# San Antonio Independent School District

# Jefferson High School

# 2020-2021 Campus Improvement Plan

# Mission Statement

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

# Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

# Core Values

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

# Core Beliefs

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

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# Comprehensive Needs Assessment

**Revised/Approved: August 1, 2020**

## Demographics

**Demographics Summary**

Thomas Jefferson High School is a 5A International Bacaleaureate World School and a National AVID Demonstration Campus that serves over 1600 students annually (Demographics- 96% Hispanic/ 83% Economically DIsadvantaged / 73% At-Risk). Students can expect an intense college prep experience focused on academics and being a caring and thoughtful citizen. Our Diploma and Middle Years Programmes foster intellectual curiosity and learning beyond the classroom. Students can earn College and Industry certifications through IB, AP, Dual Credit and CTE course offerings.

1. Attendance Rates

2. CCMR Standards

3. Closing the Achievement /Opportunity Gap for all student groups (ELL, Special Education, Economically Disadvantaged)

4. Moving the needle- Student Progress - Approaches to Meets/Meets to Masters

5. Continue to improve our remote learning model and increase student engagement virtually.

**Demographics Strengths**

The overriding factor that has impacted our culture and student achievement at Jefferson High School is the dedicated faculty and staff that puts the needs of the students first. Our teachers are servant leaders. The Comprehensive Needs Assessment Committee has identified the following areas as strengths:

1. Faculty and Staff Morale

2. Community

3. History and Traditions

4. Alumni Support

5. Highly Qualified Teachers in all content areas that are committed to providing every student a positive educational experience.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness. **Root Cause:** The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families.

**Problem Statement 2 (Prioritized):** Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause:** There is inconsistent differentiation in Tier 1 core instruction and intervention.

**Problem Statement 3 (Prioritized):** There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause:** Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

**Problem Statement 4 (Prioritized):** There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause:** A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

# Student Learning

**Student Learning Summary**

Thomas Jefferson High School is an accredited AVID and authorized IB Diploma Programme campus. In the Spring of 2019 the campus was authorized for IB Middle Year Programme. At every grade level and across all content, teachers will use the IB model, infused with Texas TEKS, using AVID strategies. All teachers will continue to implement the Gradual Release of Responsibility model, which follows a teaching model summed up with "I do," "We do together," "you all do," "you do alone." In more detail, the teacher introduces and models the lesson or activity, the students then practice the lesson or activity together as a class, the students then practice the activity using peer collaboration, and finally releasing the students to practice and master the objective individually.

We are currently in the second year of the Diploma Programme. Our first year DP students graduate in the Spring of 2020 with five students receiving a IB Diploma and several certificates. We have six students within one point of an IB Diploma that we will pursue a possible Enquiry to re-grade. All students follow the Middle Years Programme (MYP) curriculum in the 9th and 10th grade. The IB Diploma Programme spans the students' 11th and 12th grade years, and incorporates international mindedness with a college-level curriculum. The IB Diploma requirements are extremely challenging for all students, which is why it is such a credible program among the world's top universities. The IB Diploma is difficult to achieve for most students because of the advanced curriculum, rigor, and requirements of the programme, however, it is not unattainable. Most Jefferson students will enter the Diploma Programme in 11th grade with major learning and achievement gaps due to the unchallenging curriculum and lack of rigor and in the education that they received in their 9th and 10th grade years. The implementation of the IB Middle Years Programme last year in 9th and 10th grade levels will aim to close those gaps that are currently present.

Success rates for all students in 2019 STAAR Performance includes Algebra 1 82% (20 point gain from 2018), Biology 81% (11 point gain from 2018), 88% US History (6 point gain from 2018), English II 57% (8 point growth from 2018). Growth was made in Meets for all tested areas. Our campus report card rating moved from a D (62) to a C (79) rating from TEA.

The 2020 STAAR testing was canceled due to COVID 19 pandemic when we had to move to complete virtual learning for the district to avoid the spread of the virus. While teachers trained for virtual learning with students online, the administrative team and office staff issued devices and hotspots to all students in need to ensure that online learning could take place. As the start of the 2020-21 school year begins, we are preparing for an intercessional calendar and hybrid learning schedule to cope with the spread of the virus and ensure our students will be able to continue learning through best instructional practices. TEA has indicated that students will be STAAR tested this year for accountability purposes.

**Student Learning Strengths**

STAAR EOC remediation class periods for English 1 and Algebra 1 with a pull out intervention schedule for all tested areas have been aligned to target student needs to achieve success for 2020-21. Saturday school interventions were also offered to students. The PRIDE (Mustang Buck) PBIS program at the Tier 3 level (MTSS) focuses on students to track and monitor progress for behavior and academics. Twighlight after school program was offered to recover attendance hours and improve EOC scores. PLC collaboration periods built in the schedule for teacher to review student data and progress.

Success rates for all students in 2019 STAAR Performance includes Algebra 1 82% (20 point gain from 2018), Biology 81% (11 point gain from 2018), 88% US History (6 point gain from 2018), English II 57% (8 point growth from 2018). Growth was made in Meets for all tested areas.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause:** Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs.

**Problem Statement 2 (Prioritized):** Students meeting College, Career, and Military Readiness Performance is 30% overall for our campus. **Root Cause:** PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. SAT and ACT Prep classes are needed to focus on the unique set of strategies needed to pass these test. We may also need to address student groups taking the test on our campus as a whole. CTE certifications are not being successfully obtained by students as they should to show career readiness.

**Problem Statement 3 (Prioritized):** Students are challenged to meet the academic goals identified by the state. **Root Cause:** The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn.

**Problem Statement 4 (Prioritized):** In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause:** There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program.

**Problem Statement 5 (Prioritized):** Our students are not making significant gains in the area of College Readiness Standards on the TSI, SAT, and ACT for both Math and English. **Root Cause:** Consistent focus on the writing relevant/engaging lessons that address the TEKS and are data driven. The need to implement an intervention program that is applied consistently to all students.

**Problem Statement 6 (Prioritized):** On the State Accountability Rubric, our students are not meeting the College Readiness Standards set forth by the state. **Root Cause:** The lack of implementing with fidelity our AVID Strategies school-wide. Teachers not having the opportunities to attend Professional Development (AP, IB). Finding time during the school day for enrichment opportunities for students.

**Problem Statement 7 (Prioritized):** Jefferson students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause:** Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

**Problem Statement 8 (Prioritized):** Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause:** Lack of fidelity, implementation, and systems approach at the campus level

# School Processes & Programs

**School Processes & Programs Summary**

The administration of Jefferson High School will attend local teacher job fairs and promote all job openings on the Texas IB Schools (TIBS) website to attract IB and AVID teachers as well as additional staff dedicated to research-based, advanced academic best practices.  TJHS. In addition, we intend to work closely with TIBS and other professional organizations across the state and nation to attract, recruit and retain the best educators to fit the mission of the school. Our application/interview/hiring process will include members of the community and Campus Leadership Team to ensure input is received from all stakeholders in the hiring process.  Evaluation of classroom practices has greatly advanced this year with the introduction of Planbook, an electronic lesson plan platform that allows administration to have easy access to what should be happening in the classroom.

The faculty of Thomas Jefferson High School is dedicated to our students, providing guidance for high academic achievement in high school and beyond graduation.

At every grade level and across all content, teachers will use the IB model, infused with Texas TEKS, using AVID strategies. All teachers will continue to implement the Gradual Release of Responsibility model, which follows a teaching model summed up with "I do," "We do together," "you all do," "you do alone." In more detail, the teacher introduces and models the lesson or activity, the students then practice the lesson or activity together as a class, the students then practice the activity using peer collaboration, and finally releasing the students to practice and master the objective individually. The Gradual Release of Responsibility model is included on the Instructional Snapshot document used for classroom walkthroughs.

PLCs have become an area of strength over the last year. Content teams have grown into collaborative groups that have time built into the master schedule for meeting, performed meaningful and timely data analysis to drive instruction, tackled the intervention needs of our students, and planned vertically and horizontally.  Many departments have even begun to plan interdisciplinary lessons among the different content areas.

Targeted professional development that is content specific has been made possible by having funding available through our 1882 Partnership with TCIS

At Jefferson, we have done school-wide training in IB (whole group and through PLCs) and AVID methodologies, specifically in questioning strategies and focused-note-taking. We have also incorporated training schoolwide in the area of sheltered instruction (Seven Steps to a Language Rich Classroom).

In an effort to improve student achievement, we provide a variety of challenging programs and opportunities for students.

Because AVID is for students in the middle, ALL students are provided with college readiness and critical thinking skills, management and organization skills, and tutorials (WICOR). As a result, student data shows improvement in the four core areas on state assessments. (INSERT DATA)

On our campus, teachers receive intensive training in learning strategies and data analysis, and use these tools to impact student achievement in high need areas, including math and ELA, by providing ongoing, extra hours for interventions.

We offer advancement in many areas, including:

- IB  - MYP - for all students at the 9th and 10th grades.

- IB - DP - for self-selected 11th and 12th grade students. Status confirmed in Spring 2018.

- AP Courses

- GT - pull out programs through the SAISD GT department.

- STEAM - Dual Credit in Computer Technology

- OnRamps/UT Program - Algebra 2, and Physics

- Dual Credit Opportunities available for students that qualify

Emphasis on college-going culture and readiness systems.

Grade level dedicated counselor. College and Career Hub - Three dedicated College Bound Advisors. Project Stay - FAFSA assistance, FAFSA Counselor, and Trinity University College Advisor.

College Prep courses in ELA and MATH for students needing TSI remediation. TSI Intervention Course offerings for students that are within 10 points of passing their TSI assessment (Semester Course).

For students who are challenged in behavioral and language skills, we participate in numerous helping programs, including: Peer Mediation program via the Behavior Specialist (PBIS Program that includes Restorative Discipline Practices), Special Education services, and ELLs services.

We offer a variety of elective / CTE opportunities for students to participate in and be a part of the team, including: fine arts, health, architecture, business, law enforcement, ROTC, and athletics.

Library Services - variety of programs run through the library, including Book Club, Games, book check-outs, coordination with Bibliotech and SAPL, and Khan Academy tutoring project

NEEDS

Variety is great. (This could also be considered a weakness in some respects because we are spread pretty thin…)

We need to increase student participation in advanced programs (AVID, Dual Credit, On-Ramps, AP, IB)

We need to improve the management and organizational skills of students (AVID Strategies)

We need to ensure all students have access to technology for remote learning.

Improve on our current remote learning platforms we establised in the Spring.

Technology is intergrated into the different lesson and objectives that meet state standards in the classroom.

Teacher Tools:  Lap Tops, CPU's, Off Campus Labs, video clips, Smart Boards, Canvas

Student Tools:  Lap Tops, CPU's, Phones , video clips, Canvas

Tools used for calculations, research, communication, instruction, learning, virtual needs

**School Processes & Programs Strengths**

1. The faculty of Thomas Jefferson High School is dedicated to our students, providing guidance for high academic achievement in high school and beyond graduation.

2. PLCs have become an area of strength. Content teams have grown into collaborative groups that have time built into the master schedule for meeting and performing meaningful, timely data analysis to drive instruction, while tackling the intervention needs of our students, and planning vertically and horizontally. Many departments have even begun to plan interdisciplinary lessons among the different content areas.

3. Variety is great. Students are provided with many opportunities for success. Because we are both an AVID and IB school, these two systems have been woven together because the two programs enhance one another. IB students are provided quality interventions (via Master Teachers) Limited number of classes over 30.

4. College Prep courses in ELA and MATH for students needing TSI remediation.

5. JROTC Program

6. FIne Arts Program

7. College Bound Advisors

8. Intervention Time Built into the Master Schedule

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

**Problem Statement 1 (Prioritized):** Students are at higher risk of dropping out of school without academic, motivational and social & emotional support. **Root Cause:** Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success.

**Problem Statement 2 (Prioritized):** Our enrollment and attendance rates have been declining over the last couple of years. **Root Cause:** All of our students are not making a connection to why schooling is relevant to them.

**Problem Statement 3 (Prioritized):** Campus does not have enough literature and media resources in the library. **Root Cause:** Not prioritizing purchasing materials in this area.

**Problem Statement 4 (Prioritized):** Jefferson students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause:** Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

# Perceptions

**Perceptions Summary**

Employees promote safe and productive environments through established protocols that are reinforced daily. Teachers benefit through purposely scheduled time for collaboration with colleagues. Academic climate is developed to be rigorous through schoolwide implementation of AVID and IB strategies. The entire campus and staff promote college and career readiness through classes and the College and Career Hub.

Community involvement is promoted through various events held at the campus that include monthly gatherings such as Jefferson Educational Leadership Council and Coffee with the Principal.

Additionally, TJHS offers various yearly, traditional events such as Night at Ol' Jeff, Chuckwagon, Ice Cream Social and others are open to families, community and the general public.

Family involvement is promoted through various school-related organization events, extra-curricular boosters and College/Career Readiness meetings. Communication with families is facilitated through the Mustang News, campus website, campus social media, PENS messages, Remind 101 app, campus and district calendars. The school marquee is also used as a tool to advertise important campus events. Parents feel welcomed and feel children are safe on campus and edcuational needs are being met.

**Perceptions Strengths**

Evaluation performance is known and agreed upon among teachers and the time spent collaborating with colleagues is productive.

The Thomas Jefferson High School community is very supportive and active. There is always a great turnout for school events and/or meetings such as Ice Cream Social, Night in Ole Jeff, Chuckwagon, Jeff on Parade, Coffee with the Principal, CLT and JELC.

Communication with families is facilitated through the Mustang News, campus website, campus social media, PENS messages, Remind 101 app, campus and district calendars, and teacher/parent call logs. Families have regular access to student progress through the use of iData portal. FACE Specialist coordinate with parents and the community to provide resources to monitor student progress, parent academy, volunteer opportunities, and to coordinate community events.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent participation is low for certain student events, especially academic events. **Root Cause:** Parents are not aware of the impact they can have on student achievement.

**Problem Statement 2 (Prioritized):** Jefferson learning communities lack partnerships with professionals in the community that are linked to student endorsement choices. **Root Cause:** Local businesses are not aware of all endorsements offered to our students through our campus courses.

# Priority Problem Statements

**Problem Statement 1**: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments.

**Root Cause 1**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing.

**Problem Statement 1 Areas**: Demographics


**Problem Statement 2**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target.

**Root Cause 2**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs.

**Problem Statement 2 Areas**: Student Learning


**Problem Statement 3**: Students meeting College, Career, and Military Readiness Performance is 30% overall for our campus.

**Root Cause 3**: PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. SAT and ACT Prep classes are needed to focus on the unique set of strategies needed to pass these test. We may also need to address student groups taking the test on our campus as a whole. CTE certifications are not being successfully obtained by students as they should to show career readiness.

**Problem Statement 3 Areas**: Student Learning


**Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages.

**Root Cause 4**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program.

**Problem Statement 4 Areas**: Student Learning


**Problem Statement 5**: Our students are not making significant gains in the area of College Readiness Standards on the TSI, SAT, and ACT for both Math and English.

**Root Cause 5**: Consistent focus on the writing relevant/engaging lessons that address the TEKS and are data driven. The need to implement an intervention program that is applied consistently to all students.

**Problem Statement 5 Areas**: Student Learning


**Problem Statement 6**: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support.

**Root Cause 6**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success.

**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: Parent participation is low for certain student events, especially academic events.

**Root Cause 7**: Parents are not aware of the impact they can have on student achievement.

**Problem Statement 7 Areas**: Perceptions


**Problem Statement 8**: Jefferson learning communities lack partnerships with professionals in the community that are linked to student endorsement choices.

**Root Cause 8**: Local businesses are not aware of all endorsements offered to our students through our campus courses.

**Problem Statement 8 Areas**: Perceptions


**Problem Statement 9**: Students are challenged to meet the academic goals identified by the state.

**Root Cause 9**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn.

**Problem Statement 9 Areas**: Student Learning


**Problem Statement 10**: A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness.

**Root Cause 10**: The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families.

**Problem Statement 10 Areas**: Demographics


**Problem Statement 11**: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas.

**Root Cause 11**: There is inconsistent differentiation in Tier 1 core instruction and intervention.

**Problem Statement 11 Areas**: Demographics


**Problem Statement 12**: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators.

**Root Cause 12**: A systematic approach to providing professional pathways for teachers and administrators does not currently exist.

**Problem Statement 12 Areas**: Demographics


**Problem Statement 13**: Our enrollment and attendance rates have been declining over the last couple of years.

**Root Cause 13**: All of our students are not making a connection to why schooling is relevant to them.

**Problem Statement 13 Areas**: School Processes & Programs


**Problem Statement 14**: On the State Accountability Rubric, our students are not meeting the College Readiness Standards set forth by the state.

**Root Cause 14**: The lack of implementing with fidelity our AVID Strategies school-wide. Teachers not having the opportunities to attend Professional Development (AP, IB). Finding time during the school day for enrichment opportunities for students.

**Problem Statement 14 Areas**: Student Learning

**Problem Statement 15**: Campus does not have enough literature and media resources in the library.

**Root Cause 15**: Not prioritizing purchasing materials in this area.

**Problem Statement 15 Areas**: School Processes & Programs


**Problem Statement 16**: Jefferson students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions.

**Root Cause 16**: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

**Problem Statement 16 Areas**: Student Learning - School Processes & Programs


**Problem Statement 17**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources.

**Root Cause 17**: Lack of fidelity, implementation, and systems approach at the campus level

**Problem Statement 17 Areas**: Student Learning

# Goals

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 1:** ELAR/READING: Provide a comprehensive reading process to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

**Evaluation Data Sources:** EOC, TSI, PSAT, ACT, SAT, MAP, Formative/Summative Assessments

| Strategy 1: Teachers will utilize IB and AVID strategies when designing lesson plans (Planbook). | Reviews | | | |
|---|---|---|---|---|
| **Staff Responsible for Monitoring:** Campus Administration, MYP/DP Coordinator, AVID Coordinator | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.5 | Nov | Jan | Mar | June |
| | 30% | | | |

| Strategy 2: Campus will implement an effective PLC Model in all four core areas. | Reviews | | | |
|---|---|---|---|---|
| Documentation of student data and progress from PLC will be provided to administration. PLC agenda will be included each week. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **KPI/Metric/Measure:** Documentation of student academic data and progress from PLC will be provided to administration. PLC agenda will be included each week. | 30% | | | |
| **Staff Responsible for Monitoring:** Campus Administration, DC's | | | | |
| **Title I Schoolwide Elements:** 2.5 | | | | |

| Strategy 3: Plan for an instructional showcase through Faculty meetings once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase the knowledge of instructional practices for student collaboration and problem solving skills. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration | 0% | | | |
| **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals | | | | |

| **Strategy 4:** Perform learning walks with MYP/DP Coordinators, AVID Coordinators, or DC teachers once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase knowledge of instructional practices by comparing debriefing information from rounds. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration, District Instructional Coaches, MYP/DP Coordinators, AVID Coordinator<br>**Title I Schoolwide Elements:** 2.5 | 10% | | | |

| **Strategy 5:** District Instructional Coaches and MYP/DP Coordinators assisting teachers in the classroom at least once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase knowledge and diversity of instructional strategies to engage students in problem solving skills. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration<br>**Title I Schoolwide Elements:** 2.5 | 25% | | | |

| **Strategy 6:** All English teachers (English I-IV) will attend Springboard training. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Teachers will implement a rigorous and on grade level curriculum that will prepare all students to be successful academically on the English I, II EOCs, TSI Reading and Writing, and ACT/SAT Administrations. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration, District Personnel, and Dept. Chairs | 50% | | | |

| **Strategy 7:** ELA teacher will be hired for EOC Intervention. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase student performance on English EOC scores from prior year. | Formative | | | Summative |
| **Staff Responsible for Monitoring:** Administrative Team and DC | Nov | Jan | Mar | June |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** ELA Teacher - 211 - ESEA Title I, Part A - Regular - 211-11-6119-00-007-130000 - $74,784 | 40% | | | |

| **Strategy 8:** Economically disadvantaged and Special Education students will be engaged and increase progress measures in the areas of Math and Reading by targeting specific low performing TEKS through interventions and effective use of the Co-teach model in the classroom setting to support student needs. Supplies will be utilized to support our students in this endeavor. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **KPI/Metric/Measure:** Economically Disadvantaged and Special Education students performance in Reading and Math will increase from previous year.<br>**Staff Responsible for Monitoring:** Campus Administration, DC's, Special Education Department<br>**Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Supplies and Materials - 164 - State Compensatory Education (SCE) - $5,000 | 20% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Performance Objective 1 Problem Statements:**

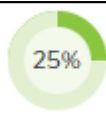| Student Learning |
| --- |
| **Problem Statement 1**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 2:** MATH: Ensure that all students receive quality math instruction that is aligned to the state standards to increase Student Achievement, Student Progress, and Closing the Achievement Gap.

**Evaluation Data Sources:** EOC, TSI, PSAT, ACT, SAT, MAP, Formative/Summative Assessments

| Strategy 1: Teachers will utilize IB and AVID strategies when designing lesson plans (Planbook). | Reviews | | | |
|---|---|---|---|---|
| **Staff Responsible for Monitoring:** Campus Administration, MYP/DP Coordinator, AVID Coordinator | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.5 | Nov | Jan | Mar | June |
| | 30% | | | |

| Strategy 2: Campus will implement an effective PLC Model in all four core areas. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| Documentation of student data and progress from PLC will be provided to administration. PLC agenda will be included each week. | Nov | Jan | Mar | June |
| **KPI/Metric/Measure:** Documentation of student academic data and progress from PLC will be provided to administration. PLC agenda will be included each week. | 30% | | | |
| **Staff Responsible for Monitoring:** Campus Administration, DC's | | | | |
| **Title I Schoolwide Elements:** 2.5 | | | | |

| Strategy 3: Plan for an instructional showcase through Faculty meetings once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase the knowledge of instructional practices for student collaboration and problem solving skills. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration | 0% | | | |
| **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals | | | | |

| Strategy 4: Perform learning walks with MYP/DP Coordinators, AVID Coordinators, or DC teachers once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase knowledge of instructional practices by comparing debriefing information from rounds. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration, District Instructional Coaches, MYP/DP Coordinators, AVID Coordinator | 10% | | | |
| **Title I Schoolwide Elements:** 2.5 | | | | |

| **Strategy 5:** District Instructional Coaches and MYP/DP Coordinators assisting teachers in the classroom at least once a six weeks. | **Reviews** | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase knowledge and diversity of instructional strategies to engage students in problem solving skills.<br>**Staff Responsible for Monitoring:** Campus Administration<br>**Title I Schoolwide Elements:** 2.5 | **Nov** | **Jan** | **Mar** | **June** |
| | 25% | | | |

| **Strategy 6:** All Alg 1, Alg 2, and Geometry Math teachers will attend Springboard training. | **Reviews** | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Teachers will implement a rigorous and on grade level curriculum that will prepare all students to be successful academically on the Alg 1 EOC, TSI Math, and ACT/SAT Administrations.<br>**Staff Responsible for Monitoring:** Campus Administration, District Personnel, and Dept. Chairs | **Nov** | **Jan** | **Mar** | **June** |
| | 50% | | | |

| **Strategy 7:** Math teacher will be hired for EOC Intervention. | **Reviews** | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase student performance on Alg 1 EOC scores from prior year.<br>**Staff Responsible for Monitoring:** Administrative Team and DC<br>**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Math Intervention Teacher - 211 - ESEA Title I, Part A - Regular - 211-11-6119-00-007-130000 - $74,784 | **Nov** | **Jan** | **Mar** | **June** |
| | 40% | | | |

| **Strategy 8:** Student writing guideline will be distributed in all content areas to support Eng I and Eng II EOC scores using the AVID strategies. Supplies will be utilized to support our students in this endeavor. | **Reviews** | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase in writing scores for Eng I and Eng II from previous school year.<br>**Staff Responsible for Monitoring:** PLC's, DC's, Admin Team, District Instructional Coaches, MYP/DP Coordinators<br>**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Student Learning 4<br>**Funding Sources:** Supplies, Materials, and Technology - 164 - State Compensatory Education (SCE) - $5,000 | **Nov** | **Jan** | **Mar** | **June** |
| | 20% | | | |

| **Strategy 9:** Economically disadvantaged and Special Education students will be engaged and increase progress measures in the areas of Math and Reading by targeting specific low performing TEKS through interventions and effective use of the Co-teach model in the classroom setting to support student needs. Supplies will be utilized to support our students in this endeavor. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Economically Disadvantaged and Special Education students performance in Reading and Math will increase from previous year.<br><br>**Staff Responsible for Monitoring:** Campus Administration, DC's, Special Education Department<br><br>**Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy - Additional Targeted Support Strategy**<br><br>**Problem Statements:** Student Learning 1<br><br>**Funding Sources:** Instructional Teaching Supplies - 164 - State Compensatory Education (SCE) - $1,000, Supplies, Materials, and Technology - 211 - ESEA Title I, Part A - Regular - $22,600 | 20% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 2 Problem Statements:**

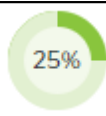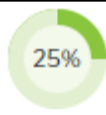| **Student Learning** |
|---|
| **Problem Statement 1**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs. |
| **Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 3:** SCIENCE: Provide a rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap.

**Evaluation Data Sources:** EOC, TSI, PSAT, ACT, SAT, MAP, Formative/Summative Assessments

| Strategy 1: Teachers will utilize IB and AVID strategies when designing lesson plans (Planbook). | Reviews | | | |
|---|---|---|---|---|
| **Staff Responsible for Monitoring:** Campus Administration, MYP/DP Coordinator, AVID Coordinator | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.5 | Nov | Jan | Mar | June |
| | 30% | | | |

| Strategy 2: Campus will implement an effective PLC Model in all four core areas. | Reviews | | | |
|---|---|---|---|---|
| Documentation of student data and progress from PLC will be provided to administration. PLC agenda will be included each week. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **KPI/Metric/Measure:** Documentation of student academic data and progress from PLC will be provided to administration. PLC agenda will be included each week.<br>**Staff Responsible for Monitoring:** Campus Administration, DC's<br>**Title I Schoolwide Elements:** 2.5 | 30% | | | |

| Strategy 3: Plan for an instructional showcase through Faculty meetings once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase the knowledge of instructional practices for student collaboration and problem solving skills. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration<br>**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals | 0% | | | |

| Strategy 4: Perform learning walks with MYP/DP Coordinators, AVID Coordinators, or DC teachers once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase knowledge of instructional practices by comparing debriefing information from rounds. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration, District Instructional Coaches, MYP/DP Coordinators, AVID Coordinator<br>**Title I Schoolwide Elements:** 2.5 | 10% | | | |

| Strategy 5: District Instructional Coaches and MYP/DP Coordinators assisting teachers in the classroom at least once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase knowledge and diversity of instructional strategies to engage students in problem solving skills.<br>**Staff Responsible for Monitoring:** Campus Administration<br>**Title I Schoolwide Elements:** 2.5 | **Nov** | **Jan** | **Mar** | **June** |
| | 25% | | | |

| Strategy 6: Student writing guideline will be distributed in all content areas to support Eng I and Eng II EOC scores using the AVID strategies. Supplies will be utilized to support our students in this endeavor. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase in writing scores for Eng I and Eng II from previous school year.<br>**Staff Responsible for Monitoring:** PLC's, DC's, Admin Team, District Instructional Coaches, MYP/DP Coordinators<br>**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Student Learning 4<br>**Funding Sources:** Supplies and Materials - 164 - State Compensatory Education (SCE) - $11,844 | **Nov** | **Jan** | **Mar** | **June** |
| | 20% | | | |

| Strategy 7: Science teacher will be hired for EOC Intervention. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase student performance on Biology EOC scores from prior year. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Administrative Team and DC | **Nov** | **Jan** | **Mar** | **June** |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Student Learning 1<br>**Funding Sources:** Science Intervention Teacher - 211 - ESEA Title I, Part A - Regular - 211-11-6119-00-007-130000 - $74,784 | 25% | | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue | |

**Performance Objective 3 Problem Statements:**

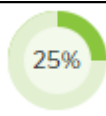| Student Learning |
|---|
| **Problem Statement 1**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs. |
| **Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program. |

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January 27, 2021 2:43 PM

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 4:** SOCIAL STUDIES: Provide a rigorous and relevant instructional program to increase Student Achievement and Closing the Achievement Gap.

**Evaluation Data Sources:** EOC, TSI, PSAT, ACT, SAT, MAP, Formative/Summative Assessments

| Strategy 1: Teachers will utilize IB and AVID strategies when designing lesson plans (Planbook). | Reviews | | | |
|---|---|---|---|---|
| **Staff Responsible for Monitoring:** Campus Administration, MYP/DP Coordinator, AVID Coordinator | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.5 | Nov | Jan | Mar | June |
| | 30% | | | |

| Strategy 2: Campus will implement an effective PLC Model in all four core areas. | Reviews | | | |
|---|---|---|---|---|
| Documentation of student data and progress from PLC will be provided to administration. PLC agenda will be included each week. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **KPI/Metric/Measure:** Documentation of student academic data and progress from PLC will be provided to administration. PLC agenda will be included each week. **Staff Responsible for Monitoring:** Campus Administration, DC's **Title I Schoolwide Elements:** 2.5 | 30% | | | |

| Strategy 3: Plan for an instructional showcase through Faculty meetings once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase the knowledge of instructional practices for student collaboration and problem solving skills. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals | 0% | | | |

| Strategy 4: Perform learning walks with MYP/DP Coordinators, AVID Coordinators, or DC teachers once a six weeks. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase knowledge of instructional practices by comparing debriefing information from rounds. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration, District Instructional Coaches, MYP/DP Coordinators, AVID Coordinator **Title I Schoolwide Elements:** 2.5 | 10% | | | |

| **Strategy 5:** District Instructional Coaches and MYP/DP Coordinators assisting teachers in the classroom at least once a six weeks. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase knowledge and diversity of instructional strategies to engage students in problem solving skills.<br>**Staff Responsible for Monitoring:** Campus Administration<br>**Title I Schoolwide Elements:** 2.5 | **Nov** | **Jan** | **Mar** | **June** |
| | 25% | | | |

| **Strategy 6:** Student writing guideline will be distributed in all content areas to support Eng I and Eng II EOC scores using the AVID strategies. Supplies will be utilized to support our students in this endeavor. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increase in writing scores for Eng I and Eng II from previous school year.<br>**Staff Responsible for Monitoring:** PLC's, DC's, Admin Team, District Instructional Coaches, MYP/DP Coordinators<br>**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Student Learning 4<br>**Funding Sources:** Supplies and Materials - 164 - State Compensatory Education (SCE) - $5,000 | **Nov** | **Jan** | **Mar** | **June** |
| | 20% | | | |

| | | |
|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify ✖ Discontinue |

**Performance Objective 4 Problem Statements:**

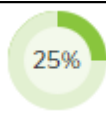| **Student Learning** |
|---|
| **Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 5:** Increase teacher capacity to plan and deliver rigorous lessons through the use of targeted professional development and increase leader capacity to support and coach teachers in their delivery of rigorous and engaging lessons

    **Evaluation Data Sources:** Walkthroughs, Snapshot, TTess ratings, Student Assessment Data, Etc.

| Strategy 1: Teacher capacity to plan and deliver rigorous and engaging lessons will be increased through PLC's, Walk-throughs, and teacher feedback. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
|     **KPI/Metric/Measure:** Increase planning, delivery, and engaging lessons for students. | Nov | Jan | Mar | June |
|     **Staff Responsible for Monitoring:** Administrative Team, IB Coordinators, PLC's, DC | 30% | | | |

| Strategy 2: Attend professional learning that enhances literacy and bi-literacy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
|     **KPI/Metric/Measure:** Increase teachers' efficacy and provide various high-yielding instructional strategies to address all SAISD students. | Nov | Jan | Mar | June |
|     **Staff Responsible for Monitoring:** Assistant Superintendent, Teaching and Organizational Learning/ Special Projects Coordinators | 15% | | | |
|     **Problem Statements:** Demographics 1 | | | | |
|     **Funding Sources:** Professional Services, Related Materials - 164 - State Compensatory Education (SCE) - $1,292 | | | | |

| Strategy 3: Professional Development for all teachers on best practices/strategies to incorporate differentiated instruction for students all programs. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
|     **KPI/Metric/Measure:** Implementation of PD, Sign-in sheets, Student Products, Lesson Plans | Nov | Jan | Mar | June |
|     **Staff Responsible for Monitoring:** Administration, Instructional Coaches, DC | 30% | | | |
|     **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Comprehensive Support Strategy** | | | | |
|     **Problem Statements:** Student Learning 1, 3, 4 | | | | |
|     **Funding Sources:** Professional Development - 211 - ESEA Title I, Part A - Regular - $12,000 | | | | |

| Strategy 4: Attend Professional Learning that is focused on data driven student-centered instructional decisions in order to increase student learning and student achievement. The focus of the professional learning is to create vertically and horizontally aligned lessons that fulfill the TEKs, College and Career Readiness Standards, ACT, and SAT readiness. | | | Reviews | | |
|---|---|---|---|---|---|
| | | | **Formative** | | **Summative** |
| | | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Planning/Collaboration, Lesson Plans, Logs, Student Assessment Scores<br>**Staff Responsible for Monitoring:** Content teacher, DC, Administration<br>**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals -<br>**Comprehensive Support Strategy** - **Targeted Support Strategy**<br>**Problem Statements:** Student Learning 2<br>**Funding Sources:** Professional Development and Learning - 199 - Local Maintenance - $3,000 | | 25% | | | |

0% No Progress        100% Accomplished        → Continue/Modify        ✕ Discontinue

## Performance Objective 5 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness. **Root Cause**: The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families. |

| Student Learning |
|---|
| **Problem Statement 1**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs. |
| **Problem Statement 2**: Students meeting College, Career, and Military Readiness Performance is 30% overall for our campus. **Root Cause**: PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. SAT and ACT Prep classes are needed to focus on the unique set of strategies needed to pass these test. We may also need to address student groups taking the test on our campus as a whole. CTE certifications are not being successfully obtained by students as they should to show career readiness. |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |
| **Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 6:** Library Media Services: 100% of students will have access to both print and digital library resources to read for pleasure and academic achievement; and in support of information literacy, inquiry, reading and digital learning.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Circulation statistics, Digital resource usage statistics, STAAR Reading

| Strategy 1: Provide digital and print collections (English and Spanish) and databases for General Library and create a Maker-space. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** 15% increase in circulation. Monthly communication of LMS services. Increased capacity as measured by the Future-Ready Pathways for technology and Google certifications. Create a Makerspace for student use. | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |
| **Staff Responsible for Monitoring:** Campus Librarian, Administration | | | | |
| **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 3 | | | | |
| **Funding Sources:** General Library - 164 - State Compensatory Education (SCE) - $2,500, Maker-space - 164 - State Compensatory Education (SCE) - $965, Library Resources - 164 - State Compensatory Education (SCE) - $3,000 | | | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue | | | | |

**Performance Objective 6 Problem Statements:**

| **Demographics** |
|---|
| **Problem Statement 1**: A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness. **Root Cause**: The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families. |
| **Student Learning** |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |
| **School Processes & Programs** |
| **Problem Statement 3**: Campus does not have enough literature and media resources in the library. **Root Cause**: Not prioritizing purchasing materials in this area. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 7:** Lead4ward training and support designed to help teachers, campus leaders, and implementation specialists utilize data to focus the design and implementation of effective lessons to increase student achievement.

**Evaluation Data Sources:** Student Academic Data, Walkthroughs, Snapshots

| Strategy 1: Attend professional learning that enhances literacy and bi-literacy, sheltered Instruction in the content area, Certification Pathway, technology and strategic planning. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **KPI/Metric/Measure:** Campuses use data in Eduphoria and the skills learned during training to make decisions regarding teaching and learning with fidelity to skills learned during training. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Assistant Superintendent, DCSIs, Teaching and Organizational Learning, Special Project Coordinators | 15% | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 3 - Student Learning 3 | | | | |
| **Funding Sources:** Professional Development and Materials - 164 - State Compensatory Education (SCE) - $321.08 | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue | | | | |

**Performance Objective 7 Problem Statements:**

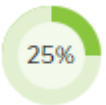| Demographics |
|---|
| **Problem Statement 3**: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing. |
| **Student Learning** |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 8:** Provide support with a rigorous and relevant instructional program in all core subjects to increase student achievement, student progress, and closing the achievement gap.

    **Evaluation Data Sources:** STAAR scores, MAPS, Assessments

| Strategy 1: Campus will provide resources for teachers for reading, intervention, and remediation. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** STAAR scores, MAPS, Assessments | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** DC, teachers, Administration, Instructional Coach | **Nov** | **Jan** | **Mar** | **June** |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools<br>**Problem Statements:** Demographics 4 - Student Learning 1, 4<br>**Funding Sources:** Instructional Material - 164 - State Compensatory Education (SCE) - $3,359.40, Instructional (Books) - 164 - State Compensatory Education (SCE) - $4,250 | 30% | | | |

| Strategy 2: Implement a structured framework of writing instruction where students learn the writing process. Provide resources and tools that support gradual release of responsibility in writing skills. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Journal writing, Quick write, STAAR Performance, etc. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** English DC, Instructional Coach, Administration | **Nov** | **Jan** | **Mar** | **June** |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools<br>**Problem Statements:** Student Learning 1, 3, 4<br>**Funding Sources:** Instructional Writing Materials - 164 - State Compensatory Education (SCE) - $6,000 | 30% | | | |

| Strategy 3: Integrate Document Based Questions (DBQ's) in grades 4-7 social studies instruction and in High School including: World Geography, World History, Government, and Economics courses to promote improved student writing and content knowledge by providing professional learning and resources. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Implementation of Document Based Questions should improve student writing skill and social studies content knowledge and skills. This should result in increased performance on state assessments in writing and social studies. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Social Studies Director, Social Studies Instructional Specialists, Social Studies Department Chairs<br>**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**<br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** Instructional Resources - 164 - State Compensatory Education (SCE) - $1,170, Consultant - 164 - State Compensatory Education (SCE) - $357 | 25% | | | |

| **Strategy 4:** Improve performance and the US History EOC by supporting preparation, remediation, and intervention for social studies by providing targeted instructional and intervention resources, professional learning for teachers, and resources and professional learning for summer EOC retested preparation. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Increase in % approaches, meets, and masters on social studies state assessments.<br>**Staff Responsible for Monitoring:** Social Studies DC<br>**Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 3 - Student Learning 3<br>**Funding Sources:** Intervention Instructional Support - 164 - State Compensatory Education (SCE) - $3,000 | 20% | | | |

| **Strategy 5:** Implement flexible pedagogy to increase rigor in Science by providing high quality, standards-aligned instructional resources and professional development, promoting inquiry based investigations and student-centered cooperative activities. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Students spend instructional time engaged with on-grade-level standards aligned tasks, leading to increased student achievement.<br>**Staff Responsible for Monitoring:** Science DC, Science Dept., Instructional Coach, Administration<br>**Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**<br>**Problem Statements:** Student Learning 3<br>**Funding Sources:** Instructional Resources - 164 - State Compensatory Education (SCE) - $1,448.53 | 20% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Performance Objective 8 Problem Statements:**

| **Demographics** |
|---|
| **Problem Statement 3**: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing. |
| **Problem Statement 4**: There is a need to recruit, develop, and retain high quality and experienced staff which includes teachers and administrators. **Root Cause**: A systematic approach to providing professional pathways for teachers and administrators does not currently exist. |
| **Student Learning** |
| **Problem Statement 1**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs. |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |
| **Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 9:** Increase teacher capacity in technology applications through future-ready pathways to support integration of technology in curriculum.

> **Evaluation Data Sources:** Sign-in sheets, Technology Surveys, Session Evaluations

| Strategy 1: Implement innovative technology tools and resources, including software to support the four 21st Century competencies: creativity, critical thinking, collaboration, and communication | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Increased teacher capacity as measured by a technology survey. | **Nov** | **Jan** | **Mar** | **June** |
| Increase use and integration of software applications in daily instruction. Film Festival of student original work. **Staff Responsible for Monitoring:** Coordinators Educational Technology and Design, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 3 **Funding Sources:** Technology / Design - 164 - State Compensatory Education (SCE) - $800 | 20% | | | |
| 0% No Progress        100% Accomplished        → Continue/Modify        ✗ Discontinue | | | | |

**Performance Objective 9 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Over the last three years, over 60% of ESL(3-8) students did not meet the standard in all content areas. **Root Cause**: There is inconsistent differentiation in Tier 1 core instruction and intervention. |
| **Student Learning** |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 10:** Increase the quality of instruction by build teacher capacity and support for instructional leadership.

**Evaluation Data Sources:** Student Academic Progress

| Strategy 1: In order for teachers to be able to make informed instructional decisions to data, they will need to have access to Eduphoria through the use of printer/ scanner to upload student data. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **KPI/Metric/Measure:** Improve the quality of instruction through data decision making ultimately leading increased student achievement. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** DC, Instructional Coaches, Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3 - Student Learning 3, 4 **Funding Sources:** Printers/Scanners - 164 - State Compensatory Education (SCE) - $500 | 25% | | | |

| Strategy 2: New Teacher Mentor Program will provide support, monthly meetings and mentors "buddies" to new teachers. | Reviews | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Agenda, Sign-in sheets, Walk-throughs, Feedback | Formative | | | Summative |
| **Staff Responsible for Monitoring:** Administrator for NTMP, Mentors, District Consulting Teacher | Nov | Jan | Mar | June |
| | 30% | | | |

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Performance Objective 10 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 3**: There is a need to increase the number of English Learners who are attaining "Meets" on the STAAR/EOC state assessment. Currently, 30% of students in Bilingual Education and 11% of students in ESL have achieved "Meets" on the STAAR/EOC assessments. **Root Cause**: Teachers of English Learners need to linguistically accommodate instruction by implementing high yield instructional strategies that engage students in listening, speaking, reading and writing. |
| **Student Learning** |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |

## Student Learning

**Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program.

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 11:** Communicate information to the community through consistent and timely messages to include Jefferson website, social media and printed materials.

**Evaluation Data Sources:** Website/Social Media, Remind 101, Event Participation, Parent Survey

| Strategy 1: Various school events will be posted on campus website/social media. Event notices will be sent through Remind 101 app, School Messenger, calendar and flyers. Events flyers will also be visible near attendance office for parent checking students in/out. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Documentation of Events, Percentage attended, Sign-in sheets | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Principal, Webmaster, FACE Specialist, Principal Secretary **Title I Schoolwide Elements:** 3.1 | 30% | | | |

| Strategy 2: Campus Weekly E-News Letter and Campus Calendar | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **KPI/Metric/Measure:** Campus Calendar for Staff, E-News Letter to Parents | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Principal, Principal Secretary, FACE Specialist | 35% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 12:** Foster business and community partnerships through active participation in community-based opportunities and events.

**Evaluation Data Sources:** Community Events and Participation

| Strategy 1: Jefferson Educational Leadership Committee will be held monthly to provide opportunities for Jefferson, feeder schools and community organizations to meet and discuss issue affecting the community. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **KPI/Metric/Measure:** Sign-in sheet, Agenda | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal, FACE Specialist | 30% | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 13:** Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments PK-12.

| Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. | | Reviews | | | |
|---|---|---|---|---|---|
| | | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | | Nov | Jan | Mar | June |
| | | 0% | | | |

| Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. | | Reviews | | | |
|---|---|---|---|---|---|
| | | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | | Nov | Jan | Mar | June |
| **Funding Sources:** Resources Needed: Supplies and Materials - Credit By Exam - 164 - State Compensatory Education (SCE) - $900, Resources Needed - Supplies and Materials - MAP - 164 - State Compensatory Education (SCE) - $6,486 | | 0% | | | |

| Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. | | Reviews | | | |
|---|---|---|---|---|---|
| | | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | | Nov | Jan | Mar | June |
| | | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Performance Objective 13 Problem Statements:**

| **Student Learning** |
|---|
| **Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level |

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 14:** 5% increase in the number of participants in attendance at District PD Events

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. | | **Formative** | | **Summative** |
| **Problem Statements:** Student Learning 8 | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. | | **Formative** | | **Summative** |
| **Problem Statements:** Student Learning 8 | **Nov** | **Jan** | **Mar** | **June** |
| **Funding Sources:** Resources Needed: Rhithm - 164 - State Compensatory Education (SCE) $1,334, Resources Needed: CalidadEd - 164 - State Compensatory Education (SCE) - $27.18 | 0% | | | |

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. | | **Formative** | | **Summative** |
| **Problem Statements:** Student Learning 8 | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue | | **Formative** | | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Nov** | **Jan** | **Mar** | **June** |
| **Problem Statements:** Student Learning 8 | | | | |
| **Funding Sources:** PD & related materials - 164 - State Compensatory Education (SCE) - $100, online instr./instr. materials - 164 - State Compensatory Education (SCE) - $1,400 | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Performance Objective 14 Problem Statements:**

## Student Learning

**Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 15:** Increase overall District student achievement on STAAR at the "Meets" level from 32% to 50%

| Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. | Reviews | | | |
|---|---|---|---|---|
| **Problem Statements:** Student Learning 8 | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. | Reviews | | | |
|---|---|---|---|---|
| **Problem Statements:** Student Learning 8 | **Formative** | | | **Summative** |
| **Funding Sources:** Resources Needed: The College Board - 164 - State Compensatory Education (SCE) - $10,504 | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. | Reviews | | | |
|---|---|---|---|---|
| **Problem Statements:** Student Learning 8 | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue | Reviews | | | |
|---|---|---|---|---|
| **Problem Statements:** Student Learning 8 | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 15 Problem Statements:**

## Student Learning

**Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level

**Goal 1:** INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

**Performance Objective 16:** By the end of 2020-2021, 11,000 intervention plans will be documented in the MTSS platform with 60% of plans will have all 3 critical components.

| Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | Nov | Jan | Mar | June |
| | 0% | | | |

| Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | Nov | Jan | Mar | June |
| **Problem Statements:** Student Learning 8 <br> **Funding Sources:** PD & related materials - 164 - State Compensatory Education (SCE) - $446.81, online instr. resources/instr. resources - 164 - State Compensatory Education (SCE) - $7,173.60 | 0% | | | |

| Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | Nov | Jan | Mar | June |
| | 0% | | | |

| Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | Nov | Jan | Mar | June |
| | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 16 Problem Statements:**

| **Student Learning** |
|---|
| **Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level |

**Goal 2:** ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

**Goal 3:** ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

**Goal 4:** ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** Increase the number of students who succeed in rigorous academic courses by providing AVID strategies to increase student performance.

    **Evaluation Data Sources:** Assessments (MAP, STAAR, EOC, P/SAT, ACT, TSI), Attendance, Grades

| Strategy 1: Implement AVID strategies in a school-wide model to include curriculum materials, teacher training and AVID tutors.<br>Strategies should include: WICOR, Focused note-taking, Organizational strategies including using binders & planners, AVID elective course at each secondary grade level. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|     **KPI/Metric/Measure:** Result in improved student performance across all disciplines on measures including STAAR/ECO, PSAT/SAT, MAP and performance in advanced courses<br><br>    **Staff Responsible for Monitoring:** AP AVID Coordinator, Campus Leadership Team, Campus AVID Coordinator, Campus Teachers<br><br>    **Problem Statements:** Student Learning 7 - School Processes & Programs 4<br><br>    **Funding Sources:** Membership fees, teacher & administrator training, instructional resources and AVID Tutors - 164 - State Compensatory Education (SCE) - $13,000 | 30% | | | |
| Strategy 2: Implement AVID Strategies in a school-wide model to include curriculum materials, teacher training and AVID Tutors. The strategies should include WICOR, Focused Note-Taking, Organizational Strategies including binders and agendas, AVID elective course at each secondary grade level . | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|     **KPI/Metric/Measure:** Schoolwide results in improved student performance across all disciplines on measures including STAAR/EOC, PSAT/SAT, MAP and performance in advanced courses.<br><br>    **Staff Responsible for Monitoring:** AP AVID Coordinator, Campus Leadership Team, Campus AVID Coordinator, Campus teachers.<br><br>    **Problem Statements:** Student Learning 7 - School Processes & Programs 4<br><br>    **Funding Sources:** Membership fees, teacher & administrator training, instructional resources and AVID Tutors - 164 - State Compensatory Education (SCE) - 6399 - $260 | 30% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
| --- | --- | --- | --- |

**Performance Objective 1 Problem Statements:**

| **Student Learning** |
| --- |
| **Problem Statement 7**: Jefferson students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause**: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses. |

| School Processes & Programs |
|---|

**Problem Statement 4**: Jefferson students do not meet and exceed state and national averages on assessments in rigorous courses or for college admissions. **Root Cause**: Students and teachers need skills and strategies for success such as those provided by AVID to promote successful learning in rigorous courses.

**Goal 4:** ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 2:** MTSS: Implement and sustain a multi-tiered system of support framework that fosters a problem-solving culture integrating assessment, data-based decision-making, and intervention in a continuous cycle designed to maximize the educational opportunities of all students.

**Evaluation Data Sources:** STAAR, PBMS, Student Academic Progress

| Strategy 1: MTSS intervention for students reading one or more years below grade level and who have been identified by their teacher teams as needing additional assistance to meet or exceed expected growth. Intervention will be provided either through guided reading/invitational groups or small group instruction with teachers utilizing TEKS-aligned resources to include web-based platforms or teacher-led intervention adaptive to students' strengths and needs. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Usage and student growth/results data from progress monitoring. Increase in overall proficiency rates and student groups in reading and math. **Staff Responsible for Monitoring:** Teachers, MTSS Coordinator, Behavior Specialist, Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** Intervention Material, PD - 164 - State Compensatory Education (SCE) - $1,200 | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 2 Problem Statements:**

| **Demographics** |
|---|
| **Problem Statement 1**: A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness. **Root Cause**: The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families. |
| **Student Learning** |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |

**Goal 4:** ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 3:** Increase overall District student achievement on STAAR at the "Meets" level from 32% to 50%

| Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | Nov | Jan | Mar | June |
| **Problem Statements:** Student Learning 8 **Funding Sources:** instructional resources/online instr resources - 164 - State Compensatory Education (SCE) - $34,400, online instructional/ instructional resources - 164 - State Compensatory Education (SCE) - $4,966 | 0% | | | |

| Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | Nov | Jan | Mar | June |
| **Problem Statements:** Student Learning 8 **Funding Sources:** Resources Needed: Region 20 - 164 - State Compensatory Education (SCE) $27.24, Resources Needed: Leadward - 164 - State Compensatory Education (SCE) - $250, Resources Needed: Supplies and Materials - Gizmos - 164 - State Compensatory Education (SCE) - $5,237.40, Resources Needed: Newsela - 164 - State Compensatory Education (SCE) - $11,035.68, Resources Needed: Corwin Press - 164 - State Compensatory Education (SCE) - $44.02, Resources Needed: Imagine Learning - 164 - State Compensatory Education (SCE) - $4,166.66, PD & related materials - 164 - State Compensatory Education (SCE) - $500, Resources Needed: NoRedlink - 164 - State Compensatory Education (SCE) - $7,348.30, Resources Needed: Eduphoria - Certica Item Bank - 164 - State Compensatory Education (SCE) - $5,348.85, Resources Needed: Crowin Press - 164 - State Compensatory Education (SCE) - $18.87, Resources Needed: Leadward - 164 - State Compensatory Education (SCE) - $64.13, Resources Needed: Adaptive Platform - Edunuity - 164 - State Compensatory Education (SCE) - $12,370, assessments & related materials - 164 - State Compensatory Education (SCE) - $21,070, Resources Needed: Eduphoria - AWARE - 164 - State Compensatory Education (SCE) - $2,357.47, Resources Needed: Sirius Education - 164 - State Compensatory Education (SCE) - $2,995, Resources Needed: Social Studies School - Sycs (Nystrom) - 164 - State Compensatory Education (SCE) - $6,958.18, Assessment resources - 164 - State Compensatory Education (SCE) - $17,678 | 0% | | | |

| Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | Nov | Jan | Mar | June |
| **Problem Statements:** Student Learning 8 **Funding Sources:** online instructional/instructional resources - 164 - State Compensatory Education (SCE) - $239 | 0% | | | |

| Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | Nov | Jan | Mar | June |
| **Problem Statements:** Student Learning 8 **Funding Sources:** PD and related materials - 164 - State Compensatory Education (SCE) - $200, PD & related materials - 164 - State Compensatory Education (SCE) - $1,220 | 0% | | | |

| Strategy 5: Purchase of technology (laptops and/or tablets) for students to access digital resources and online learning | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Problem Statements:** Student Learning 8 | Nov | Jan | Mar | June |
| **Funding Sources:** Technology (Laptops and/or Tablets) - 277 - Eastside Promise Neighborhood - $4,079.68 | 0% | 0% | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Performance Objective 3 Problem Statements:**

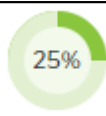| Student Learning |
|---|
| **Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level |

**Goal 5:** ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Performance Objective 1:** Provide effective and timely assistance to increase student success and eventual on-time graduation.

1. Increase percent of students meeting or exceeding grade level expectations in all tests taken, especially in transition grades, from 8th to 9th.
2. Increase percent of students meeting requirements for grade advancement from 9th to 10th.

**Evaluation Data Sources:** EOC, Grade Level Passing Rates, etc.

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers in all four content areas will provide tutoring for students. Twilight School addressing student credit recovery for academics and attendance. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Sign In sheets<br>Decrease in failure rates<br>Decrease of non masters<br>Tutoring forms<br>**Staff Responsible for Monitoring:** Campus Administration, DC's, Twilight School Staff<br>**Title I Schoolwide Elements:** 2.5<br>**Problem Statements:** Student Learning 1, 4<br>**Funding Sources:** Twilight School Staffing - 164 - State Compensatory Education (SCE) - $5,150, Supplemental - 164 - State Compensatory Education (SCE) - $5,150 | 30% | | | |

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** We will utilize EOC intervention courses and built in intervention time in our schedule to target non masters in passing the EOC. Utilize SpringBoard Curriculum to build an effective intervention course.<br>Individualized intervention plans will be created based on EOC assessment performance. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** EOC scores will improve from the previous year.<br>**Staff Responsible for Monitoring:** DC's, IB Coordinators, Campus Administration<br>**Title I Schoolwide Elements:** 2.5 - **Comprehensive Support Strategy - Additional Targeted Support Strategy** | 30% | | | |

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Special Education teachers will monitor student's academic success via collaboration with general education teachers and will provide interventions/tutoring if needed. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Assessment data<br>Student grades<br>Planning session<br>Observations<br>**Staff Responsible for Monitoring:** Spec Ed DC, Campus Administration<br>**Comprehensive Support Strategy - Additional Targeted Support Strategy** | 25% | | | |

| **Strategy 4:** The social worker will provide appropriate social and community based support services for our students and their parents in support of the emotional well-being of students, thus increasing their attendance and learning readiness. The social worker will facilitate communication among the community, school, parents, and students. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Improved student achievement and attendance.<br>**Staff Responsible for Monitoring:** Campus and District Administration<br>**Title I Schoolwide Elements:** 2.6 - **Targeted Support Strategy**<br>**Problem Statements:** School Processes & Programs 1, 2<br>**Funding Sources:** Travel, Printed Material, and Supplies for Social Worker - 164 - State Compensatory Education (SCE) - 16432629900007130851 - $500 | 25% | | | |

| **Strategy 5:** Through the Edgenuity Online Learning Resource, students will receive online curriculum courses to support traditional and non-traditional learning. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:**<br>Students increase core course grades, attendance, behaviors, performance on district and state-wide exams and number of students graduating with cohort.<br>**Staff Responsible for Monitoring:** Campus level at-risk staff and Admin over Online Learning<br>**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>**Problem Statements:** Demographics 1 - Student Learning 3<br>**Funding Sources:** Edgenuity Subscription - 164 - State Compensatory Education (SCE) - $12,500 | 25% | | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Performance Objective 1 Problem Statements:**

| **Demographics** |
|---|
| **Problem Statement 1**: A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness. **Root Cause**: The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families. |

| **Student Learning** |
|---|
| **Problem Statement 1**: The current Closing the Gaps Status for ELA/Reading and Mathematics for Special Ed, EL, and Econ Disadvantaged did not meet the State Target. **Root Cause**: Lack of co-teach model support/training for Special Ed Co-Teachers. Proper remediation classes and targeted intervention schedule not aligned to target student needs. |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |
| **Problem Statement 4**: In the area of English performance on the End of Course exams, Thomas Jefferson students are not exceeding or meeting state averages. **Root Cause**: There is not a vertically aligned curriculum expectation from the the Middle School Feeder system. The High school does not have a clear vision with respect to a writing across the curriculum program. |

| **School Processes & Programs** |
|---|
| **Problem Statement 1**: Students are at higher risk of dropping out of school without academic, motivational and social & emotional support. **Root Cause**: Lack of parental support, poor attendance, lack of motivation and inefficiencies in academic skills and success. |

| School Processes & Programs |
|---|

**Problem Statement 2**: Our enrollment and attendance rates have been declining over the last couple of years. **Root Cause**: All of our students are not making a connection to why schooling is relevant to them.

**Goal 5:** ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Performance Objective 2:** The district will continue to implement a system of Positive Behavior Intervention and Support at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students.

**Evaluation Data Sources:** Graduation rate, drop-out rate, discipline reports

| Strategy 1: Staff will participate in the campus PBIS Program to recognize students who demonstrate a PRIDE behavior to achieve success. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **KPI/Metric/Measure:** Discipline reports, student academics, drop-out rate: Staff will reward students with Mustang | Nov | Jan | Mar | June |
| Bucks who demonstrate PRIDE (Positive attitude, Respect, Inspire, Do your part, Everyone counts). Teachers will be rewarded. School wide reward will be used to encourage PRIDE attitude! Reduce referrals and increase positive behavior and morale. **Staff Responsible for Monitoring:** Campus Behavior Specialist, IA assistant, teachers, administration **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** | 25% | | | |
| Strategy 2: Teachers will be trained on the possible signs of drug and alcohol abuse in order to provide proactive support to students. | Reviews | | | |
| | Formative | | | Summative |
| **KPI/Metric/Measure:** Discipline reports, Estrada Enrollment | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Behavior Specialist and assistant, Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** | 20% | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Goal 5:** ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Performance Objective 3:** Implement a Campus/District wide system for monitoring student attendance. Increase the attendance rate from 92% to 95%.

**Evaluation Data Sources:** Attendance Reports

| Strategy 1: Teachers will use variety of strategies to increase student attendance that will include but not be limited to: using Gradebook to monitor both daily and classroom attendance, collaboration between monitoring and general education teachers, collaboration with attendance clerks, student engagement facilitator, attendance committee, and parent family liaison. Teachers will hyper-monitor students with chronic attendance and behavioral issues. All teachers are responsible for contacting parents after 2 absences and documenting in contact logs.<br><br>**KPI/Metric/Measure:** Attendance Reports, Contact logs, Parent Meetings<br><br>**Staff Responsible for Monitoring:** Teachers, Attendance Committee, Attendance Clerk, Administration | | Reviews | | |
|---|---|---|---|---|
| | | **Formative** | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 25% | | | |
| 0% No Progress      100% Accomplished      →  Continue/Modify      ✕  Discontinue | | | | |
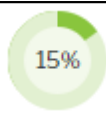
**Goal 5:** ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Performance Objective 4:** FACE Specialist will be used to increase parent partnerships, the percentage of parents attending school events and assist with students who are at-risk, poor attendance, or need support.

    **Evaluation Data Sources:** Agenda, Sign in sheets, Parent Participation Survey

| Strategy 1: Engage parents and family members to participate in meetings and training that will build capacity and a partnership and provide resources to increase the academic achievement of all students. We will convene each Spring with parents and family members to jointly develop and review the Parent and Family Engagement Policy and School-Parent Compact. | Reviews | | | |
| :--- | :---: | :---: | :---: | :---: |
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **KPI/Metric/Measure:** Agenda, Sign in sheets, Parent Feedback<br>    **Staff Responsible for Monitoring:** FACE Specialist, Administration<br>    **Title I Schoolwide Elements:** 3.2<br>    **Problem Statements:** Perceptions 1<br>    **Funding Sources:** Refreshment - 211 - ESEA Title I, Part A - Regular - $500, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - $500 | 30% | | | |

| Strategy 2: Utilize FACE Specialist for home visits for students who are at risk, attendance issues, or need additional support such as referral to social worker or other agencies. | Reviews | | | |
| :--- | :---: | :---: | :---: | :---: |
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **KPI/Metric/Measure:** Travel Log, Staff Referrals, FACE documentation<br>    **Staff Responsible for Monitoring:** FACE Specialist, Principal<br>    **Title I Schoolwide Elements:** 2.6<br>    **Problem Statements:** Demographics 1<br>    **Funding Sources:** Travel - 199 - Local Maintenance - $250 | 25% | | | |

| Strategy 3: FACE Specialist will be utilized to increase parent involvement and assist with parent nights, open house and other various school events. | Reviews | | | |
| :--- | :---: | :---: | :---: | :---: |
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
|     **KPI/Metric/Measure:** Payroll<br>    **Staff Responsible for Monitoring:** Principal<br>    **Title I Schoolwide Elements:** 2.6, 3.1, 3.2<br>    **Problem Statements:** Perceptions 1<br>    **Funding Sources:** Salary - 199 - Local Maintenance - $32,054 | 25% | | | |

| Strategy 4: Opportunities for parents to attend various events such as Open House, Testing informational session, college readiness events, financial aid nights, coffee with the principal, Senior night etc. Parents will have an opportunity to review and revise the PFE policy. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **KPI/Metric/Measure:** Sign in sheet, Surveys, Agenda<br>**Staff Responsible for Monitoring:** FACE Specialist, Principal<br>**Title I Schoolwide Elements:** 3.1, 3.2<br>**Problem Statements:** Perceptions 1<br>**Funding Sources:** Refreshments - 211 - ESEA Title I, Part A - Regular - $3,727, Materials, Supplies, Resources - 211 - ESEA Title I, Part A - Regular - $3,727 | 15% | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: A large percentage of our student population are at high risk of dropping out of school due to lack of supports in areas to include motivational, academic and social/emotional wellness. **Root Cause**: The Jefferson and SAISD community has a very high propensity of poverty and a serious lack of stable homes for the families. |

| Perceptions |
|---|
| **Problem Statement 1**: Parent participation is low for certain student events, especially academic events. **Root Cause**: Parents are not aware of the impact they can have on student achievement. |

**Goal 5:** ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Performance Objective 5:** Homelessness, Foster Care and Social Workers will work with students in support of removing social, emotional, and community barriers that impede student enrollment, attendance, and ultimately school success and academic achievement.

| **Strategy 1:** Social workers will work in schools to provide appropriate social, community, and counseling services for students and their families, and support the emotional well-being of the students, thus increasing the students' learning readiness. Social workers will facilitate communication between the school, community, and families. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 8 **Funding Sources:** technology - 164 - State Compensatory Education (SCE) - $1,626 | 0% | 0% | | |
| 0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue | | | | |
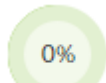
**Performance Objective 5 Problem Statements:**

| **Student Learning** |
|---|
| **Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level |

**Goal 6:** CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

**Performance Objective 1:** AVID - 100% of AVID campuses will show evidence of implementation of the AVID Elective & AVID Elementary curriculum with fidelity

| Strategy 1: (C&I): Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas.<br>**Title I Schoolwide Elements:** 2.4, 2.5, 2.6<br>**Problem Statements:** Student Learning 8<br>**Funding Sources:** online instr. resources/instr. resources - 164 - State Compensatory Education (SCE) - $4,100 | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| Strategy 2: (Assessment): Students will be provided with informal, formative, and summative assessments in a variety of formats to monitor progress.<br>**Problem Statements:** Student Learning 8<br>**Funding Sources:** Resources Needed: AVID - 164 - State Compensatory Education (SCE) - $3,529 | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| Strategy 3: (21st Century): Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.<br>**Problem Statements:** Student Learning 8 | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| Strategy 4: (Org Learning) Implementing a student-centered coaching model in partnership with teachers driven by student performance and reflective dialogue<br>**Problem Statements:** Student Learning 8 | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|

**Performance Objective 1 Problem Statements:**
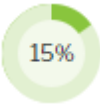
**Student Learning**

**Problem Statement 8**: Students have not been provided the opportunity to experience differentiated learning experiences, progress monitoring, and a variety of digital resources. **Root Cause**: Lack of fidelity, implementation, and systems approach at the campus level

**Goal 7:** CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Performance Objective 1:** Provide rigorous and relevant programs to increase college-ready performance on the AP, IB, DC exams.

    **Evaluation Data Sources:** AP, IB, DC exams scores

| Strategy 1: Build into our master schedule time for students to prep for the AP, IB, DC exams. | Reviews | | | |
| --- | --- | --- | --- | --- |
| **KPI/Metric/Measure:** Increase passing scores. | Formative | | | Summative |
| **Staff Responsible for Monitoring:** IB and AP Administrator, Lead Counselor, Administration | Nov | Jan | Mar | June |
| | 30% | | | |

| Strategy 2: District will provide funds for student AP Testing ED and NON ED. | Reviews | | | |
| --- | --- | --- | --- | --- |
| **KPI/Metric/Measure:** Provide funding for students to take AP exams to increase number of students toward CCMR and provide students opportunity to receive college credit in high school. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal, AP Testing Cooridnator/Associate Principal, CTC | 0% | | | |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** | | | | |
| **Problem Statements:** Student Learning 3 | | | | |
| **Funding Sources:** AP Exams (ED and Non ED students) - 164 - State Compensatory Education (SCE) - $37,000 | | | | |

| Strategy 3: Expand opportunities for students to take IB, Dual Credit, On-Ramps, and AP courses. | Reviews | | | |
| --- | --- | --- | --- | --- |
| **KPI/Metric/Measure:** Increase in student numbers for college courses. | Formative | | | Summative |
| **Staff Responsible for Monitoring:** IB Associate Principal, Campus Administration, AP Coordinator, Lead Counselor | Nov | Jan | Mar | June |
| | 15% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
| --- | --- | --- | --- |

**Performance Objective 1 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 3**: Students are challenged to meet the academic goals identified by the state. **Root Cause**: The Jefferson and SAISD community is a high poverty district promoting an unstable community affecting the child's ability to learn. |

**Goal 8:** TARGETED FOCUS ON POST-SECONDARY SUCCESS
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Performance Objective 1:** Provide rigorous and relevant programs to increase college-ready performance on the SAT/ACT.

    **Evaluation Data Sources:** SAT/ACT Scores

| **Strategy 1:** Use of Khan Academy to have students access practice and modules to increase SAT/ACT/AP scores. | **Reviews** | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Khan Academy Reports, Student Scores, Increase performance on practice exams | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Lead Teacher, Counselor, Administration | **Nov** | **Jan** | **Mar** | **June** |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college - **Additional Targeted Support Strategy** | 0% | | | |

| **Strategy 2:** Build into our master schedule time for students to prep for the SAT/ACT/TSI exams. | **Reviews** | | | |
|---|---|---|---|---|
| **KPI/Metric/Measure:** Increase passing scores. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Campus Administration, Lead Counselor | **Nov** | **Jan** | **Mar** | **June** |
| | 25% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 9:** TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Performance Objective 1:** Provide a rigorous and relevant CCMR instructional program that increases student performance toward post-secondary success.

    **Evaluation Data Sources:** 4 year graduation rate, TSI scores Math/English, Enrollment for Advanced course/Dual Credit, IB/AP scores, SAT/ACT completion rate and scores, Industry Certifications

| Strategy 1: AVID School-wide: AVID strategies will be used in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. Strategies such as Cornell notes, learning logs, Socratic seminars, marking the text, etc.<br>    **KPI/Metric/Measure:** learning walks, lesson plans, students work, AVID binders<br>    **Staff Responsible for Monitoring:** DC and Administrators<br>    **Title I Schoolwide Elements:** 2.5 | Reviews | | | |
|---|---|---|---|---|

| Strategy 1 | Reviews | | | |
|---|---|---|---|---|
| AVID School-wide: AVID strategies will be used in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. Strategies such as Cornell notes, learning logs, Socratic seminars, marking the text, etc.<br>**KPI/Metric/Measure:** learning walks, lesson plans, students work, AVID binders<br>**Staff Responsible for Monitoring:** DC and Administrators<br>**Title I Schoolwide Elements:** 2.5 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 25% | | | |
| **Strategy 2:** AP teachers will attend conferences to increase the rigor and student expectations in the classroom. AP teachers will collaborate with each other to increase student achievement.<br>**KPI/Metric/Measure:** Improved AP scores.<br>**Staff Responsible for Monitoring:** AP coordinator, Campus Administration<br>**Title I Schoolwide Elements:** 2.5 - **Targeted Support Strategy**<br>**Problem Statements:** Student Learning 6<br>**Funding Sources:** Professional Development - 470 - Local Supplemental - $6,000 | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 15% | | | |
| **Strategy 3:** Purchase of supplies/resources (ex. books) for the lead counselor to assist students, parents, and staff in the area of college readiness. Travel expense to counselors for professional development.<br>**KPI/Metric/Measure:** Being able to service our students in the area of college readiness.<br>**Staff Responsible for Monitoring:** Lead Counselor, Campus Administration<br>**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college<br>**Problem Statements:** Student Learning 2<br>**Funding Sources:** Supplies and Materials - 211 - ESEA Title I, Part A - Regular - $150, Counselor Travel - 211 - ESEA Title I, Part A - Regular - $2,979, Reading Material - 211 - ESEA Title I, Part A - Regular - $150 | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 15% | | | |
| **Strategy 4:** Funding Sources:211 - ESEA Title I, Part A - Regular$4000.00<br>    **KPI/Metric/Measure:** The number books and media materials that support our students in the area of college and career readiness.<br>    **Staff Responsible for Monitoring:** Librarian, Campus Administration<br>    **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | 0% | | | |

| **Strategy 5:** CTE Staff will increase the number of successful student certifications in their subject area that prepare students for college and career.<br><br>**KPI/Metric/Measure:** Certifications will increase scores for college and career readiness.<br><br>**Staff Responsible for Monitoring:** CTE DC, CTE Staff, Administration | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | 0% | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

## Performance Objective 1 Problem Statements:

| **Student Learning** |
|---|
| **Problem Statement 2**: Students meeting College, Career, and Military Readiness Performance is 30% overall for our campus. **Root Cause**: PSAT, SAT, ACT, and TSI scores are below the college readiness benchmark standards creating a gap in opportunities for college admission and enrollment. SAT and ACT Prep classes are needed to focus on the unique set of strategies needed to pass these test. We may also need to address student groups taking the test on our campus as a whole. CTE certifications are not being successfully obtained by students as they should to show career readiness. |
| **Problem Statement 6**: On the State Accountability Rubric, our students are not meeting the College Readiness Standards set forth by the state. **Root Cause**: The lack of implementing with fidelity our AVID Strategies school-wide. Teachers not having the opportunities to attend Professional Development (AP, IB). Finding time during the school day for enrichment opportunities for students. |

**Goal 10:** TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

**Performance Objective 1:** Provide rigorous programs and supports to aid students in applying for college and scholarships.

    **Evaluation Data Sources:** College attendance and scholarships

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will attend the College and Career Hub on campus and Cafe College off-campus to get assistance from advisers. | | **Formative** | | **Summative** |
| **KPI/Metric/Measure:** Sign in sheet for CCH, Student applications for college and scholarships | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Lead Counselor, Administration<br>**Title I Schoolwide Elements:** 2.5 | 20% | | | |

| | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Host Parent College FAFSA Nights | | **Formative** | | **Summative** |
| **KPI/Metric/Measure:** College Applications, Scholarships, Sign in sheets | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Lead Counselor<br>**TEA Priorities:** Connect high school to career and college | 0% | | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

February 2020- Mustang Leadership Team Meeting reviewed the CNA

June/July 2020 Admin Team reviewed and revised.

Located in Plan4learning.

On November 4th, the CLT/TCIS Advisory Team will review and revise the CNA

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

| | |
|---|---|
| Head of School | Ralf Halderman |
| Parent Organization Rep. | Teresa Guadiano |
| | Sarah Hernandez |
| | Dora Alvarado |
| Parents | Anna Medina |
| | Anna Alicia Medina |
| | Carla Salazar |
| | Rita Godina |
| | Enedelia Artega |
| | Valerie Garcia |
| Students | Gregory Molina |
| | Lola Grace Rodriguez |

| | |
|---|---|
| | Bethany Sanchez |
| | Isis Santos |
| Community | Durane Mar Poor |
| | Rosie Cotto |
| | Sara and Larry Mendoza |
| | Daniel and Esperanza Casas |
| | Bertha Leal |
| Business | Clark Medina |
| | Omar and Nora Torres |
| | Ruby Tavitas |
| Teachers | Pete Escamilla |
| | Paula Dollof |
| | Sheridan Gillam |
| | Luz Perez |
| | Robby Hernandez |
| | Amber Smith |
| | Stephanie Valverde |
| Administration | Chris Stanley, Luis DeLaGarza, Robert Reyes, DeeDee Kristan, Gema Palos, JoAnn Herrington |
| Paraprofessional | Shelby Rose |
| | Rudolfo Suarez |
| Professional Support | Gloria Hulshof |
| | Juli Gonzalez |
| DIstrict Level | Penny Tschirhart |

## 2.2: Regular monitoring and revision

February 2020- Mustang Leadership Team Meeting reviewed the CIP

June/July 2020 Admin Team reviewed and revised.

Located in Plan4learning.

On November 4th, the CLT/TCIS Advisory Team will review and revise the CIP

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

The CIP is available to all parents in the front office. Sign posted- Please see secretary for a copy (Spanish/English)

At this time we only have the CIP in English.

We are also going to make the CIP available on our website as of November 4, 2020

## 2.4: Opportunities for all children to meet State standards

Appropriate element boxes have been checked in Plan4Learning.

## 2.5: Increased learning time and well-rounded education

Appropriate element boxes have been checked in Plan4Learning.

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

Appropriate element boxes have been checked in Plan4Learning.

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

On September 21st at our monthly Coffee with the Head of School we reviewed with our families the Parent and Family Engagement Policy.

**Garcia, Michelle**

Tavitas, Ruby
Narvaez Kellie
Mendoza, Sara
Bertha Leal
Fred York
Nancy Rodgers
Cortez, JoDee
Cotto, Rosie
Gonzales, Grace
maria hernandez
Medina, Clark
Salazar, Carla
Godina, Rita


Medina, Clark


Garcia,Valerie
Herrington, JoAnn



Maedina Anna
Torres, Nora
Nearly put my mom's name lol.
Poor, Duane & Godsey, Scott


Arteaga,Belle
Piña Bautista, Jamie
Macias Yolanda
Hernandez, Sara

**Garcia, Michelle**

Lightbourn, Rita

Ruiz, Julie

Debbie Duran


Narvaez Kellie

Narvaez Kellie

Godina, Rita

Narvaez Kellie


THOMAS JEFFERSON HIGH SCHOOL

PARENT & FAMILY ENGAGEMENT POLICY

2020-2021


Thomas Jefferson High School, teachers, and administrators commit to inform parents of student's academic progress and to provide a rigorous education meeting State Academic Standards.


· Coordinate activities/events that promote parent's participation

o Meetings to provide parents information about the volunteer program and build a strong connection with our school organizations. Provide support for online registration/ criminal background applications.

o Fall Virtual Open House to give parents an opportunity to talk to the teachers – opening the lines of communication between the school and home. Parents will receive information regarding School-Parent Compact and Parent & Family Engagement Policy.


· We have several methods of communication to inform our parents regarding meetings and other resources Calendars, School Messenger, SAISD Website, Parent Canvas, Marquee, Facebook, Twitter, Remind, School Mint, etc.

· Provide parents with the tools to achieve and engage in the leadership and improvement of the Title I Services/Program, Parent & Family Engagement Policy, School-Parent Compact, etc.

· Parent Engagement Meetings include, but are not limited to:

o Math/Science/Literacy Night

o Coffee with the Principal Zoom Meetings

o Student Organization Parent Zoom Meetings

o FAFSA / College Night Parent Zoom Meetings

o Computer classes for parents (off-campus)

o GED/ESL classes for parents (on-campus)

o Parent &Student Academic Information Core Nights

o Family Power- Hour & Parent Monthly Workshops Zoom Meetings

o IB Family Engagement Nights

o Choice Schools Parent Informational Nights


Make resources accessible to parents, such as:

o Support/Information/Training for Canvas and provide student key code upon request when available.

o Library Campus Resources/ Bibliotech

o HUB College Campus Advisors/College Café/ Trinity College Advisor


· Ensure that each parent, student, teacher signs the compact.

o This form demonstrates a compromise between all parties involved to ensure academic success for the students of Thomas Jefferson High School.

We commit to working together for our students at Thomas Jefferson High School.

Revised September 21,2020


Thomas Jefferson High School

School-Parent Compact 2020-2021

Shared Responsibilities for High School Performance

Both the school, Thomas Jefferson High School, represented by all the teachers and school staff and the parents/guardian agree to share a responsibility, build and develop a partnership for this student to meet the State of Texas high performance academic standards. The parent, the teacher and the student realize the importance of regular communication. To this end, we agree to do the following to support this child's education.

Principal Ralf Halderman

Jefferson High School Teacher Shall:

Ø Be professional and provide a high quality, relevant curriculum and instruction. (what the child is taught)

Ø Teachers and staff will hold themselves accountable in meeting the academic needs of every student and providing tutoring services.

Ø Provide a welcoming, positive, supportive and effective teaching environment for students and parents.

Ø Support the academic success of the student by enhancing effective communication methods; telephone calls, email, home visits between Jefferson High School and home, in both English and Spanish to ensure all parents understand.

Ø Provide information regarding the student's individual assessment results, progress reports, and report cards at parent conferences and other times as appropriate.

Ø Provide frequent reports to parents on this student's 3/6 weeks progress reports, report cards and teacher phone calls.

Ø Provide support to access Canvas Parent mobile app to use in tracking student grade, class assignments, and email teachers.

Ø School staff will post information about parental involvement meetings including Annual Title I criteria by federal programs

Ø Encourage students by communicating the importance of staying in school, preparing students to do the best in State test.

Ø Listen and treat each student with dignity and respect and encourage (PBIS) Positive Behavior Intervention Support on campus.


The Parent Shall:

Ø Inquire about the key code to register at Canvas Parent mobile app, to monitor student's academic activity and attendance.

Ø Ensure that my child is aware of the Jefferson High School campus/district policy and procedures. (parent/student handbook)

Ø Work together with teachers and school staff to support my child's education and have an ongoing communication throughout the school year.

Ø Participate in decisions relating to the Parent & Family Engagement Policy and the education of my child, such as school board elections, CLT meeting, school-related parent meetings and surveys.

Ø Attend a parent-teacher conference at least annually in order to ensure my child takes advantage of all resources available on the campus and reach out to the social worker and SAISD Family Support Services for support.

Ø As a parent, I will inquire about online volunteer registration and parental involvement opportunities. Make sure extracurricular time and activities are positive.

Ø I will hold myself accountable in meeting the needs of my student and set high expectations for him/her.

Ø Set up parent-teacher conference as intervention for student/parent/teacher success.

Ø Provide a quiet area for my child to complete homework assignments and encourage study habits.

Parent/Legal Guardian (Print)_____(Sign)_____Date_____

The Student Shall:

Ø Respect and listen to teachers, staff, and visitors on school campus with dignity.

Ø Try my best to learn all I can on the road to becoming a lifelong learner and contributing member of society.

Ø Complete all class work/homework assignments and monitor my grades and attendance.

Ø Follow Jefferson High School campus/district policy and procedures. (parent/student handbook)

Ø Take pride in my school and attend school promptly.

Ø Encourage my parents to support me in my education and participate in parent-school events.

Ø Communicate with my teachers to ask for help when I need it.

Ø Be responsible for my own behavior and use self-control in all situations.

Ø Attend tutoring sessions as needed and obtain information for college readiness.

Ø Provide support to access Canvas Student mobile app to use in tracking student's grade, class assignments, and email teachers.

Ø Continue learning and pursue a higher education for career options.

Student (ID#)_____(Sign)_____Grade_____Date_____

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, national origin, age, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Revised September 21, 2020

## 3.2: Offer flexible number of parent involvement meetings

**All meetings are scheduled to be virtual**

**All times are scheduled for 6:00 pm**

Jefferson/YWLA Educational Leadership Council Meetings

September 16th

October 21st

November 18th

February 17th

April 21st

May 19th

Coffee with the Head of School

September 21st

October 19th

November 16th

January 25th

February 22nd

March 29th

April 26th

Parent Workshops

October 20th

November 17th

December 15th

January 19th

February 16th

March 30th

April 20th

May 18th