected Result/Impact: Increase in overall attendance rate

Staff Responsible for Monitoring: Attendance committee, administrative team

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 7

Formative Reviews

Some Progress

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Strategy 2

Classroom teachers will hold parent intervention phone conferences with students who accumulate 3 or more absences during any grading period of the school year.

Formative Reviews

Some Progress

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Strategy 3

Campus will acknowledge the grade level with the highest attendance average on a monthly basis by giving them a choice to vote on their incentive such as a glow party, karaoke in the cafeteria, or a spirit dress-up day.

Formative Reviews

Some Progress

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Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 8

Develop and implement programs/clubs designed to involve and engage students in extended learning opportunities such as athletics, music, the arts, reading, and technology.

Strategy 1

Create an art program to engage students in the opportunity to express their creativity, imagination, emotions, and ideas, while providing an environment to explore a variety of art craft forms.

Formative Reviews

Some Progress

OctoberJanuaryMarchMay

Strategy 2

Create Campus Programs to engage students in the opportunity to build socialization, problem-solving, STEM, and SEL skills, while providing an environment to explore a variety of interests and activities.

Formative Reviews

Some Progress

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Strategy 3

Provide activities, content, and instruction designed to develop exposure to music, technology, hands-on activities and motor skills, knowledge, socialization, and behaviors for physical activity and physical fitness.

Formative Reviews

Some Progress

October January March May

Performance Objective 9

Student attendance rate will increase from 92% to 97% for the 2024-2025 school year.

Strategy 1

Provide incentives such as certificates, class incentives, treats, etc. to students with improved or excellent attendance.

Formative Reviews

Some Progress

October January March May

Strategy 2

Classroom teachers will hold parent intervention phone conferences with students who accumulate 3 or more absences during any grading period of the school year.

Formative Reviews

Some Progress

October

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May

Strategy 3

Campus will acknowledge the grade level with the highest attendance average on a monthly basis by giving them a choice to vote on their incentive such as a glow party, karaoke in the cafeteria, or a spirit dress-up day.

Formative Reviews

Some Progress

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Performance Objective 10

Continue to implement Restorative Practices to educate students, faculty, families, and community on conflict resolution to restore relationships, which results in a 20% decrease in discipline referrals.

Strategy 1

Teachers will implement meeting circles with students to build relationships and empower students to solve conflicts on their own. The campus will purchase materials and supplies to support teachers and students.

Formative Reviews

Some Progress

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Strategy 2

Restorative Justice Team will work in conjunction with the leadership team to promote positive behaviors throughout the campus

Formative Reviews

Some Progress

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Performance Objective 11

Support Social Emotional Learning (SEL) to meet the physical, social, and emotional needs of students and staff for a safe and healthy environment.

Strategy 1

Counselor, social worker, and CIS representative will address classroom management behaviors and development of overall class culture by attending conferences such as the Annual Tx. School Social Workers Conference and the Annual American School Counselors Association and providing training on relationship building, the development and use of peace corners, and circles to increase positive student teacher interactions and an environment more conducive to learning.

Formative Reviews

Some Progress

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Strategy 2

Celebrate Red Ribbon Week by educating, encouraging, and recognizing being drug and alcohol-free, committing to a healthy lifestyle, and teaching strategies for stress management.

Formative Reviews

Some Progress

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Goal 2

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

Performance Objective 1

Teacher turnover rate will decrease to a rate at or below ESC/Region 20, as specified by the 2024 TAPR Report.

Strategy 1

Use Talent Ed Recruiting and Hiring to advertise and schedule interviews Train and utilize an interview committee to hire staff Title I and Compensatory Education support services (Rtl, Associate Principal, social worker)

Formative Reviews

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Strategy 2

Assign mentors and buddies to new staff members and develop a calendar of mentorship activities, including providing substitutes for opportunities for new teachers to observe and collaborate with experienced teachers.

Formative Reviews

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Strategy 3

Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees

Formative Reviews

Some Progress

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Strategy 4

The campus will maintain a space for teachers and staff to de-stress and celebrate successes. Host campus activities that promote self-care, mental health, health in general such as the weekly sunshine cart, birthday celebrations, National Teacher Day, Eagle of the Week, campus and district celebrations, etc.

Formative Reviews

Some Progress

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Strategy 5

Ensure faculty is celebrated and recognized by nominating employee with short write-up to feature in the administration's weekly newsletter under "Eagle of the Week" or under "Level UP Instruction". Faculty members will nominate an "Eagle of the Week" to recognize and honor those individuals who consistently perform above and beyond the standard high performance levels of Candlewood employees or they will be highlighted for specific academic strategies or instruction.

Formative Reviews

Some Progress

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Strategy 6

Surveys will be administered after campus PD days to gain feedback from staff to improve for next PD.

Formative Reviews

Some Progress

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Performance Objective 2

Supporting all faculty with feedback and incentives.

Strategy 1

Providing incentives for the teachers to use in their classroom and establish a school store and provide individual, class, and campus incentives by students earning "Eagle Bucks" to spend at the store.

Formative Reviews

Some Progress

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Strategy 2

Establish specific bulletin boards to celebrate student work visibility and academic success such as; Eaglets of the Month, Kindness Week, Zearn Masters to recognize students who complete a minimum of three Zearn Math Lessons per week (or 12 per month). Monthly Zearn Masters will receive a bag of popcorn, Honor Roll students who will receive certificates and various incentives, and a data walls to track universal screeners, unit assessments, etc.

Formative Reviews

Some Progress

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Strategy 3

Establish Cafeteria Top Scorers to recognize classrooms with the best cafeteria behavior (following campus-wide cafeteria expectations). One classroom from each grade level will receive a "Level-UP" themed incentive (blow-up video game controller) to keep for the rest of the day.

Formative Reviews

Some Progress

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Strategy 4

Recording teaching and providing specific feedback and providing intentional training and

support so that teachers consistently implement content specific best practices

Funding Sources: Camera; received in Nov 286 LASO Continuation, \$603.38, Camera; received in Nov 286 LASO Continuation, \$603.38, Camera; Received in Nov 286 LASO Continuation, \$603.38, Camera; Received in Nov 286 LASO Continuation, \$603.38

Formative Reviews

Some Progress

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Performance Objective 3

Campus safety will be improved to provide staff, students and parents with a safe learning environment at all times.

Strategy 1

Collaborate with Community In Schools, JISD police, and other community-based organizations to conduct training and small sessions to educate students and staff.

Formative Reviews

Some Progress

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Strategy 2

Purchase medical supplies, materials to create posters, security and safety resources, and passes to provide medical assistance to create a safe and secure environment.

Formative Reviews

Some Progress

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Goal 3

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

Performance Objective 1

Provide opportunities for parent and community involvement in a welcoming school environment for all families.

Strategy 1

Implement effective parental involvement activities to improve student academic, social, and emotional development - i.e., Eagle Boutique for families in need, STEM Night with all math and science activities and handouts, Academic Nights (using dice and cards to teach math), Grandparents Day, Coffee with the Counselor, Camp Eagle Nest, Bike Rodeo, Veteran's Day Parade, 100th day of school parade, Earth Day Celebration, Eagle Garden Volunteer Days, Family Game Nights, Parent Engagement Academic Night, Black History and STREAM night with literacy, opportunities to volunteer on and off campus at various events, projects, and field trips, Splash Day, Hispanic Heritage Night, Award/Recognition Ceremonies, Splash Day, Clubs, Career Day, Kinder Bridging Over Ceremonies, Round-Up for STEM Academy

Formative Reviews

Some Progress

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Strategy 2

Campus will display posters for campus-wide expectations, campus-wide commitment statements, and campus-wide vision and mission statements. Classrooms will create and display Respect Agreements.

Formative Reviews

Some Progress

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Performance Objective 2

The percent of students responding as having negative experiences will decrease by EOY 2025 compared to the November 2024 baseline survey.

Strategy 1

Campus will display posters for campus-wide expectations, campus-wide commitment statements, and campus-wide vision and mission statements. Classrooms will create and display Respect Agreements.

Formative Reviews

Some Progress

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Strategy 2

Providing incentives for the teachers to use in their classroom and establish a school store and provide individual, class, and campus incentives by students earning "Eagle Bucks" to spend at the store.

Formative Reviews

Some Progress

October

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Strategy 3

Establish specific bulletin boards to celebrate student work visibility and academic success such as; Eaglets of the Month, Kindness Week, Zearn Masters to recognize students who complete a minimum of three Zearn Math Lessons per week (or 12 per month). Monthly Zearn Masters will receive a bag of popcorn, Honor Roll students who will receive certificates and various incentives, and a data walls to track universal screeners, unit assessments, etc.

Formative Reviews

Some Progress

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Strategy 4

Establish Cafeteria Top Scorers to recognize classrooms with the best cafeteria behavior (following campus-wide cafeteria expectations). One classroom from each grade level will receive a "Level-UP" themed incentive (blow-up video game controller) to keep for the rest of the day.

Formative Reviews

No Progress
October **January** **March** **May**

Performance Objective 3

Develop and implement programs/clubs designed to involve and engage students in extended learning opportunities such as athletics, music, the arts, reading, and technology.

Strategy 1

Create an art program to engage students in the opportunity to express their creativity, imagination, emotions, and ideas, while providing an environment to explore a variety of art craft forms.

Formative Reviews

Some Progress
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Strategy 2

Create Campus Programs to engage students in the opportunity to build socialization, problem-solving, STEM, and SEL skills, while providing an environment to explore a variety of interests and activities.

Formative Reviews

Some Progress
October **January** **March** **May**

Strategy 3

Provide activities, content, and instruction designed to develop exposure to music, technology, hands-on activities and motor skills, knowledge, socialization, and behaviors for physical activity and physical fitness.

Formative Reviews

Some Progress

October

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May

Performance Objective 4

Student attendance rate will increase from 92% to 95% for the 2025-2026 school year.

Strategy 1

Provide incentives such as certificates, class incentives, treats, etc. to students with improved or excellent attendance.

Formative Reviews

Some Progress

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Strategy 2

Classroom teachers will hold parent intervention phone conferences with students who accumulate 3 or more absences during any grading period of the school year.

Formative Reviews

Some Progress

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Strategy 3

Campus will acknowledge the grade level with the highest attendance average on a monthly basis by giving them a choice to vote on their incentive such as a glow party, karaoke in the cafeteria, or a spirit dress-up day.

Formative Reviews

Some Progress

October

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Performance Objective 5

Campus safety will be improved to provide staff, students and parents with a safe learning environment at all times.

Strategy 1

Collaborate with Community In Schools, JISD police, and other community-based organizations to conduct training and small sessions to educate students and staff.

Problem Statements: Demographics 3 - Student Learning 4 - School Processes & Programs 7

Funding Sources: Reflective Bags 211 Title I, 61-6499, \$137.8

Formative Reviews

Some Progress

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May

Strategy 2

Purchase medical supplies traffic control supplies, materials to create posters, security and safety resources, and passes to provide medical assistance to create a safe and secure environment.

Strategy's Expected Result/Impact: To improve safety and security on campus for all students, staff, and our community,

Staff Responsible for Monitoring: All staff

Funding Sources: Amazon - supplies to create student ID badges 211 Title I, 6399, \$68.56, Poster Maker supplies 211 Title I, 6399, \$729.59, Supplies for student badges 211 Title I, 6399, \$83.67, Amazon - supplies to create student ID badges and purchase uniform hall passes for safe movement within the campus 211 Title I, 6399, \$179.03, JISD Warehouse-safety supplies 211 Title I, 6399, \$208.53, Traffic and crosswalk safety supplies 211 Title I, \$689.86

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 Candlewood STEM Academy continues to have a large economically disadvantaged population for the 24-25 school year consisting of over (enter updated percentage).	Candlewood serves an economically disadvantaged community thus resulting in a high at risk population- (enter updated percentage).

Performance Objective 6

Provide opportunities for parent and community involvement in a welcoming school environment for all families.

Strategy 1

Implement effective parental involvement activities to improve student academic, social, and emotional development - i.e., Eagle Boutique for families in need, STEM Night with all math and science activities and handouts, Academic Nights (using dice and cards to teach math), Grandparents Day, Coffee with the Counselor, Camp Eagle Nest, Bike Rodeo, Veteran's Day Parade, 100th day of school parade, Earth Day Celebration, Eagle Garden Volunteer Days, Family Game Nights, Parent Engagement Academic Night, Black History and STREAM night with literacy, opportunities to volunteer on and off campus at various events, projects, and field trips, Splash Day, Hispanic Heritage Night, Award/Recognition Ceremonies, Splash Day, Clubs, Career Day, Kinder Bridging Over Ceremonies, Round-Up for STEM Academy

Formative Reviews

Some Progress

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Strategy 2

Retain a school clothes closet to provide free, discreet access to clothing and other necessities for students in need, which helps them focus on school instead of their appearance. Our Eagle Boutique will boost self-confidence, reduce absenteeism, and ensure students have appropriate attire for school, fostering a more positive and inclusive learning environment.

Funding Sources: Laundry supplies for Eagle Boutique donations 211 Title I, \$146.09

Formative Reviews

No Progress

October

January

March

May

Performance Objective 7

Continue to implement Restorative Practices to educate students, faculty, families, and community on conflict resolution to restore relationships, which results in a 20% decrease in discipline referrals.

Strategy 1

Teachers will implement meeting circles with students to build relationships and empower students to solve conflicts on their own. The campus will purchase materials and supplies to support teachers and students.

Formative Reviews

Some Progress

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May

Strategy 2

Restorative Justice Team will work in conjunction with the leadership team to promote positive behaviors throughout the campus

Formative Reviews

Some Progress

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May

Performance Objective 8

The campus counselor and social worker will conduct guidance lessons with students and community to educate and model kindness, empathy, and mindfulness.

Strategy 1

Monthly SEL lessons will be conducted by the counseling team. Quarterly Coffee with the Counselor for parent engagement.

Formative Reviews

Some Progress

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May

Performance Objective 9

Support Social Emotional Learning (SEL) to meet the physical, social, and emotional needs of students and staff for a safe and healthy environment.

Strategy 1

Counselor, social worker, and CIS representative will address classroom management behaviors and development of overall class culture by attending conferences such as the Annual Tx. School Social Workers Conference and the Annual American School Counselors Association and providing training on relationship building, the development and use of peace corners, and circles to increase positive student teacher interactions and an environment more conducive to learning.

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Celebrate Red Ribbon Week by educating, encouraging, and recognizing being drug and alcohol-free, committing to a healthy lifestyle, and teaching strategies for stress management.

Formative Reviews

Some 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 effective leadership by implementing a sustainable leadership system while maintaining a low turnover rate of staff members, increasing instructional support, staff development, and ownership of campus decision-making, and building cohesive grade-level teams.

Strategy 1

Members of the leadership team and various faculty will attend School Empowerment Network Convening, STEM by Design conference, Aggie STEM Teacher Bootcamp, and/ or the Science Technology Engineering Mathematics (STEM) K-12 State-wide STEM Teacher Training at Region 20 to prepare teachers for successful implementation of STEM instruction in their classrooms and strengthen the foundation for teaching and learning by honing the leadership moves and enabling systems for curriculum, pedagogy, and teacher support and supervision.

Problem Statements: Student Learning 2 - School Processes & Programs 6

Funding Sources: Professional development provided by Region 20 286 LASO Continuation, \$80

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<div>2</div> <div>Approximately 44% of our students are on-track in the area of vocabulary, as measured by the EOY CLI Tx-KEA assessment.</div>	<div>Lack of exposure to enriched vocabulary, either from home or attending PK. More focus needed during small group instruction, hands-on activities, and deeper study and experiences with vocabulary.</div>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<div>6</div> <div>Approximately 44% of our students are on-track in the area of vocabulary, as measured by the EOY CLI Tx-KEA assessment.</div>	<div>Lack of exposure to enriched vocabulary, either from home or attending PK. More focus needed during small group instruction, hands-on activities, and deeper study and experiences with vocabulary.</div>

Performance Objective 2

Campus principal will meet with the campus secretary each month to review purchases and ensure fiscal responsibility, based on suggestions made by the Site-Based Team, stakeholders, and teacher team leads.

Strategy 1

Campus principal and secretary will meet using a standardized agenda to review purchases, balances, and budget allocations to ensure it is aligned with district financial goals and procedures, supports accurate forecasting of spending and promotes responsible stewardship of campus resources.

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

October

January

March

May