

Seguin Independent School District
Jefferson Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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

	2018-2019	2019-2020
Eco Dis	87.90%	86.90%
African American	5.50%	6.30%
Hispanic	79.60%	77.80%
White	14.30%	14.50%
ELL	1.10%	0.90%
At Risk	43.50%	53.00%
Mobility	20.10%	19.80%
SpEd	14.6%	12.30%

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

Problem Statement 2 (Prioritized): Teacher Turnover rate is very high from previous school year **Root Cause:** Lack of clear communication to staff; Many teachers retired or resigned to work in neighboring districts for various reasons. Three complete changes in administration in three years.

Student Learning

Student Learning Summary

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

3rd Grade	Approaches		Meets		Masters	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Reading						
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	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Math						
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	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Reading						
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
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3rd Grade	Approaches		Meets		Masters	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Math	78%	38%	43%	16%	27%	4%
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	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Reading	70%	51%	18%	21%	9%	15%
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	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Math	74%	58%	23%	43%	9%	18%
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	
	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR	2019 STAAR	2021 STAAR
Science	51%	50%	23%	5%	5%	0%
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 have experienced backwards progress from 2019-2021 STAAR data **Root Cause:** Need for improved intervention in all subject areas

Problem Statement 2 (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 3 (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 4 (Prioritized): Planning for instruction does not address the need of all learners. **Root Cause:** Improvement needed on tier 1 instruction.

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 we 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 Link (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.

Link and Positive Action

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher turnover rate was very high from the 2020-2021 to the 2021-2022 school year. **Root Cause:** Changes in Leadership, COVID concerns, Retirements.

Problem Statement 2 (Prioritized): Campus-wide PBIS plan needs to be established **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): Jefferson does not have PTC, decrease in parent involvement **Root Cause:** Focus has not been on building PTC, COVID-19 restrictions changing regularly

Priority Problem Statements

Problem Statement 8: Attendance rates declined from 2019 to present

Root Cause 8: Turnover in attendance clerk staffing and lack of attendance programming supporting attendance rates

Problem Statement 8 Areas: Demographics

Problem Statement 5: All Students have experienced backwards progress from 2019-2021 STAAR data

Root Cause 5: Need for improved intervention in all subject areas

Problem Statement 5 Areas: Student Learning

Problem Statement 2: Teacher turnover rate was very high from the 2020-2021 to the 2021-2022 school year.

Root Cause 2: Changes in Leadership, COVID concerns, Retirements.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 4: Jefferson does not have PTC, decrease in parent involvement

Root Cause 4: Focus has not been on building PTC, COVID-19 restrictions changing regularly

Problem Statement 4 Areas: Perceptions

Problem Statement 9: Teacher Turnover rate is very high from previous school year

Root Cause 9: Lack of clear communication to staff; Many teachers retired or resigned to work in neighboring districts for various reasons. Three complete changes in administration in three years.

Problem Statement 9 Areas: Demographics

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 3: Campus-wide PBIS plan needs to be established

Root Cause 3: PBIS plan outdated

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 6: All students show a need for whole-child growth and goal setting skills.

Root Cause 6: Students have limited exposure to real-world experiences.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Planning for instruction does not address the need of all learners.

Root Cause 7: Improvement needed on tier 1 instruction.

Problem Statement 7 Areas: Student Learning

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
- Federal Report Card Data

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: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: Teaching and Learning: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Jefferson Elementary will become a B-rated Campus.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Protected intervention where students can utilize digital applications as well as intervention staffing to promote academic growth.</p> <p>Strategy's Expected Result/Impact: Student growth in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Dean, Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Education Galaxy License - 211 Title I - 211.11.00.103.2.24.000.6399 - \$4,750, Scholastic Reading Materials - 211 Title I - 211.11.00.103.2.24.000.6399 - \$425.43</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Creating Student data folders to empower students to maximize performance on Istation and Imagine Math.</p> <p>Strategy's Expected Result/Impact: Student Growth in Reading and Math</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Academic Dean, Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implementing Guided Reading campus-wide to allow students access to consistent targeted instruction. Strategy's Expected Result/Impact: Students will make growth in Reading</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Guided Reading Manuals - 211 Title I - 211.11.00.103.2.24.000.6399 - \$1,005.58</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilization of IFD to create unit plans to backwards plan from assessments Strategy's Expected Result/Impact: Deeper understanding of TEKS and how lesson fits into unit plan.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Monthly half day data planning meetings for all grade levels Strategy's Expected Result/Impact: Deeper understanding of TEKS, data analysis, RTI Staff Responsible for Monitoring: Academic Dean, Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Substitute Teachers - 211 Title I - 211.11.00.103.2.24.000.6112 - \$5,400</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Weekly Professional Development delivered through PLCs. Strategy's Expected Result/Impact: Improve teacher effectiveness through professional development. Staff Responsible for Monitoring: Academic Dean, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: All Students have experienced backwards progress from 2019-2021 STAAR data **Root Cause:** Need for improved intervention in all subject areas

Problem Statement 2: 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 3: 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 4: Planning for instruction does not address the need of all learners. **Root Cause:** Improvement needed on tier 1 instruction.

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).



Performance Objective 2: POST-SECONDARY READINESS: At the elementary schools, Jefferson Avenue Elementary will increase the targets met from 17% to 25% in the Academic Achievement component of the Closing the Gap domain.






Evaluation Data Sources: Local assessment data, state assessment data

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: 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.

Evaluation Data Sources: Panorama Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Created a student shout-out board for students showing Matador spirit. Strategy's Expected Result/Impact: Increased student morale and attendance Staff Responsible for Monitoring: Assistant Principal, Principal, Counselor, CIS</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote whole child learning through intersession and ACE program Strategy's Expected Result/Impact: Student improvement in behavior and academics Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Dean, Counselor, Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: ACE Supplies - 211 Title I - 211.11.00.103.2.24.000.6399 - \$1,395, Intersession 1 Supplies - 211 Title I - 211.11.00.103.2.24.000.6399 - \$624.85</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Promote PBIS by establishing campus-wide PBIS expectations for all students</p> <p>Strategy's Expected Result/Impact: Improvement in behaviors across the campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CIS, ACE Coordinator, Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: PBIS common language signage - 211 Title I - 211.11.00.103.2.24.000.6399 - \$2,279</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Performance Objective 3 Problem Statements:







Student Learning
<p>Problem Statement 1: All Students have experienced backwards progress from 2019-2021 STAAR data Root Cause: Need for improved intervention in all subject areas</p>
<p>Problem Statement 2: 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</p>
<p>Problem Statement 3: All students show a need for whole-child growth and goal setting skills. Root Cause: Students have limited exposure to real-world experiences.</p>

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

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%.

Evaluation Data Sources: Sign-in sheets, parent survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a PTC as a way for parents to get involved. Strategy's Expected Result/Impact: Increase in parental involvement. Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate weekly using Seesaw, Class Dojo, Twitter, and Facebook to highlight school activities and information to parents. Strategy's Expected Result/Impact: Increase in positive school culture and communication Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Create Matador of the Month- Student/Parent Breakfast and Recognition for 1 student per classroom. Strategy's Expected Result/Impact: Increase in positive student culture. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide programs to encourage parents to engage in academic based activities to support their child's academic readiness including STAAR Readiness Nights (3rd - 5th grades), Literacy Night, Meet The Teacher, Make-It-and Take-It Nights, and CATCH events.</p> <p>Strategy's Expected Result/Impact: By providing a wide variety of involvement activities, parents will learn techniques to support their child at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Instructional Coach, CIS Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.2</p> <p>Funding Sources: Parent Involvement Conference - 211 Title I Parental Involvement - 211.61.00.103.2.24.000.6299 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: With parents, jointly review and develop/revise the Parent & Family Engagement policy and School-Parent Compact remotely or face-to-face.</p> <p>Strategy's Expected Result/Impact: Improved parental involvement and communication.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Jefferson does not have PTC, decrease in parent involvement Root Cause: Focus has not been on building PTC, COVID-19 restrictions changing regularly</p>

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

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.

Evaluation Data Sources: Social media








Strategy 1 Details	Reviews			
<p>Strategy 1: Offer survey for parents to share impressions/suggestions of activities to include:</p> <ol style="list-style-type: none"> 1. Parent Conferences - how can we improve 2. Academic Nights held throughout the school year 3. Engagement Activities - Turkey Trot, PE Family Days, Field Days <p>Strategy's Expected Result/Impact: More data will be available to guide our attempts to improve/add to our parental involvement activities.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide materials, to the extent practicable, in a language and format that parents can understand. Ensure that the CIP is translated.</p> <p>Strategy's Expected Result/Impact: Improve efforts to communicate with parents.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

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 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

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: Creating a culture of positivity. Staff Shout Outs Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide timely feedback on lesson plans through Whetstone. Strategy's Expected Result/Impact: Improved lesson plans and instructional delivery Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Introduce weekly spirit days for staff Strategy's Expected Result/Impact: Increase in positive school culture Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Valerie McKinney	Principal
Academic Dean	Christina Ramirez	Academic Dean
Administrator	Tracee Gonzales	Assistant Principal
Non-classroom Professional	Jana Seibert	Interventionist
Classroom Teacher	Cynthia Hale	5th Grade Team Lead
Classroom Teacher	Jaquelyn Cardenas	4th Grade Tea
Classroom Teacher	Resa Cunningham	3rd Grade
Classroom Teacher	Shelia Copeland	2nd Grade Team Lead
Classroom Teacher	Lauren Klar	1st Grade Team Lead
Classroom Teacher	Jennifer Wells	Kindergarten Team Lead
Community Representative	Jon Garner	Business
Parent	Rebecca Davenport	Parent
Parent	Elena Watts	Parent