

Wichita Falls Independent School District
Jefferson Elementary
2024-2025 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 others value and believe in me. I am successful.

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2024

Demographics

Demographics Summary

Based on the 23-24 TAPR Report:

We had 333 students on campus.

PK: 26

KG: 36

Grade 1: 43

Grade 2: 58

Grade 3: 58

Grade 4: 47

Grade 5: 65

Student Demographics from 23-24

Gender

- Female 49.8% (166 students)
- Male: 50.0% (167 students)

Ethnic Distribution

- African American- 9.3% (31 students)
- Hispanic- 35.7% (119 students)
- White-41.1% (147 students)
- American Indian- 0.3% (1 students)
- Asian- 3.9% (13 students)
- Pacific Islander- 0% (0 students)
- Two or More Races- 6.6% (22 students)

Student by Program:

- The mobility rate was 12.3% (41 students) for the 2022-2023 school year
 - 2.7% Af. Amer (9)
 - 2.1% Hispanic (7)
 - 5.1% White (17)
 - 0.3% Asian (1)
 - 0.6% Pacific Islander (2)
 - 1.8% Two or More Races (6)

BY PROGRAM

- 24% (80 students) are identified **Special Education**
 - 45% Intellectual Disabilities (36)
 - 25% Physical Disabilities (20)
 - 23.8% Behavioral Disabilities (19)
 - **0% Students with Autism (**)
- 2.1% (7students) are identified as **Gifted & Talented Program**
- 7.2% (24 students) are identified as **Emerging Bilingual** (English Language Learners)

Other Student Information:

- 58.6% (195 students) of the student population is Economically Disadvantaged
- 31.5% (105 students) of the student population is At-Risk
- 6.0% (20) Section 504 Students

Average class size:

KG: 18

1st: 14.7

2nd: 19.7

3rd: 17.3

4th: 14.4

5th: 19.8

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: Attendance percentage has stalled at 94% since the 21-22 school year at 2% below the district expectation of 96%.

Root Cause: The lack of knowledge and understanding of the correlation between attendance and academic success.

Problem Statement 2: There was an increase of student behavior in the Spring semester as evident by the increased number of office referrals.

Root Cause: Lack of consistency in going over routines and procedures from staff along with accountability from administration in the second half of the year was not done.

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, 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.

After reviewing our data from 2022-2023, data shows strengths in both 3rd Reading and 5th Math. However, data also shows weaknesses in 4th Math as well as Domain 3. We really need to focus on our two lowest groups (AA & 2 or more) as well as our Meets/Masters kids by not letting them go backwards.

Student Learning Strengths

22-23: We had strengths in both 3rd Reading and 5th Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Expected growth was not met in Reading or Math by the 4th and 5th grade students. It was also not met by the 2nd grade students in Reading.

Root Cause: The current resources being used lack buildable background knowledge and consistent repetition of skill practice for students to show independent mastery.

Problem Statement 2: Attendance percentage has stalled at 94% since the 21-22 school year at 2% below the district expectation of 96%.

Root Cause: The lack of knowledge and understanding of the correlation between attendance and academic success.

Problem Statement 3: PLC time varies in structure and focus, which underutilized the given time within the master schedule to conduct these meetings.

Root Cause: Lack of PLC knowledge and structure by staff in order to address campus instructional concerns to improve student success.

School Processes & Programs

School Processes & Programs Summary

For the 24-25 school year, we had 6 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 60 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 WFISD curriculum has worked on refining curriculum resources for staff to cover all TEKS and to create a schedule for implementation. Teachers have implemented Amplify Reading curriculum this school year as part of the district initiatives. We use 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. Kinder-5th grade 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. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students. We utilized the CKH SEL curriculum in all grade levels for teachers to implement in their classrooms. We will continue to use this program if it is provided by the district as a resource. Additionally, Jefferson was named as a National Capturing Kids Hearts campus last year and will strive to maintain that status.

All staff at Jefferson Elementary are Highly Qualified. Our campus Instructional Coach provides 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 Amplify Reading curriculum 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: PLC time varies in structure and focus, which underutilized the given time within the master schedule to conduct these meetings.

Root Cause: Lack of PLC knowledge and structure by staff in order to address campus instructional concerns to improve student success.

Problem Statement 2: Expected growth was not met in Reading or Math by the 4th and 5th grade students. It was also not met by the 2nd grade students in Reading.

Root Cause: The current resources being used lack buildable background knowledge and consistent repetition of skill practice for students to show independent mastery.

Problem Statement 3: There was an increase of student behavior in the Spring semester as evident by the increased number of office referrals.

Root Cause: Lack of consistency in going over routines and procedures from staff along with accountability from administration in the second half of the year was not done.

Problem Statement 4: Attendance percentage has stalled at 94% since the 21-22 school year at 2% below the district expectation of 96%.

Root Cause: The lack of knowledge and understanding of the correlation between attendance and academic success.

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: There was an increase of student behavior in the Spring semester as evident by the increased number of office referrals.

Root Cause: Lack of consistency in going over routines and procedures from staff along with accountability from administration in the second half of the year was not done.

Priority Problem Statements

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

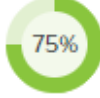
Revised/Approved: August 14, 2024

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

Performance Objective 1: Retain 96% or more of staff at the end of the 2024-2025 school year.

Evaluation Data Sources: Mentors assigned
Mentor check-in
Mentor program/guidelines
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 in their art of teaching practices, 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 Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy 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 coach; campus administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Instructional Coaches - Salaries & Benefits - SCE - \$88,000	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Perform quick data checks to analyze the perception of staff regarding level of support, using data for trends as well as strengths and weaknesses. Strategy's Expected Result/Impact: Gain an understanding of staff perceptions of the school's overall safety, culture, and collaboration. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Fill at least 95% of vacancies for the the 2025-2026 school year by the end of May in the 2024-2025 school year.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: *Post job vacancies to social media and reach out to local universities to get potential candidates who are student teachers, then maintain a 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. 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 10%.

Evaluation Data Sources: EOY Circle Assessment
Use of Technology to enhance learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Inform parents and families the benefits of attending PreK and Kindergarten by sending home Pre-K and Kinder roundup information in the Spring. Staff Responsible for Monitoring: Principal, Secretary Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 2 Details	Formative Reviews		
Strategy 2: 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	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of supplemental supplies and materials will be used to support tier 1 instruction and interventions to promote students academic growth for an grade level student. Strategy's Expected Result/Impact: Identify gap in student growth and increase student progress. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development will be used to support staff's knowledge in best practices for instruction, intervention, and social emotional learning. Strategy's Expected Result/Impact: Identify gap in student growth, increase student progress and address social/emotional needs for all students Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: *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 Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A		



No Progress



Accomplished



Continue/Modify

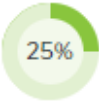


Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: By the end of the 24-25 SY, 90% of students will meet their EOY growth goal for both K- 5 Math, Reading and 5th grade Science.

Evaluation Data Sources: Classroom Formative and Summative Data, Tier 2/3 Intervention Data, BOY & EOY MAP Assessments (K-5)

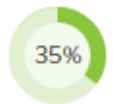
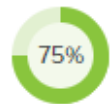
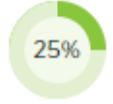
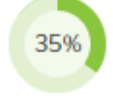
Strategy 1 Details	Formative Reviews		
Strategy 1: Use of online programs to access student progress and provide intervention in core subjects. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Teachers Instructional Coach Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use of supplemental supplies and materials will be used to support tier 1 instruction and interventions to promote students academic growth for any grade level student. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Teachers, Instructional Coach and Administrators. Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Any student performing below expected grade level performance, to include students in 4th and 5th grades who require Accelerated Instruction, will receive additional tutoring. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional development will be used to support staff's knowledge in best practices for instruction, intervention, and social emotional learning. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administration, Instructional Coach and Counselor Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: *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. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administration, Instructional Coach, LPAC Committee and Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: On the administered state assessments:
 students will have at least 50% meets and 20% mastered on 5th grade Science
 students will have at least 50% meets and 20% mastered on Reading
 students will have at least 50% meets and 25% mastered on Math

Evaluation Data Sources: 2024-2025 STAAR Results
 MOY and EOY MAP assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of online programs to access student progress and provide intervention in core subjects. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Teachers Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use of supplemental supplies and materials will be used to support tier 1 instruction and interventions to promote students academic growth for an grade level student. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administrators, Instructional Coach and Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional development will be used to support staff's knowledge in best practices for instruction, intervention, and social emotional learning. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administration, Instructional Coach and Counselor Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Any student performing below expected grade level performance, to include students in 4th and 5th grades who require Accelerated Instruction, will receive additional tutoring. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administration, Instructional Coach, Teachers, Tutors Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: *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. Strategy's Expected Result/Impact: Identify gap in student growth and increase in student progress in core subjects. Staff Responsible for Monitoring: Administration, Instructional Coach, LPAC Committee, Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2024-2025 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 and local trade business 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 Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host a career and trade fair for students. Strategy's Expected Result/Impact: Students will be aware of potential career paths they may seek after high school related to real life situations (expected and unexpected) Staff Responsible for Monitoring: Counselor, teachers, administrators, community/business members. Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Staff Responsible for Monitoring: Assistant Principal; Librarian; Attendance Clerk; Teachers; Principal Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 life long learners and leaders. Staff Responsible for Monitoring: UIL Sponsor; UIL Coaches; Administrators Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: PLC meetings will review and analyze student data with 80% of meetings demonstrating data driven discussions aimed at identifying student needs and tracking progress.

- Evaluation Data Sources:** PLC Meeting Minutes
PLC Meeting Agendas
Data Dig Spreadsheet
Intervention tracking
Intervention plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide curriculum support to target instructional areas needing growth in all academic areas. Strategy's Expected Result/Impact: Teachers will become more effective in their teaching practices 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 Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: Every student will be recognized for an academic or behavior strength through at least one campus recognition program by the end of the 2024-2025 school year.

- Evaluation Data Sources:** Awards Ceremonies
Academic Recognition
Buzzworthy Program
Jags with SWAG (PBIS)
Ringing GOALden Bell
School Wide Writing every 9 weeks
Golden Spatula
9 weeks parties
Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a variety of academic and behavior programs within the classroom and across the campus. 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 Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will monitor how students are celebrated for their strengths by utilizing the student recognition form. Strategy's Expected Result/Impact: Ensure that all students have been recognized within the school year. Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 3: Work to increase overall attendance rate to 97% by the end of the 2024-2025 school year.

Evaluation Data Sources: Attendance Reports

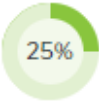
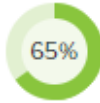
AttenDANCE

Parent Conferences

Home Visits

Phone calls to parents

Truancy involvement

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 and recognition in front of peers at EOY school-wide assembly. 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 student motivation to want to come to school. Staff Responsible for Monitoring: Teachers, Administrators, Attendance Clerk Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: *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. Make phone calls to inquire about students with irregular attendance. Home visits for students with frequent absences. Involve truancy officer when issues persist. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: *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. *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. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: *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 Staff Responsible for Monitoring: Principal PE Teacher Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A		

Strategy 5 Details	Formative Reviews		
Strategy 5: *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: Administration Counselor Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: *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: Administration Title I: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: Overall family participation at campus events will be 75% for the 2024-2025 school year.

Evaluation Data Sources: Parent Surveys
Agendas
Sign-In Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a variety of family activities to build on academic and social skills. Strategy's Expected Result/Impact: Students and families will make attendance a priority and understand how attendance affects academics. Staff Responsible for Monitoring: Teachers and administrators Title I: 4.1, 4.2	Formative		
	Nov	Feb	May
	25%	50%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Create opportunities for parents, students, and staff to provide input and feedback through surveys, forms, meetings, and inclusion 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 Title I: 4.1, 4.2	Formative		
	Nov	Feb	May
	25%	60%	
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 5: 80% of parents will regularly engage in campus communication platforms for the 2024-2025 school year.

Evaluation Data Sources: Surveys
Calendars
Newsletters
Friday Folders

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide up to date campus information through both print and digital platforms. Strategy's Expected Result/Impact: Parents will be provided with timely information about campus events. Staff Responsible for Monitoring: Administrators; teachers Title I: 4.1, 4.2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will utilize a Google Form to document their communication to parents/guardians regarding the well-being of their homeroom students at least twice per semester. Strategy's Expected Result/Impact: We will have a record communication to keep parents engaged and informed regarding their student's academics and behavior. Staff Responsible for Monitoring: Teachers; administrators; counselor Title I: 4.1, 4.2	Formative		
	Nov	Feb	May
			
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 6: Reduce the number of office referrals by at least 15% from the 23-24 school year to the 24-25 school year.

Evaluation Data Sources: Discipline Referrals, C4B4Me Posters, Routines & Expectations Posters, Parent Square, Friday Folders (i.e.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the campus wide use of Parent Square to continually communicate with parents, both concerns and positive affirmations for student behavior. Strategy's Expected Result/Impact: Increased communication between school and home Staff Responsible for Monitoring: Administrators; Counselor Title I: 4.1, 4.2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teach, model, practice and reinforce campus wide expectations for routines and procedures to create a safe and secure learning environment for all students and staff. Strategy's Expected Result/Impact: Increased academic success and decreased behavioral issues. Staff Responsible for Monitoring: All Staff Title I: 4.1, 4.2	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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>
Reeder, Sarah	Instructional Coach: Reading	School Wide	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Community Representative	Karen Pipes	Community Representative
Community Representative	Carmen Hill	Community Representative
Business Representative	Tara Poche	Business Representative
WFISD Liason	Kelly Strenski	WFISD Liason
Parent Representative	Abby Lemmond	Parent
Parent Representative	Jennifer Govea	Parent
Parent Representative	Megan Flores	Parent
Non-Homeroom Representative	Leslie Alexander	Paraprofessional
Non-Homeroom Representative	Kaylee Weaver	Paraprofessional
Non-Homeroom Representative	Carly Barbee	Librarian
Teacher Representative	Setira Moseley	5th grade Teacher
Teacher Representative	Amy Propp	4th grade Teacher
Teacher Representative	Sidney Shiflet	3rd grade Teacher
Teacher Representative	Carly Guilliams	2nd grade Teacher
Teacher Representative	Marla Akins	1st grade Teacher
Teacher Representative	Bethany Johnston	Kinder Teacher
Teacher Representative	Tara Ramirez	PK Teacher
Facilitator	Nanette Mills	Assistant Principal
Facilitator	Kelli Roberts	Principal

Addendums

2022-23 Title I Campus Budget

Jefferson Elementary

Erica Adkins

Estimated 2022-23 Title I Budget Allocation:	\$78,226
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Estimated Discretionary Funds: **\$8,714**

Total	\$86,940
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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																			