

Longview Independent School District

Judson STEAM Academy

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 16, 2023

Mission Statement

Judson STEAM Academy offers a holistic, high rigor education, rich with inquiry, collaboration and diverse global explorations. Judson aims to produce caring and principled students, who are responsible and productive citizens prepared for daily excellence in their college or career of choice. In keeping with the mission of IB, Judson will encourage students to become active, compassionate, and lifelong learners who understand the perspective of others, because of and despite their differences, also encourages a community spirit.

Vision

"Every student, every adult, pursuing excellence every day."

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 15
 - Perceptions 20
- Priority Problem Statements 21
- Comprehensive Needs Assessment Data Documentation 22
- Goals 24
 - Goal 1: Improve Recruitment and Retention of Quality Personnel 25
 - Goal 2: Improve Communication and Delivery of Information to Students, Parents and General Public 28
 - Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science 33
 - Goal 4: Implement the International Baccalaureate Middle Years Programme with fidelity 51
 - Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning. 56
- State Compensatory 59
 - Budget for Judson STEAM Academy 60
 - Personnel for Judson STEAM Academy 60
- Plan Notes 60
- Campus Funding Summary 71
- Addendums 74

Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

2022-2023

Judson STEAM has approximately 643 students

Males 53%

Females 47%

African American 34%

Asian 1%

Hispanic 30%

White 27%

Two or More 7%

ECD 83%

EB 11%

GT 2%

At-Risk

Sped 14%

504 12%

Staff Members 72

Administrators 14%

Instructional Aides

2020-2021

Judson STEAM has approximately 566 students.

Males 53%

Females 47%

African American 33%

White 26%

Hispanic 33%

Asian 1%

Multi Racial 5%

Economically Disadvantaged 72%

EL 10%

At-Risk 40%

Sped 13%

504 10%

Staff Members 72

Administrators 14%

Instructional Aides 16%

2018-2019

Judson STEAM has approximately 562 students.

Males 55%

Females 45%

African American 34%

White 29%

Hispanic 30%

Asian 2%

Multi Racial 6%

Economically Disadvantaged 71%

ELL 11%

At-Risk 43%

Staff Members 64

Administrators 11%

Instructional Aides 16%

Demographics Strengths

JSA Strengths

- - Our ECD population increased to 83% and we are showing growth/improvement in state performance levels from 2021 to 2022
 - Diverse Student Population (1/3, 1/3, 1/3)
 - Professional staff meet the requirements to teach in their academic core areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Limited stakeholder involvement, specifically parents. **Root Cause:** Limited parent availability Limited times and availability of parent meetings & opportunities to visit the campus

Student Learning

Student Learning Summary

2022-2023 Data

Judson STEAM Academy
STAAR One Payer

Subject	Approach	Meets	Masters	Below # of students
5th Reading	77%	52%	35%	40
5th Math	73%	41%	20%	44
6th Reading	70%	40%	22%	54
6th Math	79%	41%	15%	38
7th Reading	80%	57%	36%	41
7th Math	70%	35%	13%	56
8th Reading	85%	60%	34%	27
8th Math	76%	44%	14%	33
Algebra	100%	100%	90%	0
8th Science	82%	46%	24%	34
8th Social Studies	58%	22%	12%	77

2018-2019 Data

Judson STEAM Academy earned a TEA rating: Overall Score 76, Overall Letter Grade C

Three distinctions earned in the areas of: ELAR 6, Science, and Post Secondary Readiness

5 Q1 areas were missed by 4 or less students.

Domain I: Student Achievement 75, C

Domain II: School Progress 81, B

Domain III: Closing the Gaps 65, D

	ELA/Reading	Math	Science	Social Studies	Writing
Approaches	72%	74%	76%	56%	70%
Meets	43%	43%	41%	31%	39%
Masters	20%	20%	20%	11%	15%

7 out of 20 Met Academic Achievement: % at or above Meets Grade Level

2 out of 18 Met Academic Growth Status

Student Groups Triggering Additional Targeted Support:

All Students, White, 2 or More Races, EL

Judson STEAM Academy rankings in Comparison Groups:

#22 of 40 in Academic Growth

#19 of 40 in Closing the Gaps

Fall administration for 2020-2021

Iowa Assessment for Grade 6

1/15/2021

National Stanines

Reading 5.3

Math 5

Iowa Assessment for Grade 7

1/15/2021

National Stanines

Reading 6.2

2020-2021 Judson Local Assessment Data

	Math	Reading
Masters	8%	21%
Meets	32%	45%
Approaches	72%	78%

2020-21 Judson STAAR Data

	Math	Reading
Masters	15%	18%
Meets	43%	42%
Approaches	73%	70%
Below	27%	30%

	Math~Meets	Math~Masters	Reading~Meets	Reading~Masters
	6th			
2021	39%	13%	26%	10%
2019	31%	7%	31%	12%
	7th			
2021	32%	14%	48%	25%
2019	33%	10%	50%	27%
	8th			
2021	39%	12%	51%	20%
2019	35%	8%	50%	22%

Math Conclusions:

6th grade math improved 8% in meets 6% in masters.

7th grade math fell 1% in meets and improved 4% in masters.

8th grade math improved 4% in meets and masters.

Reading Conclusions:

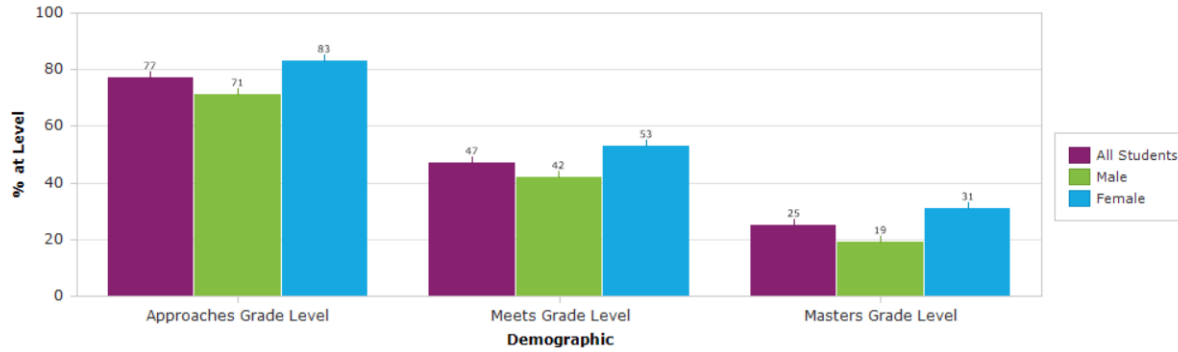
6th grade reading fell 5% in meets and 2% in masters.

7th grade reading fell 2% in meets and masters.

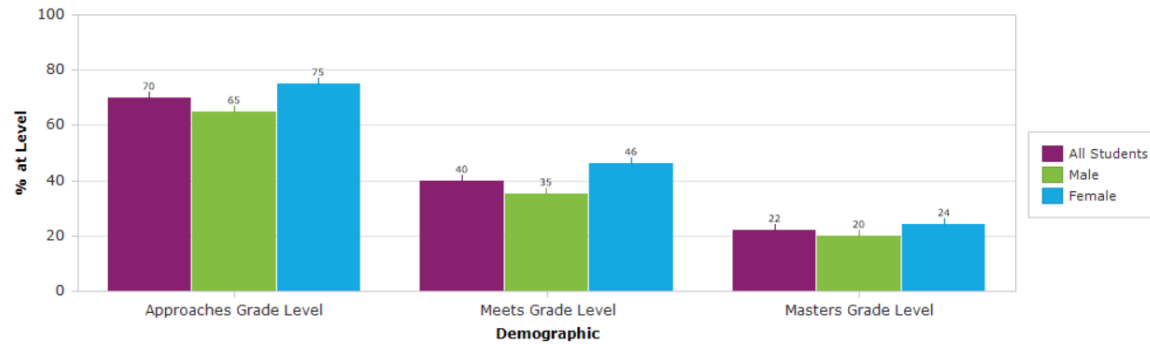
8th grade reading improved 1% in meets and fell 2% in masters.

Student Learning Strengths**2022-2023**

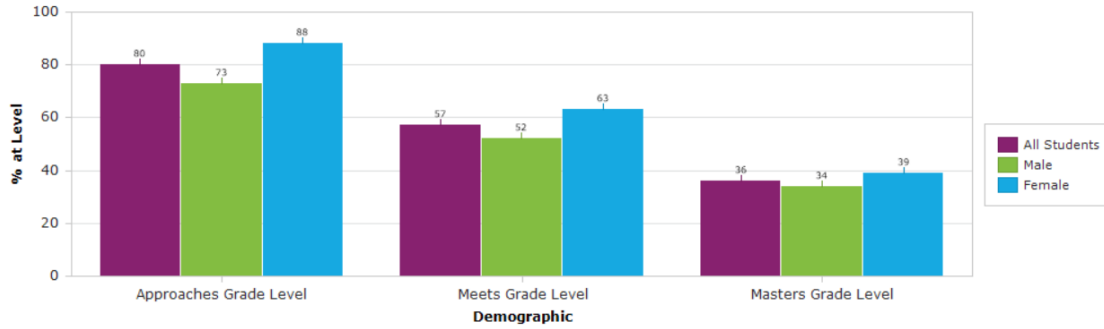
Subpopulation	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	158	121	77%	75	47%	39	25%
Male	83	59	71%	35	42%	16	19%
Female	75	62	83%	40	53%	23	31%



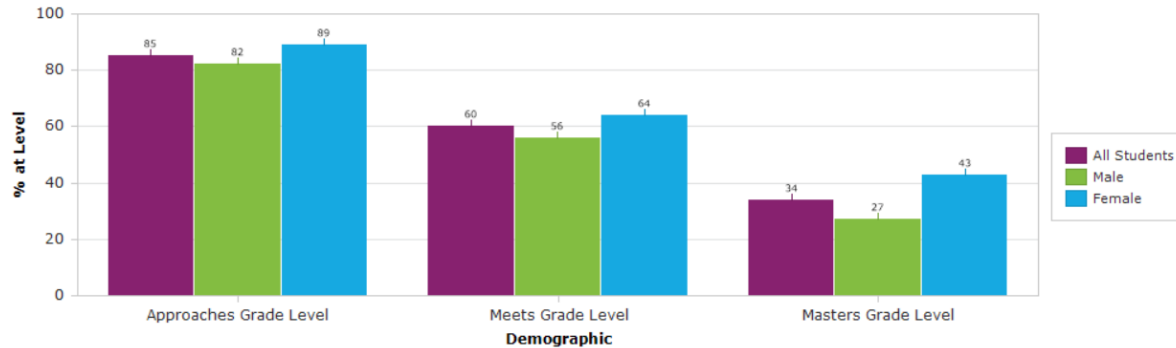
Subpopulation	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	178	124	70%	71	40%	39	22%
Male	95	62	65%	33	35%	19	20%
Female	83	62	75%	38	46%	20	24%



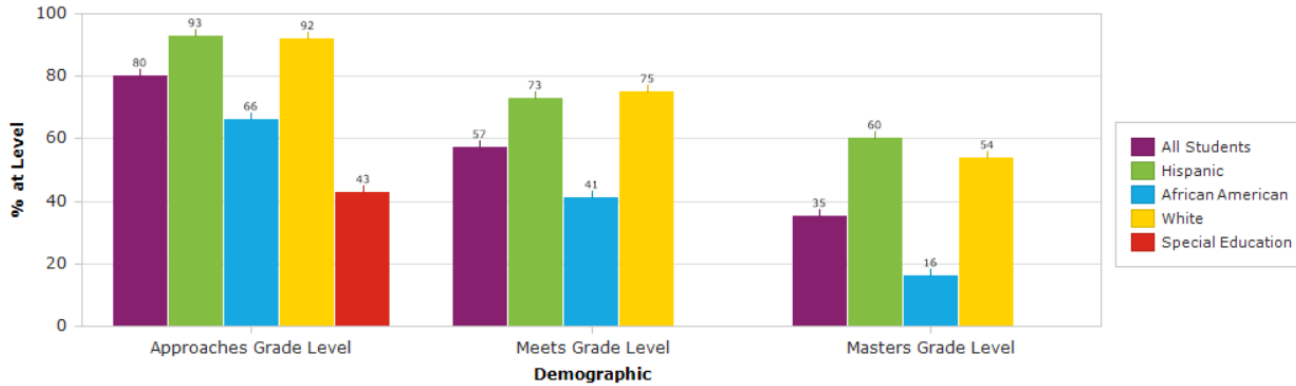
Subpopulation	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	205	164	80%	117	57%	74	36%
Male	109	80	73%	57	52%	37	34%
Female	96	84	88%	60	63%	37	39%



Subpopulation	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	%	#	%	#	%
All Students	185	158	85%	111	60%	63	34%
Male	101	83	82%	57	56%	27	27%
Female	84	75	89%	54	64%	36	43%



Subpopulation	Students		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	#	#	%	#	%	#	%
All Students	81	65	65	80%	46	57%	28	35%
Hispanic	15	14	14	93%	11	73%	9	60%
African American	32	21	21	66%	13	41%	5	16%
White	24	22	22	92%	18	75%	13	54%
Special Education	7	3	3	43%	0	0%	0	0%



Closing the Gaps Reading

	All 44	AA 32	H 37	Wh 60	A 74	2 56	ECD 33	SPEd 19	EL 29
Meet + -6-	53%	43%	78%	62%		41%	52%	10%	48%

Gr8 Social Studies	Grade	Texas						Region						Overall Gap							
		Texas	Region	Campus	State Gap	Region Gap	Overall Gap	Texas	Region	Campus	State Gap	Region Gap	Overall Gap	Texas	Region	Campus	State Gap	Region Gap	Overall Gap	Overall Average State Gap	Overall Average Region Gap
May 2021	8	57%	62%	60%	3%	-2%	1%	28%	30%	30%	2%	0%	2%	14%	14%	15%	1%	1%	2%	2%	0%
May 2022	8		69%	58%	58%	-11%	47%		45%	22%	22%	-23%	-1%		25%	12%	12%	-13%	-1%	31%	-16%
Progress		-57%	7%	-2%	55%	-9%	46%	-28%	15%	-8%	20%	-23%	-3%	-14%	11%	-3%	11%	-14%	-3%	29%	-46%

Gr8 Science	Grade	Texas						Region						Overall Gap							
		Texas	Region	Campus	State Gap	Region Gap	Overall Gap	Texas	Region	Campus	State Gap	Region Gap	Overall Gap	Texas	Region	Campus	State Gap	Region Gap	Overall Gap	Overall Average State Gap	Overall Average Region Gap
May 2021	8	68%	74%	75%	7%	1%	8%	43%	47%	49%	6%	2%	8%	24%	25%	25%	1%	0%	1%	5%	1%
May 2022	8			82%	82%	82%	164%			46%	46%	46%	92%			24%	24%	24%	48%	51%	51%
Progress		-68%	-74%	7%	75%	81%	156%	-43%	-47%	-3%	40%	44%	84%	-24%	-25%	-1%	23%	24%	47%	46%	149%

Academic Growth

(Not reported for Former SpEd, Continuously Enrolled or Non-Continuously Enrolled because those data are not included in the preliminary assessment data file.)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (+Monitor)	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
Reading														
Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Met Target	Y	Y	Y	Y				Y	Y	Y	Y			
Growth Score	73	68	77	76				71	74	73	60			
Growth Points	364.0	119.5	124.5	87.0	1.0	4.0	0.0	27.0	305.0	50.5	33.0			
Total Tests	498	177	161	114	1	5	0	38	414	69	55			
Math														
Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
Met Target	Y	Y	Y	Y				Y	Y	N	Y			
Growth Score	79	80	76	77				79	79	63	66			
Growth Points	350.5	134.5	105.5	74.5	1.0	5.0	0.0	27.0	296.0	39.5	35.0			
Total Tests	446	168	138	97	1	5	0	34	377	63	53			

Strengths:

- - Approach performance level for all subjects is 70% or above except Social Studies. We are on track of reaching our goal of at least 50% on Meets performance
 - Female performance improved in both Approaches and Meets
 - We met the indicator for closing the gaps in all areas except one.
 - Our EB population showed 38% growth in ELA
 - In Reading we closed the Gaps in 6 areas.
 - Social Studies ranked in 5th(Meets), 3rd(Masters), & 3rd(Approaches) in STAAR Performance among their comparison group of 40 schools
 - science scores improved from our simulation to STAAR
 - Met Growth Indicators in all areas except one (1)

2020-2021 Data

Five indicators met in the areas of ELAR, Science, Post Secondary Readiness, Social Studies, Math

Student growth-- we improved growth in 6th grade Math 25% and Reading improved by 12%

Meets and Masters performance in 6th grade Math increased by

2018-2019 Data

Three distinctions earned in the areas of: ELAR, Science, and Post Secondary Readiness

5 Q1 areas were missed by 4 or less students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Too many students below Approaches in 8th Social Studies **Root Cause:** Root Cause: New teacher and Curriculum/Pacing issue (This was not the trend throughout our common assessments).

Problem Statement 2 (Prioritized): In Special education we did not meet the closing the gaps indicator. **Root Cause:** 7th grade did not have any Sped students in meets. The inclusion teacher also served as a coach and was off campus frequently.

Problem Statement 3: Although we closed the gaps in African Americans they were one of our lower performing groups in comparison to the other sub populations. **Root Cause:** Activities are not engaging and don't allow for student voice and conversation.

Problem Statement 4: We noticed a decline in our meets and masters scores from last year. **Root Cause:** Lesson plans need to include more rigorous (level 3 & 4) activities

Problem Statement 5: Growth Indicators not met-- EB 7th Math **Root Cause:** We had limited Inclusion support in 7th grade-- inclusion teacher served dual roles as a cross country coach for LHS which meant he was frequently off campus.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular:

Judson STEAM Academy strives to provide an environment that is conducive to learning with high academic expectations. PLCs allow teachers to collaboratively plan together to help students master TEKS at the highest level while supporting students' individual learning styles. Each team of teachers is encouraged to attend a multitude of training opportunities during their weekly PLUS day.

Judson STEAM Academy offers opportunities for qualifying students to participate in ACT, SAT and TSI testing, which help to meet college readiness standards.


Judson STEAM Academy offers Honors classes, higher level math classes, Robotics, Coding, Gaming, the Arts, ROTC, CTE courses for high school credit, and extended extra-curricular activities.





Students who qualify for Special Ed or 504 accommodations receive their services based on their IEP or 504 plan. Students who need tiered instruction, academically or behaviorally, are identified and served through the classroom teacher and other support staff.

Personnel: The majority of Judson STEAM Academy's teaching staff is new to the district or teaching. These staff members were recruited by administrators and the LISD HR department. 47% of JSA staff are currently working on a Master's degree in Administration. LISD offers TIA and LIFT payments to teachers in tested areas. LISD also pays \$500 per distinction for each one earned on a campus.

To increase student attendance, administration and teachers made consistent parent contact and documented all contact. The administrative team also regularly reviewed the lists of absent students and made parent contact.

Instructional & Curricular Framework and Systems:

Standards & Expectations for Students:	Educator Expectations Student Success the Longview Way  90 90
Differentiated Learning	Classroom Blueprint The classroom will be conducive to student engagement. Teachers will arrange the room in such a way to allow students to work in pairs, cooperative groups, and/or stations. Instruction is tailored to meet the individual needs of students by using data, topics of interest, menus, choice boards, and learning styles.

<p>Authentic Academic Writing</p> 	<p>Reflective Response Students will write fluently in every subject, using academic language to reflect on the learning objectives and focus questions. Student journals are required in all core areas.</p>
<p>Informal and Formal Checks for Understanding</p> 	<p>Making Connections Students are engaged in differentiated activities (i.e. using manipulatives, questioning, anchor charts, models, graphic organizers, etc.) making connections to learner outcomes and demonstrating mastery using informal and formal assessments.</p>
<p>Student Voice</p> 	<p>Fostering a Collaborative Environment of Respect Teachers will use a variety of tools and methods to foster critical thinking and responses, including Socratic questioning, two-way dialogue, whole and small group discussions, empowering all students to actively participate and be heard.</p>
<p>TEKS-Aligned, Rigorous Instruction</p> 	<p>Student Product/Project Based Learning /IB (PBL) Teachers use TEKS Resource System and PLCs to collaboratively write and implement aligned, rigorous, engaging student-centered lesson plans, evidenced by active student engagement and authentic, aligned student-generated artifacts.</p> <p style="text-align: right;"><small>Copyright Longview ISD Curriculum & Instruction</small></p>

1. Vertical Alignment

- Drives All Systems
- Provides the "Why, Vision, Reality, & Campus Strategies
- Aligns with State, Board, District, & Campus Goals
- Needs Assessment based on Data

2. Collaborative Planning

- Weekly Process
- Includes:
 - Data Talks/Action Plans
 - Deconstructing TEKS
 - Creating Assessments
 - Determining Learning Activities, Strategies, & Student Groups

3. Collaborative Observations

- Campus Administration & Curriculum Support observe and monitor Classroom Instruction
- Follow-up with Conferences
- Data Conversations

4. Instructional Walks (Gallery Walks)

- Semester Process
- Includes:
 - Instructional Sweep (Gallery Walks)
 - Written Learning Reflection

Personnel:

The majority of Judson STEAM Academy's teaching staff is new to the district or teaching. These staff members were recruited by administrators and the LISD HR department.

47% of JSA staff are currently working on a Master's degree in Administration.

LISD offers TIA and LIFT payments to teachers in tested areas. LISD also pays \$500 per distinction for each one earned on a campus.

JSA encourages and supports staff in the following ways:

- Teacher Appreciation (Every Six Weeks)
- My Teacher Rocks
- Meeting Plus Goals
- Birthday recognition
- Marriage, Baby Shower, Retirement, etc. recognition
- Teacher appreciation from community partnerships

Organizational:

The JSA Leadership Team are assigned roles and responsibilities for the campus that are reviewed and revised annually.

CNA, CIP, and campus goals & initiatives are developed, reviewed, and revised annually the Campus Improvement Team

The Master Schedule and teaching assignments are developed, reviewed, and revised annually by the JSA Administrative Team.

School Processes & Programs Strengths

PLUS days allow for horizontal alignment, planning, strategy sharing and peer mentoring.

47% of JSA staff are currently working on a Master's degree in Administration.

A multitude of teacher trainings, support systems and incentives are used to increase the retention rate.

- TIA/LIFT/Distinction Money
- Teacher Appreciation (Every Six Weeks)
- My Teacher Rocks
- Meeting Plus Goals
- Birthday recognition
- Marriage, Baby Shower, Retirement, etc. recognition
- Teacher appreciation from community partnerships

In addition to the TxBESS mentorship program, every teacher has access to instructional specialists that offer support and trainings all academic areas. Resources and materials are accessible to all teachers and adequate time to meet and learn from each other are offered through PLC, in teacher conferences and PLUS day trainings.

Programs are in place to serve student's academic and behavioral needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Currently, JSA is in the building phase of MTSS to provide timely interventions and SES support for students. **Root Cause:** Teachers and leadership have received initial training on MTSS, including monitoring and accountability.

Problem Statement 2: The attendance average is 91%. **Root Cause:** Lack of parental support.

Perceptions

Perceptions Summary

2022-2023

- The Judson STEAM Academy administrative team is focused on building a positive, supportive, and high-expectation climate and culture. The teachers and staff believe that **Blue is Best** and our mantra is to "**bring your best everyday**." We value every student, every day and hold them to a high standard.

We used staff, student, and parent surveys to evaluate campus climate and culture.

Perceptions Strengths

Teachers feel supported by leadership. Students and staff feel safe. According to a parent survey, they believe that the discipline structure at Judson is fair.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited Parent Engagement **Root Cause:** High ECD population Busy Parents

Priority Problem Statements

Problem Statement 1: In Special education we did not meet the closing the gaps indicator.

Root Cause 1: 7th grade did not have any Sped students in meets. The inclusion teacher also served as a coach and was off campus frequently.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Limited Parent Engagement

Root Cause 2: High ECD population Busy Parents

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback





Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Retain 90% or more of teaching staff.

Evaluation Data Sources: Monitor and Track sign-up/attendance for Model Classroom visits





Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage universities to place student teachers in Judson classrooms.</p> <p>Strategy's Expected Result/Impact: Creation of a pool of highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Support Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate 100% teachers about the LISD Discipline Matrix and 80% of staff will express feel supported.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease by 25%. 80% of teachers will feel supported with discipline.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work-life balance (e.g., exercise, good nutrition, supportive networks) via monthly emphasis and guest speakers.</p> <p>Strategy's Expected Result/Impact: Teachers will have improved physical and mental health.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: 75% or more of teachers will improve at least one performance level on the overall T-TESS rating until the Distinguished level is achieved.





Evaluation Data Sources: T-TESS evaluation

Strategy 1 Details	Reviews			
<p>Strategy 1: Judson STEAM Academy Mentorship Support and Plus/PLC meetings.</p> <p>Strategy's Expected Result/Impact: Provide monthly mentorship meetings to support to retain and attract teaching staff</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Support Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer On-going Professional Development - TTESS, IB, AU, CPI, Instructional Specialist Trainings, various computer programs, Classroom Management, Safety, Counseling, Behavioral Health Support, Content Specific Training, Teacher Appreciation, My Teacher Rocks, Spotlight a Teacher, Wellness Wednesdays</p> <p>Strategy's Expected Result/Impact: Retain 90% or more of teaching staff.</p> <p>Staff Responsible for Monitoring: Principal Instructional Specialist Curriculum Support</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Teacher Appreciation Materials and Resources - 199 General Fund - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Teacher Advisory Board, Teacher/Student Safety Advisory, Student Advisory Board and Student Ambassadors, to help lead staff and develop programs and activities to support campus growth and outreach</p> <p>Strategy's Expected Result/Impact: Retain 90% or more of teaching staff</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Continue the TIA and EVASS initiative to retain master teachers.





Evaluation Data Sources: Analyze student data and use prescriptive interventions to increase student growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Receive training from District-level personnel for leadership and teachers on the TIA and EVASS systems. Strategy's Expected Result/Impact: Improved student academic achievement in all tested areas.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Communication and Delivery of Information to Students, Parents and General Public

Performance Objective 1: Provide weekly communication with stakeholders with the use of Facebook, Twitter, Instagram, JSA website, LISD website, call outs via School Messenger, Talking Points, scheduled and unscheduled meetings to increase parent and community involvement by 20%





Evaluation Data Sources: PFE guidelines

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer informative opportunities through School Sponsored Clubs and Organizations, Open House events, Informational Meetings, PTO</p> <p>Strategy's Expected Result/Impact: Increase community involvement 20%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Social Media, District Newsletter, Remind/Talking Points, School Messenger, Canva, Judson STEAM Academy Website, Teacher Websites, Participation in Community Organizations, Parent Teacher Organization, Personal Phone Calls and Notes, Daily Announcements, CIT, Report Cards, Progress Reports, Meet the Teacher, Staff Meetings</p> <p>Strategy's Expected Result/Impact: Build relationships, increase communication and relayed information for each campus activity and event.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Support Counselor Teacher Technology Specialist IB Coordinator</p> <p>Funding Sources: Communication Platforms - 211 Title I, Part A - \$2,700</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Improve Communication and Delivery of Information to Students, Parents and General Public





Performance Objective 2: Establish a Parent Advisory Board which will help with campus decision-making as well as utilize Parent Volunteers to assist with campus needs.

Evaluation Data Sources: PFE Policy & Compact

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet quarterly with the Parent Advisory Board and provide surveys to parents and the community regarding campus needs and decisions.</p> <p>Strategy's Expected Result/Impact: Increase parent and community engagement with campus.</p> <p>Staff Responsible for Monitoring: Principal Leadership Team Teacher Advisory Board</p> <p>Funding Sources: Resources and materials needed to host PAB meetings and activities - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Communication and Delivery of Information to Students, Parents and General Public

Performance Objective 3: Utilize The Longview Voice and Thrillshare to highlight student achievements, teacher accomplishments, recognition, performances, awards, etc.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide/Submit weekly student, student groups and teacher highlights with photos of Judson STEAM Academy.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness and involvement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Communication Support</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Communication and Delivery of Information to Students, Parents and General Public

Performance Objective 4: Communicate proactively with parents/guardians using various media venues: website, teacher web pages, email, Remind/Talking Points, Skyward, Google Meet/Zoom, Community In Schools (CIS), Parent Connect, Facebook, Instagram, Twitter, letters, phone calls, meetings, surveys, etc.

Evaluation Data Sources: Parent Family Engagement (PFE) policy, compact, & processes, etc.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use social media, parent phone calls, newsletters, parent meetings, website, etc. as well as PFE guidelines</p> <p>Strategy's Expected Result/Impact: Keep parents, students, community knowledgeable and well informed about the school as well as receive parental and stakeholder input to inform campus decisions.</p> <p>Staff Responsible for Monitoring: Principal Counselor Technology Support Communications Dept.</p> <p>Funding Sources: Parent Family Engagement Resources - 211 Title I, Part A - \$7,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Improve Communication and Delivery of Information to Students, Parents and General Public

Performance Objective 5: Translate all written and oral communications into Spanish.

Evaluation Data Sources: JSA Website





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide copies of parent information in Spanish Strategy's Expected Result/Impact: Provide information to our Hispanic population in their native language Funding Sources: Interpreter and translation resources - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Spanish speaking staff to translate during parent meetings when necessary. Strategy's Expected Result/Impact: Increase parent engagement and involvement which will result in higher student achievement. Staff Responsible for Monitoring: Principal Leadership Team</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide information for the District Bilingual Communication Liaison to communicate to the Hispanic population in the district Strategy's Expected Result/Impact: Improve parent family engagement and student achievement.</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 1: Provide rigorous, complex and meaningful learning that promotes the IB philosophy and is taught within the framework for the IB programmes.

High Priority

Evaluation Data Sources: Unit planners and pacing guides, IB staff development

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and develop IB Unit Planners that fit within the pacing guides of each required content area, including summative assessments.</p> <p>Strategy's Expected Result/Impact: To promote innovative and caring students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor IB Coordinator</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 2: Maintain attendance rate at 97% or higher.

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Promote student attendance with incentives and celebrations Strategy's Expected Result/Impact: Increase daily attendance to 97% or better Staff Responsible for Monitoring: Principal Teachers Assistant Principals	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Offer a variety of STEAM Centered Electives: Gaming, Robotics, Coding, App Building, Art, Professional Communications, Student Interest Activities and Personal Development Strategy's Expected Result/Impact: Increase attendance to 97% or higher Staff Responsible for Monitoring: Teachers Principal Assistant Principals Counselor	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for student participation: UIL, Anchor Club, TSA, Athletics, Pep Squad, First Priority, Fine Arts, Blue Heart Club, JSTAR, Girl Scouts, Guitar Lessons, ROTC, and PBL Activities Staff Responsible for Monitoring: Teachers Counselor Coordinators Principal Assistant Principals Funding Sources: TSA, UIL, and Blue Heart Lab materials and resources - 199 General Fund - \$15,000	Formative			Summative
	Nov	Jan	May	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 3: Reduce the achievement gap on STAAR between the approaches grade level standards and the masters grade level standards.





Evaluation Data Sources: STAAR assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize School by Design & Curriculum Alignment Review System (CARS), Instructional Specialist/Leadership Support, Professional Learning Communities, Instructional Walks, Conferences, Lesson Plan Reviews, Lead4Ward, Common Assessments, Tutorials, Local and State Assessment Data, TEKS Resource, RTI & Progress Monitoring, Pacing Guides, Academic Day, Guided Support Lab, Level Up Tutoring, Band Jumping, Team Teaching, Chromebooks, and Enrichment schedule.</p> <p>Strategy's Expected Result/Impact: Increase student performance and scores to Meets and Masters levels.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Specialist Assistant Principal Instructional Specialist</p> <p>Funding Sources: Tutorials materials and resources - 199 General Fund - \$25,000, RTI & Progress Monitoring resources and materials - 199 General Fund - \$6,400</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Progress Monitoring, Academic Day, RTI, Data monitoring, PLC Meetings, Team Teaching, Tutorials, Creative Scheduling, Read 180, IXL, Zearn Math, BookNook, TEKS Resource, Summit K-12, & various other supplemental programs, virtual Educational Field Trips, Bandjumping/Meeting Plus 10 goal, Advisory, and Student data tracking to closely monitor progress</p> <p>Strategy's Expected Result/Impact: Increase student performance and scores to Meets and Masters Levels.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Specialist Instructional Specialist Teacher</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 4: Improve the achievement of students served by programs such as Emergent Bilingual (EB), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.





Evaluation Data Sources: Local and State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze student data, use targeted instruction, leveled activities, tutorials, MTSS, small group instruction and advisory opportunities, and incorporate goal tracking by student, class, grade level, & campus</p> <p>Strategy's Expected Result/Impact: Improve student data by moving students toward the Meets and Masters level</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principals EL Coordinator 504 Coordinator Special Ed Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide MTSS, differentiation, and at-risk training for teachers.</p> <p>Strategy's Expected Result/Impact: 100% of students will show achievement growth on state tests.</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Closely monitor student attendance in special population programs.</p> <p>Strategy's Expected Result/Impact: Reduction in student absences and improved achievement on common assessments and STAAR tests.</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 5: Increase student participation, completion, and performance in GT, Honors, IB, and High school credit courses, as well as TSI exams.





Evaluation Data Sources: Local, STAAR, Iowa, and TSI assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: CogAT and Iowa Test for GT identification, offer GT extension to lessons and Honors classes</p> <p>Strategy's Expected Result/Impact: Increased awareness and participation</p> <p>Staff Responsible for Monitoring: Counselor Testing Coordinator Teachers</p> <p>Funding Sources: ACT, TSI, and SAT preparatory services - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate focused GT enrichment (projects) for advisory time (Fridays)</p> <p>Strategy's Expected Result/Impact: Improved STAAR Mastery performance, increased participation and improved TSI/ACT performance</p> <p>Staff Responsible for Monitoring: Counselor Administration Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 6: Provide school supplies to all students and staff to ensure necessary materials are available for an effective learning environment.





Evaluation Data Sources: School supply orders throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase supplemental supplies and resources as requested by teachers for instructional purposes.</p> <p>Strategy's Expected Result/Impact: Teachers and students will have access to pertinent resources to provide quality, targeted, and meaningful instruction to students.</p> <p>Funding Sources: Supplies and resources - 199 General Fund - \$30,000, Supplies and resources - 211 Title I, Part A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 7: Improve School Health Services for students in Social Emotional Learning and Physical Education.





Evaluation Data Sources: SEL Program provided by District
Fitness Gram

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide SEL services for students through the program provided by the District and campus level mentoring programs.</p> <p>Strategy's Expected Result/Impact: Improve student morale, social , and mental well-being in order to improve student</p> <p>Staff Responsible for Monitoring: Principal School Counselor</p> <p>Funding Sources: Mentoring Resources and Consultants - 199 General Fund - \$8,600</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in six weeks quizzes and activities to demonstrate knowledge and skill level in various P.E. activities.</p> <p>Strategy's Expected Result/Impact: Increase students' scale score on Fitness Gram</p> <p>Staff Responsible for Monitoring: Leadership Athletic Coaches</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 8: Decrease Dropout Rate to 0%.





Evaluation Data Sources: TAPR Reports
 Attendance Records
 Skyward Gradebook
 STAAR Test Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and track student attendance and academic performance as well as provide recognition for student attendance.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and reduce the dropout rate.</p> <p>Staff Responsible for Monitoring: Principal Attendance Coordinator Leadership Team</p> <p>Funding Sources: Student Recognition materials and resources - 199 General Fund - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold annual transition meetings with Longview High School administrators regarding Freshman students attendance, grades, and STAAR performance.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and decrease dropout rate.</p> <p>Staff Responsible for Monitoring: Principal Leadership Team</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 9: Close gap in Meets performance for AA students to other groups.

Evaluation Data Sources: STAAR Data
Common Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Closely monitor and track student data on common assessments. Strategy's Expected Result/Impact: Meet the Closing the Gap Indicator for Sped Population Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to incorporate Mentor Programs such as Thrive, Transformation Table, Clubs, etc. to bolster student engagement and interest in school and achievement.</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 10: 100% of teaching staff will be provided with curriculum resources, training, & materials to ensure effective instructional practices for higher levels of student achievement.

Evaluation Data Sources: Supplemental Resources i.e. Mentoring Minds, IXL RTI/MTSS materials, Campus State accountability ratings





Strategy 1 Details	Reviews			
<p>Strategy 1: Observations and Reflective Feedback, Model Classroom, Utilize School by Design Schedule, Madeline Hunter Lesson Cycle, PLC/PLUS Calendar, TEKS Resources, Imagine Learning, Mentoring Minds, ZSpace, Google Classroom and extensions</p> <p>Strategy's Expected Result/Impact: Increased instructional and planning time by adding an additional 1/2 day a week for each core area.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Curriculum Specialist Teacher Lead Teacher</p> <p>Funding Sources: Instructional Programs and materials - 194-PIC 30 SCE, Title IA, Schoolwide Activity - \$23,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Professional Learning Communities, IB Consultants and Contracted Specialist</p> <p>Strategy's Expected Result/Impact: Increase consultant visits to four times a year.</p> <p>Staff Responsible for Monitoring: Principal Teacher Assistant Principal Instructional Specialist Curriculum Specialist</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided ongoing training throughout the year to meet student, staff, campus, district, and state accountability needs (Region 7: STAAR Redesign, Extended Constructed Response; RTI, IB)</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and knowledge in content related areas.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 11: Create units of inquiry and unit planners that foster higher level thinking skills to improve Meets and Masters performance levels.

Evaluation Data Sources: IB units using Toddle (summative assessments) and Making Thinking Visible resources, Local, and State assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide time to create IB units and lesson plans during PLUS day and during conference periods that are TEKS aligned.</p> <p>Strategy's Expected Result/Impact: Students will perform at higher performance levels on local and state assessments.</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 12: Improve student achievement by 50% or above and growth Math 71% and ELAR 66% by providing RTI/MTSS, small group instruction.

Evaluation Data Sources: Band Jumping Celebrations, RTI/MTSS progress monitoring, Read 180 progress monitoring, Mentoring Minds & IXL Progress monitoring and local formative and summative assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Include questions and activities in lessons that reach the top level of Bloom's Taxonomy, Make Real World Connections and Gallery Walks</p> <p>Strategy's Expected Result/Impact: Improve student achievement and growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Leadership Team Instructional Support</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Guided Support Lab focused on pre-teaching upcoming standards and addressing skills not yet mastered.</p> <p>Strategy's Expected Result/Impact: Prepare students to master standards</p> <p>Staff Responsible for Monitoring: Administrative staff Teacher</p> <p>Funding Sources: Guided Support materials/resources and contracted specialists - 199 General Fund - \$40,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ESL Lab focused on building Listening, Speaking, Reading, and Writing skills and vocabulary as well as utilizing Summit K-12 to provide targeted instruction for Reading and Math to EL students.</p> <p>Strategy's Expected Result/Impact: Prepare students to exit ESL program and achieve passing and master standards on state and local assessments.</p> <p>Staff Responsible for Monitoring: Administrative staff Teacher</p> <p>Funding Sources: Intervene program - 263 Title III - LEP - \$7,000, Intervene program - 199 General Fund - \$1,999.25</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers provide additional instructional support during the Advisory Period and before and after school tutorials, utilizing digital programs such as Zearn Math, and IXL along with direct teaching, small and whole groups to service our students. Teachers will also provide instructional tutoring during in summer camps.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and growth</p> <p>Staff Responsible for Monitoring: Teachers Administrative staff</p> <p>Funding Sources: Instructional Programs and tutorials - 199 General Fund - \$40,000, Resources and materials for summer camps - 194-PIC 30 SCE, Title IA, Schoolwide Activity - \$5,000, Resources and materials for summer camps - 199 General Fund - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science





Performance Objective 13: Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed that state level in Math and Science.

Evaluation Data Sources: Pacing Guides, Local Assessments, Lesson Plans, & IB Unit Plans for Math and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze data from previous STAAR and Common Assessments to vertically and horizontally align Pacing Guides. Identify areas of concern and focus on filling the "gaps." Offer extensions and real world connections to lessons to increase student knowledge. Utilize Stem Scopes, IIXL, and Zearn Math.</p> <p>Strategy's Expected Result/Impact: Exceed state standards in Math and Science</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teacher Contract Specialist</p> <p>Funding Sources: Instructional Programs - 194-PIC 30 SCE, Title IA, Schoolwide Activity - \$18,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with Plus Days, (Planning Days) to analyze data and align instruction.</p> <p>Strategy's Expected Result/Impact: Planning will focus on aligning instruction, state standards, filling in gaps, prepare students for upcoming standards.</p> <p>Staff Responsible for Monitoring: Administrative staff Teachers</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science





Performance Objective 14: Increase the hiring of highly qualified teachers specifically for Math, Science, English and Social Studies.

Strategy 1 Details	Reviews			
Strategy 1: Continue to search for, hire, and retain highly qualified teachers through university job fairs, regional service centers, and offering continuing education to ensure that present staff are highly qualified Strategy's Expected Result/Impact: Highly qualified teachers will produce top rated test scores	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 15: Retain STEM Certification from National Institute for STEM Education





Evaluation Data Sources: STEM re-certification via NISE

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase Math and Science Meets and Masters student performance by 10%.</p> <p>Strategy's Expected Result/Impact: NISE Creates an Environment for Learning, Building Scientific Understanding, and Engaging Students in Science and Engineering Practices. Therefore, students will improve in Meets and Masters Performance on the Math and Science STAAR.</p> <p>Funding Sources: STEM Certification fees - 199 General Fund - \$3,500</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: All Schools Meet State Accountability Standards JSA students will perform at or Above State Level in Math, Reading/Writing, and Science

Performance Objective 16: Lower Below Approaches performance on STAAR

Evaluation Data Sources: Common Assessments
STAAR





Strategy 1 Details	Reviews			
Strategy 1: Closely monitor and track student data on Common Assessments. Strategy's Expected Result/Impact: Increase the Approaches performance level for each content area.	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Implement the International Baccalaureate Middle Years Programme with fidelity

Performance Objective 1: Meet the requirements of the IB Mission Statement: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect by becoming an authorized IB campus.

Evaluation Data Sources: IB Evaluation/Application & IB Consultant





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus IB Showcase, Cultural Carousel Class, IB Boards, Guidance Lessons, Global and STEAM Motif, Student Created Goals, IB physical environment displayed throughout the building. Learner profiles are introduced during announcements and are discussed in classrooms. Connect with other IB schools.</p> <p>Strategy's Expected Result/Impact: Increase intercultural understanding and respect</p> <p>Staff Responsible for Monitoring: IB Coordinator Principal Teacher Assistant Principals Counselor</p> <p>Funding Sources: IB resources and materials and travel - 199 General Fund - \$12,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Implement the International Baccalaureate Middle Years Programme with fidelity

Performance Objective 2: Provide a challenging academic program with a commitment to excellence.





Evaluation Data Sources: Using MyIB as our primary resource.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build rigor in individual lessons and integrate the use of technology and 21st Century skills</p> <p>Staff Responsible for Monitoring: Teacher Technology Specialist Curriculum Support Specialist</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To fulfill IB Arts requirement by offering visual and performing arts: Music, Dance, Theatre, and Visual Art courses.</p> <p>Strategy's Expected Result/Impact: To further an inquiry-based approach through art objectives that encourage students to continue their artistic development and learning.</p> <p>Staff Responsible for Monitoring: Principal, leadership team, and IB coordinator</p> <p>Funding Sources: IB Dance materials and resources - 199 General Fund - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Implement the International Baccalaureate Middle Years Programme with fidelity





Performance Objective 3: Incorporate the IB Learner Profile into all elements of students' educational experiences.

Evaluation Data Sources: IB Unit Planners & Ron Clark House System

Strategy 1 Details	Reviews			
Strategy 1: Embed the IB Learn Profile into IB Units and Projects Staff Responsible for Monitoring: Teacher IB Coordinator Funding Sources: Resources and Materials for IB Service Projects - 199 General Fund - \$2,500	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 4: Implement the International Baccalaureate Middle Years Programme with fidelity

Performance Objective 4: Register faculty and staff for official IB workshops to meet IB requirements and maintain updated curriculum changes.

Strategy 1 Details	Reviews			
Strategy 1: Offer IB training several times a year with compensation for non contracted days Strategy's Expected Result/Impact: 100% of staff IB trained Staff Responsible for Monitoring: IB Coordinator Teacher Funding Sources: IB Training resources, professional development, and travel. - 199 General Fund - \$10,000	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Implement the International Baccalaureate Middle Years Programme with fidelity

Performance Objective 5: Complete required IB - Five Year Self Study with fidelity every five years.

Strategy 1 Details	Reviews			
Strategy 1: Ongoing	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 1: Provide IDs for all students, staff and guest to ensure a safe environment for students and communicate approved persons on campus.

Evaluation Data Sources: Raptor and ID machine

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 2: Keep our students and staff in a safe environment for learning.

Evaluation Data Sources: Provide resource officers, Door Bell system, signage, training for school safety, medical assistance and mental health assistance.

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 3: Maintain the RCA House System so students feel welcomed and part of a family.

Evaluation Data Sources: Use the apps and strategies from the RCA training to implement the house system culture. This should reduce discipline referrals.

State Compensatory

Budget for Judson STEAM Academy

Total SCE Funds: \$95,130.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Judson Middle will supplement the regular education program for students who are at risk by providing tutoring, summer school, and instructional classroom rigor to reduce the academic failure rates and increase the rates for high school completion.

Personnel for Judson STEAM Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Matthews, Jacqueline	Teacher	1

Plan Notes

2021-2022 CNA- written process (Book) What's your Plan? <https://www.esc11.net/cms/lib3/TX21000259/Centricity/Domain/489/CNA%20Process%20Resource.pdf>

Judson STEAM Academy Needs Assessment

*****Use link below to access the JSA 2022-2023 CNA Plan Notes and Data*****

<https://docs.google.com/document/d/14QfkmJUrmB1U0vOFgpQYb7cys2GcaTVBix0wqzEkv8c/edit>

*****Use the link below to access the JSA 2022-2023 CNA Planning and Meeting Notes*****

https://www.canva.com/design/DAFHeEf1qZ0/V_pnWeRcNmxE8GYjdu_TcQ/edit?utm_content=DAFHeEf1qZ0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

*****Use the link below to access the JSA 2022-2023 Measure of Data Summary**

<https://docs.google.com/document/d/1UKGbWCLnGgaxpmcw4CPJNgYMaux1d2PE8gRVmvqnL4c/edit>

2022-2023 Goals:

- Close gap in female/male STAAR performance
- Close gap in Meets performance for AA students to other groups
- Meet the indicator in closing the gap for Sped population
- Increase Social Studies STAAR performance
- Lower Below Approaches performance
- Increase Meets and Masters performance in 8th Science
- Meet Growth Indicators—AA & Sped Reading
- Meet Indicator for EB 7th Math
- Increase Speaking performance on TELPAS
- Increase Community network of partners

- Involve Community and Volunteer partners in developing and implementing mentoring programs as well as assisting in providing initiatives and incentives for academic and behavioral programs
- Improve PFE

2021-2022

Demographics

2020-2021

Judson STEAM has approximately 566 students.

Males 53%

Females 47%

African American 33%

White 26%

Hispanic 33%

Asian 1%

Multi Racial 5%

Economically Disadvantaged 72%

EL 10%

At-Risk 40%

Sped 13%

504 10%

Staff Members 72%

Administrators 14%

Instructional Aides 16%

2018-2019

Judson STEAM has approximately 562 students.

Males 55%

Females 45%

African American 34%

White 29%

Hispanic 30%

Asian 2%

Multi Racial 6%

Economically Disadvantaged 71%

ELL 11%

At-Risk 43%

Staff Members 64

Administrators 11%

Instructional Aides 16%

JSA Demographics Strengths

- Economically disadvantaged student growth increased 30% in 6th grade reading and math
- Judson STEAM Academy will continue to provide a diverse staff.
- Diverse Student Population (1/3, 1/3, 1/3)

Professional staff meet the requirements to teach in their academic core areas.

Problem Statement

Economically disadvantaged students are performing lower than the non-economically disadvantaged students.

Root Cause

Teachers need training in instructing students of poverty.

Student Learning

2018-2019 Data

Judson STEAM Academy earned a TEA rating: Overall Score 76, Overall Letter Grade C

Three distinctions earned in the areas of: ELAR 6, Science, and Postsecondary Readiness

5 Q1a areas were missed by 4 or less students.

Domain I: Student Achievement 75, C

Domain II: School Progress 81, B

Domain III: Closing the Gaps 65, D

ELA/Reading Math Science Social Studies Writing

Approaches	72%	74%	76%	56%	70%
Meets	43%	43%	41%	31%	39%
Masters	20%	20%	20%	11%	15%

7 out of 20 Met Academic Achievement: % at or above Meets Grade Level

2 out of 18 Met Academic Growth Status

Student Groups Triggering Additional Targeted Support:

All Students, White, 2 or More Races, EL

Judson STEAM Academy rankings in Comparison Groups:

#22 of 40 in Academic Growth

#19 of 40 in Closing the Gaps

Fall administration for 2020-2021

Iowa Assessment for Grade 6

1/15/2021

National Stanines

Reading 5.3

Math 5

Iowa Assessment for Grade 7

1/15/2021

National Stanines

Reading 6.2

Math 6

2020-2021 Judson Local Assessment Data

	Math	Reading
Masters	8%	21%
Meets	32%	45%
Approaches	72%	78%

2020-21 Judson STAAR Data

	Math	Reading
Masters	15%	18%
Meets	43%	42%
Approaches	73%	70%
Below	27%	30%

	Math~Meets	Math~Masters	Reading~Meets	Reading~Masters
	6th			
2021	39%	13%	26%	10%
2019	31%	7%	31%	12%
	7th			
2021	32%	14%	48%	25%
2019	33%	10%	50%	27%
	8th			

	Math~Meets	Math~Masters	Reading~Meets	Reading~Masters
2021	39%	12%	51%	20%
2019	35%	8%	50%	22%

Math Conclusions:

6th grade Math improved 8% in Meets 6% in masters.

7th grade Math fell 1% in Meets and improved 4% in Masters.

8th grade Math improved 4% in Meets and Masters.

Reading Conclusions:

6th grade Reading fell 5% in Meets and 2% in Masters.

7th grade Reading fell 2% in Meets and Masters.

8th grade Reading improved 1% in Meets and fell 2% in Masters.

Student Learning Strengths

2020-2021 Data

Five indicators met in the areas of ELAR, Science, Post Secondary Readiness, Social Studies, Math

Student growth-- we improved growth in 6th grade Math 25% and Reading improved by 12%

Meets and Masters performance in 6th grade Math increased by

2018-2019 Data

Three distinctions earned in the areas of: ELAR, Science, and Post Secondary Readiness

5 Q1 areas were missed by 4 or less students.

1. Problem Statement

EL populations are consistently performing below other students.

Root Cause

Teachers need to be trained and be held accountable for implementation of EL strategies.

2. Problem Statement

Sped populations are consistently performing below other students.

Root Cause

Teachers need training in differentiated instruction and held accountable for implementation of SE strategies.

3. Problem Statement

Increase the number of students performing at Meets and Masters levels

Root Cause

Students are not receiving timely interventions during instruction.

School Processes and Programs

Judson STEAM Academy strives to provide an environment that is conducive to learning and high academic expectations. PLCs allow teachers to collaboratively plan together to help students master TEKS at the highest level while supporting students' individual learning styles. Each team of teachers is encouraged to attend a multitude of training opportunities during their weekly PLUS day.

Judson STEAM Academy offers opportunities for qualifying students to participate in ACT, SAT and TSI testing, which help to meet college readiness standards.

Judson STEAM Academy offers Honors classes, higher level math classes, Robotics, Coding, Gaming, the Arts, ROTC, CTE courses for high school credit, and extended extra-curricular activities.

Students who qualify for Special Ed or 504 accommodations receive their services based on their IEP or 504 plan. Students who need tiered instruction, academically or behaviorally, are identified and served through the classroom teacher and other support staff.

The majority of Judson STEAM Academy's teaching staff is new to the district or teaching. These staff members were recruited by administrators and the LISD HR department. 47% of JSA staff are currently working on a Master's degree in Administration.

To increase student attendance, administration and teachers made consistent parent contact and documented all contact. The administrative team also regularly reviewed the lists of absent students and made parent contact.

School Processes and Programs Strengths

PLUS days allow for horizontal alignment, planning, strategy sharing and peer mentoring.

A multitude of teacher trainings, support systems and incentives are used to increase the retention rate.

- TIA/LIFT/Distinction Money

In addition to the TxBESS mentorship program, every teacher has access to instructional specialists that offer support and trainings all academic areas. Resources and materials are accessible to all teachers and adequate time to meet and learn from each other are offered through PLC, in teacher conferences and PLUS day trainings.

Programs are in place to serve student's academic and behavioral needs.

Problem Statement

Currently there is no structure in place for MTSS to provide timely interventions for students.

Root Cause

Teachers and leadership need training on MTSS, including monitoring and accountability.

Perceptions

The Judson STEAM Academy administrative team is focused on building a positive, supportive, and high-expectation climate and culture. The teachers and staff believe that Blue is Best and our mantra is to "bring your best everyday." We value every student, every day and hold them to a high standard.

We used staff, student, and parent surveys to evaluate campus climate and culture.

Perception Strengths

Teachers feel supported by leadership. Students and staff feel safe. According to a parent survey, they believe that the discipline structure at Judson is fair.

Problem Statement

Teachers perceive discipline as inconsistent.

Root Cause

Leadership has not communicated the discipline matrix structure to the teachers.

Parent Family Engagement

[Parent Family Engagement Policy](#)

<https://docs.google.com/document/d/1HR65n6u0kCzfyZmrAoEMWxeHMP6v2jKEj2DDipInVx8/edit>

[TEA Justifications](#)

[Chromebook TEA Justification](#)

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teacher Appreciation Materials and Resources		\$10,000.00
3	2	3	TSA, UIL, and Blue Heart Lab materials and resources		\$15,000.00
3	3	1	RTI & Progress Monitoring resources and materials		\$6,400.00
3	3	1	Tutorials materials and resources		\$25,000.00
3	6	1	Supplies and resources		\$30,000.00
3	7	1	Mentoring Resources and Consultants		\$8,600.00
3	8	1	Student Recognition materials and resources		\$3,000.00
3	12	2	Guided Support materials/resources and contracted specialists		\$40,000.00
3	12	3	Intervene program		\$1,999.25
3	12	4	Instructional Programs and tutorials		\$40,000.00
3	12	4	Resources and materials for summer camps		\$10,000.00
3	15	1	STEM Certification fees		\$3,500.00
4	1	1	IB resources and materials and travel		\$12,000.00
4	2	2	IB Dance materials and resources		\$3,000.00
4	3	1	Resources and Materials for IB Service Projects		\$2,500.00
4	4	1	IB Training resources, professional development, and travel.		\$10,000.00
Sub-Total					\$220,999.25
Budgeted Fund Source Amount					\$325,000.00
+/- Difference					\$104,000.75
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Communication Platforms		\$2,700.00
2	2	1	Resources and materials needed to host PAB meetings and activities		\$3,000.00
2	4	1	Parent Family Engagement Resources		\$7,000.00
2	5	1	Interpreter and translation resources		\$2,500.00
3	5	1	ACT, TSI, and SAT preparatory services		\$0.00
3	6	1	Supplies and resources		\$15,000.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$30,200.00
Budgeted Fund Source Amount					\$31,000.00
+/- Difference					\$800.00
212 Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$25,000.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$5,000.00
263 Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	12	3	Intervene program		\$7,000.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					\$1,000.00
194 6299 Miscellaneous Contracted Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$20,000.00
194 6399 General Supplies					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

194 6399 General Supplies					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$20,000.00
				+/- Difference	\$20,000.00
				Grand Total Budgeted	\$434,000.00
				Grand Total Spent	\$258,199.25
				+/- Difference	\$175,800.75

Addendums

Academic Excellence Improvement Council

Committee Role	Name	Position	Initial
Administrator	Melanie Pondant	Principal	MP
Classroom Teacher	Brandis Jamerson	Science Department Chair	
Classroom Teacher	Daniel Felsenthal	Social Studies Department Chair	
Classroom Teacher	Randy Spears	SpEd Teacher	
District-level Professional	Catina Love	District Testing Coordinator	CL
District-level Professional	Sheri Peery	Counselor	
District-level Professional	Brady Ross	Athletic Director	
Community Member - parent	Janiece Stokes	Parent	
Community Member - parent	Yanika Valentine	Parent	
Administrator	Faith Newhouse	Assistant Principal	
Administrator	Danny Stanley	Assistant Principal	
Administrator	Julie Hope	Curriculum Specialist	
Administrator	Bonnye Nance	PBL/STEAM Coordinator	
Paraprofessional	Jacquelyn Simpson	Administrative Assistant	
Student			

Meeting 9/25/19

Latitia Wilson Director of Research and Acct.
Leigh Collins Teacher
Joaquin Guerrero Parent