

**Jefferson Independent School District**  
**District Improvement Plan**  
**2017-2018**



# Mission Statement

Provide high quality educational opportunities that will inspire all students to become productive citizens in a culturally diverse and technologically advanced world.

# Vision

To provide an environment of excellence that inspires all stakeholders to value learning, respect others, and become responsible decision makers.

# Core Beliefs

**Students First:** Students are the first priority in all decisions.

**High Expectations:** Working to provide a safe, supportive, and secure environment which provides the strategies needed to create higher levels of achievement for student success.

**Communication:** Communication and collaboration are key in building trust and creating success.

**Continuous Improvement:** Creating a culture throughout the district of constantly seeking to improve—everyone is a learner.



# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	7
District Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Family and Community Involvement .....	12
District Context and Organization .....	15
Technology .....	17
Comprehensive Needs Assessment Data Documentation .....	19
Goals .....	20
Goal 1: Jefferson ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success. .	18
Goal 2: Jefferson ISD will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success. ....	26
Goal 3: All Jefferson ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals. ....	29
Goal 4: Jefferson ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community. ....	32
Goal 5: Jefferson ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff. .	34
System Safeguard Strategies .....	37
Title I .....	38
Schoolwide Program Plan .....	38
Ten Schoolwide Components .....	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Located in Marion County, in the city of Jefferson, Texas on HWY 59 North between Marshall and Atlanta, Texas, Jefferson ISD is a 3A district with approximately 1160 students, according to the 2015-16 Texas Academic Performance Report. The ethnic distribution is as listed:

African American: 37%

Hispanic: 5.5%

White: 53%

American Indian: 0.9%

Asian: 0.5%

Pacific Islander: 0.0%

Two or More Races: 3.1%.

There is a high rate of poverty throughout Marion County. According to the 2015-16 TAPR, the economically disadvantaged percentage of students for JISD stands at 66.1%. The attendance rate for 2014-15 was 95.5%. This is 0.2% lower than the state and 0.5% lower than the region.

### Graduates:

The class of 2015 graduated 100% of its 67 students. Of the 67 graduates, 88.1% graduated under the Recommended or Distinguished High School graduation plan. With a 0.6% dropout rate for 2014-15, Jefferson ISD's dropout rate is 1.5% lower than the state average and 0.4% lower than the region dropout average. The 2013-14 dropout rate was 1.6%.

### Staff:

The total number of staff for 2015-16 was 211.4. This is an increase over previous years. This number included full and part-time staff. The students are served on four campuses: Jefferson Primary School, Jefferson Elementary School, Jefferson Jr. High School, and Jefferson High School.

Based on the 2015-16 TAPR report, JISD has a 22.8% teacher turnover rate. In addition, 33.1% of the teachers have 20+ years of experience, 25.6% have 11-20 years experience, 13.9% have 6-10 years experience, 16.3% have 1-5 years experience (a 4% increase from 2014-15), and 11.1% are beginning teachers (a 5% increase from 2014-15). More than 17.1% of the teachers hold a Master's Degree or higher (down from 21.7% in 2014-15).

28% of the high school students demonstrated college readiness in ELA in 2015, down from 66% in 2014. 15% of these same students demonstrated college readiness in math (66% in 2014). 15% of high school students demonstrated college readiness in both reading and math (a decrease of 34%).

95.5% of the Class of 2015 were College and Career Ready Graduates.

### **Demographics Strengths**

- Jefferson ISD has a diverse student population.
- Class sizes average around 15 students in grades 5-12.
- 72.6% of teachers have 6 plus years of experience, and 88.9% of teachers have had at least one year of teaching experience.

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

**Problem Statement 1:** College Ready Student Preparation **Root Cause:** Lack of ACT and SAT prep for students

## **Student Achievement**

### **Student Achievement Summary**

Jefferson ISD and each of the campuses **Met Standard** under the state accountability system.

The safeguards we must address this school year on the High School campus, based on the state accountability system, are Reading (African American and Economically Disadvantaged) and Math (African American). On the Junior High campus we will be addressing Science (all students, African American, Economically Disadvantaged populations), Social Studies (all students, White, African American, and Economically Disadvantaged populations), Writing (African American), Math (African American, Special Education, and Economically Disadvantaged), and Reading (Special Education). The Elementary campus did not have any missed safeguards. Intervention programs are in place to address these deficiencies. In addition, the district missed safeguards in Science (AA, ED, SpED), Reading (SpED), and Math (AA, ED, and SpED).

### **Student Achievement Strengths**

**Faculty and staff are concerned about student growth.**

**Intervention time being provided on each campus.**

**All campuses and the district Met Standard in the state accountability system.**

#### **Student Achievement (Index 1):**

Jefferson ISD received a score of 65 on student achievement, which exceeded the target of 60.

#### **Student Progress (Index 2):**

Jefferson ISD received a score of 30 on student progress, which exceeded the target of 22.

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

Jefferson ISD received a score of 36, which exceeded the target of 28.

#### **Postsecondary Readiness:**

Jefferson ISD received a score of 76 on Postsecondary Readiness, which exceeded the target of 60. Th

## **District Culture and Climate**

### **District Culture and Climate Summary**

The culture of Jefferson ISD has evolved into one of higher expectations for all students and staff. JISD is focused on learning. Not only are students expected to engage in learning activities, but, as stated in the four core beliefs for our district, our teachers and administrators are expected to continue to learn and grow as well (continuous improvement). JISD is constantly seeking strategies and activities that will grow our teachers and encourage student learning. Teachers and administrators are provided with multiple avenues for professional development. In addition, JISD is working to establish professional learning communities/teams at both the campus and district levels to facilitate a collaborative effort across the district as well as to provide teachers and administrators an opportunity to continuously grow. The vision, mission, goals, and core belief statements of the district all point toward high expectations for everyone, and our students and staff are aligned to this concept.

In addition, Jefferson Independent School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. To help create a safe environment, the campuses participate in Red Ribbon Week. The district has provided district inservice related to confidentiality, use of social media, sexual harassment, bullying, and maltreatment of children.

Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness and enhancing a positive school environment.

CPR certification has been provided to coaches, bus drivers, aides, band directors, and any staff sponsoring kids on extracurricular activities.

### **School Safety**

Maintaining a safe environment is a continual priority for the District. In order to ensure our students, staff, and visitors are as safe as possible, the District will employ at least one police officer (Police Chief) who shall be on duty/on-site during the school day, throughout the school year. The security staff shall be expected to maintain any/all required certifications and to attend professional development opportunities as necessary. Additionally, for most school functions/events requiring a high level of supervision, administrators and extra security personnel will be provided to maintain order and provide administrative assistance, as needed.

Emergency plans shall be in place for the entire district and for each campus. These plans shall include procedures for staff, students, and visitors to follow in the event a situation arises that requires urgent action in an attempt to maintain order or safety. The plans address emergencies and needs related to tornado, fire, evacuation, and violent, dangerous, or aggressive behavior portrayed by an individual or groups of people. These emergency plans and procedures are expected to be practiced, and the involvement of officials/representatives from local and state law enforcement and/or health departments will be included, as appropriate. Also, the District allows for and participates in routine Safety Audits of all district facilities/campuses through assistance with Region 8 ESC staff.

All campuses shall ensure that all main entrances/exits (outside doors) are secured (locked) and shut. Visitors are welcome, but they must only be allowed entrance into buildings by campus receptionists, secretaries, or administrators by checking into the front office of each campus. Employees should wear



(prominently display) their personal Jefferson ID badges, and visitors should be expected to obtain and display “visitor passes”, as appropriate.

Terence Jimerson, a certified, professional employee, has been designated to serve as the district’s Safety Coordinator. He will continue to research and attend training and/or professional development opportunities related to emergency situations. Mr. Jimerson will be expected to participate in our local administrative meetings, as needed, and to also be a part of our District Site-Based Decision Making Committee to allow for the sharing of the information he gathers and to present new ideas and suggest possible amendments to current emergency procedures, as necessary.

Transportation is a very large part of “school life”. Due to the very nature of its components, it is imperative that we understand the importance of the safety aspects related to all transportation. Whether it involves student drivers, buses or other school vehicles, visitor-drivers, or other transportation related situations, guidelines and procedures should be in place to allow for the safest environment possible.

Students and staff are involved with various curricular and extra-curricular activities every day. It is expected that proper equipment and materials be available/used and that all safety precautions and procedures are followed. Appropriate student supervision is expected. The importance of being careful, following safety procedures, and using common sense should be conveyed to all staff and students regarding all situations. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district.

### **District Culture and Climate Strengths**

- Jefferson ISD has set expectations high for all stakeholders in the educational process--learners, staff, parents, and community.
- Expectation of success is seen and heard throughout the district.
- Safety coordinator
- Continuously working to improve facilities
- Change in attitude in both students and staff.

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

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

All teachers and instructional paraprofessionals were highly qualified for the 2016-17 school year. In addition, Jefferson ISD is registered with TEA as a CPE provider in order to provide staff with more opportunities to obtain CPE hours needed for certification requirements. Professional development is provided to staff in multiple formats including face-to-face, video, and online.

New teachers to the district are provided a mentor by their campus principal to assist them with questions regarding district/campus policies as well as classroom management and lesson planning. By providing teachers a mentor, the district/campus is accelerating the effectiveness of the new teacher which is a critical link to student success.

Walk-throughs and formal observations are used to evaluate teacher effectiveness through PDAS. These are also used to evaluate the implementation of professional development strategies learned.

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

Mentor/mentee program

Administrator relationships with staff.

Electronic Application System added to Region 8 contract to assist with increasing applicant pool.

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

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

Jefferson ISD plans and delivers instruction based on the TEKS Resource System (formerly CSCOPE) Scope and Sequence and Instructional Framework Documents to ensure all TEKS are being taught. In addition, the teachers and administrators use data to determine instructional focus areas and spiral TEKS which need to be retaught. Data from Universal Screeners (Istation, Compass Learning, TPRI, and Think Through Math), local diagnostic assessments, common assessments, and checkpoints are analyzed regularly and used to plan instruction, intervention and acceleration. Students are grouped according to identified needs and provided targeted instruction to meet those needs. Students are monitored for progress periodically. Tier 2 and Tier 3 interventions are provided in a variety of ways including before school and after school tutoring, small group pullouts with supplemental professional and paraprofessional staff, supplemental instructional materials, technology, and supplemental resources. In addition, the Elementary campus has been incorporating the KILGO process of deeply examining the standards for specificity of wording, content, and context. The Junior High campus has math and reading interventionist for grades 6-8. Intervention is provided by teachers at the 5th grade level.

PLCs/Campus level instructional teams are being implemented at the campus level in an effort to better understand student areas of need and concern as well as grow teachers through collaboration with fellow teachers and administrators.

The 9-week grading periods provide students more time to learn, and teachers more time to teach.

#### **Benefits of a 9-week Grading Period:**

- There is more time for instruction in a 9-week period prior to taking end of period exams. The additional time allows students who have been sick or have missed school for other reasons more time to “catch up” prior to the end of the grading cycle.
- Students and parents receive 3-week progress reports and 6-week progress reports in each grading period, allowing more time for students to bring up their grades prior to the end of a grading period. Students are our top priority. A 9-week period allows us to put our students’ needs first and give them every opportunity for success.
- Teachers spend less time calculating grades and more time planning for classroom instruction with four rather than six major grade reporting periods.

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

- The availability of TEKS Resource System for the Scope and Sequence of the core curriculum is a strength in the area of curriculum.
- Teachers attend planning, grade level and PLC/Team meetings to discuss students, instruction and interventions. Data is derived from past state testing, checkpoint tests, universal screeners, and locally developed unit assessments as well as formative assessment.
- 9 Week Grading Period
- Missed safeguards/targeted subjects-grades were projected in the summer of 2017 in order to begin making plans for interventions, setting goals, etc for the 2017-18 school year.



## Family and Community Involvement

### Family and Community Involvement Summary

The 2016-17 school year saw much growth in community involvement with the campuses making an extreme push to pull in parents and the community through various Open House, Meet the Teacher, Book Fair, Oratorical Contest, Scripps National Spelling Bee, Thanksgiving Dinners, Grandparents' Day Luncheon, Donuts for Dads, Muffins for Moms, Career Days, etc experiences, all of which proved to be very successful with campuses having record turnouts for their events. Collins Academy continued to play a vital community role on all four campuses. The Collins Academy worked with campuses on garden/seed planting opportunities, the Paddlefish Project, water quality studies, and provided various nature experiences for our students. The Collins Academy is currently working to establish a Junior Historians group at the junior high and high school levels. The Jefferson Jimplecute and Marshall News Messenger have provided positive supports to JISD school functions through on-going, positive newspaper accolades. Local churches provide food and backpacks for the Backpack Program. Daughters of the American Revolution (DAR) support our school through the annual DAR essay contest. In addition, many of young ladies from the Junior High had the opportunity to participate in the first annual Pearls of Wisdom at First Baptist Church. The Extension Office has supported our schools through various programs including the current Jefferson Bass Club (a fishing team). In addition, the Jefferson Carnegie Library provides students with an afterschool program for 3rd and 4th grade girls (American Girl Book Club), classroom visits for special programs such as Pumpkin Patch Puppet Show and Breakfast with Rudolph, opportunities to meet authors through in-library and campus visits, and books provided for oratory competition.

Elementary and junior high campuses require the teachers to contact the parents of their students on a regular basis and keep documentation of their contacts. This year, the elementary teachers will contact parents every three weeks. This can be through a face to face visit or through a phone call. In addition parent surveys have been sent home on each campus in an effort to elicit parent/guardian opinions and ideas in regards their respective school functions.

The elementary campus has an established PTA which is a national parent teacher organization. The PTA actively supports the school by organizing events such as the Scholastic Book Fair (twice a year) and the Fall Festival. Funds raised from these events are used to support the Elementary academically and in other ways. The elementary campus also has an annual Mardi Gras event sponsored by the PTA.

In the case of families who speak languages other than English, a translator is used to facilitate meetings as well as translate school letters and documents on an as needed basis.

All four campuses provide a welcoming atmosphere for parents and volunteers from the community. At all campuses, parents and community members serve on decision-making committees that drive change at the campuses. Parents attend Meet the Teacher Night in the Fall. Meet the Bulldog is an annual event where community members and parents are encouraged to come meet and support the athletics. Veterans Day programs are well-attended by local veterans and family members of those students performing. The School Health Advisory Committee, made up mostly of parents, is active and plans relevant programs for students and community.

The district also reaches out to parents and community by communicating events and other information about the campuses and district via the Jefferson ISD

Facebook page.

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

- Parent contact through nine week period phone calls or face to face conferences has been a major strength. Parent communication is vital. In addition, functions such as the Book Fair, Fall Festival, and Choir Programs on the Elementary campus and various band and other events open to the community on the Junior High and High School campuses have played a key role in involving and welcoming our parents into the schools.
- Collaboration with Collins Academy to bring community and school together as well as provide valuable community (history and nature) oriented learning experiences to our students.
- Career Days on each campus.
- Facebook page for getting information out to parents/community.
- Gold Card Luncheon

## District Context and Organization

### District Context and Organization Summary

Jefferson ISD qualifies as a Title I Schoolwide District. The district serves approximately 1200 students in grades K-12. In addition, the district houses a Headstart program with two three year old and two four year old classrooms.

The district will continue working to better implement the new system for District and Campus Improvement planning which includes a school improvement monitoring calendar to revisit strategies through formative assessment and make mid-course adjustments. The timeline is November, January, March, and June. Campus and district administration will be sent a notification in each of these months which will alert them to review the strategies and make adjustments by either removing the strategies, showing they are in progress, or editing them to better fit the needs of the campus/district.

Teachers are provided a voice in decision making and school practices through a variety of means. One of these is the Professional Learning Communities/Teams being implemented on each campus. In addition, teachers make up a portion of both campus and district site-based decision-making committees.

The district has put in place core beliefs which are regularly communicated to all staff. The core beliefs are:

- **Students First:** Students are the first priority in all decisions.
- **High Expectations:** Working to provide a safe, supportive, and secure environment which provides the strategies needed to create higher levels of achievement for student success.
- **Communication:** Communication and collaboration are key in building trust and creating success.
- **Continuous Improvement:** Creating a culture throughout the district of constantly seeking to improve—everyone is a learner.

These are at the forefront of every decision made in the district.

Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Instructional intervention periods are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Assessment committees made up of teachers and counselors meet in the spring semester to plan for the upcoming school year. Many JISD students stay from Pre-K and Kindergarten all the way through 12th grade. A climate of high expectations for staff and students is inherent. The belief that all students can learn is reinforced at all levels.

The District Discipline Alternative Education Placement (DAEP) program is a state-mandated discipline placement for the District. Students with certain violations of the student code of conduct are placed in DAEP at the Junior High campus. Students in attendance at the DAEP focus on the assignments from the home campus instructors with assistance from the DAEP Principal and teacher. Teachers of students in DAEP are expected to visit with the students on a regular basis to provide them their assignments and instruction.

## District Context and Organization Strengths

Core Beliefs--

- **Students First:** Students are the first priority in all decisions.
- **High Expectations:** Working to provide a safe, supportive, and secure environment which provides the strategies needed to create higher levels of achievement for student success.
- **Communication:** Communication and collaboration are key in building trust and creating success.
- **Continuous Improvement:** Creating a culture throughout the district of constantly seeking to improve—everyone is a learner

Facebook page

Communication--all calls in superintendent's own voice

Safety is definitely felt throughout the district.

Practiced drills help the staff, students, and community to be prepared for various incidents which might occur.



# Technology

## Technology Summary

A new school website is in the process of being developed. The design of the website is working to facilitate campus communication with parents through increased functionality of campus pages as well as teacher pages.

The district also hosts a Facebook Page for notifying parents and community of district events and acknowledgments. At least one person on each campus has been given rights to post campus updates on the JISD Facebook page.

The Junior High currently has one Google Chromebook cart per grade level. The carts are housed in the reading teacher's classroom. Two additional Chromebook carts will be added this school year. One for each hall.

The High School gained two new laptop carts in the last year and a half to help make the many programs available with the new textbook adoptions as well as the addition of the state programs for SSI in Algebra I and English I and II more accessible to teachers. In addition, five new Chromebook carts have been deployed on the campus. One is in the library for check out by classrooms, the other four are housed in various classrooms.

The district made the move from Microsoft Outlook to Google last school year. All staff and students have made the transition at this time and the feedback has been positive.

## Technology Strengths

- Core network switch infrastructure is high capacity.
- Internet connection is good.
- Solid technical competence with technology staff.
- Technology staff has good customer service skills.
- Very good teamwork with campus principals, administration and technology staff.
- Opportunities
  - Investment in Chromebooks will provide greater access to students.
  - Upgrades within CTE classrooms will provide equipment to rotate to other areas.
  - Identification of campus superusers.
  - Technical Advisory Committee will provide direction and feedback for technology instructional needs.

- Implement software automation to reduce staff workload.

# 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

## Student Data: Assessments

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

## Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

# Goals

**Goal 1: Jefferson ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.**

**Performance Objective 1:** 80% of tested students will approach or meet grade level performance standard for 2017-18 and 14% will master grade level performance as measured by STAAR/EOC.


**Evaluation Data Source(s) 1:** 2017-18 STAAR/EOC Performance Standards

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Campus instructional teams will use local data analysis and instructional tools to plan for relevant review in the core content areas.</p>		Campus Principals, Core Content Area Teachers, Director of Curriculum, and Director of Special Services	Curriculum unit assessments, TPRI, Think Through Math, Istation, ISL, Flocabulary, MobiMax, Unique, Acellus, Study Island, Brain Pop, benchmark data, STAAR data, teacher participation and feedback.				
<p><b>System Safeguard Strategy</b></p> <p>2) PLC (Professional Learning Communities) and/or Teaming will be implemented at the campus and district level.</p>		Campus Principals, Director of Curriculum, and Director of Special Services	Campus and district leadership participation, teacher participation and feedback.				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) Support the implementation of the curriculum by attending campus PLCs/Team meetings.</p>		Campus Principals, Director of Curriculum, and Director of Special Services	Curriculum unit assessments, TPRI, Think Through Math, Istation, APEX Learning, Study Island, Flocabulary, MobiMax, benchmark data, STAAR data, teacher participation and feedback.				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) RTI professional development will be provided to assist teachers and campus administration address Tiers I, II, and III and determine if RTI interventions are being delivered in all areas of concern.</p>	Campus Leadership, Teachers, Director of Curriculum, and Director of Special Services	RTI documentation				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide professional development opportunities for core content area teachers focusing on Social Studies.</p>	Campus Leadership, Teachers, Director of Curriculum, and Director of Special Services	Curriculum unit assessments, benchmark data, STAAR data, teacher participation and feedback.				
<p><b>System Safeguard Strategy</b></p> <p>6) Provide professional development opportunities for core content area teachers focusing on Science.</p>	Campus Leadership, Teachers, Director of Curriculum, and Director of Special Services	Curriculum unit assessments, benchmark data, STAAR data, teacher participation and feedback.				
<p><b>System Safeguard Strategy</b></p> <p>7) Provide professional development opportunities for core content area teachers focusing on Math.</p>	Campus Leadership, Teachers, Director of Curriculum, and Director of Special Services	Curriculum unit assessments, Think Through Math, mClass Math, benchmark data, STAAR data, teacher participation and feedback.				
<p>8) Provide professional development opportunities for core content area teachers focusing on English Language Arts.</p>	Campus Leadership, Teachers, Director of Curriculum, and Director of Special Services	Curriculum unit assessments, Istation, TPRI, benchmark data, STAAR data, teacher participation and feedback.				
<p>9) Provide professional development opportunities to allow teachers to acquire 30 GT training and annual updates.</p>	Campus Leadership, Teachers, Director of Curriculum, and Director of Special Services	Certificates of Completion				
<p>10) Teachers will be provided the opportunity to work with students in DAEP.</p>	Principal, Teachers, DAEP Instructor and Principal	DAEP academic success rate Acellus				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>11) Core content area teachers will be provided opportunities for vertical alignment with grade level teachers grades K-12.</p>	Teachers, Principals	Feedback from teachers, observation of collaborative efforts				

12) 504 professional development will be provided to ensure that campuses have a systematic process for addressing the varying needs of 504 students.		Teachers, Principals, Food Service Director, Director of Special Services	504 processes at the district level				
							

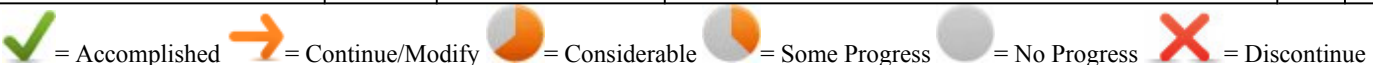
**Goal 1:** Jefferson ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 2:** A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

**Evaluation Data Source(s) 2:** Formative and Summative Evaluation

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Think Through Math will be implemented in grades 3-8 and Algebra I to assist with screening students, providing appropriate interventions, and progress monitoring.</p>		Grades 3-8 Math Teachers, Algebra I teachers, Math Interventionists, Campus Principals	Think Through Math Progress and Standards Reports  Increase in student performance levels in math				
	Funding Sources: 211 - Title I, Part A - \$5,000.00						
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Istation Reading and Compass Learning will be implemented in grades K-8 to assist with screening students, providing appropriate interventions, and progress monitoring.</p>		Grades K-8 Reading Teachers, Reading Interventionists, and Campus Principals	Istation and Compass Learning reports  Increase in number of students reading at or above grade level				
	Funding Sources: 211 - Title I, Part A - \$7,600.00						
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>3) Moby Max will be implemented in grades 5-8 to provide standards based instruction, practice, and assessment in math.</p>		Math Teachers and Interventionists	Moby Max Reports  Increase in student performance levels in math				
<p>4) Collins Academy, a local organization, will provide innovative educational programs and create hands-on learning opportunities that focus on environmental conservation and historic preservation, including but not limited to the Paddlefish Project &amp; Junior Historians.</p>		Gifted and Talented Teachers, Campus Principals, High School Chemistry teacher, Horticulture teacher, Director of Curriculum	Student and teacher participation and feedback  Student awareness of their own community and the environment they live in.				

5) Accelerated Reader will be used in grades 1-6 to monitor and manage the students' independent reading practices.	Reading/Language Arts Teachers	Student participation in the program				
6) STAR Reading diagnostic assessments will efficiently provide valid, reliable, actionable data so teachers can target reading instruction and practice.	Reading/Language Arts Teachers	STAR data Increase in number of students reading at or above grade level				
7) TPRI data will be collected at the beginning, middle, and end of the school year in grades K-3 to assist with screening students, providing appropriate interventions, and progress monitoring.	Reading/Language Arts Teachers	TPRI data				
8) Houghton Mifflin Think Central (K-8 Math and Science), McGraw-Hill ConnectEd (HS Science), and Pearson Successnet(K-8 Reading) will provide innovative, adaptive technology based resources to engage students in the course content so they are better prepared, are more active in discussion, and achieve better results.	Reading/Language Arts Teachers, Math Teachers, Science Teachers	Student participation, engagement, feedback				
<b>Critical Success Factors</b> CSF 1	Algebra and Biology Teachers	STAAR EOC success, Student participation, engagement, and feedback				
9) Study Island will be implemented at the high school level for Biology and Algebra I to provide intervention to students not passing the EOC assessment.	Funding Sources: 211 - Title I, Part A - \$800.00					
<b>System Safeguard Strategy</b> 10) Writing in all curriculum areas across all grade levels.	Principals, teachers, interventionists, Director of Curriculum, Instructional Technologist	STAAR Writing performance, student writing improvement over time				
11) Grades 4 and 7 and English I and II teachers will participate in a Modeling Student Writing Conferences session.	Teachers, Curriculum Director, Principals	Teacher implementation of strategies from the workshop. Student reception of the strategies.				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 12) PLCs will be implemented on each campus in an effort to support teacher and student growth through collaboration.	Principals, Teachers, Interventionists, Counselors, Director of Curriculum	Student achievement over the course of the school year, teacher feedback, principal feedback				
						




**Goal 1:** Jefferson ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 3:** Jefferson ISD will continue to increase student opportunities to explore colleges and careers.

**Evaluation Data Source(s) 3:** Student feedback

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for students to explore various colleges and careers through College and Career Days on each campus.	1, 2	Campus Principals, Counselors, Teachers, Community members, and Director of Curriculum	State Accountability Index 4, College Readiness data				
2) All campuses will participate in Education Go Get It Week to educate students about the importance of higher education.		Principals and Counselors	Teacher and student participation and feedback Student awareness of the importance of higher education and the many opportunities available to them at various institutions of higher learning.				
3) Jefferson Junior High School will provide 8th grade students the opportunity to participate in various career explorations opportunities through their career pathways course. This course helps the students make choices regarding their high school endorsement as part of the foundations graduation plan.		Counselors, Teachers, Curriculum Director, Campus Principal	Student and Teacher feedback Student awareness of various career opportunities. Students' will be able to make more informed decisions in regards to endorsement and career pathway selections for high school.				
4) Jefferson High School will host a College Fair for students in November.		PEIMS Coordinator, Counselor, Campus Principal	Student feedback Student awareness of the college opportunities and programs available to them after high school.				
5) Jefferson High School will host a day for assisting students with the FAFSA.		Counselor	Student/parent participation and feedback Assistance for students and parents in filling out the FAFSA for financial aid for college.				
							

**Goal 2: Jefferson ISD will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success.**

**Performance Objective 1:** Jefferson ISD will recruit fully certified, highly qualified teachers.

**Evaluation Data Source(s) 1:** Highly Qualified Report

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus and district administration will attend various job fairs to recruit highly qualified teachers.		Campus Principals, Director of Curriculum, Director of Special Services, Superintendent	Highly qualified teachers				
2) Jobs are posted on the JISD website as well as on Region VIII and other related internet sites.		Superintendent, Principals, Secretaries	Highly qualified teachers				
3) Teachers are paid above base.		Superintendent, Human Resources, Business Manager	Highly qualified teachers Teacher retention				
<b>Critical Success Factors</b> CSF 7		Human Resources, Business Manager, Principals, Athletic Director	Teacher retention				
4) Additional stipends are provided for teachers with Master's degrees, department heads, etc.							
5) Jefferson ISD pays for a \$10,000 life insurance policy for all employees.		Superintendent, Human Resources, Business Manager	Teacher retention				
6) Implement consistent walk-throughs .		Administrators	Monitoring for high level, standards based instruction.				

**Goal 2:** Jefferson ISD will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success.

**Performance Objective 2:** Jefferson ISD will promote a supportive environment for staff.

**Evaluation Data Source(s) 2:** Culture and Climate surveys, Teacher Retention Rate

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All new teachers to the district will be provided with a highly qualified mentor teacher in their subject area or a closely related field.		Mentor Teachers, Principals, Director of Curriculum	Highly qualified teachers Teacher Retention Overall morale				
2) Teacher Appreciation opportunities are provided at the campus and district level.		Principals, District Administration	Teacher retention Morale				
3) High expectations for student discipline are maintained.		Principals, Assistant Principals, Teachers, Superintendent	Discipline documentation				
4) Resources and materials are provided to teachers and other staff as needed.		Principals, Director of Curriculum, Director of Special Services					
<b>Critical Success Factors</b> CSF 7		Superintendent and Director of Curriculum	Teacher growth. Teacher retention				
5) Implementation of a New Teacher Academy.							
							

**Goal 2:** Jefferson ISD will recruit, employ, retain, and develop a highly effective staff that proactively engages students for success.

**Performance Objective 3:** Jefferson ISD will provide effective staff development to provide staff with skills necessary to meet the needs of all students in the mastery of curriculum.

**Evaluation Data Source(s) 3:** Eduphoria Assessment Data

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers are allowed opportunities for support through various modes of continuing education and professional development.		Principals, Director of Curriculum, Director of Special Services	Teacher and student growth				
<p><b>Critical Success Factors</b> CSF 3</p> 2) Professional Development will be provided to teacher and administration in the use of Eduphoria AWARE data analysis and test creation, PDAS, HELPDESK, FORMSPACE, and FORETHOUGHT, as well as for Google applications.	2, 4	Teachers, Campus and District Administration	Usage of Eduphoria AWARE and FORETHOUGHT by teachers and admin. Feedback from principals and teachers.				







**Goal 3: All Jefferson ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.**

**Performance Objective 1:** Teachers will conference with parents on a regular basis.

**Evaluation Data Source(s) 1:** Parent conference documentation at the campus level

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will initiate positive contacts with parents each nine weeks. Contact can take place in the form of phone calls, conferences, notes homes, email, newsletters, blogs, etc.	6	Principals, Teachers	Student success. Feedback from parents				
2) Each campus will host a Meet the Teacher.	6	Principals, Teachers, District Administration	Parent feedback, campus staff feedback.				

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

**Goal 3:** All Jefferson ISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 2:** Parental and community involvement in various activities of the school will be promoted.

**Evaluation Data Source(s) 2:** Parent and community surveys

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Involvement with Parent Teacher Association.		Principals, Teachers, Superintendent, Director of Curriculum	Increased parent participation, Parent sign in sheet for programs/activities				
2) Parent and community involvement will be encouraged encouraged on Site Based Decision Making Committees, School Health Advisory Committee, and the CTE Advisory Committee.		Principals, Teachers, Superintendent, Director of Curriculum	Sign in sheets from meetings				
3) Extracurricular activities, both UIL and non-UIL, provide opportunities for parents and communities to visit/participate.		Principals, Teachers, Superintendent, Director of Curriculum					
4) Board Meetings are posted monthly and held on the second Tuesday of each month.		Superintendent					
5) Jefferson ISD Facebook page will be updated regularly to alert parents and community of upcoming events.		Director of Curriculum					
6) Calendar of events is posted on the school website and updated regularly.		Principals, Teachers, Athletic Director					
7) School activities/events are published in local newspapers.		Public Relations, Principals, Superintendent					

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Collins Academy, a local organization, will provide innovative educational programs and create hands-on learning opportunities that focus on environmental conservation and historic preservation, including but not limited to the Paddlefish Project &amp; Junior Historians.</p>	<p>Gifted and Talented Teachers, Campus Principals, Director of Curriculum</p>					
<p>9) The High School will organize the Homecoming parade, Pre-Season Pep Rally, Meet the Bulldog, Bonfire, and other events to encourage parental and community participation.</p>	<p>Athletic Director, Principal, Superintendent</p>					
<p>10) The Elementary will host a Fall Festival.</p>	<p>Principal, Teachers, Counselor</p>					
<p>11) The Elementary Campus will host two book fairs each school year.</p>	<p>Principal, Teachers, Counselor</p>					
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>12) Father/Daughter Dance for Junior High and Elementary students and parents.</p>	<p>Junior High Majorette Sponsor, Principal</p>					
<p>13) Jefferson High School will host a Gold Card Luncheon in December.</p>	<p>Culinary Teacher, Principal, Teachers</p>					
<p>14) Pearls of Wisdom luncheon for 8th grade girls and Boys to Men breakfast for 8th grade boys.</p>	<p>8th grade teachers, principal, asst. principal</p>					

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

**Goal 4: Jefferson ISD will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.**


**Performance Objective 1:** We expect to increase the number of professional development opportunities to positively impact student health and well-being.

**Evaluation Data Source(s) 1:** # of professional development opportunities that positively impact student health and well-being

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ESTEEM program, abstinence education, training provided to counselors, nurses, and health education teachers at Junior High and High School levels.		Counselors, Nurses, Health Education Teachers, Director of Curriculum	Student awareness				
2) Conduct criminal background and reference checks on each applicant recommended for hire and volunteers.		Administrative clerk					
3) Provide training for all staff in recognition and prevention of child sexual abuse, child abuse reporting, and maltreatment of children.		Director of Curriculum. Principals					
4) A motivational speaker for substance abuse prevention, will be contracted to perform on the Elementary, Junior High, and High School campuses.		Principal, Assistant Principal, Director of Curriculum					
5) Each campus will have a bullying prevention and anonymous reporting plan in place.		Principals					
6) CPR Training is provided to coaches, sponsors, and other staff as needed.		Nurse, Athletic Director, Principals, Superintendent, Director of Curriculum					
7) CPR Instruction will be provided to all 11th and 12th grade students per HB 897.		Nurse, Principal, Athletic Director					
8) A.L.I.C.E., active shooter, training will be provided to all staff and students.		Safety Coordinator, School Police Officer, Superintendent					
9) Fire drills are conducted monthly.		Principals	Fire drill report				



10) Tornado drills and shelter in place drills are conducted annually, or as needed.		Principals					
11) A school evacuation drill is conducted annually.		Principals, Superintendent, Director of Facilities					
12) AEDs are maintained and available on all campuses and in athletic facilities.		Nurses	All AEDs in working condition				
13) A Concussion Oversight Team, COT, has been established and will be maintained.		Superintendent, Nurses, Athletic Director					
14) Pre-kindergarten through 12th grade Science Teachers will participate in the online Gateway three to four hour course, TEA Science Safety Update, for their prospective grade level (Elementary, Middle, or High School).		Science Teachers, Principals, Director of Curriculum					
15) 504 professional development will be provided to ensure that campuses have a systematic process for addressing the varying needs of 504 students.		Teachers, Principals, Food Service Director, Director of Special Services					
16) CIPA, Children's Internet Protection Act, training will be provided to all students.		Technology Director, Counselor, Teachers	low number of student internet misconduct				
17) Bloodborne Pathogens training is provided to all staff.		Nurses					
18) Backpack program provides backpack of nonperishable foods for selected students.		Counselor, Principal, Food Service Director	Participating student success				
19) Safety audit conducted annually by Region VIII.		Safety coordinator, Superintendent	low number of incidents on each campus/district-wide				
20) Handle With Care training will be provided for staff members that work with high risk populations.		Teachers, Director of Special Services, Principals, Safety Coordinator					
21) Suicide Prevention Training E-Course provided through Eduphoria Workshop and at New Teacher Orientation.		Director of Curriculum, Principals, Teachers					
22) Powell & Leon LLP, provided training on Sexual Harassment, Confidentiality, Social Media, and Bullying.		Superintendent, Director of Curriculum					
23) Bus Driver & Transportation Safety training provided.		Director of Auxiliary Services					
							


**Goal 5: Jefferson ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.**

**Performance Objective 1:** Policies and procedures for maintaining a high attendance rate will be in place.

**Evaluation Data Source(s) 1:** Attendance

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Daily monitoring of attendance.		PEIMS, Principals, Superintendent					
2) Phone calls to parents of absent students.		Principals, Teachers					
3) Law enforcement officers will be involved in cases of truant students.		School Police Officer, Principal, Superintendent, PEIMS					
4) Incentives will be provided on the campus level for attendance.		Principals					
5) Provision of school transportation.		Director of Auxiliary and Service, Superintendent					
6) Saturday School will be offered at JHS to students who have been absent more than the allowable number of days.		JHS Principal, PEIMS					



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 5:** Jefferson ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

**Performance Objective 2:** Through efficient and effective management of resources and operations, campus support will be maximized.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The District site-based decision-making committee (SBDM) will assist in establishing and reviewing the District's educational goals, objectives, and major District wide classroom instructional programs.		Superintendent, Director of Curriculum					







**Goal 5:** Jefferson ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

**Performance Objective 3:** Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

**Evaluation Data Source(s) 3:** Increase the use of innovative technologies for teaching and learning.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Continue to build the capacity of teacher leaders to effectively implement innovative technologies for teaching and learning.</p>		Director of technology and Director of Curriculum	Increased use of innovative technologies for teaching and learning.				
<p>2) JISD will provide campus based instructional technology professional development as determined by the needs of the campus and the teachers. Professional development will be provided by the district instructional technologist as well as outside sources.</p>		Principals, Director of Curriculum, Teachers	Increased use of innovative technologies for teaching and learning.				
<p>3) Continue to provide technology resources for campuses based on adopted standards for life cycle replacements and to support ever emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.</p>		Director of Technology, Superintendent, Principals	Up to date technology resources in place for teachers and students to use				

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

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus instructional teams will use local data analysis and instructional tools to plan for relevant review in the core content areas.
1	1	2	PLC (Professional Learning Communities) and/or Teaming will be implemented at the campus and district level.
1	1	3	Support the implementation of the curriculum by attending campus PLCs/Team meetings.
1	1	4	RTI professional development will be provided to assist teachers and campus administration address Tiers I, II, and III and determine if RTI interventions are being delivered in all areas of concern.
1	1	5	Provide professional development opportunities for core content area teachers focusing on Social Studies.
1	1	6	Provide professional development opportunities for core content area teachers focusing on Science.
1	1	7	Provide professional development opportunities for core content area teachers focusing on Math.
1	1	11	Core content area teachers will be provided opportunities for vertical alignment with grade level teachers grades K-12.
1	2	1	Think Through Math will be implemented in grades 3-8 and Algebra I to assist with screening students, providing appropriate interventions, and progress monitoring.
1	2	2	Istation Reading and Compass Learning will be implemented in grades K-8 to assist with screening students, providing appropriate interventions, and progress monitoring.
1	2	3	Moby Max will be implemented in grades 5-8 to provide standards based instruction, practice, and assessment in math.
1	2	10	Writing in all curriculum areas across all grade levels.
1	2	12	PLCs will be implemented on each campus in an effort to support teacher and student growth through collaboration.

# Title I

## Schoolwide Program Plan

Jefferson ISD has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used both as a district and campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Jefferson ISD has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and is the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others, root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

### 2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by

- scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
  3. Review the master schedule to identify opportunities for extended learning time. Investigate how manipulatives are used in the various core areas. Identify programs within our school that address enriched and accelerated curriculum issues.
  4. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students

### **3: Instruction by highly qualified professional teachers**

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Jefferson ISD to ensure that instruction is provided by highly qualified teachers include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

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

Jefferson Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

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

The campus follows district procedures for recruiting and attracting highly qualified teachers. Please refer to the highly qualified teacher document located in the addendums for this plan.

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

Our school district understands that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in an attempt to increase our parental involvement, a special parent advisory team has been organized. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

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

The school district recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. We have an early childhood program and the academic achievement of every student is closely monitored. Because the early childhood programs provide a foundation for later academic success, high attendance is encouraged. When early childhood program students are absent, we make it a priority to work closely with parents, helping them understand the value and importance of the early childhood programs and experiences.

## **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**

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

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

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

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

Because we are a schoolwide Title 1 school district, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.