Seguin Independent School District

Jefferson Avenue Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Read, Write, Think, and Play

Make Connections Every Day.

Vision

At Jefferson Elementary, we are a welcoming, nurturing community that empowers students, families, and staff through collaboration to achieve high levels of learning.

Value Statement

We believe in Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jefferson Demographics

	2019-2020	2020-2021
Eco Dis	86.90%	83.60%
African American	6.30%	7.50%
Hispanic	77.80%	77.50%
White	14.50%	14.10%
ELL	0.90%	0.90%
At Risk	53.00%	49.00%
Mobility	19.80%	18.90%
SpEd	12.30%	13.80%

Jefferson Avenue Elementary is an elementary school in Seguin ISD that serves students in grades K-5. Special programs include Structured Academics and Independent Living (SAIL), Essential Academics (EA), Gifted and Talented (GT), Communities in Schools, JAAM, and new this year is ACE. Our vision, as developed by input from staff, parents, and students is to be a welcoming, nurturing community that empowers students, families, and staff through collaboration to achieve high levels of learning. These special programs provide support to students and families to work toward our shared vision.

Demographics Strengths

Demographics Strengths:

Our population at Jefferson is culturally diverse and students come together as a community from different backgrounds. With the redistricting this year, we are seeing more students from an expanded area who bring different experiences. We also have had a turnover in staff, which allows for new ideas and problem solving methods to come together to collaborate on issues that face the campus. There is a mix of teacher experience from several first year teachers, to several with twenty or more years of experience.

Communities in schools and ACE provide a platform to deliver more support to students who have not had access to these resources previously.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates declined from 2019 to present **Root Cause:** Turnover in attendance clerk staffing and lack of attendance programming supporting attendance rates

Student Learning

Student Learning Summary

Due to COVID-19, there are no scores from STAAR for 2019-2020.

3rd Grade	Approaches		Meets		Masters	
Reading	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	57%	59%	30%	16%	9%	8%
SpEd	29%	36%	14%	0%	0%	0%
EcoDis	55%	54%	30%	10%	10%	3%
Hispanic	58%	59%	33%	15%	9%	6%
White	*	63%	*	25%	*	13%
African American	--	57%	--	14%	--	14%

3rd Grade	Approaches		Meets		Masters	
Math	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	70%	52%	33%	20%	7%	6%
SpEd	29%	45%	14%	9%	0%	9%
EcoDis	68%	45%	28%	15%	8%	5%
Hispanic	70%	46%	33%	20%	7%	3%
White	*	75%	*	25%	*	25%
African American	--	57%	--	14%	--	0%

4th Grade	Approaches		Meets		Masters	
Reading	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	70%	47%	37%	18%	16%	13%
SpEd	50%	17%	30%	17%	0%	0%
EcoDis	68%	39%	32%	14%	13%	8%
Hispanic	72%	52%	35%	18%	16%	15%
White	57%	60%	57%	40%	29%	20%
African American	*	14%	*	0%	*	0%

4th Grade	Approaches		Meets		Masters	

3rd Grade	Approaches		Meets		Masters	
Math	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	78%	38%	43%	16%	27%	4%
SpEd	40%	0%	30%	0%	10%	0%
EcoDis	77%	33%	42%	8%	27%	3%
Hispanic	81%	42%	42%	18%	26%	3%
White	71%	40%	57%	20%	43%	20%
African American	*	14%	*	0%	*	0%

5th Grade	Approaches		Meets		Masters	
Reading	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	70%	51%	18%	21%	9%	15%
SpEd	38%	--	0%	--	0%	--
EcoDis	70%	50%	17%	16%	7%	9%
Hispanic	67%	56%	10%	22%	7%	18%
White	80%	--	40%	--	20%	--
African American	80%	--	40%	--	0%	--

5th Grade	Approaches		Meets		Masters	
Math	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	74%	58%	23%	43%	9%	18%
SpEd	46%	--	15%	--	0%	--
EcoDis	72%	58%	22%	42%	11%	18%
Hispanic	74%	61%	21%	45%	5%	15%
White	90%	--	40%	--	30%	--
African American	40%	--	0%	--	0%	--

5th Grade	Approaches		Meets		Masters	
Science	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Total Students	51%	50%	23%	5%	5%	0%
SpEd	15%	--	15%	--	0%	--
EcoDis	46%	50%	20%	3%	2%	0%
Hispanic	45%	46%	17%	3%	5%	0%
White	70%	--	40%	--	10%	--

3rd Grade		Approaches		Meets		Masters	
African American	60%	--	40%	--	0%	--	

Student Learning Strengths

Teachers meet weekly for PLC/PD meetings. Monthly half-day PLC meetings allow for formation of student intervention groups, in addition to student tracking of data through IStation and Imagine Math. Use of PLC to improve instructional strategies used by teachers to increase student skill mastery.

Teachers will be implementing growth charts to bring awareness of trends in the classroom and strengths and needs in certain skill areas. This will translate into intervention group assignments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students show a need for positive behavior interventions. **Root Cause:** Lack of consistent educational environment and inconsistent routines over past year and a half due to pandemic

Problem Statement 2 (Prioritized): All students show a need for whole-child growth and goal setting skills. **Root Cause:** Students have limited exposure to real-world experiences.

Problem Statement 3 (Prioritized): Planning for instruction does not address the need of all learners. **Root Cause:** Improvement needed on tier 1 instruction.

Problem Statement 4: Overall Student achievement on STAAR does not reflect student abilities. **Root Cause:** Improvement needed in rigorous instructional strategies to staff

School Processes & Programs

School Processes & Programs Summary

We are implementing a consistent Professional Learning Community (PLC) model. The PLC model operates around four key questions: 1) What is it that students need to learn? 2) How will we know when students have learned it? 3) What will er do if they have not yet learned it? 4) What will we do if they have already learned it? Grade levels meet once per week to plan together as a team. Once a week, grade levels will meet with academic dean to go over data, curriculum, interventions, peer observations, and RTI. Half-day PLCs will occur once every 3-4 weeks and will allow for digging deeper into lesson design and planning for intervention groups.

Intervention is structured around one interventionist, two aides funded by ESSER and two Aides funded by Title 1. Intervention blocks are staggered to allow the five members of the intervention team to pull groups strategically throughout the day from every grade level. These groups are collaboratively formed during the half-day PLC blocks. Grade level teams make adjustments as necessary. Station planning and observations also occur at this time to help teachers target specific TEKS during Guided Reading and Guided Math.

With the addition of new staff members this school year, we have paired them with a more experienced mentor teacher in their grade levels/department.

Leadership Team focuses on Restorative Practices and Social Emotional Learning when working with students involving behavioral issues. We take a whole-child approach to handling misbehavior to build the positive inclusive culture that we want at Jefferson. During half day PLCs, our communities in schools representative and our counselor leads groups as well as our librarian. Additionally, our interventionist aides continue to pull groups to avoid loss of intervention time during this process. Jefferson Embraces the Liink (K-4) and Positive Action initiatives (K-5), so students have daily activity and positive interaction lessons.

School Processes & Programs Strengths

PLC

Intervention Design

Special Education Programming (EA/SAIL)

Implementation of Restorative Practices and Social Emotional Learning.

Liink and Positive Action

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus-wide PBIS plan needs to be continued and improved **Root Cause:** PBIS plan outdated

Perceptions

Perceptions Summary

Our vision is to be a welcoming, nurturing, community that empowers students, families, and staff through collaboration to achieve high levels of learning. Jefferson has not had a PTC for at least the past 3 years, and parent involvement has been minimal in the past. We have several clubs and are establishing an ACE program as well as JAAM after school program through the city. Jefferson's clubs include art club, drum club, healthy kids club, and garden club. Parents are kept abreast of campus information through see saw, Facebook, and twitter. Jefferson has partnered with communities in schools to provide resources to our parents and students.

We are working on building a positive and loving climate for our students with high academic expectations. PLC procedures and operations are being established and will be a target for improvement this year.

Perceptions Strengths

We have new staff who are energetic and excited to serve the Jefferson Community

Social Media is effective in getting information to parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Want to improve PTC on the campus and have more parents involved on campus. **Root Cause:** Focus has not been on building PTC, COVID-19 restrictions changing regularly

Priority Problem Statements

Problem Statement 1: All students show a need for positive behavior interventions.
Root Cause 1: Lack of consistent educational environment and inconsistent routines over past year and a half due to pandemic
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Campus-wide PBIS plan needs to be continued and improved
Root Cause 2: PBIS plan outdated
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Want to improve PTC on the campus and have more parents involved on campus.
Root Cause 3: Focus has not been on building PTC, COVID-19 restrictions changing regularly
Problem Statement 3 Areas: Perceptions

Problem Statement 4: All students show a need for whole-child growth and goal setting skills.
Root Cause 4: Students have limited exposure to real-world experiences.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Planning for instruction does not address the need of all learners.
Root Cause 5: Improvement needed on tier 1 instruction.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Attendance rates declined from 2019 to present
Root Cause 6: Turnover in attendance clerk staffing and lack of attendance programming supporting attendance rates
Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 38% to 54% by August 2025.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR reading in grades 3-5 will improve from 38% to 54%.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: PLC Process will include 1 full PLC to focus on RLA per grade level to plan for students of all performance levels and reaching Tier 1 rigor. This can include 1/2 day planning days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Academic Achievement in Reading. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	**Nov**	**Jan**	**Mar**	**June**
	0%			

Strategy 2 Details	Reviews			
Strategy 2: The campus will hold Data Days to review Grade level specific Data and to vertically align with different grade levels. Data days are 1/2 days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Reading Performance **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Substitutes - 211 Title I - 211.11.00.103.3.24.000.6112	**Nov**	**Jan**	**Mar**	**June**
	0%			

Strategy 3 Details	Reviews			
Strategy 3: Small Group implementation during Tier 1 time and during Intervention blocks which will be provided by an instructional Aide or a Title 1 Aide.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased Tier 1 Instruciton **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Paras - 211 Title I - 211.11.00.103.3.24.000.6119 - $60,000	0%			
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Planning for instruction does not address the need of all learners. **Root Cause**: Improvement needed on tier 1 instruction.

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 31% to 49% by August 2025.

Performance Objective 1: By the end of 2022-23 school year, the percentage of students achieving Meets grade level or above on the STAAR math in grades 3-5 will improve from 31% to 54%.

    Evaluation Data Sources: STAAR Assessment

Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) using STAAR percentages. Jefferson will move from 63/35/13 to 70/40/20 by 2023 in the areas of approaches, meets, and masters

Performance Objective 1: Jefferson ES will increase overall student achievement on STAAR to promote CCMR.

Strategy 1 Details	Reviews			
Strategy 1: The campus will have teachers attend trainings for the new STAAR 2.0 test and professional development related to the STAAR assessment and improving results.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased STAAR Performance in Reading, Science, and Math, **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 **Funding Sources:** Workshop Registration - 211 Title I - 211.13.00.103.3.24.000.6299 - $1,750, Substitutes - 211 Title I - 211.11.00.103.3.24.000.6112 - $700, Travel Expense - 211 Title I - 211.13.00.103.3.24.000.6411 - $160	0%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate high quality instructional materials for instruction regularly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance in reading and math.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration and all teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Planning for instruction does not address the need of all learners. **Root Cause**: Improvement needed on tier 1 instruction.

Goal 4: Jefferson will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Jefferson Elementary will reflect a 10% increase in score from the Panorama BOY to EOY student surveys.

Strategy 1 Details			Reviews			
Strategy 1: Recognize 1 student weekly per grade level for outstanding citizenship. (Post via social media, phone call home to parent, certificate for being recognized)			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Attendance, increase school and student pride **Staff Responsible for Monitoring:** Assistant Principal, Counselor, CIS **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Promote whole child learning through intersession and ACE program			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student achievement and develop student social skills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Communities in Schools, ACE Coordinator			**Nov**	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy **Problem Statements:** Student Learning 3 **Funding Sources:** Materials for tutoring - 211 Title I - 211.11.00.103.3.24.000.6399						

Strategy 3 Details	Reviews			
Strategy 3: Promote PBIS by establishing campus-wide PBIS expectations for all students. Utilize a campus wide token economy for students to be recognized for their actions daily and earn rewards for their efforts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in Behavior Data on campus **Staff Responsible for Monitoring:** Assistant Principal, Librarian, Counselor, CIS, Principal, Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All students show a need for positive behavior interventions. **Root Cause**: Lack of consistent educational environment and inconsistent routines over past year and a half due to pandemic
Problem Statement 2: All students show a need for whole-child growth and goal setting skills. **Root Cause**: Students have limited exposure to real-world experiences.
Problem Statement 3: Planning for instruction does not address the need of all learners. **Root Cause**: Improvement needed on tier 1 instruction.

School Processes & Programs
Problem Statement 1: Campus-wide PBIS plan needs to be continued and improved **Root Cause**: PBIS plan outdated

Goal 5: Jefferson will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Jefferson Avenue Elementary will achieve a teacher turnover rate of less than 15%.

Strategy 1 Details		Reviews			
Strategy 1: Monthly recognition of outstanding staff as nominated by staff (employee of the month)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive culture of teachers		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1		0%			
Strategy 2 Details		Reviews			
Strategy 2: Social committee will organize social events off campus for staff to bond outside of the school day.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive culture and develop community on campus.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, social committee **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1		0%			

Strategy 3 Details		Reviews			
Strategy 3: Provide meaningful coaching feedback for teachers to apply and grow in their practice.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher impact and develop a growth community that teachers desire to be a part of.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: TTess Appraisers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3		0%			

Strategy 4 Details		Reviews			
Strategy 4: Provide substitute teacher for staff onboarding after the start of the school year for up to 3 days.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Having a sub will allow for newly hired teachers to absorb district and campus processes, structures and curriculum for better performance, higher student and staff satisfaction, and retention.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal, Assistant Principal and Academic Dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 **Funding Sources:** Substitute - 211 Title I - $350		0%	0%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rates declined from 2019 to present **Root Cause**: Turnover in attendance clerk staffing and lack of attendance programming supporting attendance rates

Student Learning
Problem Statement 3: Planning for instruction does not address the need of all learners. **Root Cause**: Improvement needed on tier 1 instruction.

Goal 6: Jefferson will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 25%.

Strategy 1 Details				Reviews			
Strategy 1: Create a positive school culture through staff recognition.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in positive school culture **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Introduce weekly spirit days for staff				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in positive school culture **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details				**Reviews**			
Strategy 3: Jefferson will create opportunities for parental education through parenting partners.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement on campus and the community culture of the camus.				**Nov**	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 6: Jefferson will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Jefferson Avenue Elementary will improve the public image as measured by constructive feedback collected from social media and parent/community surveys.

Strategy 1 Details		Reviews			
Strategy 1: Increase the number of social media posts and highlight student's activities on campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Community engagement with campus.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Social Media representatives and all staff. **Title I:** 4.1 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1		0%			

Strategy 2 Details		Reviews			
Strategy 2: Communicate with parents weekly via newsletter; Provide information about campus events and campus policies in a timely manner.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent communication and knowledge of campus happenings.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1		0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Want to improve PTC on the campus and have more parents involved on campus. **Root Cause**: Focus has not been on building PTC, COVID-19 restrictions changing regularly

Goal 6: Jefferson will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: PARTNERSHIPS: Jefferson Avenue will increase the number of business and community partnerships through active participation in community-based opportunities and events by 20%.

Goal 7: Jefferson will increase the overall accountability rating from 80 to 85 by August 2023.

Performance Objective 1: POST-SECONDARY READINESS: At the elementary schools, Jefferson Avenue Elementary will increase the targets met from 42% to 58% in the Academic Achievement component of the Closing the Gap domain.

Strategy 1 Details	Reviews			
Strategy 1: We will hold monthly RtI meetings during PLC to collaborate on interventions necessary to close student learning gaps.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Close students learning gaps in reading and math. **Staff Responsible for Monitoring:** Teachers, administrators, and paraprofessionals **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	0%			

Strategy 2 Details	Reviews			
Strategy 2: Daily intervention blocks will be held for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build upon student's skills in reading and math **Staff Responsible for Monitoring:** Teachers and paraprofessionals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - - **Targeted Support Strategy** **Problem Statements:** Student Learning 3	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Planning for instruction does not address the need of all learners. **Root Cause**: Improvement needed on tier 1 instruction.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PLC Process will include 1 full PLC to focus on RLA per grade level to plan for students of all performance levels and reaching Tier 1 rigor. This can include 1/2 day planning days.
1	1	2	The campus will hold Data Days to review Grade level specific Data and to vertically align with different grade levels. Data days are 1/2 days.
1	1	3	Small Group implementation during Tier 1 time and during Intervention blocks which will be provided by an instructional Aide or a Title 1 Aide.
3	1	1	The campus will have teachers attend trainings for the new STAAR 2.0 test and professional development related to the STAAR assessment and improving results.
3	1	2	Incorporate high quality instructional materials for instruction regularly.
4	1	2	Promote whole child learning through intersession and ACE program
5	1	3	Provide meaningful coaching feedback for teachers to apply and grow in their practice.
7	1	1	We will hold monthly RtI meetings during PLC to collaborate on interventions necessary to close student learning gaps.
7	1	2	Daily intervention blocks will be held for all students.

Title I Personnel

Name	Position	Program	FTE
Carolyn Bennett	Title 1 Aide		
Cyndi Perez	Academic Dean		
Lisa Reyes	Title 1 Aide		

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Valerie McKinney	Principal
Administrator	Tracee Gonzales	Assistant Principal
Non-classroom Professional	Jana Seibert	Interventionist
Classroom Teacher	Jaquelyn Cardenas	4th Grade Tea
Classroom Teacher	Lauren Klar	1st Grade Team Lead
Community Representative	Jon Garner	Business
Parent	Rebecca Davenport	Parent
Parent	Elena Watts	Parent

Campus Funding Summary

211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Substitutes	211.11.00.103.3.24.000.6112	$0.00
1	1	3	Paras	211.11.00.103.3.24.000.6119	$60,000.00
3	1	1	Travel Expense	211.13.00.103.3.24.000.6411	$160.00
3	1	1	Substitutes	211.11.00.103.3.24.000.6112	$700.00
3	1	1	Workshop Registration	211.13.00.103.3.24.000.6299	$1,750.00
4	1	2	Materials for tutoring	211.11.00.103.3.24.000.6399	$0.00
5	1	4	Substitute		$350.00
				Sub-Total	$62,960.00
				Budgeted Fund Source Amount	$101,375.00
				+/- Difference	$38,415.00
211 Title I Parental Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,090.00
				+/- Difference	$2,090.00
				Grand Total Budgeted	$103,465.00
				Grand Total Spent	$62,960.00
				+/- Difference	$40,505.00