

Houston Independent School District
182 Jefferson Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Committed to excellence in all that we do, Jefferson Elementary educates all PK-5th grade scholars for career and college readiness through rigorous lessons and targeted instruction.

Vision

Jefferson Elementary develops confident and critical thinkers who are motivated to grow as life-long learners with strong academic skills and inquisitive attitudes.

Jefferson Elementary provides an academically and behaviorally rigorous environment with a focus on literacy instruction for the children of North Houston. We provide an intense focus on literacy skills to ensure that each of our scholars is reading on grade level by the end of second grade. Our intensive literacy instruction then allows us to meet the individual needs of every Jefferson student in the other core content areas.

We believe that to truly prepare each child for the rigors of middle school, high school, and college we must provide them with an engaging environment that is demanding. At Jefferson Elementary all scholars are held accountable for class work, homework, mastery of learning objectives and behavioral expectations on a daily basis.

Aristotle said that “Excellence is never an accident. It is always the result of high intention, sincere effort and intelligent execution; it represents the wise choice of many alternatives – choice, not chance determines your destiny.” Scholars at Jefferson Elementary are provided with excellence and taught to have excellence in all they do. This constant pursuit of excellence lives within a culture of respect and drives everything in our school community.

Value Statement

Jefferson Scholars will:

Reach their full potential through

Opportunities that will

Achieve academic excellence in a

Respectful and engaging environment

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

Enrollment: 354; EL 34%; SpEd 9%; GT 3%; Economically Disadvantaged 94%; Hispanic 92%; African American 7%; White 1%. Jefferson is a Title I school-wide campus. There are 21 classroom teachers, 4 ancillary teachers, 1 Preschooler Acquiring Learning Skills (PALS) teacher, 1 special education resource teacher, 1 Structured Learning Classroom (SLC) teacher, 2 full-time clerks, 6 Special Education teaching assistants, 1 instructional teaching assistant, 1 school secretary 1 teacher specialist, 1 counselor, 1 wrap around resource specialist, 1 assistant principal, and 1 principal.

Demographics Strengths

Jefferson Elementary is fortunate to have a diverse student population. We are a platinum certified Family & Community Engagement campus with active parent involvement. We partner with CODA to provide enrichment opportunities for our students. We also partner with Texas Tech to support our students and develop our new teacher pipeline. In addition, our Wraparound Specialist provides parent resources and trainings for our school community.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Addressing the social and emotional needs of students living in low socio-economic situations, such as homeless students **Root Cause:** The Covid-19 pandemic and virtual learning limited students' exposure to social/emotional skill building opportunities

Student Learning

Student Learning Summary

Based on the most recent state accountability data, 86% of 3rd-5th grade students met standard in math, 79% of 3rd-5th grade students met standard in reading, 70% of 4th-grade students met standard in writing and 79% of 5th graders met standard in science during the 2018-2019 school year. During the 2019-2020 and 2020-2021 school years limited student learning data was collected due to the Covid-19 pandemic. Based on the two thirds of students who took the 2020-2021 STAAR assessments, 34% of 3rd-5th grade students met standard in math, 45% of 3rd-5th grade studnets met standard in reading, 36% of 4th grade students met standard in writing, and 34% of 5th grade students met standard in science. Based on the 95% of EL students who completed TELPAS during the 2020-2021 school year, 22% met the yearly progress goal. In addition, 79% of 1st and 2nd grade students passed the High Frequency Word Evaluation during the 2021-2022 school year.

Student Learning Strengths

Jefferson Elementary students demonstrated a lot of growth prior to the Covid-19 pandemic. Our state accountability rating was 89, including a notable Closing the Gaps score of 96. During the pandemic, student achievement scores decreased, however the majority of 1st and 2nd graders demonstrated mastery on the High Frequency Word Exam, a foundation for future reading success. We also implemented our first fully online testing season and students learned how to navigate online testing platforms.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Interventions must address the specific academic needs of special populations (Hispanic, English Learners, African-American, and Special Education). **Root Cause:** Lack of target planning for special populations.

Problem of Practice 2 (Prioritized): Even though improvements were made in Math, Reading, and Science, these subject contents were significantly impacted by the pandemic due to lack of hands on experiments, limited access to manipulatives, and participation. **Root Cause:** Virtual instruction and social distance requirements in the classroom for face to face instruction.

Problem of Practice 3 (Prioritized): Students showed limited progress, especially at the Meet and Masters levels **Root Cause:** Limited language acquisition, and frequent disruptions due Covid-19, social distance requirements in face to face classrooms, and periodic quarantining of both students and teachers

School Processes & Programs

School Processes & Programs Summary

Jefferson Elementary offers Pk-5th grade instructional as well as several specialized programs - Explore, PALS, SLC Standard, SPED Resource, Speech Therapy, Dyslexia, Transitional Bilingual, ESL, and neighborhood GT. All of our teachers are either bilingual or ESL certified within their first year at Jefferson. We utilize the following curriculum and instructional programs and professional development with our staff and students - Neuhaus Reading, Vountoure Math, STEMscopes Science, Empowering Writers, and Sanford Harmony SEL. We are also offering new ancillary enrichment opportunities for students this year - P.E., Music, Social/Emotional Learning, and Technology. In addition, we partner with CODA to provide violin lessons for students, and we offer after-school clubs based on student and teacher interests on Mondays. Our school Counselor provides one on one and group counseling sessions for students and our Wraparound Specialists supports families with attendance and other needs. This year we had four teacher vacancies. New teachers are supported by our Campus Induction Coordinator and mentor/buddy teachers. We partner with Texas Tech to mentor student teacher candidates and provide a pipeline to recruit highly effective teachers with knowledge of our campus and systems (this partnership was on hold due to the Covid-19 pandemic but will return for the 2021-2022 school year). We retain teachers through an open-door policy, clear communication, supportive administration, and teacher input and leadership opportunities.

School Processes & Programs Strengths

We offer a variety of programs to meet our diverse student needs - both academic and enrichment. We are offering more Social/Emotional learning opportunities this year to counteract the effects of the Covid-19 pandemic. We are renewing our partnership with Texas Tech to mentor and hire highly effective teachers as vacancies become available. We support our staff with professional development, resources, and expectations that are consistent across the school.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Adapting our curriculum and instruction to meet the needs of students given the gaps **Root Cause:** Gaps widened due to virtual instruction, social distancing during face-to-face instruction, and virtual professional development for teachers

Perceptions

Perceptions Summary

Jefferson Elementary's core belief is that all students are provided with a highly effective teacher in every classroom. Teachers are trained each year in best instructional practices during pre-service, PLC, and planning sessions scheduled throughout the school year. In addition, students are taught that high academic achievement is not only expected but achievable for all students. Students are taught how to track their own progress and with the help of the teachers set realistic goals that are monitored throughout the school year. Having a safe learning environment is essential for academic achievement. The administration team provides teachers with ongoing professional development around classroom management and SEL best practices. The goal for our students is to learn strategies around conflict resolution. Jefferson Elementary's focus is to meet the core Board by providing all stakeholders a safe learning environment.

Perceptions Strengths

The administration team has worked to develop a culture that shows respect for all of our teachers and staff. All stake-holders have high expectations for student achievement. Our school welcomes and encourages parents to be involved in the school and community. Teachers collaborate with students in reviewing their own data so they are able to set reasonable goals that will hold students accountable for their learning and keep them aware of their growth or the areas they need to develop in. Jefferson maintains a focus on learning and excellence. Students are encouraged to be leaders in school and their community.

Our Wrap Around Specialist assists our families with resources and trainings that will help them when they are needed.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Addressing the financial constraints in improving the appearance of our building and grounds. **Root Cause:** Response to work orders from district.

Problem of Practice 2 (Prioritized): Addressing behavior with consistency throughout school. **Root Cause:** Lack of time to attend professional development.

Priority Problems of Practice

Problem of Practice 1: Addressing the social and emotional needs of students living in low socio-economic situations, such as homeless students

Root Cause 1: The Covid-19 pandemic and virtual learning limited students' exposure to social/emotional skill building opportunities

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Interventions must address the specific academic needs of special populations (Hispanic, English Learners, African-American, and Special Education).

Root Cause 2: Lack of target planning for special populations.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 4: Adapting our curriculum and instruction to meet the needs of students given the gaps

Root Cause 4: Gaps widened due to virtual instruction, social distancing during face-to-face instruction, and virtual professional development for teachers

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 5: Addressing the financial constraints in improving the appearance of our building and grounds.

Root Cause 5: Response to work orders from district.

Problem of Practice 5 Areas: Perceptions

Problem of Practice 3: Even though improvements were made in Math, Reading, and Science, these subject contents were significantly impacted by the pandemic due to lack of hands on experiments, limited access to manipulatives, and participation.

Root Cause 3: Virtual instruction and social distance requirements in the classroom for face to face instruction.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 6: Addressing behavior with consistency throughout school.

Root Cause 6: Lack of time to attend professional development.

Problem of Practice 6 Areas: Perceptions

Problem of Practice 7: Students showed limited progress, especially at the Meet and Masters levels

Root Cause 7: Limited language acquisition, and frequent disruptions due Covid-19, social distance requirements in face to face classrooms, and periodic quarantining of both students and teachers

Problem of Practice 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR: The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 6 percentage points from 48% in spring 2019 to 54% in spring 2024.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: ELAR: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 13 percentage points from 17% in spring 2021 to 30% in spring 2022.

Evaluation Data Sources: STAAR 2023

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Pre-Kindergarten through 3rd-grade students will collect, organize, record, and display ELAR data appropriate for their grade level. Third grade will measure their individual growth outcomes from the baseline assessment to each subsequent assessment. Student growth will be acknowledged and celebrated.</p> <p>Strategy's Expected Result/Impact: Student achievement will improve due to increase motivation created by students tracking their own data and celebrating their growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher Specialist</p> <p>Action Steps: The administration team will train teachers on the data tracking resources. Teachers model to students how to collect, organize, record, and display data. Each teacher will create celebration activities to highlight achievement and growth.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: 1991010001 - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$2,400</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Kinder through 3rd grade will meet with vertical teams to analyze students' performance in Reading reports after each assessment. After analyzing student data, administrators and teachers will be able to identify students' learning deficiencies and strengths. Teachers will be trained on data resources and tools; A4E dashboard and Ontrack</p> <p>Strategy's Expected Result/Impact: Student achievement will improve due to targeted areas of students' needs. Skills and objectives will be reached, reviewed, and re-assessed.</p> <p>Staff Responsible for Monitoring: Campus administrators and Teacher Specialist</p> <p>Action Steps: Administrators will train and monitor teachers in generating ontrack reports. Ongoing planning for success sessions scheduled throughout the school year. Small group intervention administered before, during, and after school.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All classes; Pre-kindergarten through 5th grade will administer the BOY, MOY, and EOY assessment. Students will complete all district assessments according to their designated grade level. Students who are identified as Tier 2 and Tier 3 will have progress monitoring assessments scheduled throughout the school year Renaissance 360. All students will receive differentiated instruction for support</p> <p>Strategy's Expected Result/Impact: Student performance will improve through differentiated instruction and using data to target students' deficiencies</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Action Steps: Students will take assessments as direct by the district. Students identified as tier 2 and tier 3 will complete progress monitoring through Ren 360. Teachers plan for small group intervention based on tier levels</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 2: 100% of ELA teachers will receive Guided Reading professional development and targeted coaching.

Evaluation Data Sources: Unit Assessments, Progress monitoring, District Assessments, Running Records, STAAR

HB3 Board Goal

Measurable Objective 3: Teachers will diagnose and monitor reading levels through Guided Reading assessments and use the data to inform instruction.

Evaluation Data Sources: Increase the number of students reading at grade by at least 20% using BBR, Imagine literacy, and STAAR Reading

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement small group instruction and use the time to conduct BRR monthly. Strategy's Expected Result/Impact: Increase the number of students reading at grade by at least 20% using BBR, Imagine literacy, and STAAR Reading Staff Responsible for Monitoring: Classroom teachers ELA teacher specialist Assistant Principal Principal Action Steps: Train teachers on BRR and Guided Reading. Provide time for teachers to analyze prior year data and create small group Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 7 percentage points from 48% in spring 2019 to 55% in spring 2024




Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 14 percentage points from 14% in spring 2021 to 28% in spring 2022.

Evaluation Data Sources: STAAR Math release tests, STAAR 2023

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: HB4545 creates requirements and additional supports for accelerated instruction for all students that did not pass the STAAR in fourth and fifth grades. All students who failed the STAAR or the TEA BOY assessment will be assigned to tutors to meet the requirement of 30 hours of accelerated instruction for all students who did not pass STAAR reading and math in fourth and fifth grade. All students who failed STAAR or BOY assessment will be assigned tutors to meet the requirement of 30 hours of accelerated learning intervention. All students will have individual intervention documentation and growth indicators will be tracked.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Action Steps: Fourth and fifth grade students who did not pass STAAR math or reading or BOY will be offered intervention and student progress will be tracked</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				

Strategy 2 Details		Reviews			
Strategy 2: Fourth and fifth grade teachers will receive weekly observations during math instruction and will be provided with coaching and support by the administration team. Strategy's Expected Result/Impact: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners Staff Responsible for Monitoring: Principal and Assistant Principal Action Steps: Weekly observation during math instruction, provide coaching and support, check for continual progress Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Fourth and fifth grade students will participate in math interventions with in school pull outs or after school tutorials. Strategy's Expected Result/Impact: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners Staff Responsible for Monitoring: Principal and Assistant Principal Action Steps: Collaboration between teachers and tutors to develop lesson planning for math interventions, students are pulled for in school and after school tutorials Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Measurable Objective 2: All 1st-5th Math teachers will attend professional development and plan instructional strategies for math

Evaluation Data Sources: All 1st-5th Math teachers will attend professional development and plan instructional strategies for math

HB3 Board Goal




Strategy 1 Details	Reviews			
Strategy 1: Increase teacher capacity in effective math strategies and clearly communicate math concepts. Strategy's Expected Result/Impact: Increase student performance by at least 10% in summative assessments for the 2022-2023school year Staff Responsible for Monitoring: Classroom Teachers, Administrative Team with planning support Action Steps: Train teachers on effective math strategies and/or models that will deepen a student's number sense, fluency, and vertical alignment of TEKS. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Tutorials - 2110000000 - Title I Basic Programs - 6100 - Payroll - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 3: 100% of Tier III students will receive weekly support through supplemental interventions

Evaluation Data Sources: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize daily math intervention block schedule for teacher coaching and small group intervention for students identified as Tier III. Strategy's Expected Result/Impact: Result/Impact	Formative			Summative
	Nov	Jan	Mar	June

<p>Increase student performance by at least 10% in summative assessments for the 2022-2023 school year</p> <p>Staff Responsible for Monitoring: Teacher Specialist Assistant Principal Principal</p> <p>Action Steps: Conduct coaching visits and provide feedback to all teachers during intervention</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of 3rd-5th grade students performing at the masters level in reading, math, writing, and science as measured by the Masters Grade Level Standard on STAAR will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: The percentage of 3rd-5th grade students performing at the masters level in reading, math, writing, and science as measured by the Masters Grade Level Standard on STAAR will increase 8 percentage points from 17% in spring 2022 to 25% in spring 2023.

Evaluation Data Sources: District assessments,

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Action Steps: Purchase binders, train teachers on how to use the binders, teachers train the students, appraisers will check binders periodically and teachers will share during PLCs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
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Measurable Objective 2: By the end of the 2022-2023 school year, students will show an increase in each level of STAAR approaches, meets, and masters.

Evaluation Data Sources: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Third through fifth grade students identified as Tier 2 and Tier 3 in reading and math will be given additional weekly support, participate in after school and Saturday interventions with objective targeted instruction. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: 100% of 1st-5th grade teachers will use the Lead4Ward scaffolding document to align vertical instructional considerations.

Evaluation Data Sources: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Vertical planning sessions will be provided for teachers to align instructional standards by grade level. Strategy's Expected Result/Impact: Increase student performance by at least 10% in all content areas during common assessments and district assessments for the 2022-2023 school year Staff Responsible for Monitoring: Teacher Specialist Assistant Principal Principal Action Steps: Planning sessions will be scheduled to allow for vertical teams to align science standards. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase 8 percentage points from 27% in spring 2019 to 35% in spring 2024

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase 11 percentage points from 2% in spring 2021 to 13% in spring 2024

Evaluation Data Sources: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers/TAs will target the academic needs of students receiving special education services according to the needs identified in the shared data trackers. TAs will push in during general education instructional time as well as provide small group instruction during intervention times.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for students receiving special education services</p> <p>Staff Responsible for Monitoring: SPED chair</p> <p>Action Steps: Ongoing data tracking/progress monitoring, collaborative planning between general education and special education teachers, develop intervention schedule according to data/student needs</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
<div><div>0% No Progress</div><div><div>100%</div>Accomplished</div><div>→ Continue/Modify</div><div>✕ Discontinue</div></div>				

Measurable Objective 2: Increase integration of resources supports, and strategies into the classroom environment.




Evaluation Data Sources: Increase student achievement and performance through district assessments, STAAR, common assessments, and screeners

HB3 Board Goal

Measurable Objective 3: 90% of special education students making progress towards annual IEP goals Academic, behavioral, and social/emotional supports for students with disabilities are clearly embedded in the general curriculum.

Evaluation Data Sources: Increase the performance of GT students using district assessments, STAAR, common assessments, and screeners

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will seek support from the Office of Special Education to monitor the fidelity of inclusive practices in the classroom conducting weekly observations and providing feedback to teachers of students with special needs.</p> <p>Strategy's Expected Result/Impact: Increase performance in EOY ARD, OnTrack, R360, Behavior Logs</p> <p>Staff Responsible for Monitoring: Campus Leadership Team North Area SpEd Team</p> <p>Action Steps: Provide available PD and supports based on priority, and differentiated to the individual and specific needs</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> 0% No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: Monitor student attendance weekly. Use the first week of school ADA attendance data as a baseline and track data weekly to determine if year end goal of 97% will be met. Monitor and adjust strategies as needed to meet goal.

Evaluation Data Sources: Daily class attendance reports and weekly ADA student reports by grade level and total school attendance.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Complete SAF for students with absences and Wrap Around Specialist will contact parent. Phone calls and/or letters will be sent home to parents of students with three or more unexcused absences. Attendance referrals will be initiated for students with more than five unexcused absences. Parents will be asked to conference with Administration team. Strategy's Expected Result/Impact: Increase in student attendance and student achievement Staff Responsible for Monitoring: Principal, Registrar, and Wrap Around Specialist Action Steps: Monitor weekly attendance by student, class, and school, phone call and/or letters sent to parents, Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All Pre-Kindergarten through fifth grade teachers will track student attendance weekly and utilize and attendance incentive appropriate for their grade level using Class Dojo. Strategy's Expected Result/Impact: Increase in attendance and student achievement Staff Responsible for Monitoring: Principal, Registrar, classroom teachers Action Steps: Weekly monitoring of attendance, reward system, Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The administration team will announce classes with perfect attendance during morning announcements. Strategy's Expected Result/Impact: Increase attendance and student achievement Staff Responsible for Monitoring: Principal, Registrar, and Wrap Around Specialist Action Steps: Monitor daily attendance, announce classes with perfect attendance during morning announcements, track ADA attendance, and incentivize students with perfect attendance Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The Wrap around specialist will connect families struggling with attendance issues with appropriate services. Strategy's Expected Result/Impact: Increase student attendance and academic achievement Staff Responsible for Monitoring: Wrap around specialist Action Steps: ADA clerk will identify students with attendance issues, teachers will complete a SAF, parents will be contacted to provide services Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✕ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE Establish and support Multi-Tiered Systems of Support (MTSS) models through Positive Behavior Interventions Supports(PBIS) including Restorative Discipline Practices(RDP), and Culturally Responsive Teaching (CRT) to address inequities in discipline and behavior

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: By the end of the 2022-2023 school year, the number of discipline incidents warranting out of school and/or in school suspension will be 0

Evaluation Data Sources: Discipline Referrals

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: School-wide PBIS reset for return to 100% face to face instruction, including Jag Swag, 4S line, First 5 in 5, CHAMPS, JES Classroom Environment expectations, JES Excellence Plan, and Red Folders Strategy's Expected Result/Impact: Increase in on-task behaviors and decrease in discipline incidents Staff Responsible for Monitoring: Administration Action Steps: Provide PBIS training for staff and students, work in grade levels to complete Excellence Plan management system, schedule first month of school daily practice	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: SEL Liaison to support student behavior Strategy's Expected Result/Impact: Improved student SEL skills and decrease in discipline incidents Staff Responsible for Monitoring: Counselor Action Steps: Provide training on SEL resources (Sanford Harmony), adjust master schedule to provide SEL ancillary time	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Weekly restorative circles in all homerooms Strategy's Expected Result/Impact: Improved student SEL skills and decrease in discipline incidents Staff Responsible for Monitoring: Counselor Action Steps: Train all staff in how to facilitate restorative circles, provide restorative circle prompts, adjust master schedule to provide weekly HR circle time, implement daily circles to build habits/skills to begin the school year Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: School-wide implementation of Class Dojo for student behavior reinforcement and family communication Strategy's Expected Result/Impact: Increase in on-task behaviors and decrease in discipline incidents Staff Responsible for Monitoring: Class Dojo Mentor Action Steps: Provide Class Dojo training and time to set up classes, provide mentor to assist in implementation, monitor daily use Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION




Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Teacher will complete training during Pre-service for Drug, Tobacco, Suicide, Bullying, Child Abuse, and Sexual Abuse Prevention Trainings Completion, campus PBIS to ensure 0 suspensions, 100% of students will participate in cyber bullying and internet safety training

Evaluation Data Sources: Red folder discipline referral tracker

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Decrease violence/severe discipline infractions, increase student achievement Strategy's Expected Result/Impact: Assistant Principal and classroom teachers Staff Responsible for Monitoring: Teachers will complete online compliance courses , train teachers on red folder discipline binder, train students to understand the rules in the student code of conduct, and the consequences for infractions. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement school-wide PBIS system of JAG SWAG and 4S-line Strategy's Expected Result/Impact: Increase student engagement Staff Responsible for Monitoring: Administration and classroom teachers Action Steps: Teachers will provide Social and Emotional Learning in Academics to address needs of the classroom. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase staff and student awareness of internet and cyber bullying Strategy's Expected Result/Impact: Increase student engagement Staff Responsible for Monitoring: Technology teacher, counselor, Administration team Action Steps: The Wraparound Resource Specialist and Counselor will connect families, students, and staff with resources that build awareness of key health and safety issues. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION- at least 75% of Special Education students in grade 3rd-5th will meet or exceed individual growth measures according to the STAAR Reading assessment by spring 2023




Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Using a STAAR Reading Release test for grades 3- 5th as a baselines assessment appropriate for each grade level, the percentage of Special Education Students meeting or exceeding their individual growth measure will increase by at least 8% on each district assessment.

Evaluation Data Sources: STAAR Released, initial baseline appropriate for each grade level, District assessments, campus common assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly Strategy's Expected Result/Impact: Increase alignment of instruction to meet the needs of all students in the classroom Staff Responsible for Monitoring: Assistant Principal, SpED Chairperson Action Steps: Professional Development around EIP and implementation of accommodations for students with special needs. PLC meetings will use for opportunities to plan and adjust instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Monthly "planning for success" sessions between teachers and SpED department to visit and revisit low-performing TEKS and skills. Strategy's Expected Result/Impact: Increase student performance and achievement Staff Responsible for Monitoring: Assistant Principal, SpED Chairperson Action Steps: Monthly "Planning for Success" meetings to plan tailored instruction to meet the needs of all students Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers will assist students with special needs during "pull-outs" or "push-ins," before school, and after school tutorials. Data will be used to target specific learning deficiencies and strengths. Strategy's Expected Result/Impact: Increased student performance and achievement Staff Responsible for Monitoring: Assistant Principal, SpED Chairperson Action Steps: Include Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers in planning for success sessions and progress monitor of implemented strategies Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By the end of the 2022-2023 school year, all special population subgroup achievement scores will improve by 10% points as measured by the appropriate assessment (STAAR and TELPAS).

Evaluation Data Sources: 2023 STAAR, 2023 TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: PLC data analysis to track sub-pop supports and growth from BOY data Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administration Action Steps: Adapt PLC protocol to provide regular time for data analysis, provide training on data dig/ongoing data tracking/ontrack assessments, provide BOY assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily writing in all content areas, showcased in monthly writing portfolio entries and classroom bulletin boards Strategy's Expected Result/Impact: Increased student achievement (TELPAS writing) Staff Responsible for Monitoring: Sheltered Instruction Coach/LPAC coordinator Action Steps: Train staff in daily writing expectations, provide prompts and resources for writing portfolios, provide rubric and incentives for bulletin boards Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase teacher capacity to support TEKS/STAAR to achieve Masters level standards and embed project-based learning in unit lessons Strategy's Expected Result/Impact: Increased student achievement (GT) Staff Responsible for Monitoring: GT coordinator Action Steps: Provide training on TX Performance Standards Project and district enrichment resources, monitor lesson plans/execution for evidence of higher-order thinking activities, projects, and rubrics Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: All school events sign-in sheets will be collected throughout the school year and compared with this school year to determine an increase with at least 15% was met

Evaluation Data Sources: Sign-in sheets from each event or activity throughout the school year

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2020 school year Strategy's Expected Result/Impact: Students and parents are well informed on the first day of school. Classroom and schools expectations are clearly communicated. Staff Responsible for Monitoring: Principal Action Steps: Teachers prepare classrooms before the start of school, classrooms expectations Title I: 4.2 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During "Open House," parents will have the opportunity to interact with teachers and learn about parent involvement and resources for both parents and students such as; PTO/A, Wraparound services, Title 1 Parent meetings, STAAR Resources, and students expectations. Strategy's Expected Result/Impact: Increased Parent involvement Staff Responsible for Monitoring: Principal, AP, Teacher specialist, teachers Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: During "Literacy Night," parents will have the opportunity to interact with teachers and learn about parent involvement and resources for both parents and students such as; PTO/A, Wraparound services, Title 1 Parent meetings, STAAR Resources, and students expectations. Strategy's Expected Result/Impact: Increased Parent involvement Staff Responsible for Monitoring: Principal, AP, Teacher specialist, teachers Action Steps: None Title I: 2.5, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Partner with Looscan Elementary to share nurse and complete by October 22, 2022
Estimated number of students to be screened: 354
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022 Strategy's Expected Result/Impact: Screens Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022 Strategy's Expected Result/Impact: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Partner with Looscan Elementary to share school nurse Estimated number of students to be screened: 150 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below. Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023 Strategy's Expected Result/Impact: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: N/A Estimated number of students to be screened: N/A Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below. Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: MEDICATION ADMINISTRATION , including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023. Strategy's Expected Result/Impact: PERSON RESPONSIBLE: Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below. Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Strategy's Expected Result/Impact: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus: 2 Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: IMMUNIZATION MONITORING , data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022. Strategy's Expected Result/Impact: Immunization data entry and state reporting for all students completed by	Formative			Summative
	Nov	Jan	Mar	June

SCHOOL NURSE: Partner with Looscan Elementary to share nurse and complete by October 22, 2021Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Staff Responsible for Monitoring: Nurse

Title I:
2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

0% No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: All components of the coordinated school health program will be implemented

Evaluation Data Sources: Observations

State Compensatory

Budget for 182 Jefferson Elementary School

Total SCE Funds: \$50,674.84
Total FTEs Funded by SCE: 0.75

Brief Description of SCE Services and/or Programs

The State Compensatory Education Funds will target the Reading and Math content areas and place emphasis on special populations. The funds will be utilized to have a dedicated teacher/teacher assistant that will provide tailored instruction and or intervention/tutorials. In addition, progress monitoring through formal/informal checkpoints will be scheduled throughout the school year to show the effectiveness of the interventions. The funds will be also used towards math and reading resources and general supplies to aid high-quality instruction.

Personnel for 182 Jefferson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
TBD	Teacher Assistant	0.75

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A School Improvement Plan is based on the overall needs of assessments of the entire school that takes into account information on the academic performance of students in regards to the high academic standards set by the state and local education agency.

Jefferson Elementary will target Reading and Math content areas and place emphasis on special populations for the 2022-2023 academic school year. Teachers will be provided with tailored professional development training to meet the needs of all students in the classroom. In addition, progress monitoring through formal/informal checkpoints will be scheduled throughout the school year. The data collected will drive the instruction in each classroom to emphasize low-performing TEKS/objectives to continue to academically grow the students to allow them to reach their individual goals. Title I funds will be used towards math and reading resources and general supplies to aid high-quality instruction. Jefferson Elementary will target Domain I to increase the number of students who are meeting at Meets/Master performance levels.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The administration team met with all stakeholders to develop the Campus improvement Plan. Grade level chairs and teacher specialists shared important information on the strategies that were effective and non-effective based on data collected.

2.2: Regular monitoring and revision

Progress monitoring will be conducted throughout the school year to determine instruction adjustments.

- 9/10/2022
- 10/7/2022
- 12/2/2022
- 3/2/2022
- 4/5/2022
- 5/6/2022

Formative checkpoints (Tentative)

- 11/16/2022
- 01/18/2022
- 3/22/2022
- 6/14/2022

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available to all stakeholders through the HISD Jefferson Elementary website. The school will remind stakeholders through various forms of communication; school newsletter, Class Dojo, and Open House. I will be available in both English and Spanish.

2.4: Opportunities for all children to meet State standards

Students will be placed on Tiers (1,2,3) based on data collected. Each Tier will have an individualized plan to tailor the needs of each student. The students will be offered the following opportunities; Tailored tutorials/intervention, Special Education tutorials/intervention, dyslexia services, Sheltered instruction, afterschool enrichment activities.

2.5: Increased learning time and well-rounded education

Jefferson Elementary will provide various opportunities develop students academically and social-emotional learning through SEL ancillary, small restorative circles, and positive reinforcement.

2.6: Address needs of all students, particularly at-risk

To address the needs of at-risk students at Jefferson Elementary will perform the followings tasks throughout the school year:

- Small group instruction
- Tailored instruction
- Home visits
- Counseling
- Tutorials
- Progress monitoring (academic, and social, and emotional)
- Weekly SAF (Wraparound Services)
- Parent Coneferences
- Parent Nighth

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Parent and Family Engagement: Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/14/2022 at 10:00am
- Meeting #1 Alternate -9/14/2022 5:00pm
- Meeting #2 - 11/11/2022 at 10:00am
- Meeting #2 Alternate - 11/11/2022 5:00pm
- Meeting #3 - 2/24/2023 at 10:00am
- Meeting #3 Alternate - 2/24/2023 at 5:00pm
- Meeting #4 - 4/21/2022 at 10:00am
- Meeting #4 Alternate -4/21/2023 5:00pm

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cecilia Bearden	ESL Teacher	Title I	1.00

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Johnatan Guzman	Principal
Administrator	Celeste Jimenez	Teacher Specialist
Administrator	Lindsey Johnson	Assistant Principal
Classroom Teacher	Valerie Armendariz	Teacher
Paraprofessional	Brenda Laborico	Paraprofessional
Counselor	Rachelle Copeland	Counselor
Classroom Teacher	Linda Gonzales	SPED teacher
Classroom Teacher	Trinidad Rodriguez	Bilingual Teacher
Classroom Teacher	Shelley Genovese	Teacher
Parent	Angel Leal	Paraprofessional
Paraprofessional	Sofia Rodriguez	Secretary

Campus Funding Summary

1991010001 - General Fund - Regular Program							
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed		Account Code	Amount
1	1	1	1	1991010001		6200 - Contracted Services	\$2,400.00
Sub-Total							\$2,400.00
2110000000 - Title 1 Basic Programs							
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed		Account Code	Amount
2	1	2	1	Tutorials		6100 - Payroll	\$6,500.00
Sub-Total							\$6,500.00

Addendums