

Trinity Basin Preparatory
Jefferson Campus
2024-2025 Campus Improvement Plan



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Priority Problem Statements

Problem Statement 1: Advanced math courses not offered at 6th and 7th grade grade.

Root Cause 1: Lack of targeted instruction to grow scholars meeting expectations to level of mastery. Hyper focus on scholars that achieved at "Does not meet" and approaches level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our Emergent Bilingual population make up 44.7% of our population, yet less than 30% of teaching staff received high quality ongoing professional development for emerging bilingual scholars.

Root Cause 2: Deficit of diverse/ differentiated professional development offered by District and Region 10 for emerging bilingual scholars.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science STAAR 2024 results are well below the state (5th State - 56|26|10) (5th Jefferson - 49|19|3) and Social Studies 8 are right below the state (8th State - 57|31|16) (8th Jefferson - 55|28|14)

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In Spring, only 20% of students left Jefferson with a CTE credit and 0% with advanced mathematics course credit in 6th and 7th grades.

Root Cause 4: Advanced math courses not offered at 6th and 7th grade grade.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a general decline in students moving to Meets and Masters levels, the more advanced students are not progressing with their learning as fast.

Root Cause 5: Time devoted to interventions of the low and well below students reduces resources for the advanced students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our school-wide Parent Teacher initiatives had the average involvement of 14% of our parents (Parent Teacher Conferences Fall & Spring, Open House, PTO, and Coffee w/ Principal).

Root Cause 6: Parents have expressed not having child care for other (younger) children, which caused them to not be able to attend parent meetings.)

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In 2023, Jefferson had college awareness programming, however offered minimum programs designed to PREPARE scholars for college, military and career readiness. (AVID)

Root Cause 7: Limitations in master schedule, certifications and staffing allocations.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The time teachers spend reporting information (data, accommodations, testing, etc) outweighs the time spent in action steps.

Root Cause 8: The number of items that need to be addressed regularly. Grades Accommodation trackers Student work samples 1416 Action data collection LPAC BOY< MOY< EOY MTSS submissions Rythem data

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Attendance for Jefferson for 2023-2024 SY was 94%, which met the district goal (94%), however, over 60 students had credit recovery and were on the retention list.

Root Cause 9: As of 2023-2024, Jefferson had a lot of failing grades and absenteeism

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: In 2023, Jefferson had college awareness programming, however offered minimum programs designed to PREPARE scholars for college, military and career readiness. (AVID)

Root Cause 10: Limitations in master schedule, certifications and staffing allocations.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Attendance for Jefferson for 2023-2024 SY was 94%, which met the district goal (94%), however, over 70 students had summer school and 45 were on the retention list.

Root Cause 11: As of 2023-2024, Jefferson had a high mobility rate.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: 55% (11/20) of our core teachers are provisional and not fully certified in the respective content areas. (1 PT1, 6 PT2, 2 PT3, 2 PT4) (District Data).

Root Cause 12: Pay begins at \$61,000, but does not align with pay of nearby districts.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Based on the data from 2023-2024 teacher attendance continued to be an issue in that the number of absences by teachers for the past three school years has increased on our campus. The data reports that Average Absences increased from 6.7% (2019-20), 7.1% (2020-21) and 7.8% 2021-22). It increased to 9% for (2022-2023).

Root Cause 13: Teachers not held accountable for absences, burnout, and teacher value.

Problem Statement 13 Areas: Demographics

Problem Statement 14: According to the TAPR reports and School Data packet from 2021-2022 and 2022-2023, our school has observed a significant disparity in the representation of Hispanic students and teachers. The data shows that 63.7% (2021-2022) and 65% (2022-2023) of our student population identifies as Hispanic, the average representation of Hispanic teachers standing at only 17.8% (2021-2022) and 10.6% (2022-2023)

Root Cause 14: Pay, recruitment practices, and valuing employees.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Our demographics are 95% Hispanic, 4% Black and 1% Other. 100% of our students are classified as low socio-economic status.

Root Cause 15: The area that we serve is a lower income portion of Dallas.

Problem Statement 15 Areas: Demographics

Problem Statement 16: Advanced mathematics courses were not offered for 6th and 7th grades during 2023-2024.

Root Cause 16: Not placed into master schedule

Problem Statement 16 Areas: Demographics

Problem Statement 17: Jefferson's enrollment has remained stagnant with 570 enrollment for 2023. for 2024, Jefferson was projected at 508, we are at 580.

Root Cause 17: Recruitment efforts and the increase in Dallas ISD offerings (Magnets, Early College, etc.)

Problem Statement 17 Areas: Demographics

Problem Statement 18: Special Population students aren't showing the same levels of growth to Meets and Master expectations.

Root Cause 18: The amount of time spent with the well-below students out weighs the amount of service time the approaches students receive.

Problem Statement 18 Areas: Demographics

Problem Statement 19: The Campus/District earned an accountability score of D for the 2023-2024 academic school year.

Root Cause 19: Elementary schools. Lack of consistency/ not growing new teachers into great teachers. Lack of staff to support sped/ esl/ dyslexia / rti students-30 minutes a week in a group of 30+ students is not enough. Tests being graded by A.I will carry any bias built into that A.I. One grader, even if it's a computer, is still not as good as 3 different graders. Different graders will have different bias

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Although STAAR scores increase yearly, we are below district and state performance levels (23-24 School Profile)

Root Cause 20: Inexperienced teachers. Changing content/ curriculum mid-year without fully planning out implementation. Poor alignment along grade levels. Covid gaps.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: The teacher retention rate decreased by 14% from 2022 to 2023 (23-24 School Profile)

Root Cause 21: District experienced a r.i.f. last year. Lower performing and newer teachers were asked not to return. Some experienced teachers chose not to return because they felt the way the former admin treated them was disrespectful (ex. how the r.i.f was announced).

Problem Statement 21 Areas: Perceptions

Problem Statement 22: That the campus has "too much" going on.

Root Cause 22: The amount of things I require and check for regularly can be overwhelming to teachers.

Problem Statement 22 Areas: Perceptions

Goals

Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 1: All PreK-12th grade learners will be provided high quality Tier 1 instruction that is aligned to the TEKS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: TEKS-Based Planning: Ensure all lesson plans, scope, and sequence are aligned with the TEKS. Use district-approved curriculum materials and supplemental resources to meet the TEKS standards. Strategy's Expected Result/Impact: Mastery of TEKS: Students will demonstrate increased mastery of grade-level TEKS objectives across all subjects, as evidenced by improved performance on formative assessments, benchmarks, and state exams (STAAR, EOC). Higher Proficiency Rates: The percentage of students meeting or exceeding proficiency levels in core subjects will increase, closing achievement gaps among different student populations. High-Quality Tier 1 Instruction: All classrooms will deliver consistent, rigorous Tier 1 instruction that is aligned to the TEKS, ensuring that every student receives a strong foundation of academic skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 4, 5				

Strategy 2 Details	Reviews			
Strategy 2: Ongoing Professional Development: Provide continuous training on best practices for delivering TEKS-aligned Tier 1 instruction, including differentiation, student engagement strategies, and formative assessments. Strategy's Expected Result/Impact: Mastery of TEKS: Students will demonstrate increased mastery of grade-level TEKS objectives across all subjects, as evidenced by improved performance on formative assessments, benchmarks, and state exams (STAAR, EOC). Higher Proficiency Rates: The percentage of students meeting or exceeding proficiency levels in core subjects will increase, closing achievement gaps among different student populations. High-Quality Tier 1 Instruction: All classrooms will deliver consistent, rigorous Tier 1 instruction that is aligned to the TEKS, ensuring that every student receives a strong foundation of academic skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 4, 5	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Data-Driven Instruction: Implement a process for using student performance data on TEKS standards to inform instructional adjustments and interventions in real-time. Strategy's Expected Result/Impact: Mastery of TEKS: Students will demonstrate increased mastery of grade-level TEKS objectives across all subjects, as evidenced by improved performance on formative assessments, benchmarks, and state exams (STAAR, EOC). Higher Proficiency Rates: The percentage of students meeting or exceeding proficiency levels in core subjects will increase, closing achievement gaps among different student populations. High-Quality Tier 1 Instruction: All classrooms will deliver consistent, rigorous Tier 1 instruction that is aligned to the TEKS, ensuring that every student receives a strong foundation of academic skills. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 4, 5	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Population students aren't showing the same levels of growth to Meets and Master expectations. Root Cause: The amount of time spent with the well-below students out weighs the amount of service time the approaches students receive.
Student Learning
Problem Statement 1: There is a general decline in students moving to Meets and Masters levels, the more advanced students are not progressing with their learning as fast. Root Cause: Time devoted to interventions of the low and well below students reduces resources for the advanced students.
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Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 2: All subpopulation indicators will meet the academic targets in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

Strategy 1 Details	Reviews			
Strategy 1: Data Review Meetings: Conduct bi-weekly meetings with grade-level and content-area teams to analyze student data, identify trends, and adjust instruction for underperforming subpopulations. Strategy's Expected Result/Impact: Improved Academic Performance for Targeted Subpopulations The two lowest-performing subpopulations and "high focus" groups will demonstrate measurable improvements in their performance on formative assessments, benchmarks, and state exams, closing achievement gaps. Increased TEA Accountability Scores in "Closing the Gaps" Domain The school will meet or exceed academic targets for subpopulations in the 2025 A-F Accountability Ratings, particularly in the "Closing the Gaps" domain, demonstrating overall improvement in student achievement across all subpopulations. Enhanced Differentiation and Instructional Support Teachers will become more effective at differentiating instruction for diverse learners, resulting in improved engagement and mastery of content for students in the targeted subpopulations. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 3, 4	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Targeted Interventions: Provide small group interventions and additional support for students in the two lowest-performing subpopulations and the "high focus" group. This will include tutoring, focused reteaching, and personalized learning plans. Strategy's Expected Result/Impact: Improved Academic Performance for Targeted Subpopulations The two lowest-performing subpopulations and "high focus" groups will demonstrate measurable improvements in their performance on formative assessments, benchmarks, and state exams, closing achievement gaps. Increased TEA Accountability Scores in "Closing the Gaps" Domain The school will meet or exceed academic targets for subpopulations in the 2025 A-F Accountability Ratings, particularly in the "Closing the Gaps" domain, demonstrating overall improvement in student achievement across all subpopulations. Enhanced Differentiation and Instructional Support Teachers will become more effective at differentiating instruction for diverse learners, resulting in improved engagement and mastery of content for students in the targeted subpopulations. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 3, 4	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Progress Monitoring: Use formative assessments and benchmark testing to monitor the progress of these subpopulations and adjust strategies accordingly. Strategy's Expected Result/Impact: Improved Academic Performance for Targeted Subpopulations The two lowest-performing subpopulations and "high focus" groups will demonstrate measurable improvements in their performance on formative assessments, benchmarks, and state exams, closing achievement gaps. Increased TEA Accountability Scores in "Closing the Gaps" Domain The school will meet or exceed academic targets for subpopulations in the 2025 A-F Accountability Ratings, particularly in the "Closing the Gaps" domain, demonstrating overall improvement in student achievement across all subpopulations. Enhanced Differentiation and Instructional Support Teachers will become more effective at differentiating instruction for diverse learners, resulting in improved engagement and mastery of content for students in the targeted subpopulations. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 3, 4		Formative			Summative
		Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Population students aren't showing the same levels of growth to Meets and Master expectations. Root Cause: The amount of time spent with the well-below students out weighs the amount of service time the approaches students receive.
Student Learning
Problem Statement 1: There is a general decline in students moving to Meets and Masters levels, the more advanced students are not progressing with their learning as fast. Root Cause: Time devoted to interventions of the low and well below students reduces resources for the advanced students. Problem Statement 2: Advanced math courses not offered at 6th and 7th grade grade. Root Cause: Lack of targeted instruction to grow scholars meeting expectations to level of mastery. Hyper focus on scholars that achieved at "Does not meet" and approaches level. Problem Statement 3: Our Emergent Bilingual population make up 44.7% of our population, yet less than 30% of teaching staff received high quality ongoing professional development for emerging bilingual scholars. Root Cause: Deficit of diverse/ differentiated professional development offered by District and Region 10 for emerging bilingual scholars.

Student Learning

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School Processes & Programs

Problem Statement 1: The time teachers spend reporting information (data, accommodations, testing, etc) outweighs the time spent in action steps. **Root Cause:** The number of items that need to be addressed regularly. Grades Accommodation trackers Student work samples 1416 Action data collection LPAC BOY< MOY< EOY MTSS submissions Rythem data

Perceptions

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Goal 1: Provide all students equitable access to grade level instruction through high impact learning.

Performance Objective 3: Implement a comprehensive Lesson Internalization Framework to ensure that 100% of educators effectively internalize, adapt, and deliver lessons aligned with curriculum standards, fostering consistent and high-quality instruction across all classrooms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Lesson Study Sessions: Conduct weekly collaborative planning sessions where teachers internalize upcoming lessons by reviewing content, objectives, and instructional strategies. These sessions will include modeling, peer feedback, and identifying key misconceptions students may have. Strategy's Expected Result/Impact: Improved Instructional Consistency Across Classrooms 100% of educators will consistently deliver high-quality lessons aligned with curriculum standards, resulting in more uniform and rigorous instruction across all classrooms, ensuring all students receive the same level of quality education. Enhanced Teacher Capacity for Lesson Adaptation Teachers will develop stronger skills in lesson internalization and adaptation, leading to more responsive teaching practices that address the diverse needs of students, resulting in higher student engagement and achievement. Increased Student Mastery of Curriculum Standards As lessons are better internalized and adapted by educators, students will show significant gains in their mastery of curriculum standards, leading to higher overall academic performance on formative assessments, benchmarks, and state exams. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Instructional Adaptation Support: Provide guidance on differentiating lessons to meet the needs of diverse learners, ensuring alignment with curriculum standards while maintaining flexibility for personalized instruction. Strategy's Expected Result/Impact: Improved Instructional Consistency Across Classrooms 100% of educators will consistently deliver high-quality lessons aligned with curriculum standards, resulting in more uniform and rigorous instruction across all classrooms, ensuring all students receive the same level of quality education. Enhanced Teacher Capacity for Lesson Adaptation Teachers will develop stronger skills in lesson internalization and adaptation, leading to more responsive teaching practices that address the diverse needs of students, resulting in higher student engagement and achievement. Increased Student Mastery of Curriculum Standards As lessons are better internalized and adapted by educators, students will show significant gains in their mastery of curriculum standards, leading to higher overall academic performance on formative assessments, benchmarks, and state exams. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 3, 4	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Ongoing Reflection and Feedback: Teachers will reflect on lesson delivery and student outcomes through post-lesson discussions with instructional coaches, using feedback to improve future instruction. Strategy's Expected Result/Impact: Improved Instructional Consistency Across Classrooms 100% of educators will consistently deliver high-quality lessons aligned with curriculum standards, resulting in more uniform and rigorous instruction across all classrooms, ensuring all students receive the same level of quality education. Enhanced Teacher Capacity for Lesson Adaptation Teachers will develop stronger skills in lesson internalization and adaptation, leading to more responsive teaching practices that address the diverse needs of students, resulting in higher student engagement and achievement. Increased Student Mastery of Curriculum Standards As lessons are better internalized and adapted by educators, students will show significant gains in their mastery of curriculum standards, leading to higher overall academic performance on formative assessments, benchmarks, and state exams. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1 - Perceptions 3, 4				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 1: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Strategy 1 Details		Reviews			
Strategy 1: Data Review and Planning Cycles: Conduct monthly data analysis meetings where teachers and instructional leaders review a variety of data sources (test scores, behavior reports, formative assessments, student surveys, etc.) to identify patterns and trends in student performance. Strategy's Expected Result/Impact: Increased Responsiveness to Student Needs The use of multiple data modalities will allow for early identification of student learning gaps and needs, leading to quicker and more effective interventions, improving overall student success and closing achievement gaps. Improved Instructional Effectiveness Teachers will have a deeper understanding of student learning behaviors, strengths, and weaknesses, enabling them to adjust instruction and improve lesson quality based on data insights, resulting in more effective and responsive teaching practices. Enhanced Student Engagement and Achievement As instructional strategies are adapted to meet individual student needs, learners will become more engaged and motivated, resulting in higher levels of academic achievement, as evidenced by improved performance on both formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 3		Formative			Summative
		Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Targeted Interventions: Based on the data analysis, create personalized learning plans and provide differentiated interventions for students, particularly those identified as needing additional support. Strategy's Expected Result/Impact: Increased Responsiveness to Student Needs The use of multiple data modalities will allow for early identification of student learning gaps and needs, leading to quicker and more effective interventions, improving overall student success and closing achievement gaps. Improved Instructional Effectiveness Teachers will have a deeper understanding of student learning behaviors, strengths, and weaknesses, enabling them to adjust instruction and improve lesson quality based on data insights, resulting in more effective and responsive teaching practices. Enhanced Student Engagement and Achievement As instructional strategies are adapted to meet individual student needs, learners will become more engaged and motivated, resulting in higher levels of academic achievement, as evidenced by improved performance on both formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 3	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Ongoing Data Collection: Incorporate continuous formative assessments and qualitative feedback (such as student and teacher reflections) to ensure real-time responsiveness to student needs. Strategy's Expected Result/Impact: Increased Responsiveness to Student Needs The use of multiple data modalities will allow for early identification of student learning gaps and needs, leading to quicker and more effective interventions, improving overall student success and closing achievement gaps. Improved Instructional Effectiveness Teachers will have a deeper understanding of student learning behaviors, strengths, and weaknesses, enabling them to adjust instruction and improve lesson quality based on data insights, resulting in more effective and responsive teaching practices. Enhanced Student Engagement and Achievement As instructional strategies are adapted to meet individual student needs, learners will become more engaged and motivated, resulting in higher levels of academic achievement, as evidenced by improved performance on both formative and summative assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade-Level and Content Teams TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 3		Formative			Summative
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0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
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Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 2: Campus instructional leaders utilize training and ongoing district coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback).

Strategy 1 Details	Reviews			
Strategy 1: Instructional Rounds and Observations: Conduct regular instructional rounds where leaders observe classroom practices, provide feedback on TEKS alignment, and work with teachers to refine instructional materials. Strategy's Expected Result/Impact: Improved Alignment of Instructional Materials Instructional leaders will become more adept at reviewing and providing feedback on instructional materials, ensuring that lessons and resources are consistently aligned with curriculum standards, resulting in higher quality instruction across classrooms. Increased Effectiveness of Data-Driven Instruction Campus instructional leaders will be more proficient in using data to drive instruction and guide teachers in implementing data-informed decisions. This will lead to more targeted teaching practices and improved student outcomes based on identified needs. Enhanced Professional Development and Teacher Support Instructional leaders will design and lead more impactful professional development sessions that directly address teacher needs, leading to more effective teaching strategies and improved classroom practices across the campus. Staff Responsible for Monitoring: Campis Principal, District Instructional Coaches ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5 - Perceptions 2, 3, 4	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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Problem Statement 5: In Spring, only 20% of students left Jefferson with a CTE credit and 0% with advanced mathematics course credit in 6th and 7th grades. **Root Cause:** Advanced math courses not offered at 6th and 7th grade grade.

Perceptions

Problem Statement 2: The teacher retention rate decreased by 14% from 2022 to 2023 (23-24 School Profile) **Root Cause:** District experienced a r.i.f. last year. Lower performing and newer teachers were asked not to return. Some experienced teachers chose not to return because they felt the way the former admin treated them was disrespectful (ex. how the r.i.f was announced).

Problem Statement 3: Although STAAR scores increase yearly, we are below district and state performance levels (23-24 School Profile) **Root Cause:** Inexperienced teachers. Changing content/ curriculum mid-year without fully planning out implementation. Poor alignment along grade levels. Covid gaps.

Problem Statement 4: The Campus/District earned an accountability score of D for the 2023-2024 academic school year. **Root Cause:** Elementary schools. Lack of consistency/ not growing new teachers into great teachers. Lack of staff to support sped/ esl/ dyslexia / rti students-30 minutes a week in a group of 30+ students is not enough. Tests being graded by A.I will carry any bias built into that A.I. One grader, even if it's a computer, is still not as good as 3 different graders. Different graders will have different bias

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 3: Instructional leaders will provide professional learning, coaching, and support for classroom educators in implementation of Tier 1 instructional strategies with specific focus on small group instruction and using formative assessments in the classroom.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Coaching Cycles: Establish coaching cycles where instructional leaders work directly with teachers in their classrooms. Leaders will observe small group instruction, provide real-time feedback, and support the effective use of formative assessments to adjust instruction based on student understanding. Strategy's Expected Result/Impact: Increased Effectiveness of Small Group Instruction Teachers will demonstrate improved implementation of small group instruction strategies, leading to more differentiated learning experiences that meet the needs of all students, resulting in enhanced student engagement and understanding. Enhanced Use of Formative Assessments Educators will become proficient in using formative assessments to gather data on student learning in real time, allowing for timely adjustments in instruction that improve student outcomes and mastery of content. Strengthened Teacher Collaboration and Support The professional learning and coaching program will foster a culture of collaboration among teachers, leading to a shared commitment to instructional improvement, increased confidence in using new strategies, and a more cohesive approach to teaching across the campus. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 7 - Student Learning 1, 2, 3, 4, 5 - Perceptions 3, 4				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 7: 55% (11/20) of our core teachers are provisional and not fully certified in the respective content areas. (1 PT1, 6 PT2, 2 PT3, 2 PT4) (District Data). Root Cause: Pay begins at \$61,000, but does not align with pay of nearby districts.
Student Learning
Problem Statement 1: There is a general decline in students moving to Meets and Masters levels, the more advanced students are not progressing with their learning as fast. Root Cause: Time devoted to interventions of the low and well below students reduces resources for the advanced students. Problem Statement 2: Advanced math courses not offered at 6th and 7th grade grade. Root Cause: Lack of targeted instruction to grow scholars meeting expectations to level of mastery. Hyper focus on scholars that achieved at "Does not meet" and approaches level. Problem Statement 3: Our Emergent Bilingual population make up 44.7% of our population, yet less than 30% of teaching staff received high quality ongoing professional development for emerging bilingual scholars. Root Cause: Deficit of diverse/ differentiated professional development offered by District and Region 10 for emerging bilingual scholars. Problem Statement 4: Science STAAR 2024 results are well below the state (5th State - 56 26 10) (5th Jefferson - 49 19 3) and Social Studies 8 are right below the state (8th State - 57 31 16) (8th Jefferson - 55 28 14) Problem Statement 5: In Spring, only 20% of students left Jefferson with a CTE credit and 0% with advanced mathematics course credit in 6th and 7th grades. Root Cause: Advanced math courses not offered at 6th and 7th grade grade.
Perceptions
Problem Statement 3: Although STAAR scores increase yearly, we are below district and state performance levels (23-24 School Profile) Root Cause: Inexperienced teachers. Changing content/ curriculum mid-year without fully planning out implementation. Poor alignment along grade levels. Covid gaps. Problem Statement 4: The Campus/District earned an accountability score of D for the 2023-2024 academic school year. Root Cause: Elementary schools. Lack of consistency/ not growing new teachers into great teachers. Lack of staff to support sped/ esl/ dyslexia / rti students-30 minutes a week in a group of 30+ students is not enough. Tests being graded by A.I will carry any bias built into that A.I. One grader, even if it's a computer, is still not as good as 3 different graders. Different graders will have different bias

Goal 2: Ensure Student Academic Growth and Achievement, Post-secondary and Future Readiness

Performance Objective 4: Continue progress on HB3 Board Goals (Early Literacy, Math, CCMR).

Strategy 1 Details	Reviews			
Strategy 1: Targeted Professional Development: Provide ongoing training for educators focused on effective teaching strategies for early literacy and math, as well as best practices for promoting CCMR. This will include workshops, peer observations, and coaching sessions to enhance instructional effectiveness. Strategy's Expected Result/Impact: Increased Student Proficiency in Early Literacy and Math Students will show measurable growth in early literacy and math skills as evidenced by improved scores on assessments aligned with the HB3 Board Goals, leading to higher overall academic performance. Enhanced Teacher Capacity and Instructional Quality Educators will develop a deeper understanding of effective teaching practices in early literacy and math, resulting in higher quality instruction and improved student engagement in learning activities. Improved College, Career, and Military Readiness Rates By integrating CCMR practices into the curriculum and providing targeted support, more students will meet readiness indicators, leading to increased rates of students successfully transitioning to post-secondary education, vocational training, or military service. Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 5	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a general decline in students moving to Meets and Masters levels, the more advanced students are not progressing with their learning as fast. Root Cause: Time devoted to interventions of the low and well below students reduces resources for the advanced students. Problem Statement 2: Advanced math courses not offered at 6th and 7th grade grade. Root Cause: Lack of targeted instruction to grow scholars meeting expectations to level of mastery. Hyper focus on scholars that achieved at "Does not meet" and approaches level.

Student Learning
Problem Statement 4: Science STAAR 2024 results are well below the state (5th State - 56 26 10) (5th Jefferson - 49 19 3) and Social Studies 8 are right below the state (8th State - 57 31 16) (8th Jefferson - 55 28 14) Problem Statement 5: In Spring, only 20% of students left Jefferson with a CTE credit and 0% with advanced mathematics course credit in 6th and 7th grades. Root Cause: Advanced math courses not offered at 6th and 7th grade grade.
School Processes & Programs
Problem Statement 5: In 2023, Jefferson had college awareness programming, however offered minimum programs designed to PREPARE scholars for college, military and career readiness. (AVID) Root Cause: Limitations in master schedule, certifications and staffing allocations.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 1: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS will occur.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Professional Development Workshops: Conduct a series of workshops that provide in-depth training on the principles of MTSS, including tiered interventions, data analysis, and progress monitoring. These sessions will focus on equipping educators with the skills necessary to implement MTSS effectively in their classrooms. Strategy's Expected Result/Impact: Increased Teacher Proficiency in MTSS Educators will demonstrate improved understanding and implementation of MTSS strategies, leading to more effective identification and support for students with diverse learning needs. Enhanced Student Outcomes With targeted interventions based on MTSS principles, students will show increased progress in academic performance and social-emotional development, particularly those requiring additional support. Continuous Improvement of MTSS Practices The established evaluation and feedback mechanisms will allow for ongoing refinement of MTSS practices, ensuring that they are responsive to the needs of students and aligned with best practices in education. Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher, MTSS Coordinator Problem Statements: Student Learning 3 - School Processes & Programs 6				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Our Emergent Bilingual population make up 44.7% of our population, yet less than 30% of teaching staff received high quality ongoing professional development for emerging bilingual scholars. Root Cause: Deficit of diverse/ differentiated professional development offered by District and Region 10 for emerging bilingual scholars.
School Processes & Programs
Problem Statement 6: Attendance for Jefferson for 2023-2024 SY was 94%, which met the district goal (94%), however, over 70 students had summer school and 45 were on the retention list. Root Cause: As of 2023-2024, Jefferson had a high mobility rate.

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 2: Strengthen monitoring systems for attendance of learners, communication to families, and focused efforts on the creation of attendance intervention plans.

Strategy 1 Details		Reviews			
Strategy 1: Attendance Tracking, Communicaiton and Intervention Plans: Regularly analyze attendance data to identify patterns of absenteeism and at-risk students, allowing for timely intervention and create tailored attendance intervention plans for students identified as chronically absent. These plans will involve collaboration with families, teachers, and counselors to address underlying issues contributing to absenteeism and provide necessary support and resources. Strategy's Expected Result/Impact: Improved Attendance Rates The monitoring system will lead to a significant increase in student attendance rates as early identification of absenteeism allows for timely interventions, ensuring that students remain engaged in their education. Enhanced Family Engagement Regular communication with families about attendance will foster greater awareness and involvement in their child's education, leading to increased accountability and support for maintaining consistent attendance. Targeted Support for At-Risk Students The creation of personalized attendance intervention plans will provide targeted support to students facing barriers to attendance, resulting in improved academic performance and social-emotional well-being. Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Teachers, and Parents TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2 - School Processes & Programs 2, 4		Formative			Summative
		Nov	Feb	May	July

0%

No Progress

100%

Accomplished

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Jefferson's enrollment has remained stagnant with 570 enrollment for 2023. for 2024, Jefferson was projected at 508, we are at 580. Root Cause: Recruitment efforts and the increase in Dallas ISD offerings (Magnets, Early College, etc.)

School Processes & Programs

Problem Statement 2: Our school-wide Parent Teacher initiatives had the average involvement of 14% of our parents (Parent Teacher Conferences Fall & Spring, Open House, PTO, and Coffee w/ Principal). **Root Cause:** Parents have expressed not having child care for other (younger) children, which caused them to not be able to attend parent meetings.)

Problem Statement 4: Attendance for Jefferson for 2023-2024 SY was 94%, which met the district goal (94%), however, over 60 students had credit recovery and were on the retention list. **Root Cause:** As of 2023-2024, Jefferson had a lot of failing grades and absenteeism

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 3: Create and implement an extensive community engagement plan.

Strategy 1 Details	Reviews			
Strategy 1: Community Stakeholder Meetings: Organize regular meetings with parents, local businesses, community leaders, and organizations to discuss school initiatives, gather feedback, and create opportunities for collaboration. These meetings will serve as a platform for sharing information and addressing community concerns. Strategy's Expected Result/Impact: Increased Parent and Community Participation The engagement plan will lead to higher levels of parental and community involvement in school events and initiatives, fostering a supportive environment for students and improving school-community relations. Enhanced Support for Student Learning Workshops and resources provided to families will equip them with strategies to support their children's education, resulting in improved student performance and well-being. Stronger Community Partnerships Building collaborations with local organizations and businesses will create more opportunities for students, enhancing their educational experiences and promoting career readiness through internships and mentorship programs. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Jefferson's enrollment has remained stagnant with 570 enrollment for 2023. for 2024, Jefferson was projected at 508, we are at 580. Root Cause: Recruitment efforts and the increase in Dallas ISD offerings (Magnets, Early College, etc.)

Goal 3: Foster and Sustain Safe and Strong School Culture and Environment

Performance Objective 4: Maintain updated EOP and all required District safety, security, and wellbeing practices.

Strategy 1 Details	Reviews			
Strategy 1: Safety Training and Drills: Conduct ongoing training sessions for all staff and students on safety protocols, emergency procedures, and the importance of wellbeing practices. Regular drills (e.g., fire drills, lockdown drills) will be organized to familiarize everyone with the procedures and ensure preparedness for various emergencies. Strategy's Expected Result/Impact: Enhanced Preparedness for Emergencies Regular updates and training on the EOP will lead to improved readiness for a variety of emergency situations, ensuring that staff and students know how to respond effectively and swiftly. Increased Awareness of Safety Protocols Ongoing safety training and drills will foster a culture of safety within the school, increasing awareness and understanding of safety protocols among staff and students. Stronger Communication and Community Engagement A well-established communication plan will keep families and the community informed about safety practices and resources, fostering trust and collaboration between the school and its stakeholders regarding student safety and wellbeing. Staff Responsible for Monitoring: Principal, Assistant Principal, School Nurse, Counselor, Security Officer	Formative			Summative
	Nov	Feb	May	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				