Judson Independent School District

Spring Meadows College Prep. Academy

2025-2026 Goals/ Performance Objectives/ Strategies

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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

Using CLI and MAP Data in Pre-Kinder- 2nd, 100% of students will show one year's worth of Tiered growth in reading.

Evaluation Data Source: Universal screener data.

Strategy 1

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

Strategy's Expected Result/Impact: Students will receive specific additional support that will help close learning gaps.

Staff Responsible for Monitoring: Teachers, Academic Trainers, Admin

Problem Statements: Student Learning 2

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress			
October	**January**	**March**	**May**

Strategy 2

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

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

Staff Responsible for Monitoring: Teachers, Administration

Problem Statements: Demographics 1

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

ESF Levers: Lever 2: Strategic Staffing

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Formative Reviews

✅ Accomplished

October	January	March	May

Strategy 3

Spring Meadows will support effective Tier I instruction through the use of High Quality Instructional Materials.

Strategy's Expected Result/Impact: Improved reading performance in students over the course of the school year.

Staff Responsible for Monitoring: Teachers, Admin

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

✅ Accomplished

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Universal Screeners and Early Reading Diagnostics (Amplify Reading) remain a low performance area for students in all grade levels.	There is a lack of consistency in teaching small group for reading comprehension, focused phonemic awareness instruction, and implementing the Science of Teaching Reading strategies focused on content objectives with skills. This would also include intervention time.

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Performance Objective 2

Using CLI and MAP Data in Pre-Kinder- 2nd, 100% of students will show one year's worth of Tiered growth in math.

Evaluation Data Source: Universal Screener Data

Strategy 1

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

Strategy's Expected Result/Impact: Students will receive specific additional support that will help close learning gaps.

Staff Responsible for Monitoring: Teachers, Academic Trainers, Admin

Problem Statements: Student Learning 3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress			
October	**January**	**March**	**May**

Strategy 2

Spring Meadows will support effective Tier I instruction through the use of High Quality Instructional Materials.

Strategy's Expected Result/Impact: Improved Math performance in students over the course of the school year.

Staff Responsible for Monitoring: Teachers, Trainers, Administration

Problem Statements: Demographics 1 - Student Learning 3

Formative Reviews

Considerable Progress			
October	**January**	**March**	**May**

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Universal Screeners and early math diagnostics (MAP Math) remain a low performance area for students in all grade levels.	Lack of consistency in a structured problem-solving model, as well as a focus on content objectives with an emphasis on word problems and multi-step problems.

Performance Objective 3

The campus will decrease instances of student misbehaviors in the classroom and school common areas.

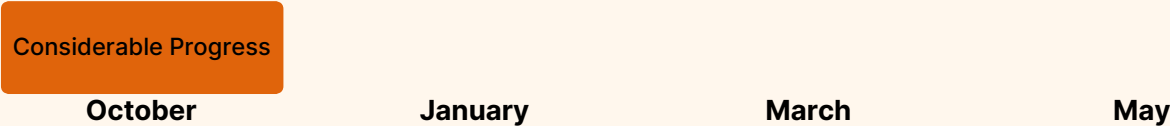**Evaluation Data Source:** Student conduct referrals.

Strategy 1

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

Strategy's Expected Result/Impact: Decreased incidents of student misconduct, positive classroom and school culture.

Staff Responsible for Monitoring: Teachers, Counselors, Admin

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

Considerable Progress			
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Performance Objective 3 Problem Statements Identifying Demographics

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

Performance Objective 3 Problem Statements Identifying School Processes & Programs

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

Performance Objective 4

By June 2026, all students will participate in guidance and counseling activities to promote appropriate behavior, increase attendance, and improve academic achievement as measured by EOY Universal Screener results.

Evaluation Data Source: Attendance reports, Counselor calendars, student conduct referrals, universal screener data.

Strategy 1

Improve student attendance by providing a safe and secure school culture through positive incentives, awareness, promotion and SEL strategies.

Strategy's Expected Result/Impact: Positive school and classroom culture, decreased number of conduct referrals, improved growth on EOY universal screener results

Staff Responsible for Monitoring: Counselors, Admin.

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

Moderate Progress			
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Performance Objective 4 Problem Statements Identifying Demographics

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

Performance Objective 4 Problem Statements Identifying School Processes & Programs

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

Performance Objective 5

Spring Meadows will promote and develop college and career readiness skills with students in keeping with a College Prep school model.

Evaluation Data Source: Student data trackers, parent and family feedback, faculty and staff feedback.

Strategy 1

Spring Meadows will develop and maintain data trackers, data tracking posters, and organize a data tracking room to monitor student progress and achievement.

Strategy's Expected Result/Impact: Improved student academic and behavioral performance

Staff Responsible for Monitoring: Teachers, Academic Trainer, Admin

Problem Statements: Demographics 1 - School Processes & Programs 2

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

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

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Strategy 2

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Spring Meadows will provide materials for and train students to monitor their own academic and behavior growth using student data portfolios.

Strategy's Expected Result/Impact: Increased student motivation and academic performance.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1 - School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress			
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Performance Objective 5 Problem Statements Identifying Demographics

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

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Campus needs to refine the implementation of an effective professional learning community (PLC) and collaborative planning so teachers can have more structured planning, data disaggregation and prep time to increase student engagement.	Overall student achievement and engagement is affected due to inconsistent implementation of expectations from PLC recommendations or lack of adequate lesson internalization.

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

Performance Objective 1

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

Evaluation Data Source: Teacher feedback, Panorama survey

Strategy 1

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

Strategy's Expected Result/Impact: Improved campus culture, stronger classroom management and instruction, increased teacher retention.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

Moderate Progress			
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Strategy 2

Spring Meadows will ensure the campus is safe in and around the building including safety protocols, procedures and safety signs.

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

Staff Responsible for Monitoring: Administration, Campus Resource Officer.

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

Considerable Progress			
October	**January**	**March**	**May**

Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Learning

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Academic and behavioral challenges make learning and coming to school difficult for some students	Lack of understanding of the campus Behavior Matrix, teacher interpretation of the Behavior Matrix, lack of teacher understanding of student consequences allowed, lack of classroom management, inconsistent consequences issued among administration
2	Campus needs to refine the implementation of an effective professional learning community (PLC) and collaborative planning so teachers can have more structured planning, data disaggregation and prep time to increase student engagement.	Overall student achievement and engagement is affected due to inconsistent implementation of expectations from PLC recommendations or lack of adequate lesson internalization.

Performance Objective 2

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

Evaluation Data Source: Teacher attendance reports and increased teacher retention for the 25-26 school year.

Strategy 1

Promote staff retention through positive reinforcement, incentives and staff recognition.

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Strategy's Expected Result/Impact: Improved campus culture, higher number of teachers retained at the end of the school year.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 1

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Performance Objective 2 Problem Statements Identifying Student Learning

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

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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

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

Evaluation Data Source: TTESS results, Panorama survey results

Strategy 1

Spring Meadows will implement routines, procedures, and common rules to promote safe school-wide expectations.

Strategy's Expected Result/Impact: Improved campus culture, consistency with student conduct in classrooms and campus common areas, reduced conduct referrals.

Staff Responsible for Monitoring: All staff

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

Formative Reviews

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Strategy 2

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

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

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Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Learning

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

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 2

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Improved numbers of family member attendance at school events, improved numbers of parent teacher conferences, increased student attendance.

Staff Responsible for Monitoring: Counselors, Administration

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

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Formative Reviews

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

Strategy 2

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

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

Staff Responsible for Monitoring: Teachers, Counselors, Administration

Problem Statements: Demographics 1

Formative Reviews

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October	**January**	**March**	**May**

Strategy 3

Engage families in reading and language skills that support student learning and engagement at home.

Strategy's Expected Result/Impact: Stronger family understanding of and engagement with students' classroom learning.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress			
October	**January**	**March**	**May**

Strategy 4

Spring Meadows will host quarterly awards ceremonies to recognize students' academic and behavioral achievements.

Strategy's Expected Result/Impact: Positive school culture, increased in parent sense of engagement with the school, greater student sense of accomplishment

Staff Responsible for Monitoring: Teachers, trainers, admin

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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October	**January**	**March**	**May**

Performance Objective 2 Problem Statements Identifying Demographics

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

Performance Objective 2 Problem Statements Identifying Student Learning

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

Performance Objective 2 Problem Statements Identifying School Processes & Programs

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

Performance Objective 1

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

Evaluation Data Source: Site-based Committee Formative Reviews

Strategy 1

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

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

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

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress			
October	**January**	**March**	**May**

Strategy 2

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

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

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

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 1 Problem Statements Identifying Demographics

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

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