

Wichita Falls Independent School District
Jefferson Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission for Jefferson Elementary is that everyone in our Jefferson family be a respectful, productive and responsible member of our school and community.

Vision

I am a member of the Jefferson Elementary family. Today is a new day and I am respectful, responsible and ready to learn. I honor the rights of other students and help keep our school a safe place. I know my teachers' value and believe in me. I am successful.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	8
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Recruit, retain, and support teachers and principals.	19
Goal 2: Build a foundation of literacy and numeracy.	22
Goal 3: Connect high school to career and college.	41
Goal 4: Improve low performing schools.	43
State Compensatory	55
Budget for Jefferson Elementary	55
Personnel for Jefferson Elementary	55
Title I Personnel	56
Campus Funding Summary	57
Addendums	58

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 21-22 TAPR Report:

We had 396 students on campus.

PK: 31

KG: 65

Grade 1: 62

Grade 2: 49

Grade 3: 62

Grade 4: 69

Grade 5: 58

Student Demographics from 21-22

Gender

- Female 44.9% (178 students)
- Male: 55.1% (218 students)

Ethnicity

- Hispanic-Latino 28.5% (113 students)
- White/Non-Hispanic 71.5% (283 students)

Race

- African American- 7.1% (28 students)
- Hispanic- 28.5% (113 students)
- White-52.5% (208 students)
- American Indian- 0% (0 students)
- Asian- 4.5% (18 students)
- Pacific Islander- 0% (0students)

- Two or More Races- 7.3% (29 students)

Student by Program:

- The mobility rate was 11.9% (39 students) for the 2021-2022 school year
 - 2.4% Af. Amer (8)
 - 3.0% Hispanic (10)
 - 5.2% White (17)
 - 0% Asian (0)
 - 1.2% Two or More Races (4)

BY PROGRAM

- 17.9% (71 students) are identified **Special Education**
 - 28.2% Intellectual Disabilities (20)
 - 39.4% Physical Disabilities (28)
 - 19.7% Behavioral Disabilities (14)
 - 12.7% Students with Autism (9)
- 4.3% (17 students) are identified as **Gifted & Talented Program**
- 7.6% (30 students) are identified as **English Learners** (English Language Learners)

Other Student Information:

- 63.6% (252 students) of the student population is Economically Disadvantaged
- 41.2% (163 students) of the student population is At-Risk
- 10.1% (40) Section 504 Students
- 5.3% (21) Students with Dyslexia

Average class siz:

KG: 20.8

1st: 19.7

2nd: 14.7

3rd: 19.0

4th: 19.7

5th: 17.6

Attendance Rate: 96.7 % (20-21) down from 98.4% (19-20) and up from 96.4% (18-19)

Student Demographics from 20-21

Gender (Eduphoria)

- Female 43% (172 students)
- Male 57% (228 students)

Ethnicity (20-21 TAPR): 400 students total

- Hispanic-Latino 28% (112 students)
- White/Non-Hispanic 72% (288 students)

Race (20-21 TAPR): 400 students total

- African American- 5.3% (21 students)
- Hispanic- 28% (112 students)
- White-55.3% (221 students)
- American Indian- 0% (0 students)
- Asian- 5.3% (21 students)
- Pacific Islander- 4.3% (17 students)
- Two or More Races- 7.3% (29 students)

Student by Program: (2020-2021 TAPR)

- The mobility rate is 14.8% (54) for the 2019-2020 school year
 - 6% Af. Amer (22)
 - 3.8% Hispanic (14)
 - 4.4% White (16)
 - 0% Asian (0)
 - .5% Two or More Races (2)
- 15.25% (61 students) are identified Special Education
 - 27.9% Intellectual Disabilities (17)
 - 31.1% Physical Disabilities (19)
 - 19.7% Behavioral Disabilities (12)
 - Not reported- Students with Autism
- 3.% (12students) are identified as Gifted & Talented Program
- 7% (28students) are identified as Limited English Proficient (English Language Learners)

Other Student Information (20-21 TAPR):

- 53.0% (212students) of the student population is Economically Disadvantaged
- 40.8% (163 students) of the student population is At-Risk
- 7% (28) Section 504 Students
- 4.8% (19) Students with Dyslexia

Demographics Strengths

Jefferson's strengths include a high level of parent involvement at campus events and a highly active PTA. Jefferson remains a somewhat middle class “neighborhood” school although our eco dis population is growing. Based on data from Eduphoria, our eco dis population was around 64% at the beginning of the 2022-2023 school year, along with having students living in federally funded housing areas. We are becoming a more diversified campus with our hispanic population increasing. We strive to provide high levels of support to students from teachers, paras, administrators, as well as utilizing tutors that serve our students throughout the year. Our teachers work closely with our tutors to target the needs of each individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has dropped over the past few years and we are not meeting our 96% goal **Root Cause:** There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from CPM (PK), Tx-KEA (KG), district benchmarks, running records (RazKids), MAP (BOY, MOY, & EOY), additional summative assessments and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and MTSS processes.

Need to add 22-23 STAAR DATA HERE!!!!

After reviewing our data from 2021-2022, data shows strengths in upper grades reading and lower grades math. However, data also shows weaknesses in lower grades reading (1st-2nd) and upper grades math (3-5).

	May 2022 STAAR Grade 3 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	59	1410	71.19%	32.20%	8.47%	05/10/22
Economic Disadvantage	36	1357	61.11%	22.22%	2.78%	05/10/22
Asian	4	1529	75%	75%	25%	05/10/22
Black/African American	4	1394	75%	25%	0%	05/10/22
Hispanic	22	1399	63.64%	36.36%	18.18%	05/10/22
Two or More Races	4	1448	100%	50%	0%	05/10/22
White	25	1397	72%	20%	0%	05/10/22
Currently Emergent Bilingual	4	1345	25%	25%	25%	05/10/22
Special Ed Indicator	14	1350	57.14%	21.43%	0%	05/10/22

	May 2022 STAAR Grade 3 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	59	1442	69.49%	52.54%	28.81%	05/11/22
Economic Disadvantage	36	1398	55.56%	41.67%	22.22%	05/11/22

	May 2022 STAAR Grade 3 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Asian	4	1598	75%	75%	75%	05/11/22
Black/African American	4	1397	50%	25%	25%	05/11/22
Hispanic	22	1424	59.09%	50%	31.82%	05/11/22
Two or More Races	4	1480	100%	75%	0%	05/11/22
White	25	1433	76%	52%	24%	05/11/22
Currently Emergent Bilingual	4	1408	25%	25%	25%	05/11/22
Special Ed Indicator	14	1348	42.86%	28.57%	14.29%	05/11/22

	May 2022 STAAR Grade 4 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	61	1513	63.93%	27.87%	9.84%	05/10/22
Economic Disadvantage	42	1471	52.38%	19.05%	2.38%	05/10/22
Asian	-	-	-	-	-	-
Black/African American	3	1502	66.67%	33.33%	0%	05/10/22
Hispanic	13	1501	61.54%	30.77%	15.38%	05/10/22
Two or More Races	6	1460	50%	0%	0%	05/10/22
White	39	1526	66.67%	30.77%	10.26%	05/10/22
Currently Emergent Bilingual	1	1601	100%	100%	0%	05/10/22
Special Ed Indicator	18	1397	22.22%	5.56%	0%	05/10/22

	May 2022 STAAR Grade 4 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	61	1477	60.66%	29.51%	13.11%	05/11/22
Economic Disadvantage	42	1450	57.14%	14.29%	7.14%	05/11/22
Asian	-	-	-	-	-	-
Black/African American	3	1384	33.33%	0%	0%	05/11/22

	May 2022 STAAR Grade 4 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Hispanic	13	1473	61.54%	30.77%	7.69%	05/11/22
Two or More Races	6	1491	83.33%	16.67%	0%	05/11/22
White	39	1484	58.97%	33.33%	17.95%	05/11/22
Currently Emergent Bilingual	1	1452	100%	0%	0%	05/11/22
Special Ed Indicator	18	1402	44.44%	11.11%	0%	05/11/22

	May 2022 STAAR Grade 5 Mathematics Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	61	1566	70.49%	31.15%	9.84%	05/10/22
Economic Disadvantage	35	1530	60%	17.14%	5.71%	05/10/22
Asian	3	1678	100%	33.33%	33.33%	05/10/22
Black/African American	6	1490	33.33%	16.67%	0%	05/10/22
Hispanic	13	1555	69.23%	30.77%	7.69%	05/10/22
Two or More Races	2	1461	0%	0%	0%	05/10/22
White	37	1579	78.38%	35.14%	10.81%	05/10/22
Currently Emergent Bilingual	8	1567	62.50%	25%	12.50%	05/10/22
Special Ed Indicator	15	1470	26.67%	6.67%	6.67%	05/10/22

	May 2022 STAAR Grade 5 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	61	1558	77.05%	49.18%	24.59%	05/11/22
Economic Disadvantage	35	1526	68.57%	40%	14.29%	05/11/22
Asian	3	1500	66.67%	33.33%	33.33%	05/11/22
Black/African American	6	1513	66.67%	16.67%	0%	05/11/22
Hispanic	13	1502	61.54%	30.77%	7.69%	05/11/22
Two or More Races	2	1613	100%	50%	50%	05/11/22
White	37	1587	83.78%	62.16%	32.43%	05/11/22

	May 2022 STAAR Grade 5 Reading Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Currently Emergent Bilingual	8	1487	50%	37.50%	12.50%	05/11/22
Special Ed Indicator	15	1446	40%	13.33%	0%	05/11/22

	May 2022 STAAR Grade 5 Science Preliminary					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Jefferson Elementary	61	3776	63.93%	40.98%	13.11%	05/12/22
Economic Disadvantage	35	3629	57.14%	25.71%	11.43%	05/12/22
Asian	3	3555	66.67%	33.33%	0%	05/12/22
Black/African American	6	3269	33.33%	0%	0%	05/12/22
Hispanic	13	3657	61.54%	23.08%	7.69%	05/12/22
Two or More Races	2	3642	50%	0%	0%	05/12/22
White	37	3925	70.27%	56.76%	18.92%	05/12/22
Currently Emergent Bilingual	8	3511	50%	25%	0%	05/12/22
Special Ed Indicator	15	3286	26.67%	13.33%	0%	05/12/22

In the four indexes assessed for the state accountability area in 2021-2022, Jefferson scored (C) Student Achievement; (B) Student Progress; (C) Closing Performance Gaps; and a (B) Overall Score.

[STAAR and MAP data overview](#)

-

22-23: Update with Strengths once data is available.

21-22: We had strengths in 3rd-5th Reading, especially 3rd and 5th and also in K-2 Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Second grade students are not making the expected growth in reading. **Root Cause:** The curriculum being used is not a researched based curriculum and, therefore, has not significantly prepared the second grade students for the rigorous expectations.

Problem Statement 2 (Prioritized): Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 3 (Prioritized): Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

Problem Statement 4 (Prioritized): Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year. **Root Cause:** Staff are more focused on academic interventions than behavior instruction and expectations.

Problem Statement 5 (Prioritized): Attendance has dropped over the past few years and we are not meeting our 96% goal **Root Cause:** There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Problem Statement 6 (Prioritized): Not all students are receiving targeted intervention/acceleration. **Root Cause:** Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

School Processes & Programs

School Processes & Programs Summary

For the 23-24 school year, we have 14 new staff members.

Support systems, such as common grade level planning, PLC time, and a common learning framework are in place. Additionally, an instructional coach and mentor teachers will be utilized to help support new staff. We utilize monthly facilitated PLCs to provide additional support for certified staff. Kindergarten through 5th grade teachers will have weekly 45 minute grade level PLCs to allow time for instructional support, data disaggregation and assistance with lesson planning to increase instructional effectiveness. Additionally, the administrative team will conduct at least three walkthroughs per week to ensure accountability in staff.

WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement.

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Teachers implement Balanced Literacy and Guided Math as part of the district initiatives. We used MAP assessments administered at the BOY, MOY, & EOY. These proved to be vital assessments for determining students' progress. They also were a good indicator for how students would perform on STAAR assessments.

Kindergarten through 5th grade will continue to have 1:1 chromebooks. All homeroom classrooms, as well as Resource, Inclusion, and LIFE classrooms have interactive whiteboards. 3rd-5th STAAR subject classrooms have been equipped with View Sonic View boards (similar to Promethean boards) to provide a more interactive experience in instruction.

Safety drills and logs are maintained. Doors are secure and all visitors to campus have to sign in with front office staff with license and are printed a name badge.

Jefferson has many activities for students to participate in including clubs, UIL, and choir.

We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. We have an anonymous, "See Something, Say Something" reporting opportunity for any students to report anything that is of concern for them. Our counselor monitors that diligently. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students. We utilized the CKH SEL curriculum in the 21-22 and 22-23 school years for teachers to implement in their classrooms. We will continue to use this program if it is provided by the district as a resource.

All staff at Jefferson Elementary are Highly Qualified. Instructional Coaches provide instructional support. All teachers new to Jefferson are also provided professional learning opportunities through campus professional learning communities and opportunities to observe teachers on other campuses. Brand new teachers are provided a mentor and veteran teachers who are new to the campus are provided a "go-to" person to assist with any questions or concerns. Training is provided throughout the year to support all teachers. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention.

We have an independent intervention period built into the schedule to provide more small group instruction. Classroom teachers collaborate with SpEd teachers to assist in the growth of our special education students. Jefferson strives to educate the whole child through social, emotional well being, providing character education and enrichment opportunities for students to explore outside interests and develop a sense of belonging and value.

School Processes & Programs Strengths

High staff morale; Staff members are overall willing to do whatever is necessary to ensure student success. Staff members help tutor and volunteer to help each other.

Teachers have built a good foundation for Balanced Literacy components and will continue to hone their craft in this during the current school year. Staff overall have a positive attitude and are excited to grow in their profession.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students are receiving targeted intervention/acceleration. **Root Cause:** Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

Problem Statement 2 (Prioritized): Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

Problem Statement 3 (Prioritized): Attendance has dropped over the past few years and we are not meeting our 96% goal **Root Cause:** There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Problem Statement 4 (Prioritized): Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 5 (Prioritized): Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year. **Root Cause:** Staff are more focused on academic interventions than behavior instruction and expectations.

Perceptions

Perceptions Summary

Jefferson has a culture in which all members strive for greatness. Overall, parents are supportive of teachers and administrators. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Jefferson believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe and often have teachers from other campuses or districts come to our school to observe. We invite community members to come and see what we are about. We partner with Midwestern State University to provide a place where aspiring teachers can come and learn. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process. We have a "growth mindset" and are focused on setting and reaching goals at every grade level. We believe all students can learn

We can gain insight into perceptions through staff, students, and parent surveys conducted throughout the year.

Perceptions Strengths

We get positive feedback from parents. We have a 5 star rating on parent reviews on our Jefferson FB page. We often get compliments about the culture of our school and other schools and community (Midwestern State University) send people to visit and observe. Overall, parents have indicated through parent surveys that they are highly satisfied with the communication from the school as well as parent involvement opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year. **Root Cause:** Staff are more focused on academic interventions than behavior instruction and expectations.

Problem Statement 2 (Prioritized): Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 3 (Prioritized): Attendance has dropped over the past few years and we are not meeting our 96% goal **Root Cause:** There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Priority Problem Statements

Problem Statement 1: Second grade students are not making the expected growth in reading.

Root Cause 1: The curriculum being used is not a researched based curriculum and, therefore, has not significantly prepared the second grade students for the rigorous expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Not all students are receiving targeted intervention/acceleration.

Root Cause 2: Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.

Root Cause 3: Staff are more focused on academic interventions than behavior instruction and expectations.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Attendance has dropped over the past few years and we are not meeting our 96% goal

Root Cause 4: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR.

Root Cause 5: The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Our Special Education students who are served in a resource setting have academic gaps

Root Cause 6: The Master schedule pull out time for resource students has been during gen ed core instruction

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data








- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Retain 95% or more of staff at the end of the 2023-2024 school year.

Evaluation Data Sources: Mentors assigned
New Staff Survey and Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Training provided to staff in support of behavior, academic, language acquisition and student specific needs by mentors, campus experts and/or within campus, district, regional or out of district entities. Strategy's Expected Result/Impact: All staff will gain additional knowledge and their art of teaching practices and gain awareness and support strategies to foster success in both academics and behavior. Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches, District Curriculum Specialists and SpEd staff Additional Targeted Support Strategy Problem Statements: Student Learning 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional coach will focus on providing assistance to teachers in need of instructional strategies and resources. Instructional coach will focus on new (including new to grade level) and struggling teachers. Strategy's Expected Result/Impact: Improvement in content knowledge, planning and lesson delivery. Staff Responsible for Monitoring: Instructional coaches; campus administrators Funding Sources: Instructional Coaches - Salaries & Benefits - SCE - \$88,000	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Take Quick Data checks to analyze the perception of staff regarding level of support. Analyze data for trends, areas of strengths, areas to take a closer look Strategy's Expected Result/Impact: Gain an understanding of staff perceptive in school's overall safety, culture, and collaboration. Staff Responsible for Monitoring: Principal, Asst. Principal HRS Leadership Team	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.
Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.

School Processes & Programs

Problem Statement 5: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.
Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.








Perceptions

Problem Statement 1: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.
Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Fill at least 90% of vacancies for the the 2024-2025 school year by the end of May in the 2023-2024 school year.




Evaluation Data Sources: Number of vacancies based on report from HR and Talent Ed.










Strategy 1 Details	Formative Reviews		
Strategy 1: Attend yearly district job fair, collect resumes, interview candidates, reaching out to local university to get potential candidates who are student teachers, maintain file of potential new hires. *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement. Strategy's Expected Result/Impact: All current staff members are highly qualified. Staff Responsible for Monitoring: Administrators, teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Ensure the number of Pre-kindergarten students who are At-risk (in either Phonics, Math, or Science) on the EOY Circle Test is less than 90%.

- Evaluation Data Sources:** EOY Circle Assessment
- Participation in BUDS (Building up Developing Students) program.
 - Use of Technology to enhance learning.
 - Results from UpStart program

Strategy 1 Details	Formative Reviews		
Strategy 1: All Pre-K students participate in the BUDS (Building Up Developing Students) program where they are partnered with upper elementary students who serve as mentors. Strategy's Expected Result/Impact: Pre-K students will build rapport with upper elementary students and receive help where it is needed. Pre-K students will develop a sense of community within the school environment and will feel safe and ready to transition to elementary. Staff Responsible for Monitoring: Administrators; Teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring. Staff Responsible for Monitoring: Principal, Secretary Funding Sources: - Not Funded	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Pre-K students will utilize a Phonics program to increase reading and math skills. Strategy's Expected Result/Impact: Students in Pre-K will advance their skills in reading and math. Staff Responsible for Monitoring: District Pre-K Curriculum Specialists Pre-K Teachers Title I: 2.6 - Additional Targeted Support Strategy Funding Sources: Purchase licenses for Waterford program for PK and Kg - Title 1 Part A - 211E11 6248 00 118 4 30 000 - \$3,150	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize CPM Circle Assessment to evaluate students' performance and progress. Strategy's Expected Result/Impact: This assessment will provide feedback to teachers so that they can determine areas to target for each student. Staff Responsible for Monitoring: Pre-K teachers	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Using EOY Reading MAP assessments:

Kindergarten:

The mean RIT score for Kindergarten students on Reading MAP will increase by 16.44 points from BOY to EOY 23-24.

1st grade:

The mean RIT score for 1st grade students on Reading MAP will increase by 15.47 points from BOY to EOY 23-24.

2nd grade:

The mean RIT score for 2nd grade students on Reading MAP will increase by 13.22 points from BOY to EOY 23-24.

3rd grade:

The mean RIT score for 3rd grade students on Reading MAP will increase by 10.5 points from BOY to EOY 23-24.



4th grade:

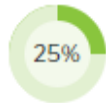


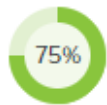
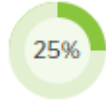




The mean RIT score for 4th grade students on Reading MAP will increase by 8.16 points from BOY to EOY 23-24.


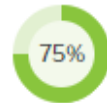






5th grade:

The mean RIT score for 5th grade students on Reading MAP will increase by 6.5 points from BOY to EOY 23-24.

Evaluation Data Sources: Classroom Formative and Summative Data, Tier 2/3 Intervention Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Braum's Reading Buddies program to encourage students to read more. Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary. Staff Responsible for Monitoring: Librarian, Teachers Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Our Campus (second grade students)will participate in the Read2Learn program having an assigned mentor reading buddy. Strategy's Expected Result/Impact: Increase reading fluency/literacy whereby all students will be reading on grade level at the end of the second grade. Staff Responsible for Monitoring: R2L co-coordinators, Administrators, Teachers, R2L mentors Problem Statements: Student Learning 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students in grades K-5 create NWEA MAP goals at BOY, MOY and EOY and track their individual progress using a data binder. Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers; Instrutional Coaches; Administrators	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons. Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success. Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Use online program to assess student progress and provide intervention in reading. Strategy's Expected Result/Impact: Increase in student progress in reading. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2 Funding Sources: IXL - Title 1 Part A - 211 e 11 6248 00 118 0 30 000 - \$1,575	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Administer NWEA MAP testing at BOY, MOY and EOY for each student to continuously identify gaps in order to routinely provide instruction and intervention to address student needs. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize weekly facilitated PLCs to assess student data and target areas of instruction based on gaps in learning. Strategy's Expected Result/Impact: By meeting weekly with administrators and instructional coaches to assess data and create a plan for targeting instruction, gaps in learning will be addressed and students will make growth. Staff Responsible for Monitoring: Classroom teachers; instructional coaches; administrators Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2, 3, 4, 5 - Perceptions 1, 2, 3	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance has dropped over the past few years and we are not meeting our 96% goal Root Cause: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.
Student Learning
Problem Statement 1: Second grade students are not making the expected growth in reading. Root Cause: The curriculum being used is not a researched based curriculum and, therefore, has not significantly prepared the second grade students for the rigorous expectations.
Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR.
Problem Statement 3: Our Special Education students who are served in a resource setting have academic gaps Root Cause: The Master schedule pull out time for resource students has been during gen ed core instruction
Problem Statement 4: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year. Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.
Problem Statement 5: Attendance has dropped over the past few years and we are not meeting our 96% goal Root Cause: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Student Learning

Problem Statement 6: Not all students are receiving targeted intervention/acceleration. **Root Cause:** Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

School Processes & Programs

Problem Statement 1: Not all students are receiving targeted intervention/acceleration. **Root Cause:** Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

Problem Statement 2: Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

Problem Statement 3: Attendance has dropped over the past few years and we are not meeting our 96% goal **Root Cause:** There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Problem Statement 4: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 5: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year. **Root Cause:** Staff are more focused on academic interventions than behavior instruction and expectations.

Perceptions

Problem Statement 1: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year. **Root Cause:** Staff are more focused on academic interventions than behavior instruction and expectations.

Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 3: Attendance has dropped over the past few years and we are not meeting our 96% goal **Root Cause:** There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Using EOY Math MAP assessments:

Kindergarten:

The mean RIT score for Kindergarten students on Math MAP will increase by 17.54 points from BOY to EOY 23-24.

1st grade:

The mean RIT score for 1st grade students on Math MAP will increase by 16.35 points from BOY to EOY 23-24.

2nd grade:

The mean RIT score for 2nd grade students on Math MAP will increase by 14.38 points from BOY to EOY 23-24.

3rd grade:

The mean RIT score for 3rd grade students on Math MAP will increase by 12.6 points from BOY to EOY 23-24.


4th grade:





The mean RIT score for 4th grade students on Math MAP will increase by 10.96 points from BOY to EOY 23-24.






5th grade:

The mean RIT score for 5th grade students on Math MAP will increase by 9.45 points from BOY to EOY 23-24.

Evaluation Data Sources: BOY & EOY MAP Assessments (K-5)

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will create a numeracy rich environment and students will utilize manipulatives in daily math lessons. Strategy's Expected Result/Impact: Increase in student achievement in math. Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal, Teachers	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use TEKS Resource System - Instructional Focus Document to plan lessons aligned with district's scope and sequence. Strategy's Expected Result/Impact: Students' math skills will improve and they will gain a deeper understanding of math concepts. SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with. Staff Responsible for Monitoring: Principal Asst Principal Instructional Math Coach Teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain a math resource library to include but not limited to books and games based on Readiness and Supporting Standards that both teachers and students can utilize in the classroom or at home for intervention support. Strategy's Expected Result/Impact: Improvement in student scores in math. Parent engagement in students' progress and success. Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Students in grades K-5 create NWEA MAP goals at BOY, MOY and EOY and track their individual progress using a data binder. Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers; Instrutlional Coaches; Administrators	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Use online program to assess student progress and provide intervention in math. Strategy's Expected Result/Impact: Increase in student progress in math. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2 Funding Sources: Funds to purchase - Title 1 Part A - 211 e 11 6248 00 118 0 30 000 - \$4,075	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Second grade students are not making the expected growth in reading. Root Cause: The curriculum being used is not a researched based curriculum and, therefore, has not significantly prepared the second grade students for the rigorous expectations. Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR. Problem Statement 3: Our Special Education students who are served in a resource setting have academic gaps Root Cause: The Master schedule pull out time for resource students has been during gen ed core instruction
School Processes & Programs
Problem Statement 2: Our Special Education students who are served in a resource setting have academic gaps Root Cause: The Master schedule pull out time for resource students has been during gen ed core instruction Problem Statement 4: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR.
Perceptions
Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Math STAAR:

Third Grade

-will have least 50% of students at the meets level and 25% of students at the mastered level

Fourth Grade:



-will have least 50% of students at the meets level and 25% of students at the mastered level; OR a Domain 2 value of 90


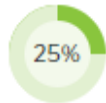



Fifth Grade:






-will have least 50% of students at the meets level and 25% of students at the mastered level; OR a Domain 2 value of 90

High Priority

Evaluation Data Sources: 2023-2024 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use TEKS Resource System - Instructional Focus Document to plan lessons aligned with district's scope and sequence with hyperlinked lessons. Strategy's Expected Result/Impact: Students' math skills will improve and they will gain a deeper understanding of math concepts. SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with. Staff Responsible for Monitoring: Principal Asst Principal Instructional Math Coach Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain a math resource library to include but not limited to books and games based on Readiness and Supporting Standards that both teachers and students can utilize in the classroom or at home for intervention support. Strategy's Expected Result/Impact: Improvement in student scores in math. Parent engagement in students' progress and success. Staff Responsible for Monitoring: Math Teachers; Instructional Coaches	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create individual student binders to track progress and set goals for improvement. Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to implement Math small groups and stations from Kindergarten through 5th grade. Teachers will create a numeracy rich environment and students will utilize manipulatives in daily math lessons. Strategy's Expected Result/Impact: Increase in student achievement in math. Staff Responsible for Monitoring: Instructional Math Coach, Principal, Assistant Principal, Teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Use online program to assess student progress and provide intervention in math. Strategy's Expected Result/Impact: Increase in student progress in math. Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide additional tutoring to students who did not pass the Math STAAR test during the 22-23 school year. Strategy's Expected Result/Impact: Gaps in learning will be filled and students will show growth in math on the 2024 STAAR. Staff Responsible for Monitoring: Teachers; Tutors; Administrators Problem Statements: Student Learning 2, 3 - School Processes & Programs 2, 4 - Perceptions 2	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize Lonestar Learning to target specific math TEKS and as a spiral review throughout the year. Strategy's Expected Result/Impact: Students will have frequent and consistent exposure and practice with grade level TEKS which should help them be more successful on STAAR assessments. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Funding Sources: Purchase Lonestar Learning - Title I Part A - 211.e.11.6248 - \$674	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR. Problem Statement 3: Our Special Education students who are served in a resource setting have academic gaps Root Cause: The Master schedule pull out time for resource students has been during gen ed core instruction
School Processes & Programs
Problem Statement 2: Our Special Education students who are served in a resource setting have academic gaps Root Cause: The Master schedule pull out time for resource students has been during gen ed core instruction Problem Statement 4: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR.
Perceptions
Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. Root Cause: The focus of intervention has been on students who did not meet grade level standards on STAAR.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: The percentage of Kindergarten students that score on grade level or above in Language and Literacy will increase by 15% from BOY to EOY in TX-KEA.

Using EOY Reading MAP assessments:

1st grade:

The mean RIT score for 1st grade students on Reading MAP will increase by 17.5 points from BOY to EOY 23-24.

2nd grade:

The mean RIT score for 2nd grade students on Reading MAP will increase by 13.22 points from BOY to EOY 23-24.

3rd grade:

The mean RIT score for 3rd grade students on Reading MAP will increase by 10.5 points from BOY to EOY 23-24.

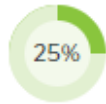
4th grade:


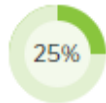
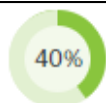
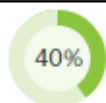
The mean RIT score for 4th grade students on Reading MAP will increase by 8.16 points from BOY to EOY 23-24.







5th grade:

The mean RIT score for 5th grade students on Reading MAP will increase by 6.5 points from BOY to EOY 23-24.

Evaluation Data Sources: BOY and EOY Tx-KEA and MAP assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Braum's Reading Buddies program to increase students love of reading. Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary. Staff Responsible for Monitoring: Librarian, Teachers	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create individual student binders to track progress and set goals for improvement. Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons. Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success. Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Use instructional online programs to assess student progress and provide intervention in reading. Strategy's Expected Result/Impact: Increase in student progress in reading. Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Student Learning 2, 3 - School Processes & Programs 2, 4 - Perceptions 2	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: *The TELPAS will be utilized to assess EB (Emerging Bilingual) students' achievement measured against the state achievement standards. EB (Emerging Bilingual) students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Staff Responsible for Monitoring: Principal ESL Teachers Asst. Principal Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize a research program that allows students to conduct research, read texts from multiple sources, and conduct research. Strategy's Expected Result/Impact: increase student reading fluency and comprehension	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize instructional strategies and resources, such as LoneStar Learning to target specific TEKS and as a spiral review throughout the year. Strategy's Expected Result/Impact: Increase rigor, increase vocabulary, increase scores Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2 Funding Sources: Purchase LoneStar Learning for grades 1-5 in reading - Title 1 Part A - \$2,667	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Implement the use of interactive boards to assist with interactivity in digital lessons such as Lonestar Learning. Strategy's Expected Result/Impact: Increased student engagement and interactivity. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: Second grade students are not making the expected growth in reading. **Root Cause:** The curriculum being used is not a researched based curriculum and, therefore, has not significantly prepared the second grade students for the rigorous expectations.

Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 3: Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

School Processes & Programs

Problem Statement 2: Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

Problem Statement 4: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Perceptions

Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: Reading STAAR:

Third Grade:

-will have least 50% of students at the meets level and 25% of students at the mastered level




Fourth Grade:








-will have least 50% of students at the meets level and 25% of students at the mastered level; OR a Domain 2 value of 90

Fifth Grade:

will have least 50% of students at the meets level and 25% of students at the mastered level; OR a Domain 2 value of 90

Evaluation Data Sources: 2023-2024 STAAR Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Braum's Reading Buddies program to increase students love of reading. Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary. Staff Responsible for Monitoring: Librarian, Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create individual student binders to track progress and set goals for improvement. Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses. Students will monitor their own progress and develop goals which should lead to improvement overall. Staff Responsible for Monitoring: Teachers; Instrutlional Coaches; Administrators	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons. Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success. Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Use online program to assess student progress and provide intervention in reading. Strategy's Expected Result/Impact: Increase in student progress in reading. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 4 - Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Student Learning 1, 3 - School Processes & Programs 2	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: *The TELPAS will be utilized to assess EB (Emerging Bilingual) students' achievement measured against the state achievement standards. EB (Emerging Bilingual) students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Staff Responsible for Monitoring: Principal ESL Teachers Asst. Principal Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide additional tutoring to students who did not pass the Reading STAAR test during the 22-23 school year. Strategy's Expected Result/Impact: Gaps in learning will be filled and students will show growth in reading on the 2023 STAAR. Staff Responsible for Monitoring: Teachers; Tutors; Administrators Problem Statements: Student Learning 2, 3 - School Processes & Programs 2, 4 - Perceptions 2	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Second grade students are not making the expected growth in reading. **Root Cause:** The curriculum being used is not a researched based curriculum and, therefore, has not significantly prepared the second grade students for the rigorous expectations.

Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Problem Statement 3: Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

School Processes & Programs

Problem Statement 2: Our Special Education students who are served in a resource setting have academic gaps **Root Cause:** The Master schedule pull out time for resource students has been during gen ed core instruction

Problem Statement 4: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Perceptions

Problem Statement 2: Our campus does not have enough students who fall in the meets and/or masters performance level categories for STAAR. **Root Cause:** The focus of intervention has been on students who did not meet grade level standards on STAAR.

Goal 3: Connect high school to career and college.




Performance Objective 1: Increase student awareness of post-secondary opportunities by offering at least 3 college and career awareness activities by the end of the 2023-2024 school year.



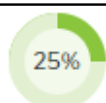




Evaluation Data Sources: Flyers

Agendas

Photos

Student Surveys







Strategy 1 Details	Formative Reviews		
Strategy 1: Make students aware of post-secondary opportunities through: wearing college shirts on Wednesdays, staff displaying college degrees and teaching certificates in classrooms. Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities. Staff Responsible for Monitoring: All Staff Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a career day/reality fair. Strategy's Expected Result/Impact: Students will be aware of potential careers and real life skills; income potential related to real life situations and expected and unexpected expenses. Staff Responsible for Monitoring: Counselor, teachers, administrators, community/business members. Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide exposure to new skills and potential areas of interest through bi-weekly club meetings, both within the school day and after school. Students will experience multiple clubs throughout the year. Strategy's Expected Result/Impact: All students will have a broader range of interests and experiences to draw from for later opportunities. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunity for students to join the STEAM Club. Hold STEAM Club meetings during Jaguar Jungle every other week. Strategy's Expected Result/Impact: Increase students' real world problem solving skills. Increase awareness of robotics and computer coding and how the knowledge can be used to solve real world problems. Staff Responsible for Monitoring: Instructional Media Specialist; Teacher(s); Administrators - TEA Priorities: Connect high school to career and college	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize high school students in the PALS programs to mentor students at the elementary level. Strategy's Expected Result/Impact: Elementary students will have a high school role model that will help develop their desire and motivation to be successful in school. Staff Responsible for Monitoring: Assistant Principal; Librarian; Attendance Clerk; Teachers; Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide students the opportunity to participate in UIL competitions in a variety of events. Strategy's Expected Result/Impact: Students will be motivated to reach their fullest potential and become leaders. Staff Responsible for Monitoring: UIL Sponsor; UIL Coaches; Administrators	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Improve low performing schools.

Performance Objective 1: 100% of core subject teachers will participate in a minimum of 7 targeted PLC meetings by the end of May 2024.

Evaluation Data Sources: PLC Meeting Minutes
PLC Meeting Agendas
Sign-In Sheets
Data Dig Spreadsheet

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold vertical PLC meetings to analyze data, discuss strategies, collaborate with content area peers. Strategy's Expected Result/Impact: Increase student performance in all areas. Staff Responsible for Monitoring: Teachers, Instructional Coaches - Additional Targeted Support Strategy Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Hold weekly Facilitated Grade Level PLCs for grades K-5 with targeted focus to assess data through data digs provide curriculum support to target instructional areas needing growth. Hold monthly Facilitated PK PLCs with targeted focus to assess data through data digs provide curriculum support to target instructional areas needing growth. Strategy's Expected Result/Impact: Teachers will become more effective through continued professional development and support. Teachers will be aware of each student's progress or lack thereof and determine ways to target student needs. Staff Responsible for Monitoring: Principal Asst Principal Instructional Coaches Teachers - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 4: Improve low performing schools.

Performance Objective 2: Help motivate students through recognition programs, maintaining at least 6 school wide recognition programs, by the end of the 2023-2024 school year and continuing classroom level recognition.

Evaluation Data Sources: Awards Ceremonies

Academic Recognition

Pep Rallies

Jags with SWAG (PBIS)

Ringin GOALden Bell

School Wide Writing every 9 weeks

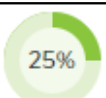
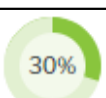




Golden Spatula

9 weeks parties

Fun Fridays

Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Surprise Visits from Jaguar Mascot to recognize student for job well done

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a variety of programs within the classroom and across the campus, including, but not limited to: Awards Ceremonies Student of the 9 weeks Academic Recognition Jags with SWAG (PBIS) 9 weeks parties Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.) Strategy's Expected Result/Impact: Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the use of Class Dojo as a Positive Behavior System. Strategy's Expected Result/Impact: Students will earn positive Dojo points that will be a part of a class/campus economy system in which students can redeem points for positive rewards. Staff Responsible for Monitoring: Classroom teachers	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Improve low performing schools.

Performance Objective 3: Work to increase overall attendance rate to 97% by the end of the 2023-2024 school year.

Evaluation Data Sources: Attendance Reports



AttenDANCE



Parent Conferences

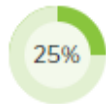




Home Visits

Phone calls to parents

Truancy involvement

Strategy 1 Details	Formative Reviews		
Strategy 1: Make timely calls to parents for each student not in attendance by 10:00 am every day. Follow up to collect doctors'/parents' notes when students are absent. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Attendance clerk	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement multiple attendance incentives to encourage students to be in attendance: Individual recognition: Students with perfect attendance for each 9 weeks will earn a certificate. Students with perfect attendance for the entire school year will earn a certificate, gold coin, and recognition in front of peers at EOY school-wide assembly. Campus recognition: Each 9 weeks hold a campus wide AttenDANCE party. Students who have perfect attendance for the 9 weeks will be invited to come for a dance party for 20 minutes at the end of the 9 weeks. Monthly Grade Level Attendance Challenge: Grade level with highest attendance rate average for the month get a treat with the principals. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Teachers, Administrators, Attendance Clerk Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Make phone calls to inquire about students with irregular attendance.</p> <p>Home visits for students with frequent absences.</p> <p>Involve truancy officer when issues persist.</p> <p>Strategy's Expected Result/Impact: Improved attendance</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>*Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 6: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student. All staff complete modules online. A TBSI team will be assembled and trained in TBSI and Handle with Care. All students will be trained on internet safety. Staff Responsible for Monitoring: Principal Counselor Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent. Staff Responsible for Monitoring: Assistant Principal; Principal Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

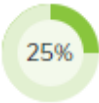


Demographics
Problem Statement 1: Attendance has dropped over the past few years and we are not meeting our 96% goal Root Cause: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.
Student Learning
Problem Statement 5: Attendance has dropped over the past few years and we are not meeting our 96% goal Root Cause: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.










School Processes & Programs	
Problem Statement 3: Attendance has dropped over the past few years and we are not meeting our 96% goal	Root Cause: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.
Perceptions	
Problem Statement 3: Attendance has dropped over the past few years and we are not meeting our 96% goal	Root Cause: There is a lack of parent training on the importance of attendance and the long term effects on their child's learning.

Goal 4: Improve low performing schools.

Performance Objective 4: Provide at minimum 5 opportunities for parent involvement by the end of the 23-24 school year to include parent nights and surveys to gather input.

Evaluation Data Sources: Parent Surveys
Agendas
Sign-In Sheets






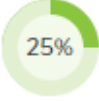
Strategy 1 Details	Formative Reviews		
Strategy 1: Host a Literacy Night for parents and students. Strategy's Expected Result/Impact: Parent engagement in literacy based activities. Increased scores on STAAR test in Reading/ Writing. Make more parents aware of how to help their children. Get more parents involved in the education of their children. Staff Responsible for Monitoring: Teachers and administrators Funding Sources: Supplies for Literacy Night (PFE) Activities - Title 1 Part A - \$213.17	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create opportunities for parents, students, and staff to provide input and feedback through surveys, general feedback forms, and meetings, including parent participation on the Campus Site Based Decision Making Team. *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Strategy's Expected Result/Impact: Parents will become aware of various aspects of literature, including genres and key concepts. Staff Responsible for Monitoring: Teachers and administrators	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Host Game Night with Guys to increase male role model involvement. Strategy's Expected Result/Impact: Increased involvement from male role models Staff Responsible for Monitoring: Principal Asst Principal Teachers	Formative		
	Nov	Feb	May
			

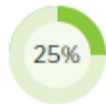
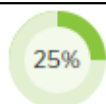
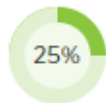





Strategy 4 Details	Formative Reviews		
Strategy 4: Host Game Night with Grands for students to have grandparent involvement. Strategy's Expected Result/Impact: Increase whole family involvement Staff Responsible for Monitoring: Principal Asst Principal Teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Host Tea Time night in honor of Mothers' Day Strategy's Expected Result/Impact: Parent involvement. Staff Responsible for Monitoring: Principal Asst. Principal Teachers	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Host a STEAM Night focusing on Science, Technology, Engineering, Art, and Mathematics. Strategy's Expected Result/Impact: Provide an opportunity for parents/families to engage in multi-disciplinary activities that include hands-on, interactive lessons so parents can see what students are learning and how they are learning in school. Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators Funding Sources: Materials and supplies for STEAM activities - Title 1 Part A - \$225	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Improve low performing schools.

Performance Objective 5: Increase parent awareness and engagement opportunities by utilizing at least 5 modes of parent communication throughout the 23-24 school year.

Evaluation Data Sources: Surveys
Calendars
Newsletters
Friday Folders








Strategy 1 Details	Formative Reviews		
Strategy 1: Send home monthly calendars with up to date information about events, dress up days, holidays, etc. Strategy's Expected Result/Impact: Parents will be aware of upcoming events and will provided with timely information about what's happening at school. Staff Responsible for Monitoring: Administrators; teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize a Google Form for documenting phone calls made to parents by staff members. Strategy's Expected Result/Impact: We will have a record of calls and attempted calls to keep parents engaged and informed regarding their student's academics and behavior. Staff Responsible for Monitoring: Teachers; administrators; counselor	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will make "Sunshine Calls" (positive calls home) within the first two weeks of school. Strategy's Expected Result/Impact: Staff will build a positive rapport with parents/families. Parents/families will be more receptive to any future potential negative calls that may have to take place. Staff Responsible for Monitoring: Classroom teachers; Administrators	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the use of Class Dojo as a means for communicating with parents on an individual, classroom, and campus wide basis. Strategy's Expected Result/Impact: Parents will be informed of students' progress, behaviors, events, and other campus information. Staff Responsible for Monitoring: Administrators, classroom teachers, counselor	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize social media (i.e. Jefferson FB page) to communicate events, information, etc. to parents Strategy's Expected Result/Impact: Increased parent awareness, communication, and engagement Staff Responsible for Monitoring: Principal, Asst. Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize Parent Link automated phone call and email service to send home reminders and important information. Strategy's Expected Result/Impact: Increased parent awareness, communication, and engagement. Staff Responsible for Monitoring: Principal, Asst Principal	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Send home paper flyers about upcoming events and important information.	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Host a Parent HUB website for quick access to up-to-date information. Strategy's Expected Result/Impact: Increased parent awareness, communication, and engagement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Improve low performing schools.

Performance Objective 6: Reduce the number of office referrals by at least 5% from the 22-23 school year to the 23-24school year.

Evaluation Data Sources: Discipline Referrals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the district wide discipline plan, flow chart, and expectations. Strategy's Expected Result/Impact: Office referrals and classroom disruptions will be reduced Staff Responsible for Monitoring: Classroom teachers; administrators; counselor	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the campus wide use of Class DoJo to better communicate with parents throughout the day including sending home information, as well as communicating concerns and positive affirmations. Strategy's Expected Result/Impact: Better communication between school and home Staff Responsible for Monitoring: Administrators; Counselor	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Campus Wide Expectations for teaching, modeling, practicing, and reinforcing routines, procedures, and structure. Conduct walkthroughs and hold staff accountable for holding students accountable for meeting these campus wide expectations. (i.e. Expectations for when students enter the room, desk work, C4B4ME, etc.) Strategy's Expected Result/Impact: Increased academic success and decreased behavioral issues. Staff Responsible for Monitoring: All STAFF Problem Statements: Student Learning 4, 6 - School Processes & Programs 1, 5 - Perceptions 1	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 4: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.
Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.

Problem Statement 6: Not all students are receiving targeted intervention/acceleration. **Root Cause:** Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

School Processes & Programs

Problem Statement 1: Not all students are receiving targeted intervention/acceleration. **Root Cause:** Schedules are not developed collaboratively between Homeroom and Non-Homeroom Staff (i.e. librarian, counselor, Special Ed).

Problem Statement 5: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.
Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.

Perceptions

Problem Statement 1: Although discipline referrals have decreased, student disruption in the classroom continues to be an ongoing problem and increases throughout the year.
Root Cause: Staff are more focused on academic interventions than behavior instruction and expectations.

State Compensatory

Budget for Jefferson Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.9

Brief Description of SCE Services and/or Programs

Personnel for Jefferson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holden, Pamela	Aide	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gound, Melissa	Instructional Coach: Reading	School Wide	1

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Purchase licenses for Waterford program for PK and Kg	211E11 6248 00 118 4 30 000	\$3,150.00
2	2	5	IXL	211 e 11 6248 00 118 0 30 000	\$1,575.00
2	3	5	Funds to purchase	211 e 11 6248 00 118 0 30 000	\$4,075.00
2	4	8	Purchase Lonestar Learning	211.e.11.6248	\$674.00
2	5	8	Purchase LoneStar Learning for grades 1-5 in reading		\$2,667.00
4	4	1	Supplies for Literacy Night (PFE) Activities		\$213.17
4	4	6	Materials and supplies for STEAM activities		\$225.00
Sub-Total					\$12,579.17
Budgeted Fund Source Amount					\$86,940.00
+/- Difference					\$74,360.83
Grand Total Budgeted					\$86,940.00
Grand Total Spent					\$12,579.17
+/- Difference					\$74,360.83

Addendums

2022-23 Title I Campus Budget

Jefferson Elementary

Erica Adkins

Estimated 2022-23 Title I Budget Allocation:	\$78,226
--	----------

Estimated Discretionary Funds: **\$8,714**

Total	\$86,940
-------	----------

Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	118	3	30	000		Substitutes
211	11	6118	67	118	3	30	000		Tutoring
211	11	6118	00	118	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	118	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	118	3	30	000	\$78,226	Teacher Salaries, Stipends & Benefits
211	11	6129	00	118	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	118	3	30	000		Region Esc Services
211	11	6248	00	118	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	118	3	30	000	\$8,164	On-line services/Maint agreements
211	34	6294	67	118	3	30	000		Student busing for tutorials
211	11	6297	00	118	3	30	000		Printing
211	11	6299	00	118	3	30	000		Contracted Services - For Students
211	13	6299	00	118	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	118	3	30	000		Instructional Reading materials/books
211	11	6339	00	118	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	118	3	30	000		Technology
211	11	6396	00	118	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	118	3	30	000		Software/Licenses
211	11	6399	00	118	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	118	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	118	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$86,940	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$1,247	
211	61	6239	00	118	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	118	3	30	215		PFE Contracted Services
211	61	6297	00	118	3	30	215		PFE Printing
211	61	6399	00	118	3	30	215	\$997	PFE Supplies
211	61	6411	00	118	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	118	3	30	215	\$250	PFE Snacks
TOTALS								\$1,247	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered										Non-transferrable: Must remain in PFE									
Principal Signature: <i>Erica Adkins</i>																			
Date: 8/18/2022																			