

**Temple Independent School District**  
**Jefferson Elementary**  
**2015-2016 Campus Improvement Plan**



# **Mission Statement**

The mission of the Temple Independent School District is to prepare students to be life-long learners who are productive in 21<sup>st</sup> century college and work life.

# **Vision**

TISD: Providing a global education, right here in Central Texas.

# **Value Statement**

Our vision is to be the school of choice where every student is a life-long learner, every life-long learner graduates, and every graduate becomes a meaningful contributor to his/her community and society.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our enrollment has consistently stayed right at the 800 mark, making Jefferson the second largest campus in Temple ISD. Enrollment projections led to a reduction of a third and fifth grade classroom, which was handled through teacher attrition. Two third grade bilingual classes were added in order to extend our bilingual program from Kindergarten through Third grade. After school started an additional first grade class was added due to high enrollment. A teacher from another campus was moved to Jefferson, and selected students were moved to the new class to balance numbers. Jefferson still has two grade levels with classes that exceed 22, so a waiver was requested.

Our student demographics include 217 African American (27%), 393 Hispanics (49%), 173 Whites (22%) and 20 Other (1%). The percentage of low socioeconomic status is 87.05%.

Here is a 2015-16 program summary:

Bilingual- K= 28, 1st= 42, 2nd= 29 and 3rd= 35 for a total of 134 students

ESL- K=2, 1st= 0, 2nd= 2, 3rd=4, 4th=12 and 5th= 7 for a total of 27

GT- 1st= 4, 2nd= 3, 3rd= 11, 4th=8, 5th= 9 for a total of 35

### Demographics Strengths

The diversity of our campus enriches both students' learning and our culture. Students learn to collaborate and work with others in pairs and in groups. Teachers have adjusted instructional delivery and their activities in order to increase student engagement and mastery of the objectives.

By adding two third grade Bilingual classes, Jefferson is able to provide consistency of services and reduce mobility, since we serve students in K-3. Jefferson has shifted from a Dual Language model to a Bilingual Early Exit Design, with the goal of exiting 40% of our bilingual students by the end of third

grade. The increase of ESL students in 4th and 5th grade is a result of students exiting the Bilingual program.

Students who are identified as Gifted and Talented receive pullout services at Meridith once a week. On the days that the GT students are at Jefferson, an emphasis this year will be to differentiate through projects, research and self paced learning during the RTI block. This should increase the number of students scoring a Level 3 on the STAAR.

### **Demographics Needs**

Increased enrollment and the addition of two bilingual classes required a physical adjustment as the science lab and downstairs computer lab had to be converted into classrooms. Other adjustments required a few of our special programs teachers to share rooms, since they serve students on several campuses.

## **Student Achievement**

### **Student Achievement Summary**

Jefferson Elementary met standard on the STAAR test for 2015. In Index 1, Student Achievement, which is a combination of all tests in 3rd, 4th and 5th, we scored a 60, which was exactly at the cut score. Index 2 measures student growth, taking into account where students entered and the achievement at the end of the year. The state cut score was 30 and Jefferson scored a 40 for this indicator. Index 3 looks at closing the gap and improving achievement in each school's lowest two subgroups plus economically disadvantaged. Our lowest subgroups were African American and Hispanics. The 5th grade reading retest helped move our Index 3 score from a 27 to the required 28. Jefferson students met performance rates in 11 out of 19 areas totaling 58%. We showed a significant drop in our writing scores going from a 71% passing in 2013-14 to 55% in 2014-15. Writing will be both a district focus as well as a campus priority this year.

Students in kindergarten, first and second are measured on the Texas Primary Reading Inventory (TPRI) at the beginning, middle and end of the year. Jefferson students scored below the district in phonemic awareness, graphophonemic knowledge, fluency and comprehension. Our bilingual students took the Tejas Lee and the Kindergarten, First and Second graders scored above the district in all areas.

### **Student Achievement Strengths**

#### Index 2: Student Progress

This index is calculated for 4th and 5th grade Reading only due to Math not counting last year. Students can earn 1 point for meeting progress and 2 points if they exceed progress. Index 2 is an area where Jefferson really shines! Every student, even if he/she doesn't pass, can earn a growth measure point. This is an important shift in mindset as we teach students how to measure their growth. An example of this is seen with the 5th grade students who took the 3rd round of STAAR reading. Of this group, 24 out of the 28 earned a growth point for Index 2.

### **Student Achievement Needs**

In order to increase the Phonological Awareness Composite score, Foundations will be implemented K-2. Students will receive daily instruction for a minimum of 15 minutes a day. Additionally, deleting final sounds will be a skill that we focus on during RTI time.

To improve writing, Empowering Writers was purchased for K-5 and teachers received training this summer. The district will provide additional training during the year and instructional coaches will help monitor the implementation.

Students are identified as Tier 1, 2 and 3 based on their beginning of the year testing. Teachers will work with administrators to develop an individualized plan for Tier 2 and 3 students for Reading and Math. RTI interventions will be documented in Skyward and students' progress will be monitored every 3 weeks or less. In addition to academic interventions, we also have some students who have a Behavior RTI plan. Counselors, administrators and district support will provide interventions for these students.

## **School Culture and Climate**

### **School Culture and Climate Summary**

We will continue using Foundations for our school-wide expectations and CHAMPS for our classroom expectations. This year we also added Restorative Discipline, which is a relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. We will implement RD in 3rd, 4th and 5th grade. The emphasis this year will be on community circles and respect agreements. Although the district only requires 5th grade to participate, we want the upstairs to be consistent in handling discipline and social problems. The three administrators and both counselors were trained this summer and the teachers received training before school started. Our hope is that as relationships are created between the teacher and students, the students will also become more respectful and compassionate towards one another. Ultimately we should see a decrease in PEIMS discipline referrals, bullying reports and campus violations. Student engagement should increase due to fewer interruptions resulting from behavior problems. Classroom culture will be enhanced, which is a big part of the new Texas Teacher Evaluation and Support System (T-TESS) as respect and student responsibility increases.

### **School Culture and Climate Strengths**

As a result of implementing Restorative Discipline, we have seen a decrease in the number of office referrals for the first six weeks. Teachers have exceeded the requested number of circles per six weeks and students have expressed how much they like having circles. The goal is to create a safer, more caring environment that focuses on repairing the harm caused versus punishing the student who broke the rule.

### **School Culture and Climate Needs**

When looking at the end of the year Red, Yellow, Green (RYG) report, one can deduct that out of 806 students, 71 students were assigned ISS for one or two violations and 30 students were assigned ISS for more than two violations. The number of OSS referrals included 23 students receiving one day and 8 students with two or more OSS violations. There were 11 students placed at the DAEP for 2014-15. This year we need to reduce the number of students assigned ISS, OSS and DAEP.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All teachers are certified and all instructional aides are highly qualified. This year we have three brand new teachers, and a total of ten teachers that are new to our campus. New teachers are assigned a mentor that meets with them on a weekly basis to help with lesson planning, computer programs for grades, attendance, and interventions. Mentors complete two observations for the new teacher to provide feedback.

Weekly professional learning communities (PLCs) meet to develop common assessments, find resources to teach key concepts and analyze data from unit tests, Curriculum Based Assessments (CBAs) and benchmarks. The data helps teachers form or adjust groups for intervention, as well as provides information on skills that need to be reinforced during the next six weeks. Professional Development is ongoing through PLC meetings, grade level meetings, the Leadership Team and district training. Since Temple is a pilot district for the new Texas Teacher Evaluation and Support System (T-TESS) two days were devoted to training staff before school began. The administrative team conducted callibration observations on eleven teachers that volunteered and wanted to receive feedback prior to their formal observation. This also helped ensure consistency between administrators.

### **Staff Quality, Recruitment, and Retention Strengths**

Several of the teachers new to our building came from within the district, so they are familiar with the programs, procedures, and expectations of our district. Transition has been smooth and teachers are united in their effort to increase student achievement by working towards common goals. Leadership is cultivated in each grade level through the PLC process and Leadership Team. This provides the ongoing support needed for teachers. In addition our new teachers are assigned a mentor to ensure the necessary support and guidance is given so the new teacher will be successful.

### **Staff Quality, Recruitment, and Retention Needs**

Although there is a 22:1 limit for the number of students assigned to a core classroom in grades K-4, the district has requested a waiver since we have exceeded the requirement. In activities such as PE, Music and Art our numbers are large. We only have one music teacher, who serves all students and one art teacher that teaches 800 students a week. This is a heavier case load than any other art teacher in the district. Although a fine arts aide was requested, no additional support was added. Therefore we have pulled our bilingual aide and an instructional aide out of RTI interventions, so the art teacher has help with K, 1 and 2. In PE, we have two teachers with approximately 77 students in the gym at one time. As a result, we have more referrals for scuffles/fights than any other area.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

When looking at curriculum and instruction, it is important to consider the written, the taught, and the tested curriculum. The Texas Essential Knowledge and Skills provides the framework for the skills that students need to master at each grade. Teachers use the Roadmap and Year at a Glance to determine the pacing for which skills are taught each six weeks. Teachers determine which resources they will use to teach each concept. Prior to each unit, teachers create a common assessment that measures students understanding of the essential concepts. This provides consistency across the grade level on the written and tested curriculum, yet teachers still have the freedom to use a variety of resources to teach the curriculum.

During PLCs we are reviewing the components of effective lessons beginning with a clear learning objective, using a hook or question to peak interest, providing direct instruction and modeling, followed by guided practice while checking for understanding, before students practice independently. Using interactive lecture techniques, close reading, discussion, writing and presentations, students will develop skills needed for the 21<sup>st</sup> century student. Literacy will be the spine in all content areas as students learn to read textbooks, magazines, newspapers and electronic resources.

### **Curriculum, Instruction, and Assessment Strengths**

This year we are in the refinement phase for T-TESS, the new Texas Teacher Evaluation and Support System. This summer, administrators attended a three day training and had to become certified. Prior to school beginning, teachers were trained on the different domains and individual dimensions. The new system is more rigorous and has a student achievement piece. In order to provide consistency among administrators, we calibrated 11 teacher observations, providing specific feedback to each teacher. Not only did the administrators observe, but the ICs also watched the lessons and provided input. This will help our Instructional Coaches as they help teachers during the pre-planning phase. Through these observations and data walks, strong instruction occurs daily as teachers focus on aligning the taught and tested objectives and seek to maintain 90% student engagement.

### **Curriculum, Instruction, and Assessment Needs**

The area of differentiation will be a focus as we seek to teach content through a variety of instructional strategies using activities that are visual, auditory,

kinesthetic, and involve whole group and small groups prior to working independently. Additionally our RTI instruction will be differentiated based on students' needs and gaps in their learning. We do a good job of designing lessons and using resources for our Tier 2 and Tier 3 students, it is our Tier 1 and advanced students in which we need to do a better job. Students in 3rd, 4th and 5th who are on/above grade level will participate in research and six week units on student selected projects.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parent communication using multiple sources such as newsletters in backpacks, our school website, our PTO Facebook page and the Principal's Corner are just a few ways we communicate with parents. Teachers also have individual pages where academic and homework can be posted. Signing students up for Family Access is a priority and one of the requirements for our backpack program. This allows parents to keep up with their child's progress through the gradebook as well as attendance. The goal is to draw attention and provide intervention right away when needed. Communication is provided in English and Spanish, so all parents feel welcomed and are able to ask questions and be involved in all school-wide activities.

The counselors are very involved with teaching group lessons, working with small groups based on a specific need, and referring parents to outside agencies when needed. This year we also have a Skills Trainer who works with individual students to create healthy social skills. Anger reduction, concentration, and getting along with others are just a few of the areas the Skills Trainer will target.

Parents are involved in school decisions through PTO, our Campus Planning Committee, and through individual input with administrators and teachers. Parents of children with Special Needs are also involved in annual Admission Review and Dismissal (ARD) meetings, 504 meetings, and parent training. Interpreters are provided for parents who speak Spanish, so all parents can fully participate in events.

### **Family and Community Involvement Strengths**

We have always had a great response to Meet the Teacher and other family nights during the year. Whenever there is a program/performance the parking lot is overflowing. This year our ACE coordinator is working with Region 12 to implement the Strong Fathers' program to increase fathers' involvement in their child's education through several activities. We had 100 adults at our first event where parents observed their child's class. They later returned to the library to share what changes they saw and learn more about 21st century instruction. Fathers, grandfathers, mothers, aunts and uncles were encouraged to stay involved and ask their child questions about what they are learning. Throughout the year, other activities will be planned such as a science night, where the parent and child work together to create a project for our science fair.

## **Family and Community Involvement Needs**

Parent communication and involvement will always be an area of importance and one where we wish to improve. There are so many great things happening in classrooms, ACE and our special programs. Time needs to be dedicated to showcase students, staff and parents through pictures and stories on our webpage and the Principal's Corner. Our goal is to get more parents active in our Jag Boosters (PTO) and as volunteers to help with projects, field trips and special activities.

## **School Context and Organization**

### **School Context and Organization Summary**

The organization of the school has several layers beginning with the administrative team which meets every Monday to discuss projects, calendar of events and problems/concerns. In addition, there is a Leadership Team comprised of teachers and administrators, which meets monthly to problem solve and share information regarding campus and district initiatives. The teachers on the Leadership Team serve as grade level leaders and they meet weekly with their team to plan lessons and share important information. Teachers provide feedback, during grade level meetings and weekly PLC meetings.

Our day is organized to maximize uninterrupted chunks of time for core instruction. Interventions are at the beginning, end of the day or back to back with conference periods/lunch. An additional activity period was added and a music teacher from Lamar travels to Jefferson to teach first period, allowing our music teacher to have a conference. An instructional aide teaches art for a group of first grade classes, and the PE teachers alternate conference periods during first grade times.

### **School Context and Organization Strengths**

The Jefferson staff works hard to provide the highest quality education, while meeting the social/emotional needs of our students as well. At each faculty meeting, our staff divides into circles for a time to share and grow through Restorative Practices. Professional growth and development occurs through PLC meetings, data meetings, content training and grade level meetings. Each teacher has also signed up for an additional campus committee such as the Foundations Team, and Campus Improvement Committee, to name a few.

### **School Context and Organization Needs**

Based upon the school context and organization needs, these needs are listed in priority:

Additional staff is needed in fine arts to reduce the size of classes. We only have one art teacher, who has to serve 800 students each week. This is a higher work load than any other teacher in the district. An aide has been assigned to help with Kindergarten, First and Second grade. This provides an extra set of hands and support translating for our bilingual students.

# **Technology**

## **Technology Summary**

Due to adding another first grade class once the school year started, we had to dismantle our downstairs computer lab. Therefore our K-2 students will use the upstairs lab and 3-5 will not have a lab, but will use classroom Chromebooks. Fortunately the district has launched a 2:1 district technology initiative which will be fully implemented in October. In order to make the Chromebook initiative run smoothly, teachers went through a three day Chromebook training and students participated in a ten day lesson plan to prepare for the launch. The goal for this first year is to integrate technology into weekly lessons at least twice and move from teacher directed technology to a more student led approach.

## **Technology Strengths**

Staff training has been a coordinated district effort, to prepare teachers for the 2:1 Chromebook initiative in 3rd, 4th and 5th grade. In addition to district training, we have two campus technologists who provide monthly training and support if a teacher is having problems with hardware or using a specific program. Teachers are integrating technology as an instructional tool through powerpoint, United Streaming, live web cams, blogs and class iMovies and Prezi. In addition to programs that enhance instruction, students use Compass Learning, Headsprout, Learning A to Z and Reflex Math to gain additional practice on skills that are a part of individual student pathways.

## **Technology Needs**

For a campus this size, two computer labs are essential. Although we are making due, it is less than ideal. A mobile lab will be used for grades 3-5, so whole class instruction on technology TEKS, progress monitoring and projects/research are possible.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- AEIS longitudinal data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

#### **Parent/Community Data**

- Parent Involvement Rate

# Goals

**Goal 1: The Jefferson staff will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.**

**Performance Objective 1:** Jefferson Elementary will meet or exceed state standards for the Texas Accountability System.

**Summative Evaluation:** State Rating of Met Standard

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Continue the Early Literacy Initiative to increase rigor of the PK-2 program by 1) Providing targeted staff development and 2) Implementation of Foundations and Esperanza (BIL).	2, 4, 7, 8	Executive Director of Elementary Education; Director of B/ESL; Campus Principal; Instructional Coach	Documentation of targeted staff development; monitor and support Foundations and Esperanza (BIL) implementation through classroom walkthroughs and lesson plan evaluation; meet district goals for MOY and EOY Circle, TPRI and Tejas LEE				
2) Support implementation of the K-5 writing plan to align writing instruction, resources, and professional development.	2, 4	Executive Director of Elementary Education; Campus Principal; Instructional Coach	Documentation of targeted staff development; monitor and support Empowering Writers implementation through classroom walkthroughs and lesson plan evaluation; CBA and benchmark scores				
3) Create and implement a standardized format for academic interventions at all ACE / CIS RTI afterschool programs.	9, 10	Director of ACE; Campus Principal	Developed plan; plan implementation training documentation; intervention monitoring of afterschool programs				
4) Teach the revised Math TEKS according to the Roadmap at each grade level.	1, 2, 9	Instructional Coaches; Teachers; Administrators	Lesson plans reflect pacing aligned with district. Curriculum Based Assessments Unit tests				
<b>State System Safeguard Strategies</b> 5) Implement Progress Monitoring Plan (K-5) and RTI Data Management System	2, 9, 10	Assistant Principals Instructional Coaches; Teachers	PLC meetings to enter/review data points every 3 weeks for Tier 2 and every 2 weeks for Tier 3 students.				
							

**Goal 1:** The Jefferson staff will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 2:** Jefferson Elementary will improve each district accountability measure: Index 1 from 60% to 67% , Index 2 from 40% to 45%, Index 3 from 28% to 32%, and Index 4 16% to 18% , as indicated in the state accountability system.

**Summative Evaluation:** State Accountability Index Measure

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Strengthen K-5 math teachers' understanding of the new math TEKS through targeted staff development with Region 12.	2, 3	Executive Directors of Elementary and Secondary Education; Campus Principal; Instructional Coach	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and BM scores on math assessments				
2) Strengthen K-5 math teachers' understanding of the new math TEKS through content training and PLC meetings.	2, 3	Executive Directors of Elementary and Secondary Education; Campus Principal; Instructional Coach	Documentation of vertical team meetings; monitor and support implementation through classroom walkthroughs and lesson plan evaluation; increase Level III scores on math assessments				
3) Utilize Close reading strategies using text annotation in 2-5 Reading, Math and Science classes.	2, 9	Administrators; Instructional Coaches; Teachers	Anchor Charts Data Walks during shared and independent reading times Curriculum Based Assessments				
4) Implement Empowering Writers in grades K-5 on a daily basis teaching both expository and narrative text.	1, 2	Instructional Coaches; Administrators; Teachers	Lesson Plans that match the district pacing guidelines; Curriculum Based Assessments on revise and edit in 2-5				
5) Identify students on Tier 2 & 3 and provide targeted strategic interventions for 90-150 minutes for students who are academically performing below standards.	1, 2, 9	RTI Coordinators; Principal; Teachers	Attendance sheets Skyward RTI progress monitoring Star Enterprise in Reading and Math				
6) Meet MOY and EOY goals for percentage of students developed on Tejas LEE, TPRI, Mclass.	1, 8, 9	Administrators, Instructional Coaches, Teachers	Use BOY scores to develop intervention plans for small groups during RTI block. Analyze weak skills and spiral into Tier 1 instruction.				

7) Content teachers create a common assessment prior to the unit in math and reading.	1, 2, 9	Grade Level Leaders Instructional Coaches Teachers	Teachers use Assessment Creator and other data banks to create a common unit assessment. Instructional Coaches create scan trons so data can be analyzed by TEK. A minimum of 25% of the assessment is open ended response.				
8) Data meetings will be held following CBAs and Benchmark testing. Analyze data by teacher, students (red, yellow, green), 2 lowest TEKS to spiral, and district comparison.	1, 2, 9	Administrators Teachers	Curriculum Based Assessment Data by teacher, student, district and weak TEKS.				
9) Move from the Entry level of technology usage, which is teacher led to the Collaborative level, which is move student driven.	1, 2, 9	Administrators; Campus Technologist; Teachers	Utilization of technology in weekly lesson plans where students create and collaborate with others through technology.				
							

**Goal 1:** The Jefferson staff will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 3:** Jefferson will do our part to increase the graduation rate from 88.7% to 90.0% or above.

**Summative Evaluation:** Graduation Rate of 90.0% or Above

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Apply and participate in the CREST program with the Texas School Counseling Association.	9	Director of Counseling; Campus Principal; Campus Counselors	CREST application; counseling program presentation documentation				
2) Provide afterschool homework help and interventions for students through ACE which extends core day instruction such as Foundations, Compass Learning in reading and math and HeadSprout.	1, 2	ACE coordinator Administrators	Curriculum Based Assessments TPRI/Tejas Lee				
							

**Goal 1:** The Jefferson staff will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 4:** Jefferson will do our part to decrease the dropout rate in grades 7 through 12 from 3.2% to 2.5% or less.

**Summative Evaluation:** Dropout Rate of 2.5% or Less

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Develop a plan to reduce the number of 1st grade students who are retained.	9	Principal, Assistant Principals, Instructional Coaches, Teachers, Literacy Coach	Report Card Grades each Six Weeks First grade retention rate will be within 2% of the state average.				
2) Grade Placement Committees will develop a plan for 5th grade students who didn't pass the STAAR Reading and STAAR Math.		Principal Reading and Math Teachers Parents	Schedule and parent notification of GPC meetings Individualized Academic Plans in Skyward				
3) Schedule and facilitate transition activities and fieldtrips for PK coming to Kindergarten and 5th grade transition to 6th grade.	1, 3, 6, 7, 10		Fieldtrip for PK and Headstart students to attend Kindergarten Roundup at Jefferson. Fieldtrip for 5th grade students to go to middle school for tour and activities. Counselors gathering schedules for future 6th grade students.				
							

**Goal 1:** The Jefferson staff will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 5:** Jefferson Elementary will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and NCLB, as indicated by no staging for PBMAS.

**Summative Evaluation:** PBMAS Program Staging of "0" or "1"

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Reduce identification of AA students in special education through early interventions in the RtI process.	10	Director of Special Education; Coordinator of Special Education; Campus Principal; Campus RtI Coordinator	RtI data report summaries; special education student and referral demographic data Decrease newly identified AA in SPED by 1%				
2) Implement the district Dyslexia curriculum with fidelity to assure student support and success.	2, 9, 10	Principal; Dyslexia Teacher	Student schedule follows Scottish Rite research-based requirements. Monitor STAAR Reading, Writing, Math and Science scores for active and monitored students				
3) Increase the passing rate of bilingual and ESL students on STAAR through quality instruction, and additional support during RTI and tutoring.	1, 8, 9	Administrators; Teachers	Students identified through RTI tiers using Imagine Learning CBA results by program STAAR results LPAC meetings annually				
							

**Goal 1:** The Jefferson staff will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 6:** Jefferson administrators will hire only those teachers that have a valid certification and meet the Highly Qualified standards set by federal law.

**Summative Evaluation:** Campus highly qualified teacher data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Monthly reports will be run by campus for individuals needing to complete professional certification. M-net Teacher Preparation will be made available to all candidates needing to complete this certification.	3, 4, 5	Assistant Superintendent of Human Resources; Director of Personnel; Campus Principal; M-net Monitor	Highly Qualified report; certification documentation				
2) Screen candidates based on qualifications and interview with a committee comprised on administrators, instructional coaches and teachers.	1, 3, 5	Administrators	100 % Highly Qualified Teachers				
							

**Goal 2: All staff at Jefferson Elementary will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.**

**Performance Objective 1:** Jefferson staff will inform parents and community regarding the bond package for district-wide facilities improvement.

**Summative Evaluation:** Bond election results November 2015

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Publicize early voting opportunities.		Assistant Superintendent for Finance and Operations; Director of Communications; Campus Principal	Documentation of publicizing activities				
2) Schedule events on campuses to coincide with early voting schedule.		Assistant Superintendent for Finance and Operations; Director of Communications; Campus Principal	Events calendar and participation data				
3) Assist with voter registration.		Assistant Superintendent for Finance and Operations; Assistant Superintendent for Student Services; Director of Communications; Campus Principal	Documentation of voter registration events				
							

**Goal 2:** All staff at Jefferson Elementary will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 2:** Jefferson staff will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

**Summative Evaluation:** Dashboards will reflect monthly measurable progress.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Monitor custodial services at the campus level for quality and completion.		Assistant Superintendent for Finance and Operations; GCA; Campus Principal	Custodial satisfaction survey information				
2) Monitor general operating and bond expenditures.		Assistant Superintendent for Finance and Operations; Campus Principal	Budgetary and bond expenditure reports				
3) Monitor student participation in the breakfast and lunch program to maintain daily participation at previous year levels.		Assistant Superintendent for Finance and Operations; Director of School Nutrition; Campus Principal	Breakfast and lunch participation data				
4) Ensure the safety of staff and students through annual TBSI and CPI training for the Campus safety committee and Foundations.	1, 4	Principal; Special Education Director	CPI certification TBSI certificates				
5) Monitor the number of students receiving a meal at ACE and tutoring.	2	ACE director	Number of students served				
							

**Goal 2:** All staff at Jefferson Elementary will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 3:** Jefferson administrators and teachers will improve discipline by implementing Restorative Practices in 3-5 in order to decrease ISS, OSS, and DAEP placements.

**Summative Evaluation:** Decrease ISS, OSS and DAEP placements by 1%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Monitor campus PBMAS indicators related to the discipline of students through the Foundation reports (special education, ethnicity).	2, 10	Director of Special Education; Coordinator of Special Education; Campus Principal	Foundation reports				
2) Provide training on Foundation reports and strategies to decrease regular ed and special ed OSS and ISS placements by 1%.		Assistant Superintendent of Student Services; Coordinator of Student Intervention Services; Campus Principal; Assistant Principals	Training schedule, agendas and participation documentation; campus visit documentation; OSS placement documentation; ISS placement documentation				
3) Provide training on Restorative Practices prior to school beginning to shift the focus from the offender and punishment to the victim and restorative practices.	1, 2, 4, 9, 10	Administrators; Counselors	Back to School Staff Development Agenda and Sign In				
4) Implement classroom circles once a six weeks in grades 3-5.	1, 2, 9, 10	Administrators; Counselors; Classroom Teachers	Calendar designating a window of time to hold circles per content area				
							

**Goal 3: The Jefferson staff will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.**

**Performance Objective 1:** Jefferson will increase student attendance at each campus by 0.5% in 2015-2016 to meet or exceed the district student attendance rate of 95%.

**Summative Evaluation:** Student attendance rate increased by 0.5%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Provide attendance certificates each six weeks and semester attendance celebrations such as skating at the middle of the year and the splash pad for the end of the year. Students with perfect attendance for the year will receive a special award/activity.	1, 2	Campus Principal; Attendance Secretary	Perfect Attendance list for each Six Weeks Semester attendance trips: skating (MOY) and Miller Park (EOY)				
2) Implement accountability period check and designate "absence person" contact on all campuses.	9	IHS Registrar; Assistant Principals	Student attendance data				
3) Use the Red, Yellow Green list provided by the district to develop individualized plans for students identified as red based on attendance. A parent conference will be conducted by an administrator.	1, 2, 6	Administrators	Increase in student attendance; Parent Conference				
4) Conduct a wellness check with the SRO and counselors for students who have severe attendance issues.	1, 2	Counselors; Attendance Secretary	Documentation in student's attendance file of letters, phone calls and home visit				
							

**Goal 3:** The Jefferson staff will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 2:** Jefferson staff will increase teacher attendance average in 2015-2016 to 96.2%.

**Summative Evaluation:** Elementary campus target 96.3%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Teacher attendance will be promoted consistently at each campus by the campus administration. Teacher attendance will be tracked by HR with special recognition each six weeks and end of year.	3	Assistant Superintendent Human Resources; Campus Principal; Executive Assistant / AESOP Specialist	EOY Teacher Attendance Report				
							

**Goal 3:** The Jefferson staff will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 3:** Jefferson will improve teacher retention rate by 2% over previous year.

**Summative Evaluation:** TAPR Report with adjustment for retirees and promotions.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) All teacher non-renewals will be documented through the process of an unsuccessful Growth Plan developed by the campus principal with assistance from the HR Department. Campuses will seek to grow all teachers in their field with the use of professional development resources.	5	Assistant Superintendent of Human Resources; Campus Principal	Teacher retention and turnover rates				
2) Early identification of staff who are retiring, so position can be posted.	3, 5	Administrators	Teacher letters of resignation/retirement to Human Resources by the end of April				
3) New teachers will be assigned a mentor for support with lesson plans, technology and grading guidelines.	3, 4	Principal	Mentor Observation Sheets; Communication Logs each nine weeks Mentor/Mentee campus and district meetings				
							

**Goal 3:** The Jefferson staff will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 4:** Jefferson will establish strategies to increase the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Summative Evaluation:** Number of parent involvement activities and parent participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Improve communication to parents from TISD teachers and staff.	6	Assistant Superintendent of Student Services; Director of ACE; Attendance Committee; Campus Principal	Meeting minutes from Foundations teams, Campus Improvement Committee; parent contact documentation; Parent Portals in place; evidence of communication in Spanish				
2) Use Family Access as a primary means of communication with parents.	6	Technology Director, Director of ACE, Student Intervention Coordinator; Campus Principal	Documentation of use of Family Access				
3) Provide training on use of new website and identify personnel responsible for website updates at each campus.		Director of Communications; Director of Technology; Director of ACE; Campus Principal	Training documentation; monitoring of campus calendars for event posting; list of expected forms and communication log				
4) Update Principal's Corner and school website on a regular basis.	6	Principal; Campus Website Coordinator	Calendars, pictures and news articles				
5) Parent newsletters sent quarterly by administration and monthly by teacher		Principal; Teachers	Copies of parent newsletters				
6) Create and foster the Strong Dad's program through classroom visits and evening activities with "Dads" and their child(ren).	1, 2, 6	ACE coordinator; Region 12 parent coordinator	Calendar of events Sign In Sheets Pictures and news stories on the school website				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Implement Progress Monitoring Plan (K-5) and RTI Data Management System

## 2015-2016 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elizabeth Giniewicz	Principal
Administrator	Phyllis Santiago	Assistant Principal
Classroom Teacher	Tracy Baugh	PE Teacher
Classroom Teacher	Luis Cruz	Second Grade Teacher
Classroom Teacher	Amy Halvorson	Fourth Grade Teacher
Classroom Teacher	Jessica Lopez	Kindergarten Teacher
Classroom Teacher	Deborah Ray	Fifth Grade Teacher
Classroom Teacher	Heather Stewart	Resource/Content Mastery Teacher
Classroom Teacher	Lindy Thompson	Third Grade Teacher
Classroom Teacher	David Tierney	First Grade Teacher
District-level Professional	Lisa Diserens	Director PEIMS/Accountability
Non-classroom Professional	Angela Bacon	ACE Coordinator
Parent	Brian Abbey	Parent
Parent	Terri Malina	Parent
Parent	Priscilla Velasquez	Parent