

Seguin Independent School District



Jefferson Avenue Elementary

2025-2026 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

Summary

Based on the 2023-2024 TAPR report, Jefferson serves a total of 403 students across Kindergarten through Grade 5, with the largest enrollment in Grades 1 and 4 (71 students each). The student body is predominantly Hispanic, making up 77% of the population, followed by White (16%), African American (4%), and a small percentage identifying as American Indian or two or more races. There are no Asian or Pacific Islander students enrolled. The gender distribution is fairly balanced, with 54% male and 46% female students. A significant majority of students (93%) are economically disadvantaged, and 75% are identified as at-risk. The campus also supports students with various needs, including 504 services (18 students), emergent bilingual learners (10), students with dyslexia (9), and those experiencing homelessness (18). Although no students are currently in foster care or identified as immigrants, there are 12 military-connected students and 1 migrant student. Notably, the entire student population qualifies for Title I services, reflecting a high level of need across the campus.

Strengths

1. Strong Support for Economically Disadvantaged Students

- **93.1%** of students are economically disadvantaged, which is significantly higher than the district (75.9%) and state (62.3%) averages.
- Despite this, the campus has full participation in **Title I programs** (100%), indicating strong support systems and targeted interventions are likely in place to meet student needs.

2. High Representation and Support of Hispanic Students

- The campus serves a predominantly **Hispanic student population (77.4%)**, closely aligned with district trends and far exceeding the state average.
- This suggests a potential strength in cultural representation and community alignment, likely fostering a sense of belonging and relevance in instruction.

3. Comprehensive At-Risk Student Identification

- The campus has identified **74.7% of students as At-Risk**, higher than both the district (63.3%) and state (53.2%) averages.
- This proactive identification allows for more tailored academic and social-emotional interventions, demonstrating a strong response system for student needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Although 74.7% of students at Jefferson Elementary are identified as At-Risk--well above the district (63.1%) and state (53.2%) averages--the percentage of students receiving targeted interventions such as Section 504 (4.5%) and Dyslexia services (2.2%) is relatively low. This suggests a potential under-identification or underutilization of available support programs for students who may benefit fro	There is a lack of consistent and systematic processes for identifying and referring At-Risk students for targeted interventions, such as Section 504 and Dyslexia services. Contributing factors may include limited staff training on early warning indicators, inconsistent use of data to drive referrals, and insufficient collaboration between general education teachers, interventionists, and student
2★	Jefferson Elementary is currently experiencing an attendance rate of 91%, which falls short of the campus goal of 95%. This gap in attendance affects student engagement, learning continuity, and overall academic achievement. Addressing the factors contributing to chronic absenteeism and improving attendance is essential to ensure students have consistent access to instruction and to support their	The attendance rate at Jefferson Elementary is impacted by a combination of factors, including limited family engagement and communication around the importance of consistent attendance, barriers such as transportation challenges and health-related issues, and a lack of targeted incentives or interventions to motivate regular student attendance.

★ = Priority

Student Learning

Summary

STAAR Performance Summary - Jefferson Elementary

Subject/Area	Performance Level	2024	2023
All Grades - Reading	Meets Grade Level or Above	20%	26%
	Masters Grade Level	1%	4%
All Grades - Math	Approaches Grade Level or Above	38%	60%
	Meets Grade Level or Above	26%	30%
	Masters Grade Level	8%	10%
All Grades - Science	Approaches Grade Level or Above	20%	38%
	Meets Grade Level or Above	5%	9%
	Masters Grade Level	2%	7%
3rd Grade Combined	Reading & Math - Meets Level	15%	24%
3rd Grade Reading	Meets Grade Level	22%	26%
	Math Meets Grade Level	17%	42%
4th Grade Combined	Reading & Math - Meets Level	8%	7%

Strengths

Despite overall academic challenges, Jefferson Elementary students demonstrated notable resilience and relative strength in **3rd Grade Math**, where **42%** met grade level in 2023 and **17%** in 2024. While there was a decline, this area remains one of the higher-performing subjects compared to other grade levels and content areas, indicating a potential foundation to build on for future math growth and intervention support.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students at our campus, especially those from underserved groups, lack equitable access to high-quality STEM learning due to limited instructional support, minimal cross-curricular integration, and weak industry partnerships--hindering their readiness for STEM careers and postsecondary opportunities.	Lack of equitable access to high-quality STEM learning opportunities
2★	Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe	Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

Jefferson follows a standards-based curriculum focused on student mastery of TEKS. Instruction is guided by collaborative planning within grade-level Professional Learning Communities (PLCs), emphasizing high-quality lesson design, data-driven instruction, and targeted interventions in both reading and math. Teachers use guided reading and guided math stations to differentiate instruction and support student growth.

Professional Development

Ongoing professional development is embedded into the school calendar through weekly PLCs, instructional planning sessions with the Instructional Coach. Topics include curriculum alignment, instructional best practices, intervention planning, and peer observation. New teachers are paired with experienced mentors to ensure strong onboarding and support. Professional Development is also provided at the beginning of the school year to review the curriculum and best practices. If budget permits, teachers and staff are encouraged to attend different trainings and PD through Region 20 or other conferences/opportunities.

Leadership & Decision-Making Processes

Jefferson's leadership team includes administrators, the instructional coach, counselor, and the teacher leaders. Decisions are collaborative and data-driven, with input from grade-level teams during PLCs and leadership meetings. A focus on restorative practices and SEL guides behavior-related decisions with a whole-child approach.

Communication

Communication is ongoing and multi-tiered—staff communicates regularly through PLCs, team meetings, and school-wide updates. Parents are kept informed through newsletters, campus events, and teacher communication apps. Leadership remains accessible and visible to support transparency and strong school-home partnerships.

Organization, Context & Scheduling

The master schedule is intentionally designed to support intervention blocks, specials, and grade-level planning time. Intervention times are staggered to maximize support from our paraprofessionals and aides, ensuring every grade level benefits from small-group instruction throughout the day.

Support Services

The campus offers a range of support services including RTI, dyslexia support, Communities in Schools, counseling, and behavioral support rooted in restorative practices.

Extracurricular/Cocurricular Opportunities

Students engage in Liink (K–2), which promotes daily physical activity, social-emotional learning, and character development. Additional cocurricular activities are integrated during library time, counseling groups, and community partnerships.

Technology Integration/Plan

Technology is integrated into instruction to enhance engagement and learning. Teachers use district-supported platforms and tools for digital learning, small group instruction, and data tracking. Technology is also leveraged during interventions and assessments to monitor progress and adjust instruction.

Other Notable Initiatives

Jefferson is deeply committed to building a supportive, inclusive school culture. Through SEL, restorative practices, and strong teacher collaboration, the school fosters a learning environment where students feel valued, supported, and challenged to grow.

Strengths

1. Strong Collaborative Instructional Framework

Jefferson Elementary demonstrates a robust curriculum and instruction model rooted in standards-based planning and professional collaboration. Grade-level PLCs ensure consistent alignment with TEKS, while guided reading and math stations allow for differentiation and targeted support, fostering student growth in core areas.

2. Embedded Professional Development and Leadership Support

The school's commitment to continuous improvement is evident in its embedded professional development structure. Weekly PLCs, regular planning sessions with the academic dean, and mentorship for new teachers ensure high-quality instruction and strong staff support. Leadership promotes shared decision-making and uses data to guide instruction, behavior support, and interventions.

3. Comprehensive Student Support Systems

Jefferson offers a well-coordinated network of academic, behavioral, and emotional supports. From RTI and dyslexia services to SEL programs, Communities in Schools, and restorative practices, the campus is structured to address the whole child. The master schedule, intervention blocks, and technology integration all work together to maximize student engagement and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Jefferson Elementary is experiencing a high rate of turnover among both administrative staff and teachers, which has led to instability in leadership, disruption in instructional continuity, and challenges in maintaining a consistent and positive school culture. This turnover negatively impacts student achievement, staff morale, and the overall effectiveness of the school's educational programs. A	Root Cause 1: Limited opportunities for professional growth and development contribute to staff feeling undervalued and stagnant, leading to decreased job satisfaction and increased likelihood of leaving the school. Root Cause 2: Inadequate administrative support and unclear communication create a stressful and uncertain work environment, which negatively affects staff morale and retention among
2★ Jefferson Elementary has not fully implemented the Positive Behavioral Interventions and Supports (PBIS) framework due to frequent administrative turnover and inconsistent fidelity in applying the program's practices. This has led to fragmented behavior management systems, unclear expectations for students and staff, and diminished effectiveness in promoting a positive and consistent school climat	The high rate of administrative turnover has disrupted continuity and ownership of the PBIS initiative, resulting in inconsistent training, monitoring, and reinforcement of PBIS practices. Additionally, limited ongoing professional development and lack of clear accountability measures have contributed to low fidelity in program implementation across the campus.
3★ Jefferson Elementary currently offers limited College, Career, and Military Readiness (CCMR) opportunities, which restricts students' early exposure to future pathways and real-world connections to their learning. Without intentional programming that builds awareness of college, career, and life skills, students may lack the motivation, vision, and foundational knowledge needed to set long-term ac	The limited CCMR opportunities at Jefferson Elementary stem from a lack of structured programming, dedicated resources, and staff training focused on early college and career readiness. Additionally, CCMR efforts have traditionally been prioritized at the secondary level, resulting in minimal integration of college and career exploration within the elementary curriculum.

★ = Priority

Perceptions

Summary

Culture, Climate, and Core Values

At Jefferson, we are focused on fostering a positive and loving climate rooted in high academic expectations. Through restorative practices and social-emotional learning, we strive to support the whole child. Staff are building consistent Professional Learning Community (PLC) practices to strengthen instructional collaboration and data-driven decisions. This is a key focus for campus improvement this year.

Parent Engagement & Communication

Parent involvement has been minimal in the past, and the campus has not had a Parent-Teacher Committee (PTC) for at least three years. To improve family engagement, Jefferson communicates regularly through SeeSaw, Facebook, and the Jefferson Happenings newsletter, sharing updates, celebrations, and important information. We recognize the need for more meaningful two-way communication and stronger parent partnerships moving forward.

Community Partnerships & Support

Jefferson has formed a valuable partnership with Communities in Schools, which provides both students and families with access to critical resources and support. We are expanding student opportunities with the introduction of an ACE program designed to support enrichment and academic growth. These partnerships are key to enhancing our wraparound services.

Feedback and Stakeholder Input

While formal surveys, interviews, and focus groups have not yet been consistently implemented, the need for increased stakeholder feedback is recognized. Gathering regular input from staff, students, and families will be a priority as we continue to improve climate, instruction, and communication processes.

Staff Voice & Retention

Staff collaboration is growing through regular PLCs and increased opportunities for leadership and mentorship. With the addition of new staff this year, experienced mentors have been assigned to guide onboarding and development. Staff input will be increasingly leveraged through surveys and team feedback to help inform decision-making.

Strengths

1. Strong Community Partnerships and Enrichment Opportunities

The campus has established meaningful partnerships, such as with Communities in Schools, providing students and families with vital resources and support. Additionally, Jefferson offers enriching after-school programs like ACE which promote creativity, health, and holistic development.

2. Growing Staff Collaboration and Leadership Development

Staff engagement is increasing through regular Professional Learning Communities and structured mentorship for new teachers. The school actively incorporates staff feedback through surveys and team discussions, demonstrating a commitment to valuing staff voice and fostering a supportive environment for professional growth and retention.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	Stakeholder perception data suggests a lack of consistent communication and trust between the school and its families, particularly among economically disadvantaged families. This perception gap may lead to reduced parental involvement, limited community engagement, and a lack of shared responsibility for student success.	Limited culturally responsive communication strategies and insufficient outreach efforts have led to a disconnect between the school and families, particularly those from economically disadvantaged backgrounds.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe

Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

2
★

Although 74.7% of students at Jefferson Elementary are identified as At-Risk--well above the district (63.1%) and state (53.2%) averages--the percentage of students receiving targeted interventions such as Section 504 (4.5%) and Dyslexia services (2.2%) is relatively low. This suggests a potential under-identification or underutilization of available support programs for students who may benefit fro

There is a lack of consistent and systematic processes for identifying and referring At-Risk students for targeted interventions, such as Section 504 and Dyslexia services. Contributing factors may include limited staff training on early warning indicators, inconsistent use of data to drive referrals, and insufficient collaboration between general education teachers, interventionists, and student

3
★

Jefferson Elementary is experiencing a high rate of turnover among both administrative staff and teachers, which has led to instability in leadership, disruption in instructional continuity, and challenges in maintaining a consistent and positive school culture. This turnover negatively impacts student achievement, staff morale, and the overall effectiveness of the school's educational programs. A

Root Cause 1: Limited opportunities for professional growth and development contribute to staff feeling undervalued and stagnant, leading to decreased job satisfaction and increased likelihood of leaving the school. Root Cause 2: Inadequate administrative support and unclear communication create a stressful and uncertain work environment, which negatively affects staff morale and retention among

4
★

Stakeholder perception data suggests a lack of consistent communication and trust between the school and its families, particularly among economically disadvantaged families. This perception gap may lead to reduced parental involvement, limited community engagement, and a lack of shared responsibility for student success.

Limited culturally responsive communication strategies and insufficient outreach efforts have led to a disconnect between the school and families, particularly those from economically disadvantaged backgrounds.

5★

Jefferson Elementary is currently experiencing an attendance rate of 91%, which falls short of the campus goal of 95%. This gap in attendance affects student engagement, learning continuity, and overall academic achievement. Addressing the factors contributing to chronic absenteeism and improving attendance is essential to ensure students have consistent access to instruction and to support their

The attendance rate at Jefferson Elementary is impacted by a combination of factors, including limited family engagement and communication around the importance of consistent attendance, barriers such as transportation challenges and health-related issues, and a lack of targeted incentives or interventions to motivate regular student attendance.

6★

Jefferson Elementary has not fully implemented the Positive Behavioral Interventions and Supports (PBIS) framework due to frequent administrative turnover and inconsistent fidelity in applying the program's practices. This has led to fragmented behavior management systems, unclear expectations for students and staff, and diminished effectiveness in promoting a positive and consistent school climat

The high rate of administrative turnover has disrupted continuity and ownership of the PBIS initiative, resulting in inconsistent training, monitoring, and reinforcement of PBIS practices. Additionally, limited ongoing professional development and lack of clear accountability measures have contributed to low fidelity in program implementation across the campus.

7★

Jefferson Elementary currently offers limited College, Career, and Military Readiness (CCMR) opportunities, which restricts students' early exposure to future pathways and real-world connections to their learning. Without intentional programming that builds awareness of college, career, and life skills, students may lack the motivation, vision, and foundational knowledge needed to set long-term ac

The limited CCMR opportunities at Jefferson Elementary stem from a lack of structured programming, dedicated resources, and staff training focused on early college and career readiness. Additionally, CCMR efforts have traditionally been prioritized at the secondary level, resulting in minimal integration of college and career exploration within the elementary curriculum.

8★

Students at our campus, especially those from underserved groups, lack equitable access to high-quality STEM learning due to limited instructional support, minimal cross-curricular integration, and weak industry partnerships--hindering their readiness for STEM careers and postsecondary opportunities.

Lack of equitable access to high-quality STEM learning opportunities

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

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
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results

- ☒ **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- ☒ **Texas approved PreK - 2nd grade assessment data**
- ☒ **Other PreK - 2nd grade assessment data**
- ☒ **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- ☒ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☒ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☒ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- ☒ **Male / Female performance, progress, and participation data**
- ☒ **Special education/non-special education population including discipline, progress and participation data**
- ☒ **Section 504 data**
- ☒ **Homeless data**
- ☒ **Gifted and talented data**
- ☒ **Dyslexia data**
- ☒ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- ☒ **Attendance data**
- ☒ **Discipline records**
- ☒ **Violence and/or violence prevention records**
- ☒ **Student surveys and/or other feedback**
- ☒ **School safety data**
- ☒ **Enrollment trends**

Employee Data

- ☒ **Professional learning communities (PLC) data**

- ☒ Staff surveys and/or other feedback
- ☒ 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
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Communications data



Goals

Goal 1

Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Reading from 14% to 25% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 15% to 25% by August 2026.

Strategy 1

Professional Learning Communities (PLCs) Continue weekly K-5 Professional Learning Communities (once a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and instructional admin team will attend Math, Reading and Science focused PLCs throughout the entirety of the school year.

Strategy's Expected Result/Impact: A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions.

Staff Responsible for Monitoring: The Instructional Coach

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

October

January

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe	Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of fourth grade students who score meets grade level or above on STAAR Reading from 12% to 25% by August 2026.

Strategy 1

Guided Reading for all grade levels will include enrichment lessons when appropriate to strengthen advances academic skills. The goal will be for 85% of students to leave each grade level reading on level. This will lead to increased number of Meets or Above on state assessments.

Strategy's Expected Result/Impact: Through Guided Reading, students will be able to establish fundamental skills necessary for proficient reading, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge, and develop reading comprehension skills.

Staff Responsible for Monitoring: The Instructional Coach

Problem Statements: Demographics 1

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

March

May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although 74.7% of students at Jefferson Elementary are identified as At-Risk--well above the district (63.1%) and state (53.2%) averages--the percentage of students receiving targeted interventions such as Section 504 (4.5%) and Dyslexia services (2.2%) is relatively low. This suggests a potential under-identification or underutilization of available support programs for students who may benefit fro	There is a lack of consistent and systematic processes for identifying and referring At-Risk students for targeted interventions, such as Section 504 and Dyslexia services. Contributing factors may include limited staff training on early warning indicators, inconsistent use of data to drive referrals, and insufficient collaboration between general education teachers, interventionists, and student

Performance Objective 3 High Priority HB3 Goal

Increase the percentage of fifth grade students who score meets grade level or above on STAAR Reading from 19% to 25% by August 2026.

Strategy 1

Begin collecting writing samples for all students in December. All students in K-5th will have a Writing folder with common prompts for monthly writing sample collection campus wide. The writing folder will travel with students from grade level to grade level. Common writing expectations for all students within the same grade level will be expected.

Strategy's Expected Result/Impact: The writing collections of students provide tangible evidence to show their academic achievements and progress over time. The writing collections will also help teachers identify areas of concern that will allow teachers to develop students as writers.

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

March

May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although 74.7% of students at Jefferson Elementary are identified as At-Risk--well above the district (63.1%) and state (53.2%) averages--the percentage of students receiving targeted interventions such as Section 504 (4.5%) and Dyslexia services (2.2%) is relatively low. This suggests a potential under-identification or underutilization of available support programs for students who may benefit fro	There is a lack of consistent and systematic processes for identifying and referring At-Risk students for targeted interventions, such as Section 504 and Dyslexia services. Contributing factors may include limited staff training on early warning indicators, inconsistent use of data to drive referrals, and insufficient collaboration between general education teachers, interventionists, and student

Performance Objective 4

Strengthen our Special Education programming by increasing the number of students meeting grade level expectations on STAAR Reading from 5% to 15% by August 2026.

Strategy 1  **Targeted Support Strategy**

Implement MTSS / RTI District Guidelines

Strategy's Expected Result/Impact: By following the district MTSS / RTI guidelines and protocols, Jefferson Elementary will be able to track and document student progress. Using this process, teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October

January

March

May

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe	Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

Performance Objective 5

Strengthen the academic performance of low socioeconomic status (SES) students and increase the percentage of students meeting grade-level expectations on the STAAR Reading assessment from 14% to 30% by August 2026.

Strategy 1

Data Analysis and intervention support. Utilize title 1 aide to support interventions and enrichment lessons during the scheduled daily intervention blocks.

Strategy's Expected Result/Impact: Student data will be evaluated and utilized to guide intervention instruction assignments and assigned personnel will focus on growth for all students.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May
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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Although 74.7% of students at Jefferson Elementary are identified as At-Risk--well above the district (63.1%) and state (53.2%) averages--the percentage of students receiving targeted interventions such as Section 504 (4.5%) and Dyslexia services (2.2%) is relatively low. This suggests a potential under-identification or underutilization of available support programs for students who may benefit fro	There is a lack of consistent and systematic processes for identifying and referring At-Risk students for targeted interventions, such as Section 504 and Dyslexia services. Contributing factors may include limited staff training on early warning indicators, inconsistent use of data to drive referrals, and insufficient collaboration between general education teachers, interventionists, and student

Goal 2

Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Math from 6% to 20% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 11% to 20% by August 2026.

Strategy 1

Professional Learning Communities (PLCs) Continue weekly K-5 Professional Learning Communities (once a week) to support the assessment cycle, data driven instruction and guide purposeful planning. All teachers and instructional admin team will attend Math, Reading and Science focused PLCs throughout the entirety of the school year.

Strategy's Expected Result/Impact: A professional learning community, or PLC, will allow grade level teachers to meet weekly, share expertise, and work collaboratively to improve teaching practices and the academic performance of students through the assessment cycle and the four essential PLC questions.

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

October

January

March

May

Strategy 2

Teachers will continuously monitor and track student exit ticket data to ensure mastery of skills.

Strategy's Expected Result/Impact: Students will demonstrate a higher level of understanding and mastery of the skills being taught.

Exit tickets provide real-time feedback on whether students have grasped the key concepts, enabling teachers to address areas of confusion before they become larger gaps in knowledge.

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

Formative Reviews

October

January

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe

Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Jefferson Elementary is experiencing a high rate of turnover among both administrative staff and teachers, which has led to instability in leadership, disruption in instructional continuity, and challenges in maintaining a consistent and positive school culture. This turnover negatively impacts student achievement, staff morale, and the overall effectiveness of the school's educational programs. A

Root Cause 1: Limited opportunities for professional growth and development contribute to staff feeling undervalued and stagnant, leading to decreased job satisfaction and increased likelihood of leaving the school. Root Cause 2: Inadequate administrative support and unclear communication create a stressful and uncertain work environment, which negatively affects staff morale and retention among

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

Increase the percentage of fourth grade students who score meets grade level or above on STAAR Mathematics from 6% to 20% by August 2026.

Strategy 1

Teachers will continuously monitor and track student exit ticket data to ensure mastery of skills.

Strategy's Expected Result/Impact: By tracking student exit tickets, Jefferson Elementary teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe	Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

Performance Objective 3 ☒ High Priority ☒ HB3 Goal

Increase the percentage of fifth grade students who score meets grade level or above on STAAR Mathematics from 3% to 20% by August 2026.

Strategy 1

Saturday School - STAAR Review Offer Saturday school to Grades 3-5 to help students make progress in mastering grade level content.

Strategy's Expected Result/Impact: Saturday School offers a unique and individualized learning experience.
Increases good study habits.
Improves academic performance, retention, and personal growth.

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Demographics 2

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Jefferson Elementary is currently experiencing an attendance rate of 91%, which falls short of the campus goal of 95%. This gap in attendance affects student engagement, learning continuity, and overall academic achievement. Addressing the factors contributing to chronic absenteeism and improving attendance is essential to ensure students have consistent access to instruction and to support their	The attendance rate at Jefferson Elementary is impacted by a combination of factors, including limited family engagement and communication around the importance of consistent attendance, barriers such as transportation challenges and health-related issues, and a lack of targeted incentives or interventions to motivate regular student attendance.

Performance Objective 4

Strengthen our Special Education programming by increasing the number of students meeting grade level expectations on STAAR Math from 2% to 15% by August 2026.

Strategy 1

Implement MTSS / RTI District Guidelines

Strategy's Expected Result/Impact: By following the district MTSS / RTI guidelines and protocols, Jefferson Elementary will be able to track and document student progress. Using this process, teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe

Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

Performance Objective 5

Strengthen the academic performance of low socioeconomic status (SES) students and increase the percentage of students meeting grade-level expectations on the STAAR Math assessment from 6% to 25% by August 2026.

Strategy 1

Implement MTSS / RTI District Guidelines

Strategy's Expected Result/Impact: By following the district MTSS / RTI guidelines and protocols, Jefferson Elementary will be able to track and document student progress. Using this process, teachers will be able to identify areas of growth and develop plans for intervention and regular progress monitoring.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Although 74.7% of students at Jefferson Elementary are identified as At-Risk--well above the district (63.1%) and state (53.2%) averages--the percentage of students receiving targeted interventions such as Section 504 (4.5%) and Dyslexia services (2.2%) is relatively low. This suggests a potential under-identification or underutilization of available support programs for students who may benefit fro	There is a lack of consistent and systematic processes for identifying and referring At-Risk students for targeted interventions, such as Section 504 and Dyslexia services. Contributing factors may include limited staff training on early warning indicators, inconsistent use of data to drive referrals, and insufficient collaboration between general education teachers, interventionists, and student

Goal 3

Seguin ISD Goal #3 (HB3): Increase the percentage of students who achieve meets grade level or higher for the College, Career, and Military Readiness (CCMR) requirements from 14% to 25% by August 2027.

Performance Objective 1

By the end of the 2025-2026 school year, overall STAAR scores for Jefferson Elementary's 3rd-5th grade students will increase for students in all subjects from 40%/14%/2% to 60%/25%/10% in the areas of approaches, meets, and masters.

Strategy 1

Increase the rigor of instruction by utilizing high quality instructional materials. The administrators and Instructional Coach will conduct weekly walkthroughs and provide individualized feedback to all classroom teachers.

Strategy's Expected Result/Impact: Differentiated instruction to ensure all students make academic progress and meet grade level mastery requirements of each standard.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Academic performance at Jefferson Avenue Elementary is below state and district averages. In the 2023-2024 school year, only 14.52% of 3rd-grade students were proficient in STAAR Reading, compared to 48.85% statewide and 37.02% in the district. Similarly, 5th-grade proficiency in STAAR Mathematics and Science was notably low, with only 3.28% and 0% of students meeting proficiency standards, respe	Low proficiency rates on STAAR assessments indicate a misalignment between classroom instruction and state standards, compounded by possible gaps in foundational literacy and numeracy skills. Inadequately differentiated instruction and limited intervention support may also be contributing factors.

Performance Objective 2

Increase students' awareness of college, career, and military readiness by hosting 3 CCMR activities / events during the school year.

Strategy 1

Incorporate college, military and trades into weekly instruction, presentations and events such as Fire Prevention and Career Day, and visuals around the campus. Promote college pathways by implementing college days on Wednesdays.

Strategy's Expected Result/Impact: Students will be exposed to a variety of options available to them after high school via conversations, visuals and participation in college day activities.

Staff Responsible for Monitoring: Counselor

Problem Statements: School Processes & Programs 3

TEA Priorities: Connect high school to career and college

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Jefferson Elementary currently offers limited College, Career, and Military Readiness (CCMR) opportunities, which restricts students' early exposure to future pathways and real-world connections to their learning. Without intentional programming that builds awareness of college, career, and life skills, students may lack the motivation, vision, and foundational knowledge needed to set long-term ac	The limited CCMR opportunities at Jefferson Elementary stem from a lack of structured programming, dedicated resources, and staff training focused on early college and career readiness. Additionally, CCMR efforts have traditionally been prioritized at the secondary level, resulting in minimal integration of college and career exploration within the elementary curriculum.

Performance Objective 3

By May 2028, the campus will utilize LASO grant funding to develop and implement a foundational STEM initiative by forming a STEM Leadership Team, providing professional development to at least 80% of instructional staff, and launching at least one interdisciplinary, project-based STEM unit or extracurricular program, in order to increase student engagement and access to high-quality STEM learning opportunities.

Strategy 1

Utilizing LASO grant funding, the campus will design and initiate a sustainable, equity-focused STEM program by May 2028, aimed at increasing student access to high-quality instruction in science, technology, engineering, and mathematics, with an emphasis on inquiry-based learning, cross-curricular integration, and career readiness.

Strategy's Expected Result/Impact: Equity & Access: Ensure that all student populations, including historically underserved groups, have equitable access to STEM learning opportunities.

Program Design: Establish a STEM Leadership Team by October 2025 to lead the development of a school-wide STEM framework aligned with Texas Essential Knowledge and Skills (TEKS) and local workforce needs.

Instructional Support: Provide ongoing professional development for at least 80% of instructional staff in STEM instructional strategies by April 2027.

Student Engagement: Launch at least one interdisciplinary, project-based STEM unit or club by Spring 2026 to promote hands-on, real-world learning experiences.

Partnerships: Develop at least two partnerships with local businesses, higher education institutions, or STEM organizations by May 2026 to support program implementation and career exposure.

Staff Responsible for Monitoring: Principal, APs and Instructional coach.

Problem Statements: Student Learning 1

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Lack of equitable access to high-quality STEM learning opportunities

Goal 4

Campus Goal #4: Campus will improve student, parent, community, and staff satisfaction from Fall 2025 to Spring 2026 as measured by the Gallup Poll.

Performance Objective 1

Increase involvement opportunities on campus for parents and community members.

Strategy 1

Utilize various methods of communication such as Phone/Email Messenger, flyers, marquee, weekly/monthly newsletters, etc. to improve the home and school connection.

Strategy's Expected Result/Impact: School personnel will utilize various means of communication as they make every effort to communicate with parents and improve the home and school connection. The intended result is to improve parent and family engagement in school events, functions, celebrations, events, and activities.

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Monitor parent engagement through sign-in sheets of events across the school year such as Meet the Teacher, Title 1 meeting, parent teacher conferences etc.

Strategy's Expected Result/Impact: By tracking parent engagement, the leadership team can monitor the increase or decrease of parent participation and the success of school events. The leadership team can then find ways to increase parent participation.

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Increase communication between parents, teachers, and administrators through meaningful conversations during "coffee and conversation with the principal" events during the school year.

Strategy's Expected Result/Impact: Parents will be provided the opportunity to share ideas, questions, or concerns directly with administrators twice a year during "coffee and conversation with the principal." The intent is to provide a comfortable and safe space that will allow meaningful, two-way communication to take place

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Increase parent participation of their students academic achievement by providing technology, math, and literacy resources they can utilize at home to increase student achievement. In addition, teachers and administration will host a literacy/math/ science night.

Strategy's Expected Result/Impact: Plan and carry out at least one literacy/math/science night in the Fall and one in Spring.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Stakeholder perception data suggests a lack of consistent communication and trust between the school and its families, particularly among economically disadvantaged families. This perception gap may lead to reduced parental involvement, limited community engagement, and a lack of shared responsibility for student success.	Limited culturally responsive communication strategies and insufficient outreach efforts have led to a disconnect between the school and families, particularly those from economically disadvantaged backgrounds.

Goal 5

Campus Goal #5: Jefferson will be a Tier 2 school based on the school performance framework (QSA) by August 2026.

Performance Objective 1

By the end of the 2025-2026 school year, Jefferson will increase attendance from 90.39% to 93%.

Strategy 1

Implement weekly attendance incentives.

Strategy's Expected Result/Impact: Increase student attendance.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Utilize Communities in Schools and Student Services to increase student attendance.

Strategy's Expected Result/Impact: Increase student attendance.

Staff Responsible for Monitoring: CIS

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Jefferson Elementary is currently experiencing an attendance rate of 91%, which falls short of the campus goal of 95%. This gap in attendance affects student engagement, learning continuity, and overall academic achievement. Addressing the factors contributing to chronic absenteeism and improving attendance is essential to ensure students have consistent access to instruction and to support their	The attendance rate at Jefferson Elementary is impacted by a combination of factors, including limited family engagement and communication around the importance of consistent attendance, barriers such as transportation challenges and health-related issues, and a lack of targeted incentives or interventions to motivate regular student attendance.

Performance Objective 2

Decrease ISS / OSS incidents by 10%.

Strategy 1

Provide behavior support for students through the use of the Behavior Reset room.

Strategy's Expected Result/Impact: Teach students ways to de-escalate and regulate their behavior when they are upset. The goal is to prevent serious behavior incidents and ensure students may return to class when they de-escalate.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Utilize a school-wide PBIS behavior system to set behavior expectations for all students.

Strategy's Expected Result/Impact: Set clear, school-wide behavior expectations for all students.

Staff Responsible for Monitoring: Assistant principal

Problem Statements: School Processes & Programs 2

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Jefferson Elementary has not fully implemented the Positive Behavioral Interventions and Supports (PBIS) framework due to frequent administrative turnover and inconsistent fidelity in applying the program's practices. This has led to fragmented behavior management systems, unclear expectations for students and staff, and diminished effectiveness in promoting a positive and consistent school climate.	The high rate of administrative turnover has disrupted continuity and ownership of the PBIS initiative, resulting in inconsistent training, monitoring, and reinforcement of PBIS practices. Additionally, limited ongoing professional development and lack of clear accountability measures have contributed to low fidelity in program implementation across the campus.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Stakeholder perception data suggests a lack of consistent communication and trust between the school and its families, particularly among economically disadvantaged families. This perception gap may lead to reduced parental involvement, limited community engagement, and a lack of shared responsibility for student success.	Limited culturally responsive communication strategies and insufficient outreach efforts have led to a disconnect between the school and families, particularly those from economically disadvantaged backgrounds.

Performance Objective 3

Increase teacher retention rate from 64% to 85%.

Strategy 1

Recognize a weekly teacher of the week on the campus newsletter.

Strategy's Expected Result/Impact: Teachers will be individually recognized for their many accomplishments.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Provide support for all teachers, particularly new teachers, during weekly PLCs.

Strategy's Expected Result/Impact: Teachers will feel supported on all levels with instruction.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Jefferson Elementary is experiencing a high rate of turnover among both administrative staff and teachers, which has led to instability in leadership, disruption in instructional continuity, and challenges in maintaining a consistent and positive school culture. This turnover negatively impacts student achievement, staff morale, and the overall effectiveness of the school's educational programs. A	Root Cause 1: Limited opportunities for professional growth and development contribute to staff feeling undervalued and stagnant, leading to decreased job satisfaction and increased likelihood of leaving the school. Root Cause 2: Inadequate administrative support and unclear communication create a stressful and uncertain work environment, which negatively affects staff morale and retention among



State Compensatory Education

State Compensatory

Budget for Jefferson Avenue Elementary

Total SCE Funds: \$14,105.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Supplemental after school or push-in tutoring for students in need of STAAR remediation.

Personnel for Jefferson Avenue Elementary

Name	Position	FTE
Marilyn Lange	Instructional Aide	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brenda Valenzuela Tristan	Instructional Aide	211 Title I, Part A	1
Elena Guarnero	Tech Lab Manager	211 Title I, Part A	1
Kendall Kirchner	Instructional Coach	289 Title IV	1
Reyna Stevens	Instructional Aide	211 Title I, Part A	1



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Rebecca	Davenport	Parent	Parent
Ruben	Alfaro	Parent	Parent
Maria	Guerra	Principal	Facilatator
LeeAnn	Delacruz	IC	Note Taker
Cindy	Isaac	SPED Teacher	Teacher
Lauren	Klar	Teacher	Teacher
Jana	Seibert	Teacher	Teacher