

**Seguin Independent School District**  
**Jefferson Elementary School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



# Mission Statement

Read, Write, Think, and Play

Make Connections Every Day.

# Vision

Inspiring hearts, transforming minds!

# Value Statement

*We* believe in Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Committee: Amsink, Avitua, Campos, Cockerham, Edwards, Laster, Robinson, Wells

8/21/18: JAE is a neighborhood school of approximately 403 students, Kinder - 5th. Ethnicity make-up: 5.7% AA, 98.2% H, 15.1% W, 1% Two-or-More Races.

86.1% Economically Disadvantaged; 4.7% English learner; 13.9% SPED

Staff: 27 fulltime teachers, 82% with 3 or more years of experience

High percentage of single parent, low socio economic; English/Spanish speakers; factory workers, high % of shared residences; interdistrict movement and high incident of shared residency. Parents who do work often have two jobs or work the over-night shift and have to sleep during the day. Parents also work at jobs that limit their opportunity to even respond to phone messages or texts during the work day (Tyson, Catepillar, Amazon). It is difficult to get hold of parents at these workplaces and even more difficult for them to participate in school related activities.

When parents do participate, they always have positive experiences and look favorably on the staff who provide the activities. Parents are more likely to show up at activities that are more fun related than academic in nature. (Field Day, Turkey Trot, PE Fun Days, etc.)

### Demographics Strengths

Our school is made up of a diverse ethnicity student population. Staff have a wealth of teaching experience. As a Title I school we offer a variety of programs to meet the needs of our students including general education, special education including resource, inclusion and Essential Academics, and gifted and talented. Our PE and Fine Arts department serve 100% of our students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** In order to support student academic growth and achievement, more parents are needed to be involved in our school. **Root Cause:** More parents would participate in our school if we provided more relevant opportunities beyond just the 'fun activities of PE and Music.

**Problem Statement 2:** Parents and students do not understand the importance of an education in their child's future. **Root Cause:** If JAE stakeholders had more opportunities to understand future options, they would value a great education.

## Student Academic Achievement

### Student Academic Achievement Summary

Committee: Grudzieski, Hoegenauer, Kautzsch, McCarty, Seibert, Stephens, Ulbricht, Vrana, Zipp

8-21-18: Concerns: Changes in the accountability system might impact public understanding of how the new system works; there is not enough horizontal alignment across campuses and/or grade levels for sustainability and growth; writing scores show a deficit in preparing our students for fourth grade writing assessment

Campus Strengths: Science Star of Distinction; Math - closing the achievement gaps is growing; Growth in reading achievement in both third and fifth grades; resources like Empowering Writers is available for teachers in third - fifth grades while Lucy Caulkins materials is available for kinder through second. Lots of reading resources are available for all grade levels, and are used by teachers (which might support the STAAR reading scores in 3rd and 5th grades). Students in Essential Academics classes are showing high levels of performance on STAAR Alt 2

### Student Academic Achievement Strengths

Science achievement for 5th grade achieved a Star Distinction. Math results show closing of the gap of ethnic group performance; 3rd and 5th grades reading results was high; writing teachers received training and resources in Empowering Writing program.

Title I funds are awarded to JAE to support IC, Dyslexia/Intervention teacher and Instructional Assistant. Additional funds are used to support academic needs of students and teachers.

Growth noted in areas of STAAR Reading in 3rd and 5th grades.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** In Closing the Gap, our school only met 29% of the Indicators. **Root Cause:** We are not implementing rigorous strategies based on PLC conversations.

**Problem Statement 2:** Performance in 4th grade writing was only 44%. **Root Cause:** Students are not receiving sufficient writing instruction to prepare them for the rigor of 4th grade STAAR writing.

**Problem Statement 3:** Even though 3rd and 5th grade reading scores were good, the performance of fourth reading students was lacking (56%/17%/7%)

**Root Cause:** Instructional strategies did not meet the academic needs of this grade level of students.

**Problem Statement 4:** Our students are not performing at the Meets and Masters percentage to support our performance on STAAR. **Root Cause:** Lesson development has been focused on meeting the needs of students to get to Approaches Level rather than acceleration.

## School Processes & Programs

### School Processes & Programs Summary

Committee: Carlson, Cowey, Delmark, Hale, Hill, Kelso, Richardson, Wolfe

8-21-18: Retention of staff: we attribute our low turn-over rate to the campus atmosphere (culture), relationships developed among the people, the support of the administration, especially the students with whom we work. There is also the opportunity to transfer if we want other opportunities within the district.

Curriculum and Instruction: Staff development is offered at both the campus and the district level (Symposium). There are opportunities for peer observations also. The PLC conference attendance was offered for anyone to participate. There is funding for needed classroom resources. The district offers a day for parent-teacher conferences. We need to revisit vertical discussions about curriculum. Horizontal planning within the district would also be helpful.

Programs & Opportunities for Students: We have a number of different clubs for students to participate in: Robotics, Art, Garden, UIL groups, F.O.O.T. Club. We have a great GT program. Our pull-out programs for tutoring are good. We are beginning with the LIINK program in kinder and 1st grades. Some grades have gone to visit colleges as part of field trips.

### School Processes & Programs Strengths

Student opportunities are varied and are designed to develop not only academics, but also the whole child. Teachers think outside the box about ways to support students both through academics intervention and acceleration.

Teachers participate in district and campus professional development. Because of the number of teachers attending the PLC conference, the use of this process at our school should be well supported to make differences for students' achievement. Teachers use a variety of district resources in order to meet the needs of students.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Even though we have an outstanding GT program, our enrollment in that program is small. **Root Cause:** Instructional strategies need to be utilized to enhance the development of potential students.

**Problem Statement 2:** How can we address the development of the Whole Child? **Root Cause:** By looking for other opportunities like the CATCH program



and LIINK, the social-emotional aspect of students will be addressed.

## Perceptions

### Perceptions Summary

Committee: Almaraz, Durant, Kingswell, Lepper, Lovell, Morse, Tawil, Thompson

8-21-18: Per TAPR, Attendance rate = 95.1%. JAE discipline average was lower than district average. Programs offered to reduce bullying - HEB program, DARE, social stories, PBIS. Counselor and SPED teacher offer social groups for students; Safety is addressed through ALICE program, communication and education programs. IC and mentors help to support new teachers; we have a high retention rate for teachers. More data is needed from students and parents in form of surveys to determine their feelings about our school.

### Perceptions Strengths

Jefferson Avenue students have learned and follow the campus discipline expectations which has resulted in our discipline average being lower than the district's average. A variety of programs are offered to reduce bullying. Teachers are supported with mentors and the Instructional Coach. Our campus retention rate for teachers is high. Community support comes in the form of programs offered by the Seguin Fire Department, GVEC, GBRA, HEB, RSVP volunteers, TLU mentors, and the Seguin Police Department.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our perception is that parents may not feel welcome to participate at our school. Is that true? **Root Cause:** We do not have enough real data to determine the attitude of our stakeholders' about our school.

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Support Systems and Other Data

- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: October 10, 2018


## Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 1: TEACHING AND LEARNING:** By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Jefferson Avenue Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 71%/36%/13% to 75%/45%/20% in 2019 and 80%/60%/20% in 2020.

**Evaluation Data Source(s) 1:** Eduphoria Reports, Percentage Calculator, Data Squares

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) Teachers will participate in PLC meetings weekly focused on the learning of students	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Through focused work around student learning, instruction will be more effective				
Problem Statements: Student Academic Achievement 1							
<b>Critical Success Factors</b> CSF 2 CSF 4 CSF 7  2) Teachers will engage in purposeful planning weekly using the district designated resources including the Planning Guide, Instructional Frameworks and TEKS Resource System materials (YAG, IFD, VAD)	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Team Leaders	Instruction will be more rigorous and address the needs of students' academic growth				
Problem Statements: Student Academic Achievement 1							
<b>Critical Success Factors</b> CSF 1  3) Provide push-in tutors to support students in mastery of grade level TEKS in Reading and Writing, (1 tutor @ 57 days for 6 hrs/day, 1 tutor @ 64 days for 5 hrs/day)	2.4, 2.6	Principal, Assistant Principal	Provide extra support to targeted at-risk students in content areas to assist them in mastery of content				
Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I A - 14564.00							

<b>Critical Success Factors</b> CSF 1 CSF 7  4) Provide instructional support to all students and teachers through an instructional coach, instructional aide, and reading/dyslexia interventionist	2.4						
	Funding Sources: 211 Title I A - 108000.00						
<b>Critical Success Factors</b> CSF 4  5) Provide After School tutorials to assist students in mastery of grade level TEKS (1st - 5th grades)	2.4, 2.5	Principal, Instructional Coach	Increase mastery of instructional expectations for students at-risk of reaching grade level performance				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I A - 5150.00						
<b>Critical Success Factors</b> CSF 1  6) Provide targeted acceleration based on data during grade level intervention time by using all available staff (GT, Librarian, Dyslexia, IC, grade level teachers)	2.4, 2.5	Principal, Assistant Principal, Instructional Coach, Team Leaders	Students will be able to receive either acceleration of their learning based on identified need				
	Problem Statements: Student Academic Achievement 4						
<b>Critical Success Factors</b> CSF 1  7) Provide instructional materials that will assist teachers in meeting the instructional needs of students including Empowering Writers - Narrative and Non-Fiction materials, Level Literacy Intervention kit for 3rd and 4th grade, supplemental reading materials	2.4, 2.6	Principal, Instructional Coach, Dyslexia/Interventionist	Growth in reading and writing levels for students at-risk for learning				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 Title I A - 10735.00						
							

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> In Closing the Gap, our school only met 29% of the Indicators. <b>Root Cause 1:</b> We are not implementing rigorous strategies based on PLC conversations.
<b>Problem Statement 2:</b> Performance in 4th grade writing was only 44%. <b>Root Cause 2:</b> Students are not receiving sufficient writing instruction to prepare them for the rigor of 4th grade STAAR writing.
<b>Problem Statement 3:</b> Even though 3rd and 5th grade reading scores were good, the performance of fourth reading students was lacking (56%/17%/7%) <b>Root Cause 3:</b> Instructional strategies did not meet the academic needs of this grade level of students.
<b>Problem Statement 4:</b> Our students are not performing at the Meets and Masters percentage to support our performance on STAAR. <b>Root Cause 4:</b> Lesson development has been focused on meeting the needs of students to get to Approaches Level rather than acceleration.

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 2:** POST-SECONDARY READINESS: At the elementary schools, Jefferson Avenue Elementary will increase the targets met from 29% to 50% in the Academic Achievement component of the Closing the Gap domain.

**Evaluation Data Source(s) 2:** Eduphoria reports, RtI data, attendance data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Monitor academic progress of specific sub-groups including Hispanics, EcoDis, in Reading, and All Students, White, and Continuous Enrolled in Math	2.4, 2.6	Principal, Assistant Principal, Instructional Coach	By monitoring the progress of specified sub-groups, Closing the Gap - Academic Achievement targets should be met.				
<b>Critical Success Factors</b> CSF 1 2) Monitor instructional progress of targeted student groups (AA and White) as identified for Closing the Gap	2.4	Principal, Assistant Principal, Instructional Coach	Monitoring these targeted groups will support academic progress of students				

 = Accomplished  
  = Continue/Modify  
  = No Progress  
  = Discontinue





**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Jefferson Avenue Elementary will increase attendance from 93.97% to 96.00%, and decrease out of school suspensions by 10%.

**Evaluation Data Source(s) 3:** Student attendance, discipline referrals, climate surveys, employee attendance, homeless, migrant, participation in extra-curricular activities

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) In order to create a safe, positive environment, all kindergarten and first students will participate in the LIINK program</p>	2.5	Principal, Assistant Principal, Team Leaders - Kinder and First grades	Improved attention to learning and reduced discipline issues i these grades				
Problem Statements: School Processes & Programs 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) All students, second grade through fifth grade, will participate in two recess periods each school day</p>	2.5	Principal, Assistant Principal	Improve attention to learning and reduced discipline issues in these grades				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) Implement Restorative Justice program to address behavioral concerns of students</p>	2.5	Assistant Principal, Counselor	Students will learn how to manage behavior to reduce the number of office referrals and out of school suspensions				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Offer attendance incentives to promote improved attendance percentage for student learning</p>	2.5	Principal, Assistant Principal, Attendance Clerk	Better attendance will promote improved academic performance				
Funding Sources: 211 Title I A - 500.00							

<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Students and staff will participate in campus-wide activities to promote positive self-concept and reduce bullying behaviors to include: World Day of Bullying Prevention; Character Counts Week; Red Ribbon Week; Unity Day; National Mix-It Up Day @ Lunch;</p>	2.5	Principal, Assistant Principal, Counselor	Improved self concept and confidence; improved behavior				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Engage students in connecting to reading and good character through presentation by Julian Franklin - puppeteer emphasizes the importance of reading while also building on the Character Counts ideals - one day/3-5 presentations, \$800.00</p>	2.5	Principal, Assistant Principal, Librarian	Students will learn from outside engaging source the importance of being a great reader while also being reinforced about good character				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 3:</b> Even though 3rd and 5th grade reading scores were good, the performance of fourth reading students was lacking (56%/17%/7%) <b>Root Cause 3:</b> Instructional strategies did not meet the academic needs of this grade level of students.</p>
<p><b>Problem Statement 4:</b> Our students are not performing at the Meets and Masters percentage to support our performance on STAAR. <b>Root Cause 4:</b> Lesson development has been focused on meeting the needs of students to get to Approaches Level rather than acceleration.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> How can we address the development of the Whole Child? <b>Root Cause 2:</b> By looking for other opportunities like the CATCH program and LIINK, the social-emotional aspect of students will be addressed.</p>




**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).


**Performance Objective 4:** RESPONSE TO INTERVENTION (RtI): Jefferson Avenue Elementary will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 5 percentage points from 30% to 25% and Math (using below 25th %ile in TEMI) by 5 percentage points from 21% to 16%.


**Evaluation Data Source(s) 4:** Istation, TEMI for K-2 students


**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Schedule and meet in grade level RtI sessions monthly to address need for intervention/acceleration of students	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Students who demonstrate the need for intervention or acceleration will receive the additional instruction for progress				
<b>Critical Success Factors</b> CSF 1  2) Using the revised RtI documents, teachers will monitor student growth in Tier 2 and Tier 3 and provide targeted intervention	2.4, 2.6	Principal, Assistant Principal, Team Leaders	Teachers will be able to track student progress towards grade level mastery of skills				
<b>Critical Success Factors</b> CSF 5  3) Through use of Monthly Monitoring list in RtI, parents will be notified of learning needs of their students	2.4	Principal, Assistant Principal	Parents will know and understand how to support their child's learning				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

**Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).**

**Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 20%.

**Evaluation Data Source(s) 1:** Sign-in Sheets, Parent Survey results

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Attend Parent Engagement training offered by ESC Region 16 at ESC Region 20 to identify strategies for effective engagement of parents and families</p>	3.2	Principal, Assistant Principal	Strategies will be implemented that will increase meaningful involvement opportunities for parents and families at Jefferson				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I - Parental Involvement - 50.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Using strategies from the Region 16 Parent Engagement training, offer at least three new and innovative activities before May, 2019.</p>	3.2	Principal, Assistant Principal	Parents will be given new unique opportunities to be involved in our school's operation.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 Title I - Parental Involvement - 350.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Provide programs to encourage parents to engage in academic based activities to support their child's academic readiness including STAAR Readiness Nights (3rd - 5th grades), Literacy Night, Behavior Information Night, Make-It-and Take-It Nights, and CATCH events.</p>	3.2	Principal, Assistant Principal, Team Leaders, Instructional Coach, Librarian	By providing a wide variety of involvement activities, parents will learn techniques to support their child at home.				
<p>Funding Sources: 211 Title I - Parental Involvement - 878.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Engage parents in post secondary college and career opportunities with their child through field experiences like tours of colleges/universities and work related visits</p>	3.2	Principal, Assistant Principal, Team Leaders	Parents will create visions of post secondary college and career-based opportunities for their children.				
<p>Funding Sources: 211 Title I - Parental Involvement - 1000.00</p>							
							

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<b>Problem Statement 1:</b> In order to support student academic growth and achievement, more parents are needed to be involved in our school. <b>Root Cause 1:</b> More parents would participate in our school if we provided more relevant opportunities beyond just the 'fun activities of PE and Music.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Our perception is that parents may not feel welcome to participate at our school. Is that true? <b>Root Cause 1:</b> We do not have enough real data to determine the attitude of our stakeholders' about our school.

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS:** Jefferson Avenue Elementary will improve the public image as measured by constructive feedback collected from social media and parent/community surveys.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Offer survey for parents to share impressions/suggestions of activities to include: 1. Parent Conferences - how can we improve 2. Academic Nights held throughout the school year 3. Engagement Activities - Turkey Trot, PE Family Days, Field Days	3.2	Principal, Campus Improvement Committee, Team Leaders	More data will be available to guide our attempts to improve/add to our parental involvement activities.				
	Problem Statements: Demographics 1 Funding Sources: 211 Title I - Parental Involvement - 100.00						
<b>Critical Success Factors</b> CSF 5  2) Pose questions for feedback on Facebook to get ideas of opportunities that parents would like, or to develop strategies to make our school stronger.	3.2	Principal, Librarian	Parents will have a different forum in which to give us their thoughts about our school				
	Problem Statements: Perceptions 1						
							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> In order to support student academic growth and achievement, more parents are needed to be involved in our school. <b>Root Cause 1:</b> More parents would participate in our school if we provided more relevant opportunities beyond just the 'fun activities of PE and Music.
Perceptions
<b>Problem Statement 1:</b> Our perception is that parents may not feel welcome to participate at our school. Is that true? <b>Root Cause 1:</b> We do not have enough real data to determine the attitude of our stakeholders' about our school.

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**Performance Objective 3: PARTNERSHIPS:** Jefferson Avenue will increase the number of business and community partnerships through active participation in community-based opportunities and events by 20%.

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Partner with TLU to utilize mentors and tutors from the University to support students	2.6	Principal, TLU Coordinator	Jefferson students will receive academic support while developing knowledge of post-secondary opportunities.				
Problem Statements: Demographics 2							
<b>Critical Success Factors</b> CSF 5  2) Hold Career Day activities with students in grades 2nd - 5th to develop their view of opportunities post-secondary.		Principal, Assistant Principal, Counselor	Students will learn about different opportunities for life post-secondary.				
Problem Statements: Demographics 2 Funding Sources: 211 Title I - Parental Involvement - 100.00							

**Performance Objective 3 Problem Statements:**





Demographics
<b>Problem Statement 2:</b> Parents and students do not understand the importance of an education in their child's future. <b>Root Cause 2:</b> If JAE stakeholders had more opportunities to understand future options, they would value a great education.

**Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).**

**Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS:** Jefferson Avenue Elementary will achieve a teacher turnover rate of less than 15%.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Administrators will conduct district required number of walkthroughs and conference with those teachers to monitor and improve instructional effectiveness.</p>	2.6	Principal, Assistant Principal	Teachers will received effective feedback to improve instructional and increase student achievement.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Provide incentives to teachers in recognition of academic growth of class, for using PBIS system of rewards, or for positive interactions with others (Champion of the Week)</p>		Principal, Assistant Principal, Cheer Committee Chairman	Staff will feel supported and rewarded for their efforts at our school				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>3) Involve staff in varied committees which support decisions made about our campus - CIC, PBIS, Admin Team</p>		Principal, Assistant Principal, Instructional Coach	Staff will feel empowered to make improvements in our school				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Provide registration and substitute for teachers to attend off-site professional development in their content areas</p>		Principal, Assistant Principal	Improved instructional skills to meet the learning needs of students				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I A - 1480.00</p>							
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

**Performance Objective 1 Problem Statements:**

## Student Academic Achievement

**Problem Statement 4:** Our students are not performing at the Meets and Masters percentage to support our performance on STAAR. **Root Cause 4:** Lesson development has been focused on meeting the needs of students to get to Approaches Level rather than acceleration.

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Merry White	Principal
Non-classroom Professional	Meaghan Tawil	Instructional Coach
Classroom Teacher	Amber Lepper	Kindergarten
Non-classroom Professional	Michelle Thompson	SPED
Classroom Teacher	Megan Kingswell	4th
Classroom Teacher	Susan Almaraz	2nd
Classroom Teacher	Amy Lovell	Science 5th
Classroom Teacher	Michelle Cowey	3rd



## Achievement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jana Seibert	1st Gr
Classroom Teacher	Stephanie Kautzsch	2nd Gr
Classroom Teacher	Kimberly Grudzieski	4th Gr
Non-classroom Professional	Gretchen Ulbricht	GT
Non-classroom Professional	Kristine Stephens	PE
Non-classroom Professional	Laura Vrana	Dyslexia/Intervention

## Demographics

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	David Wells	Teacher
Classroom Teacher	Olivia Avitua	Teacher
Classroom Teacher	Marla Cockerham	Teacher
Classroom Teacher	Johnel Edwards	Teacher
Classroom Teacher	Jennifer Amsink	Teacher
Classroom Teacher	Keith Robinson	Music

## Perceptions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Amy Lovell	Science
Classroom Teacher	Megan Kingswell	4th Gr
Classroom Teacher	Susan Almaraz	2nd Gr
Classroom Teacher	Holly Morse	3rd Gr
Classroom Teacher	Amber Lepper	Kinder
Classroom Teacher	Michelle Thompson	Resource
Administrator	Meaghan Tawil	Instructional Coach

## Process & Program

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Suzy Hale	5th Gr
Classroom Teacher	Lindsey Delmark	Kinder
Classroom Teacher	Michelle Kelso	4th Gr
Classroom Teacher	Lauren Wolfe	1st Gr
Paraprofessional	Stephen Richardson	SPED
Non-classroom Professional	Bill Carlson	SPED Teacher
Non-classroom Professional	Lucy Hill	Librarian