

**Temple Independent School District**  
**Jefferson Elementary**  
**2017-2018 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.

## Campus Mission

The mission of Jefferson Elementary is for our students to develop strong minds, hearts and bodies, and become leaders in our community.

# Vision

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

## Campus Vision:

The students of Jefferson Elementary will establish themselves as productive leaders in the workforce and responsible members of the global world.

# 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

Jefferson Elementary is one of the oldest campuses established on the north side of town. Enrollment had been relatively consistent at 545 until a new campus was built. To prepare for our new building, elementary boundaries were redrawn and the bilingual classes located at Cater moved to Jefferson for the 2013-14 school year. As a result, we opened the new Jefferson with 758 students, making us the second largest campus in the district. The following year, two Third grade Bilingual classes were added, so enrollment climbed to 790. Since additional classes were added, we had to turn the science lab and computer lab into Bilingual classrooms. In 2015-16 we hit our peak enrollment of 800 students as a result of adding two 4th grade Bilingual classes. In 2016-17 Phase 1 for moving the Bilingual program to Thornton began as two Kindergarten and two First grade Bilingual classes moved. In return we received two Functional Skills Classes. At the end of the 2016-17 school year, Phase 2 shifted the remaining Bilingual classes in 2nd, 3rd and 4th grades to the newly constructed Thornton. As a result of moving the Bilingual classes to Thornton, our enrollment has decreased from 753 students in 2016-17 to a total of 557 students in 2017-18. We also experienced declining enrollment in Kindergarten, Second and Fifth grades. This constant fluctuation in enrollment and moving special programs has impacted students and their families as well as staff, who had to move to another campus. As a result, the need to focus on campus climate and culture has been a high priority.

Student Statistics for our Federal Race/Ethnicity are as follows: 42.19% - Hispanic, 28.37% - Black, 25.13% - White, 3.41% - Multiracial and 0.90% - Asian or American Indian.

Just like there is diversity for our students, staff diversity exists at every grade level. Classroom teachers' demographics concludes our staff is 74% White, 15% Black, and 11% Hispanics. Through professional development, differentiating the curriculum and using instructional practices to support our ELL students, our teachers work effectively with all students.

Our low socioeconomic status is higher than the state average totaling 80.97%. Since students are 75.22% free, 5.75% reduced and 19.03% not on the free/reduced lunch program. A free breakfast is available for all students. Our after-school ACE program also serves a meal to students before they go home.

At Jefferson, the percent of English Language Learners decreased from 22.3% to 2.9% due to moving the Bilingual program to Thornton. Our Special

Education percentage showed a slight decrease from 11% to 9.34%. Last year 11 students were referred for Sped testing. Out of the 11 students four were identified as AA, and seven were identified as White with two students indicating Hispanic ethnicity. Ten students qualified for services, and 1 did not; the student who DNQ was identified as White with Hispanic ethnicity, and was a parent request. Overall our success rate in identifying students who need additional support is 91%. Thirty six percent of students referred for Sped testing were AA, and 64% were White. One hundred percent of students who are AA qualified for services, and 86% of White students referred for Sped testing qualified. Of the 2 students who indicate a subgroup of Hispanic, and were referred for testing one qualified. Students whose referrals are initiated by data collected through the RTI process have a higher percentage rate of success. The one student who did not qualify for services was a parent request, and there was not sufficient data to trigger a SpEd referral request at the time.

Our ELL students are supported in our school by teachers who are ESL certified. Student's needs and accommodations are documented in their LPAC's. Teachers have access to these documents, and are required to follow linguistic, and instructional accommodations. ELL students have access to instructional programs that are implemented at the district level, like Imagine Learning, to support their academic achievement.

The average class size at Jefferson varied from 18 students in Kindergarten to 24 students in each 5th grade class. The attendance rate in 2015-16 was 95.75% and remained stable during 2016-17 at 95.74%.

### **Demographics Strengths**

- Diverse student and staff population
- Strong campus climate with a "family" culture
- ESL certified teachers in core areas at every grade level
- Low referral rate for special education with a high percentage of the students referred qualifying for services.
- Free breakfast program for all students

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

# Student Academic Achievement

## Student Academic Achievement Summary

Overall 2017 STAAR scores show improvement in every index, moving Jefferson out of Improvement Required (IR) to Formerly Improvement Required (FIR). Our TAIS goal was to have 65% passing in each grade for every tested content area. On the 2017 STAAR we met this goal in 3 out of the 8 tests: 3rd Math = 66%, 5th Math = 77% and 5th Science = 69%. As our scores at each grade increase, so too will our performance with student groups.

### Index 1: Student Achievemen

According to our 2017 STAAR results the lowest performances was 4th Writing (45%) followed by Reading in 3rd (57%), 4th (54%) and 5th (53% - first round). When comparing the same students reading with math performance at each grade, there is any where from a 9% to 15% variance with reading being lower at every grade. The End of Year Star- E data also showed that students' over all score was higher in math, and when looking at individual students, the growth rate was considerably higher in math than reading.

3 year STAAR data analysis:

Year Grade Reading Math Writing Science

2015 5th	62%	74%		53%
4th	51%	51%	48%	
3rd	55%	48%		
2016 5th	62%	73%		52%
4th	52%	56%	49%	
3rd	55%	53%		
2017 5th	62%	77%		69%
4th	54%	63%	45%	
3rd	57%	66%		

### READING

- \* 5th grade reading scores have maintained a 62% for the past three years.
- \* 4th grade reading scores have varied 3% for the past three year, but still remain in the 50%.
- \* 3rd grade reading scores have varied 2% for the past three years, but still remain in the 50%.

## WRITING

\* 4th grade writing varied 3% over the past three years, still remaining in the upper 40%.

The 2016 STAAR scores rated our school as a school where improvement was required (IR).

For the 2016-2017 school year, Jefferson proceeded through the TAIS process, which allowed us to improve our 5th grade Science scores, and Math scores in 3rd, 4th, and 5th grades. Our reading however remained stagnant.

### **Index 2: Student Progress**

All student groups showed growth, with 2 student groups showing significant growth. Our student group with the highest gains was Special Education, in which 72% of our students Met or Exceeded Growth Expectations. This was a 19% increase from the 2016 STAAR. Hispanics showed the second highest increase with 74% of the students meeting or exceeding growth projections, an increase of 16%. The group that showed minimal growth of 3% was African Americans, with an overall score of 64% Meeting or Exceeding Growth.

Math:	All	AA	H	W	SpEd	ELL	Eco	Reading:	All	AA	H	W	SpEd	ELL	Eco
Met	78	72	81	76	73	80	59	Met	63	56	67	61	71	54	50
Exceeds	36	34	37	35	24	49	15	Exceeds	23	18	26	22	12	32	12
Not Met	22	28	19	24	27	20	40	Not Met	37	44	33	39	29	46	50

Data indicates that Math is our strongest subject. Fifteen percent more students met the passing standard in Math, when compared to Reading. An area of focus is our African American with 44% not progressing in Reading and 28% not progressing in Math. Not only were AA the student population with the highest percentage of students who did not show progress, they had a 16% gap between math and reading progress. It will be important to question our instructional strategies and ways to motivate every student group.

Overall our Hispanic subgroup showed the highest combined progress performance with 74% meeting or exceeding progress (Math 81% and Reading 67%). When looking at Exceeding Growth, our ELL student group scored the highest, with a staggering 49% Exceeding Math progress and 32% Exceeding Reading progress. Factors contributing to this success was student behavior in the classroom, and utilizing strategic linguistic and testing accommodations throughout the year.

### **Index 3: Closing Performance Gaps**

The area that caused Jefferson to become IR was Index 3: Closing Performance Gaps. We showed a 9 point gain moving from 26 on the 2016 STAAR to 35 on the 2017 STAAR. Here is a further breakdown of Index 3 for Economically Disadvantaged, African American, and Hispanic for each tested subject.

	Economically Dis.	African Am.	Hispanic
Reading			
% Approaches Grd. Lvl	53	50	58
% Masters Grd. Lvl	13	9	17
Math			
% Approaches Grd. Lvl	67	61	71
% Masters Grd. Lvl	19	10	25
Writing			
% Approaches Grd. Lvl	39	42	49
% Masters Grd. Lvl	3	0	4
Science			
% Approaches Grd. Lvl	66	57	67
% Masters Grd. Lvl	18	16	20

Increases in the percent masters was a primary reason Index 3 improved by 9 points.

**Index 4: Postsecondary Readiness**

Postsecondary Readiness measures the percentage of students that scored at the STAAR Meets Grade Level Standard. Index 4 has a target score of 12, and Jefferson scored well above with a 27. Since cut scores for passing change from year to year, our focus at Jefferson is for our students to score a 70% or higher on each test.

**Student Academic Achievement Strengths**

- On the 2017 STAAR, progress was made in every Index.
- No longer an Improvement Required Campus, not we are Formerly Improvement Required for 2017-2018.
- Earned 2 Distinctions for Science and Student Progress due to being in the top 25% of comparable Texas schools.
- Science had an overall 17% increase for passing, and a 17% increase for Advanced scores.
- Math showed an increase at every grade level with double digit gains in the percent passed and the percent advanced in both 3rd and 4th grades.
- Due to effective RTI interventions, fewer students were tested for Special Education and of those tested 91% qualified.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** On the 2017 STAAR test, Jefferson reached our goal of 65% of the students meeting or exceeding state standards on 3 out of 8 tests. **Root Cause:** The expectations on Writing test has changed the last four years. Revise and edit is 75% of the test and the composition is 25%. Reading teachers are using traditional methods of delivery for instruction, which are not as engaging.

**Problem Statement 2:** The 2017 STAAR results indicated a 9-15% variance between reading and math, with math being higher. **Root Cause:** Math teachers collaboratively plan interactive instruction that engages students and provides interdependent participation between learners, and cut scores for passing are low in math than reading.

**Problem Statement 3:** District Grade 1 TPRI scores were stagnant. **Root Cause:** Students are not reading on grade level at the end of first grade and the gap widens even when students show a year's growth.

**Problem Statement 4:** Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.

## School Processes & Programs

### School Processes & Programs Summary

Since we are a Formerly Improvement Required (FIR) campus, we will continue to implement the processes from Texas Accountability Intervention System (TAIS). A thorough analysis of the data leads to the identification of 1 or 2 key problems. As a campus, we met in groups to determine the main root causes and selected the one that would have the highest impact. Once this was created we determined our annual goals and strategies needed to reach our goal.

Professional Learning Communities and Content Planning were refined last year and the result was aligned curriculum delivery that matched the taught and tested curriculum.

### **Personnel : Support and Retention through Mentors, Instructional Specialists, Planning and Professional Development**

At Jefferson, we have a wonderful staff comprised of 36 teachers, 1 principal and 2 assistant principals, 1 instructional coach, 1 Literacy Coach, 1 counselor, 1 Student Services/Interventionist, 2 secretaries and 9 instructional aides. All teachers and instructional paraprofessionals are highly qualified prior to being hired. The Jefferson staff is very stable and has the lowest turnover rate in the district. This is a result of collaboration within the grade level, a sense of family and the hard work and dedication to serve our at-risk population. New teachers are assigned a mentor who meets with them weekly, observes the new teacher's classroom each semester and has the teacher observe their classroom. This support throughout the year has led to a high success rate for our teachers and ultimately the students they serve. Monitoring and support for all teachers occurs during Walk-throughs, T-TESS observations, and admin planning with teachers. If a teacher is new to the grade level/content area or is struggling, they observe others that are strong in the same field. The IC/LC attends the observation as well, so debriefing happens. Planning with someone from the admin team ensures teachers are fulling understanding their curriculum and that higher level question stems are incorporated into lessons. IC/LC co teaches with the teacher. The teacher is observed and immediate feedback is given to him/her.

We have strong team and vertical planning in which teachers build upon the previous grade's curriculum and strengthen the foundation for the next grade level. The instructional coach and the literacy coach support teachers by modeling lessons, co-teaching, and observing and providing feedback. The instructional technologist brings in new and varied activities and methods to keep our teachers up to date. Professional development needs include guided reading and revising/editing in writing. Resources include funding for subs so teachers can go with IC/LC to observe those that do it well, then having the time to debrief and prepare lessons/activities. These needs are identified by our low reading and writing scores, teachers seeking ways to improve, and conversations during planning. Professional Development is provided by our district ICs and ITs, consultants brought in to the district, and campus admin teams. PD is offered by subject matter, grade level, and campus-wide. It is offered during the summer, right before school starts, faculty meetings, and PLC meetings. Teachers share their take-aways from their PD and how they are implementing strategies in their classrooms. IC/LC are there to support as needed. PD strategies are discussed at planning and PLCs regarding ways they will be incorporated into lessons. Every classroom teacher on campus attended at least one day of summer PD on reading strategies. We purchased multiple copies of the book the PD was based on so each grade level had it to plan around. Admin is involved with planning to ensure strategies are included. Walk-throughs are performed to make sure what is planned is actually

carried out.

## **Professional Learning Communities**

Improving our Professional Learning Communities was a top priority in 2016-17. Annual Goal 1 for the TAIS plan states: Student performance will be positively impacted through effective teacher collaboration during PLCs and content planning meetings. Our strategy was to effectively collaborate two days per week during PLCs and content planning meetings. The first action taken was to clearly define the purpose, expectations and norms for our PLCs. A calendar was developed so teachers were prepared for the different types of PLCs: Data, RTI, Professional Development, and Vertical. In addition teachers met in content teams with administration and our instructional coaches to align our instruction to the depth of how each TEK is tested. The collaboration between teachers ensured the variance between teachers would decrease significantly.

In order to effectively collaborate for equitable achievement of state standards, the following expectations will be in place for the 2017-18 school year.

PLC meetings will be:

- Focused on the 4 guiding questions:

- 1) What should every student learn or be able to do?
- 2) How will I know if each student has learned it?
- 3) What do I do for students who struggle with learning these skills?
- 4) How can I extend the learning for students who've already got it?

- Calendar driven (Content Planning, Data Analysis, Behavior RTI )
- Based on norms, so each person gives input..not dominated by one person
- Product driven (ie. lesson plans, data analysis and action plan) or documented through minutes to help with accountability and follow-up (Vertical PLC, Behavior/RTI)

JES Norms for our Professional Learning Communities

- Focused- no side conversations, gossip, complaining, or asking unrelated questions
- Prepared- each member comes ready to share/contribute (Study IFD ahead of time, bring resources/materials needed including your Chromebook)
- Balanced- not dominated by one person, everyone talks and contributes, interdependent, collaboration and not “co-laboration”
- Accomplished- product driven, such as lesson plans, data analysis and RTI groups. Any follow-up is documented through minutes, so each person knows what he/she is responsible for and when it is due.

This year, we are fortunate to have some different opportunities for Professional Learning Communities, thanks to the extended schedule. Combined PLCs consist of 5th with 4th, 3rd with 2nd, and 1st with Kindergarten. Tuesday will be planning for Math/Science and Thursday will be ELA. The four types of Professional Learning Communities include:

1. Content Focus
2. Common Assessment
3. Data Analysis
4. Behavior/Academic RTI

As a part of our Data PLCs, teachers pulled their results, analyzed the data by TEK and by student so they could create an action plan to spiral weak TEKS during their instruction and RTI. It is essential that students understand their performance, celebrate their growth and create goals for the next assessment on Star Enterprise Reading and Math. Each grade level created a way for students to graph and monitor their growth.

New this year is Behavior Learning Communities, in with teachers will identify strengths and weaknesses within their classroom management plan and address behavioral concerns within the classroom/grade level. Teachers will create a process to increase ABA (Attendance, Behavior and Academics) within the grade level, improve classroom management techniques, create effective interventions to reduce Tier II and Tier III referrals and increase academic achievement and student engagement in the classroom.

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

At Jefferson, we follow the district grade level curriculum roadmaps, which are constructed based on each unit of study in the Instructional Focus Document. The IFDs include the state standards, and all instructional materials are housed in the TEKS Resource System. The TEKS, ELPS and CCRS are incorporated through the IFD. Monitoring students' progress occurs through common formative assessments, which are created by grade level content area teachers. Unit tests from the TEKS Resource System are used for unit assessments. Curriculum-based Assessments (CBAs) and Benchmark tests (BMKs) are created at a district level prior to the planning of the unit to ensure that the required TEKS are covered. Question stems from Lead4ward are often used to verify that higher-order thinking is included. Readiness and supporting TEKS are tested to assure mastery. Results are analyzed to determine if reteaching is necessary, spiraling the skill(s) will continue, and which skills were mastered.

### **Progress Monitoring and Student Support**

It is critical to monitor students' progress throughout the year and provide interventions for students who are struggling with grade level skills. Students' needs are identified through analysis of campus, grade level, and individual student data. The following data is used to determine if interventions are needed: TPRI, Star Enterprise, Star Early Literacy, DRA, District CBAs/Benchmarks, STAAR 3-5, STAAR Expository Writing Rubric for Writing, Teacher Designed Assessments, Reflex Math, Wild Facts, and Unit Assessments.

Following the analysis of student data the students are placed in the RtI (Response to Intervention) process.

### **Jefferson RtI Process**

A variety of data is used to determine if a student is Tier 1 or needs to be identified as Tier 2 or Tier 3.

#### K-2 Reading Assessment Data:

- TPRI- developed or still developing
- Star-Early Literacy- probable, transitional, late emergent, or early emergent reader
- Star- Grade Equivalency (GE)- above grade level, on grade level, slightly below grade level, and significantly below grade level.

#### 3-5 Reading Assessment Data

STAAR tests are used for grades 4 and 5.

- STAAR: above or at 55%-Tier I, below 55%-Tier II
- All 4th/5th Graders who fail STAAR are Tier II at BOY
  
- 3rd- Star GE of 2.7 and above - Tier I, Star GE of 1.0 - 2.6 - Tier II, below 1.0 is Tier 3.

#### Math Assessment Data Process 2-5

4th and 5th STAAR: above or at 57%-Tier I, below 57%-Tier II

STAR Math GE for grades 2nd and 3rd

- 3rd - Star GE of 1.1 - 2.6-Tier II, or 1.0 and below -Tier III
- 2nd -Star GE of 0.1 - 1.5 -Tier II, or identified as needing intervention on the Star Diagnostic report -Tier III is 2 years below grade level

#### Instruction

Tier II- Students receive Grade Level Curriculum Instruction. plus an additional 90 minutes per week in groups of < 16. Approved district interventions include: Headsprout, Compass Learning, Leveled Literacy Intervention Kit (LLI), Foundations, and additional small group instruction.

Tier III- Students receive Grade Level Curriculum Instruction, plus an additional 120 minutes above Tier 1 instruction per week in groups of 7 or less.

The chart below indicates an approximate number of students who will receive Tier II or Tier III instruction when school starts, based upon end of year results from the 2016-17 school year.

EOY 16-17	K	1st	2nd	3rd	4th	5th
Rd Tier II or III	NA	*6	*55	*48	#42	#43
Math Tier II or III	NA	NA	*36	*33	#42	#40
Total		6	91	81	82	73
*K-2 Star-E data			#STAAR data			

The data indicates that students are leaving Kindergarten on a 1st grade level, but as students proceed through grades 1-5, they need more and more interventions as the gap widens. How is the RtI process affecting referrals to special education? For the 2016-2017 school year there were only 11 referrals completed, and of those 11 referrals, only 1 student did not qualify for special education services.

### **School Culture and Climate/ Parent Involvement**

Jefferson has a strong staff culture and is an inviting place where parents feel welcomed.

A variety of campus activities are planned before school with morning clubs and afterschool programs through ACE. During the day parents can join us at lunch for Thanksgiving and Christmas, as well as our Cinco de Mayo cookout. In addition we have several family nights planned in the evening including Meet the Teacher, Open House, Nacho Math Night, and our Reading Night with bookfair. While we have good attendance at events where students perform and family nights, we have not had good participation in our PTO (Parent Teacher Organization). This is an area of improvement as we find ways to involve more parents.

### **Discipline/Safety**

A three year review of the Discipline data shows a significant decrease in overall violations and the number of Tier 3 Behavior students. In 2014-15 our total referrals were 976, which reduced to 875 in 2015-16. Last year was a significant decrease with only 395 total violations. The programs that are in place to increase appropriate behaviors include Champs, Restorative Discipline and TBRI. Last year, 3rd,4th and 5th grade teachers implemented weekly circles, which created stronger relationships between students and staff and among the students themselves. In addition one of our counseling positions changed to a Student Services/Behavior Interventionist, which was a huge contributing factor to the reduction. Part of the interventionist responsibilities included developing and monitoring behavior intervention plans for Tier 3 students, tracking daily progress and frequently communicating with teachers and families during conferences.

Discipline data shows a reduction in bullying referrals as a result of prevention through Guidance lessons that includes the Kelso Program for K-2, Bully Blockers for 3-5 and using Restorative Discipline. According to the Bully Blocker survey students do feel safe at school.

We have campus procedures for arrival, departure and daily transitions to promote safety on campus. Procedures are in place for Fire, Shelter in Place and Lockdown. Although our safety audit was good, we need additional practice for fire, hard/soft lock downs, severe weather, and intruder education.

- Monthly fire drills were conducted to ensure a quick and safe exit from the building. Obstacles were put in place, in order to practice alternative routes.
- Reverse Evacuation Drills were conducted two times a year; another sounding system is need other than the intercom system.
- Hard/Soft Locks are to be conducted two times a year. All teachers and aides need keys to classroom doors. Door windows need a more secure covering so students are not visible to an intruder. We need to conduct drills when students are located in the cafeteria, and when students are transitioning.
- Shelter in Place drills are to be conducted two times of year.
- Severe Weather Drills are to be conducted once a semester. All students have a downstairs location during a severe weather drill.
- Intruder Assessment indicted that all exterior doors were locked. The intruder entered the building at the cafeteria. The cafeteria worker instructed the intruder to go to the front office. Intruders went to the main office and told staff they were going to check on teachers, but not give a badge. The intruder continued down the hall to be stopped by a teacher and directed to return to the office but did not escort the intruder to the office. The intruder continued to walk the building. All staff in the future need to stop intruders and escort them to the office.
- Fire Alarm is assessed before school starts every year to make sure it is working condition.
- Elevator is also assessed once a year.
- Additional training is need for intruders and hard/soft lock downs.

### **Family and Community Involvement**

Our participation rate for involving parents in the traditional site-based meeting style format is not successful. Therefore adjustments have been made. Parents participate in Strong Families and Coffee House which is more forum style, so questions and concerns can be addressed in a safe environment. The counselors and ACE director coordinates the events which are held 3-4 times per semester.

### **Technology**

The district has fully implemented the 2:1 initiative for students in 3rd-5th with Chromebooks and K-2 students with tablets. All teachers have received the 2 day district training on Google Aps and have a Chromebook. In addition, we have two campus technologists to help support teachers, and a district technologist who provides training and support for teachers throughout the year. Teachers have progressed from using technology primarily as an intervention that is program specific, to a learning tool during stations and direct instruction. Math and Science teachers use technology more frequently and with a wider range of uses than ELA teachers. This will be an area of focus, as three teachers pilot the Flipped Classroom and Professional Development/support is given to ELA teachers to create teacher video lessons that can be used at stations.

### **School Processes & Programs Strengths**

- Campus data analysis process for CBAs and Benchmarks during Data PLCs.

- Student goal setting and progress monitoring on Star E Reading and Math, AR, and Wild Facts.
- Response to Intervention is scheduled during the day, and criteria for qualification is adjusted based on campus needs.
- All teachers meet weekly for PLC meetings with administrators and an Instructional Coach.
- Literacy Coach works with students in K-2 and supports teachers with Foundations and LLI.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students are not as engaged or motivated in reading because ELA teachers have not integrated technology into direct instruction.

**Root Cause:** Whole group, traditional method of delivery is predominately used for reading instruction.

**Problem Statement 2:** Discipline referrals will increase if support from the Behavior Interventionist is reduced. **Root Cause:** The personal relationship, daily monitoring and frequent parent conferences will not exist without this position.

**Problem Statement 3:** Time for Professional Learning Communities must be scheduled in the day and protected with the double block to allow planning between two grade levels. **Root Cause:** Traditional schedules provide limited time for grade levels to work in isolation.

**Problem Statement 4:** Early Reading Intervention is needed in K-2 for Foundations and Leveled Literacy Instruction in order for students to be on grade level at the end of first grade and remain on grade level. **Root Cause:** Struggling Reading students are less engaged in large groups, and need repeated practice with frequent feedback to show a year's growth.

# 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
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

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

**Performance Objective 1:** Each TISD campus will meet or exceed state standards for the Texas Accountability System.

**Evaluation Data Source(s) 1:** 2018 STAAR

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Provide specialized instruction through a 5-way rotation in 2-5, so that students have a double block of math, a block of reading, a block of writing, and science/social studies with sustained silent reading time.</p>	1, 2, 9	Campus Principal	<p>1. Share responsibility for results, since every teacher on the team sees every student.</p> <p>2. Ensure a seamless continuation of high quality, TEKS based instruction is provided as a result of teachers planning together weekly.</p> <p>3. Provide one math block focused on direct instruction, while the second block is spiral review and guided math stations, since direct instruction provided in a small group has proven to increase our math scores. The formative result will be that math will continue to increase as a result of using varied instructional delivery.</p> <p>4. Designate a writing teacher in 3rd and 4th, to ensure alignment, and an equal amount of time spent on reading and writing. Improved writing scores on district CBAs, Benchmarks and STAAR will be the outcome.</p> <p>5. Share reading responsibility with science and social studies as a way to reinforce reading skills through the content.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>2) Pilot the "Flipped Classroom" with three teachers to incorporate video lessons into stations or during non-classroom time. Provide professional development on ways to create and use teacher created videos for English Language Arts teachers in 2nd-5th in order to increase direct instruction during guided reading stations two times a week.</p>	1, 2, 3, 10	<p>Campus Administrators Instructional Coach Elementary District Technologist Pilot Teachers ELA Teachers 2nd-5th</p>	<p>1. Post video lessons on teacher's Google Classroom or Youtube channel for students and parents to view. 2. Repeat instruction for students who are absent or need extra practice. 3. Increase reading scores on Star E, CBAs and STAAR.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes &amp; Programs 1 Funding Sources: 199 - General Fund: Basic Ed - \$0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Schedule a double block of planning for PLCs which will include: Combined Content Planning for K/1st, 2nd/3rd, 4th/5th , Data PLCs and Behavior/RTI PLCs to discuss interventions.</p>	2, 4, 10	<p>Campus Administrators Instructional Coach</p>	<p>1. Schedule PLCs for the year 2. Align TEKS vertically between grade levels. 3. Analyze data from CBAs and Benchmarks to develop an action plan aimed at addressing weak TEKS. 4. Develop a behavior intervention for Tier 2 and Tier 3 students and monitor their progress through discipline referrals and MORs. 5. Increase student achievement as a result of teachers working collaboratively during PLCs.</p>				
<p>Problem Statements: School Processes &amp; Programs 3 Funding Sources: 199 - General Fund: Basic Ed - \$0.00</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Work collaboratively with the Campus Intervention Team, PSP and Local Education Agency to build upon last year's success. Ensure targeted support is provided as part of the Texas Accountability Intervention System (TAIS) process.</p>	1, 2, 9, 10	<p>Assistant Superintendent of Curriculum &amp; Instruction, Director of Accountability and District Improvement, Professional Service Provider and Campus Principal</p>	<p>1. Establish a growth mind-set so 65% of our students meet or exceed state standards in 6 out of the 8 tested areas. 2. Reduce the variance between reading and math at each grade level to 5% or less. 3. Refine processes that maximize the success of campus.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 199 - General Fund: Basic Ed - \$0.00, 211 - Title I, Part A - \$37,000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>5) Celebrate student growth as students set goals and monitor their progress from the beginning of the year through the end of the year. Assessments used will be the DRA, Star Enterprise Reading/Math, Benchmarks, and campus created common assessments.</p>	2, 8	<p>Campus Administrators Classroom teachers</p>	<p>1. Own the learning by students. 2. Increase reading scores. 3. Recognize student's growth school-wide, at each grade-level and in the classroom</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Develop, implement and monitor TEKS-focused planning and delivery of instruction.</p>	1, 2	Campus Administrators Instructional Coach Classroom Teachers	<p>1. Align the taught curriculum with the tested curriculum to increase student achievement.</p> <p>2. Increase reading performance, so there is less variance with math.</p> <p>3. Reach a passing rate of 65% or higher in five of the eight tested areas (3rd- Rdg/Math, 4th- Rdg, Math, Writing and 5th- Rdg, Math, Science).</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Identify students through universal screeners as Tier 1, 2, or 3 students. Provide targeted intervention on weak TEKS three times a week during RTI block, which is built into the schedule. Employ a Reading Interventionist for LLI groups in 3-5 and utilize the Literacy Coach for LLI/Fundations in K-2.</p>	1, 2, 3, 9, 10	Campus Principal Response to Intervention Coordinators	<p>1. Increase achievement for at-risk students who need services.</p> <p>2. Reduce the number of Special Education referrals as a result of effective Response to Intervention process being in place.</p> <p>3. Monitor students' progress in Skyward.</p>				
<p>Problem Statements: Student Academic Achievement 3 - School Processes &amp; Programs 4</p> <p>Funding Sources: 211 - Title I, Part A - \$20,000.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Align instructional support for Resource/Inclusion students by providing pullout services three times a week and In-class support twice a week.</p>	1, 2, 9, 10	Director of Special Education Resource Teachers	<p>1. Increase learning time in the general education classrooms.</p> <p>2. Produce higher student achievement for Special Education students.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - General Fund: Special Ed - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Provide a blended service model to support students identified as Gifted and Talented (GT) in grades K-5 through differentiated classroom activities and a pullout enrichment time three days per week. The designated GT teacher at each grade will use the Texas Performance Standards Projects.</p>	1, 2, 3, 9	District Gifted and Talented Coordinator Campus Principal Identified GT teachers at each grade.	<p>1. Provide seamless services on campus for identified GT students.</p> <p>2. Increase advanced scores on STAAR as a result of extensions for GT students and high achievers.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - General Fund: GT - \$0.00</p>							
<p align="center"><b>System Safeguard Strategy</b></p> <p>10) Use priority funds to hire an interventionist to pull LLI groups M,W,F during RTI and math groups on T, Th.</p>	1, 9, 10	Campus Principal Interventionist	<p>1. Increase reading levels as a result of LLI interventions.</p> <p>2. Earn a progress measure for showing growth on STAAR.</p>				
<p>Problem Statements: Student Academic Achievement 3</p>							
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

### Student Academic Achievement

**Problem Statement 1:** On the 2017 STAAR test, Jefferson reached our goal of 65% of the students meeting or exceeding state standards on 3 out of 8 tests. **Root Cause 1:** The expectations on Writing test has changed the last four years. Revise and edit is 75% of the test and the composition is 25%. Reading teachers are using traditional methods of delivery for instruction, which are not as engaging.

**Problem Statement 2:** The 2017 STAAR results indicated a 9-15% variance between reading and math, with math being higher. **Root Cause 2:** Math teachers collaboratively plan interactive instruction that engages students and provides interdependent participation between learners, and cut scores for passing are low in math than reading.

**Problem Statement 3:** District Grade 1 TPRI scores were stagnant. **Root Cause 3:** Students are not reading on grade level at the end of first grade and the gap widens even when students show a year's growth.

### School Processes & Programs

**Problem Statement 1:** Students are not as engaged or motivated in reading because ELA teachers have not integrated technology into direct instruction. **Root Cause 1:** Whole group, traditional method of delivery is predominately used for reading instruction.

**Problem Statement 3:** Time for Professional Learning Communities must be scheduled in the day and protected with the double block to allow planning between two grade levels. **Root Cause 3:** Traditional schedules provide limited time for grade levels to work in isolation.

**Problem Statement 4:** Early Reading Intervention is needed in K-2 for Foundations and Leveled Literacy Instruction in order for students to be on grade level at the end of first grade and remain on grade level. **Root Cause 4:** Struggling Reading students are less engaged in large groups, and need repeated practice with frequent feedback to show a year's growth.

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

**Performance Objective 2:** Jefferson will improve each state accountability measure: Index 1 from 62 to 65, Index 2 from 49 to 52, Index 3 from 35 to 38, and Index 4 from 27 to 30, as indicated in the state accountability system.

**Evaluation Data Source(s) 2:** 2018 STAAR results

**Summative Evaluation 2:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Implement K-5 writing plan to include 75% focus on revising and editing skills, daily spiral review, quarterly writing walk-throughs and data analysis, and writing PLCs with all 4th grade writing teachers and ICs.</p>	1, 2, 9	Executive Director of Elementary Education, Director Special Education, Campus Principal	Improve student achievement on the 4th grade writing STAAR. Align and strengthen writing instruction.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - General Fund: Basic Ed - \$0.00</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Support classroom implementation of Foundations / Esperanza and Leveled Literacy Intervention (LLI)/SDL and provide targeted student interventions grades PK-2, with the addition of full-time literacy coaches.</p>	2, 7, 9, 10	Executive Director of Elementary Education, Director of Bilingual/ESL, Campus Principal	Improve student achievement on the early reading assessments. Align and strengthen early reading instruction.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - General Fund: Basic Ed - \$0.00</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>3) Differentiate math instruction K-5 through guided math two to three times per week.</p>	1, 9	Campus Principal Instructional Coach Math Teachers	Increase scores on Curriculum Based Assessments, Benchmarks and ultimately STAAR Math.				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Increase the amount of time students are reading through school-wide initiatives, designated sustained silent reading built into schedule, promotion of Accelerated Reader, plus monitoring and celebrating reading growth on Star E.</p>	1, 2, 6	Campus Administrators Instructional Coach Librarian ELA Teachers	1. Increase in the percentage of students who are reading on-grade level or higher. 2. Increased performance on CBAs, DRAs, Star E and STAAR Reading.				
Problem Statements: Student Academic Achievement 3							
							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> On the 2017 STAAR test, Jefferson reached our goal of 65% of the students meeting or exceeding state standards on 3 out of 8 tests. <b>Root Cause 1:</b> The expectations on Writing test has changed the last four years. Revise and edit is 75% of the test and the composition is 25%. Reading teachers are using traditional methods of delivery for instruction, which are not as engaging.</p>
<p><b>Problem Statement 2:</b> The 2017 STAAR results indicated a 9-15% variance between reading and math, with math being higher. <b>Root Cause 2:</b> Math teachers collaboratively plan interactive instruction that engages students and provides interdependent participation between learners, and cut scores for passing are low in math than reading.</p>
<p><b>Problem Statement 3:</b> District Grade 1 TPRI scores were stagnant. <b>Root Cause 3:</b> Students are not reading on grade level at the end of first grade and the gap widens even when students show a year's growth.</p>

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

**Performance Objective 3:** TISD will increase the graduation rate from 88.5% to 91.0% or above.

**Evaluation Data Source(s) 3:** Progress Monitoring in Skyward

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Schedule RTI interventions/extensions during the day three times per week. Utilize progress monitoring with Star E and document in Skyward.</p>	1, 2, 9	<p>Response to Intervention Coordinators Classroom Teachers Reading Interventionist</p>	<p>Improve scores in reading and math as a result of providing differentiated instruction during RTI/GT time.</p>				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> On the 2017 STAAR test, Jefferson reached our goal of 65% of the students meeting or exceeding state standards on 3 out of 8 tests. <b>Root Cause 1:</b> The expectations on Writing test has changed the last four years. Revise and edit is 75% of the test and the composition is 25%. Reading teachers are using traditional methods of delivery for instruction, which are not as engaging.</p>
<p><b>Problem Statement 3:</b> District Grade 1 TPRI scores were stagnant. <b>Root Cause 3:</b> Students are not reading on grade level at the end of first grade and the gap widens even when students show a year's growth.</p>

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

**Performance Objective 4:** TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and Title I, as indicated by no staging for PBMAS.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.	2, 8, 10	Director of Special Education, Coordinator of Special Education, Campus Principal	Provide training to campus administration to support monitoring service delivery. Improve consistency of service delivery and documentation of supports provided. Identify areas of strength and areas for improvement.				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> 2) Apply and participate in CREST program with the Texas School Counseling Association.		Director of Counseling Campus Principal Counselor	Implement best practices in counseling that promotes effective communication and a commitment to obtaining results.				

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

**Performance Objective 5:** TISD will hire only those teachers that have a valid Texas certification prior to their first day of instruction.

**Evaluation Data Source(s) 5:** Teacher Certification

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Only certified teachers will be presented to the School Board for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position.		Assistant Superintendent of Human Resources, Campus Principal	100% of TISD teachers will be certified.				
Problem Statements: Demographics 1							
							

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

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

**Performance Objective 6:** TISD will reduce the teacher attrition rate to below 20%.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Monitor campus assignments and loads to assure balanced class loads and student issues.		Assistant Superintendent of Human Resources, Campus Principal	Balanced class loads				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> 2) Collaboratively work with other teachers during Professional Learning Communities.	4, 8	Campus Administrators Instructional Coach Teachers	Increased support for all teachers to provide the highest quality instruction.				
Problem Statements: School Processes & Programs 3							
<p><b>Critical Success Factors</b> CSF 7</p> 3) Provide professional development based on teachers' input on surveys, student data and our needs assessment.	4, 5	Instructional Coach Campus Administrators Outside providers based on topic	Improved teacher quality as a result of professional development and follow-up support from the Instructional Coach.				
Problem Statements: School Processes & Programs 3							

**Performance Objective 6 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> Time for Professional Learning Communities must be scheduled in the day and protected with the double block to allow planning between two grade levels. <b>Root Cause 3:</b> Traditional schedules provide limited time for grade levels to work in isolation.</p>

**Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.**

**Performance Objective 1:** TISD will continue district-wide facilities improvements using bond funds.

**Evaluation Data Source(s) 1:** District Facilities Plan

**Summative Evaluation 1:** Met Performance Objective

**Goal 2:** Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

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

**Evaluation Data Source(s) 2:** Monthly custodial report card

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus.		Assistant Superintendent of Student Services, Director of Health Services, Campus Principal	Handle emergency situations at campuses with CPR and AED protocols				
2) Monitor custodial services for quality and completion.		Assistant Superintendent for Finance and Operations, GCA, Campus Principal	Obtain 90% satisfaction				
3) Monitor student participation in the breakfast and lunch programs.		Assistant Superintendent for Finance and Operations; Director of School Nutrition, Campus Principal	Maintain student participation at 2016-17 levels				
							

**Goal 2:** Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 3:** TISD campuses will improve discipline at each campus and decrease ISS, OSS, and DAEP placements.

**Evaluation Data Source(s) 3:** Discipline Data in Skyward

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>PBMAS</b></p> <p>1) Monitor the effectiveness of district training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.</p>		Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Foundation Teams, Campus Principal	Reduce ISS, OSS and DAEP placements				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>2) Provide support for struggling students through the Thumbs Up program that is aimed at increasing appropriate targeted behavior and decreasing the amount of time students are sent out of class.</p>	1, 2, 10	Coordinator of Student Services/Behavior Interventionist	Reduce number of Minor Office Referrals and PEIMS offenses. Increased instructional time, due to fewer interruptions caused by behavior problems.				
Problem Statements: School Processes & Programs 2							
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) Implement Restorative Circles in 3rd, 4th and 5th to address classroom issues and build positive relationships among students.</p>		Counselor Teachers in 3-5	Provide weekly circles in 3-5 in order to build trust, repair harm, and address classroom issues that are taking away from instruction. As a result, there should be fewer Minor Office Referrals and PEIMS offenses.				
Problem Statements: School Processes & Programs 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Create effective interventions to reduce Tier II and Tier III referrals and increase academic achievement and student engagement through Behavior Learning Communities.</p>	1, 2	Assistant Principals Counselors	Reduce the number of students on Tier II and Tier III behavior plans.				
Problem Statements: School Processes & Programs 2							

<b>Critical Success Factors</b> CSF 6 5) Implement required counseling activities in line with state mandates: Bully Blockers, Why Try: No Place for Hate, and Career Cruising.	2, 10	Counselor Campus Principal	Reduce the number of bullying incidents, and increased opportunities for students in future careers.				
6) Monitor campus PBMAS indicators related to the discipline of students through the Foundation reports.	2, 10	Coordinator of Student Interventions Assistant Principals	Maintain low referral numbers, which lead to lost instruction as a result of ISS, OSS and DAEP placements.				
7) Establish, communicate and maintain clear expectations for student behavior.	1	Assistant Principals Classroom Teachers Counselor	Post classroom expectations that are shared with parents in order to decrease discipline referrals: ISS, OSS and DAEP placements.				
							

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Discipline referrals will increase if support from the Behavior Interventionist is reduced. <b>Root Cause 2:</b> The personal relationship, daily monitoring and frequent parent conferences will not exist without this position.

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

**Performance Objective 1:** TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

**Evaluation Data Source(s) 1:** Weekly attendance rate and longitudinal comparisons

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify attendance issues through RYG report and early interventions.		Assistant Superintendent of Student Services, Truancy Officers, Campus Principal	Increase attendance rate for RYG students				
2) Implement Restorative Discipline circles with top truancy students.		Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Campus Principal	Increase attendance rate of top truancy students				
<p><b>Critical Success Factors</b> CSF 4</p> 3) Recognize classes with perfect attendance at each grade level, provide school-wide incentives, and promote the ABA celebrations held each six weeks.	2	Assistant Principals Attendance Secretary	Improve attendance				

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

**Performance Objective 2:** TISD will achieve a teacher attendance average of 96%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Recognize and award teacher attendance each grading period.		Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
2) Design incentives for teachers with outstanding attendance.		Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 3:** TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

**Evaluation Data Source(s) 3:** Parent Sign In Sheets from Events

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop coordinated procedures to promote use of Family Access.		Assistant Superintendent of Student Services, Director of Technology, PEIMS Coordinator, Campus Principal	Increase percentage of families enrolled in Family Access				
<p><b>Critical Success Factors</b> CSF 5</p> 2) Provide networking opportunities and a chance to learn about specific topics based on the parent survey during our monthly Coffee House.	2, 4, 6	Coordinator of Student Services/Behavior Interventionist Coordinator of ACE	Improve communication between the campus and parents. Support and resources provided to parents who seek information and help on a topic.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> 3) Host several Strong Families events that provide opportunities for parents to interact with their child in a school setting. Events include visiting the classroom, Star Gazing, Painting with Parents, and a Color Run.	6, 10	ACE coordinator	Increase family involvement in the school leads to increased student achievement and a decrease in behavior offenses.				
<p><b>Critical Success Factors</b> CSF 5</p> 4) Communicate with parents through our Jefferson website and Jefferson Facebook page, so parents can see what is happening at school and participate in scheduled parent activities.	6	Communications Liaison	Increase attendance at family nights, holiday luncheons, and parent conferences.				
							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Work collaboratively with the Campus Intervention Team, PSP and Local Education Agency to build upon last year's success. Ensure targeted support is provided as part of the Texas Accountability Intervention System (TAIS) process.
1	1	7	Identify students through universal screeners as Tier 1, 2, or 3 students. Provide targeted intervention on weak TEKS three times a week during RTI block, which is built into the schedule. Employ a Reading Interventionist for LLI groups in 3-5 and utilize the Literacy Coach for LLI/Fundations in K-2.
1	1	8	Align instructional support for Resource/Inclusion students by providing pullout services three times a week and In-class support twice a week.
1	1	10	Use priority funds to hire an interventionist to pull LLI groups M,W,F during RTI and math groups on T, Th.
1	2	1	Implement K-5 writing plan to include 75% focus on revising and editing skills, daily spiral review, quarterly writing walk-throughs and data analysis, and writing PLCs with all 4th grade writing teachers and ICs.
1	2	2	Support classroom implementation of Fundations / Esperanza and Leveled Literacy Intervention (LLI)/SDL and provide targeted student interventions grades PK-2, with the addition of full-time literacy coaches.
1	2	3	Differentiate math instruction K-5 through guided math two to three times per week.
1	2	4	Increase the amount of time students are reading through school-wide initiatives, designated sustained silent reading built into schedule, promotion of Accelerated Reader, plus monitoring and celebrating reading growth on Star E.

# Title I

## Schoolwide Program Plan

Jefferson Elementary is a Title 1 school. Funding from Title 1 is used for interventions, resources and parent involvement.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (taking into account the needs of migratory children) is based on information on the performance of children in relation to the state content and student performance standards.

- Campus Leadership meets monthly
- RtI- 1) Students identified using TPRI, Tejas Lee, STAAR, CBA/Benchmarks, Discipline Referrals 2) Individual Plans created and monitored regularly in Skyward 3) District Guidelines followed for approved interventions, minutes served and progress monitoring
- TEKS Resource System provides a guaranteed viable curriculum- District Roadmap and Resources, Instructional Focus Document, Unit Assessments
- Parent involvement
- Teachers meet in PLCs to review content, assessments, data, and behavior interventions.
- System Safeguards were reviewed as part of the comprehensive needs assessment

### 2: Schoolwide Reform Strategies

Schoolwide reform strategies that (a) provide opportunities for all children to meet the state's proficient and advanced levels of student performance; (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations; (c) include strategies to address the needs of all children in the school, but particularly the needs of children identified at risk of not meeting the state academic achievement standards who are members of the target population of any program that is included in the schoolwide program, address how the campus will determine if such needs have been met, and are consistent with and are designed to implement state and local improvement plans, if any.

### 3: Instruction by highly qualified professional teachers

All teachers are highly qualified and certified to teach in their assigned area.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff is provided to enable all children in the school to meet the state's student academic achievement standards.

Relevant Professional Development based on Teacher's Professional Development Survey and student needs

Professional Development on differentiated instruction, and using small groups for Guided Math/Reading,

Classroom management: CHAMPS, Restorative Discipline, TBRI

Technology

Student behavior-District Policy & Procedures

RtI

### **5: Strategies to attract highly qualified teachers**

Recruit and hire certified teachers

Assign mentors for new teachers (0 years experience) and new to Temple teachers

Work collaboratively during grade level planning and PLCs

Develop a sense of family among staff

### **6: Strategies to increase parental involvement**

Coffee House each month to provide information on a requested topic based on parent survey

Strong Fathers

ACE

Family Nights throughout the year

Holiday meals and annual picnic

Open classroom policy

Recruit volunteers for library, workroom and classroom helpers

Create a spreadsheet for parent volunteers and areas they are willing to help

Jefferson website

Jefferson Facebook page

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Meridith and Headstart tours at the end of the year for students and parents

Meet the Teacher

Classroom lessons and support from the counselor

### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

All teachers are involved in weekly PLCs that focus on content, assessments, data, and interventions

Teachers are involved with RtI and Behavior RtI meetings

Teachers are involved in Campus Leadership Team

### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Early identification of students using universal screeners, at-risk criteria, Behavior RtI

Follow the district and campus RtI process for developing intervention plans for Tier 2 and Tier 3 students, using district approved practices/programs.

Monitor progress using Star Enterprise and enter the data into Skyward.

Adjust interventions based on student progress and needs.

### **10: Coordination and integration of federal, state and local services and programs**

RtI

ACE

Bilingual Education

Special Education

Dyslexia

504 services

Migrant students

Homeless

Ralph Wilson Youth Club

## 2017-2018 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Beth Giniewicz	Principal
Classroom Teacher	Antaniece Ross	Kindergarten
Classroom Teacher	Ranelle Anderson-Gendron	First grade
Classroom Teacher	Marie Serrano	Second grade
Classroom Teacher	Jennifer Duran	Third grade
Classroom Teacher	Cydni Manning	Fourth grade
Classroom Teacher	Rosie LeRoy	Fifth grade
Classroom Teacher	Chase Bullard	Physical Education
Classroom Teacher	MaryBeth Gaspard	Special Education
Community Representative	Angela Bacon	ACE Coordinator
Community Representative	Melissa Harper	Interventionist
Parent	Ashley Ybarra	Parent
Parent	Stephanie Waugh	Parent
Business Representative	Jack Barton	Business
Business Representative	Steven DeMartino	Business
Classroom Teacher	Brittney Anderson	Fifth grade
Classroom Teacher	Luis Cruz	First grade
Classroom Teacher	Tanya Jenkins	Fourth grade
Classroom Teacher	Jennifer Bibler	Art

# Campus Funding Summary

199 - General Fund: Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Staffing		\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Fund: Basic Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	District Provided Document Camera		\$0.00
1	1	3	Revised scheduling for Instructional Assistants, Librarian and Counselor		\$0.00
1	1	4	Reading resources, Revised schedule with built-in RTI		\$0.00
1	2	1	Substitutes to cover 4th grade teacher for district Writing PLC		\$0.00
1	2	2	Staffing- Literacy Coach		\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Fund: GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Identified GT teacher at every grade. GT teachers receive professional development in TPSP strategies, all teachers 30 hours GT		\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Staffing- Reading Interventionist 3-5 (3 days), Behavior Interventionist (1 day), Reading Resources		\$37,000.00
1	1	7	Staffing- Reading Interventionist 3-5		\$20,000.00
<b>Sub-Total</b>					\$57,000.00
<b>Grand Total</b>					\$57,000.00