

Campus Improvement Plan

2024 - 2025



Thomas Jefferson IB World High School

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Board of Trustees



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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all 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.

MISSION

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.

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.

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 April 24, 2024	CAC and other stakeholders met to review and revise the current Campus Needs Assessment based on multiple data points to include but limited to attendance rate, Insight survey results, 2023 STAAR accountability results and current. Members were divided into groups to address to review Problem Statements and Root Causes to determine their relevance to SY 24-25. CAC will reconvene on May 25, 2024 to discuss strategies related to the findings.
Meeting #2 May 25, 2024	Cac and other stakeholders met to review, revise and edit strategies based on problem statement as necessary from the the previous CAC meeting and 23-24 CIP. Neccessary adjustments will be made based on input for the 2024-2025 school year. The document was updated.

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The CIP summative evaluation provided a type of evaluation of the root causes, problem statements and strategies used this year so that the CAC could discuss and assess whether the current items need to be adjusted, revised, added to or discarded for the upcoming year.

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)	x	Student Graduation/Promotion Rate	x	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data	x	GT Service Records		Classroom Observation Data	x	EOY Assessment Data	
Special Education Service Records	x	PEIMS Standard Reports		CTE Enrollment	x	Anecdotal data from T-TESS	
Student Attendance Records	x	Teacher Attendance Records	x	Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	x	Local Benchmark Results		State Interim Results	x	MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores	x	IB/DC/AP Scores	x
Branching Minds Interventions		Student Retention Rates	x	CTE Enrollment	x	Semester Exam	x
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	x	Sign-Ins / Minutes	x	Calendar of Events		RDA (PBMA) Reports	
Tutoring/Enrichment Opportunities	x	MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness	x	Effectiveness of Restorative Practices	x	Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines	x	T-TESS Data	x
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data	x
Parent Volunteers		Calendar of Parent Engagement	x	Feedback to Teachers		Mission, Values, and Vision	x
Other (Indicate to the Right)	x	Insight Survey		Other (Indicate to the Right)			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

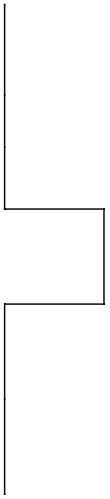
Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Attendance rate goal is 90%. 2023-2024 attendance rate is 87.7%,
	RC DE-1	Lack of teacher engagement, Parent contact unavailable or blocked. student dress code, Student employment (need for work), Lack of student incentives and campus charter enrollment mandates from district
Teacher Turnover	PS DE-2	Educator turn over rate is 30%, disrupting the continuity of teacher efficacy and training in highly specialized instructional practices required as an International Baccalaureate campus.
	RC DE-2	Campus lacks of training in classroom management, restorative practices, and engagement strategies. Professional Learning Communities lack leadership.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	Increase in attendance rate over 2%, 1882 charter allows campus to hire non-highly skilled teachers. The campus teacher population mirrors our student population in ethnicity. The teacher turnover rate disrupts continuity of programs. International Baccalaureate expertise is needed to teach at Jefferson. Administrators will developed a plan which ensured every teacher receives walkthrough feedback regularly.	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Cause	
EOY Assessment Outcomes	PS SL-1	STAAR Performance Spring 2024: Campus RDG = 56% (-5) ALG = 70% (+8) Passing Rate @ Approaches performance rates are below district, region and state averages. (Science 86% (0) and SS 88% (+6))
	RC SL-1	Tier 1 instruction is not as successful in all classrooms across the campus. Campus/Departments does/do not have a focused plan developed for PLC for regular monitoring of implementation and outcomes of data and adjustments made with data informed instruction. The use of Lowman's materials helped Math achieve gains
CCMR Assessments/College Readiness	PS SL-2	Less than 50% of Jefferson students have met the college readiness benchmark standards for the PSAT, SAT, ACT, and TSI scores creating a gap in opportunities for college admission and enrollment.
	RC SL-2	Campus does not have focused plan designed to assist students in preparing for or increasing performance in PSAT, SAT, ACT, or TSIA. There needs to be a clear campus plan/system in place with focused priorities, clear timelines, milestones, metrics and task owners that address root cause of low performance. Campus did not place students in College Bridge in the Fall
CCMR Certifications	PS SL-3	Less than 50% of students pass their certification assessment.
	RC SL-3	Students change pathway due to a dislike of either the teacher or career requirements. Some certifications require students to have a Texas DPS identification and/or must 18 years of age to obtain certification. Design teachers lack knowledge of how to prepare students for the certification assessment.
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	Campus utilizes IB and AVID strategies during instruction. The parents and community members are invited to monthly family engagement nights. Campus teachers create strong relationships with parents as shared through parent survey results. The campus continues to develop a systemic method of analyzing students' data in which Root Cause analysis is discovered and shared with staff.	



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Comprehensive Needs Assessment - Processes & Programs

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher PD	PS PP-1	Teachers need differing levels of professional development on tier 1, 2 and 3 instructional supports to engage students in relevant and appropriately paced and monitored instruction, to include how to implement the Gradual Release of Responsibility Model to include aggressive monitoring in a blended learning classroom in order to increase rigor and relevance. Teachers need PD on pacing and chunk and chew techniques in order to maximize instructional minutes in a block schedule.
	RC PP-1	Limited number of professional development hours/days available that are not already assigned to annual IB training, compliance, informational, or administrative functions. Student surveys and feedback indicate they want the block schedule because it enables them to dive deeper into the content, when a teacher is using the class period productively.
Tutoring/Enrichment Opportunities	PS PP-2	Campus goals were not met in EOCs and on College Ready Assessments.
	RC PP-2	Tutoring times are not consistent among departments. Students are responsible for figuring times and teachers providing tutoring.
Communication	PS PP-3	The absence of effective communication channels with all stakeholders leads to a myriad of issues, including uninformed decision-making, feelings of neglect or disconnection, and hindered collaborative efforts which affects parental satisfaction and undermines the school's ability to foster a supportive and inclusive educational environment.
	RC PP-3	Weekly newsletter was not implemented this school year. Administrative team seen at football games but presence was not evident at other sports.
	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	The campus will support instructional staff with ensuring that multiple opportunities will be planned to address Tier 1, 2 and 3 instruction. IB and AVID components will also be utilized to ensure that the appropriate rigor is supported in the classrooms. Professional Learning Communities practices will be observed with the intention of ensuring that a common practice of analyzing data, student work and planning well aligned lessons that include the GRR model. Academic Deans, Head of School, and Assistant Heads of school will participate in PLC's to ensure that the key components are being addressed. Professional development for the campus will have an intentional focus to ensure teachers monitoring and adjust using an aggressive monitoring sheet and ensuring instructional time is maximized.	

Comprehensive Needs Assessment - Perceptions

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Preceptions (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Staff Survey Results	PS PE-1	Staff members indicated in the Insight survey lack of walkthrough feedback without a face to face meeting. Teachers are unaware how to ask follow up questions.
	RC PE-1	Administrators send feedback through Performance Matters. Teachers do not review feedback on Performance Matters.
Services Support	PS PE-2	Students who are considered At-Risk, Economically Disadvantaged, and Special-Pops are considered higher risk of dropping out of school without academic, motivational and social & emotional support. Restorative Practices training for staff is needed.
	RC PE-2	The campus will develop a laser focus on social/emotional wellness to support students who have not been successful. After trained, restorative practices will be used to build positive relationships and support.
Extracurricular Involvement	PS PE-3	Participation in extra curricular activites does not meet the state recoomendation to ensure a higher graduation rate.
	RC PE-3	Covid hendered student engagement in extra curricular. Students are not required to join an extra curricular activity.
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		The campus will schedule professional development in restorative practices. Parent participation will be a focus of the campus leadership team which will utilize the campus historical events to interject campus instructional goals and support needed by parents.

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS # 1	By the end of the year, our attendance rate will be 90% and student levers less than 25.	Supportive attendance strategies, rewards program, and effective monitoring systems for the campus will be implemented and monitored by the Campus Leaver Team to improve student attendance, academic performance, and lower the dropout rate.	Attendance Committee Lever Team Teachers Admin	461 Student Activities - \$8,000. 173 Attendance Incentives \$8,100
		Quarterly KPIs	By the end of the first quarter, the attendance committee and lever team will have regularly scheduled meetings. Levers will be reduced to less than 30 students. Attendance rate will be at 90% or higher.		
			By the end of Quarter 2: Tier 3 & 4 students will be placed on an IAP. 100% of students that have less than 70% attendance rate will have had a staff member make contact with parents through, phone call, conference, home visit or email. Attendance rate will be 89%.		
			By the end of the third quarter, Tier 4 students will have a diversion contract through the court system, if applicable and student attendance incentives will be consistently promoted. Attendance rate will be at 90% or higher.		
		By the end of the fourth quarter, Tier 3 & 4 students will have a diversion contract through the court system, if applicable and student attendance incentives will be consistently promoted. Attendance rate will be at 90% or higher.			
DE-2	PS # 1	By the end of the year, the campus will retain 85% of all high-performing teachers, especially those who have less than 5 years of experience.	Refine the campus teacher mentorships for all teachers with less than 2 years of experience as a teacher, or have less than 5 years of experience and are new to the grade level or subject.	MYP Coordinator Admin Team. Mentor and Mentees, Academic Deans/Dpartment Chairs	164 - PD for mentor teachers, PD supplies, and supplemental pay 164- Supplemental tutoring \$10,000
			By the end of the first quarter, all assigned mentees will have had one goal-setting session with their mentor.		
		Quarterly KPIs	By the end of the second quarter, all mentees will have completed one coaching cycle, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		
			By the end of third quarter, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation of focus strategy, and received feedback on implementation.		
		By the of the fourth quarter, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative team.			
DE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
		By the end of the fourth quarter,			
DE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
		By the end of the fourth quarter,			

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the year, our State Accountability score will increase from 76 to 80, to include a 10% increase of the number of students scoring MEETS on the STAAR assessments in Reading and Math. (Reading 38% to 48%, Math 19% to 29%)	Teachers and administrators will engage in professional development trainings/conferences and/or contract specialist to present PD. Professional Development will enhance teaching practices that promote IB ATL skills, gradual release of responsibility (GRR), aggressive monitoring, differentiation, accelerated learning, formative/summative assessments, and high-leverage instructional practices that respond to the data. Purchase additional teachers and admin to increase student achievement and close the gaps in learning.	Academic Deans, Department Chairs, IB and AVID Coordinators, Administrators, Teachers and Staff	211-For teachers 200,000 Title 1 funds. 150,00 1882 200,00. (211) Teaching Supplies 25,000. (211) Printing 3,000 (211) Professional Development 15,000 (211) Misc Operation Cost 11,000. (164) Tutoring 12,000 (164) Supplies & Materials 13,000
	PS # 4	Quarterly KPIs	By the end of the first quarter, PD will be provided on aggressive monitoring techniques and how to effectively teach use an 85 minute instructional class. 100% of funded positions will be filled with highly qualified individuals.		
			By the end of the second quarter, 65% of teachers will implement teaching practices outlined in professional development and have a student tracking system in place.		
			By the end of the third quarter, 85% of teachers will implement teaching practices outlined in professional development and have a student tracking system in place.		
			By the end of the fourth quarter, 100% of teachers will implement teaching practices outlined in professional development and have a student tracking system in place.		
SL-2	3	By the end of the year, ensure 97% of our students meet one or more indicators on College, Career, or Military Readiness	Implement a campus wide college readiness testing plan for each grade level. Design teachers will track students progress toward certifications. All branches of the military will have opportunities to recruit students.	CCMR Coordinator, CCMR Coach, Counselors, College Advisors, Administration, Academic Deans and Department Chairs	211 - ESEA Title I, Part A - Regular \$1500 - Supplies Materials and Books 211 ESEA Title I, \$5000.00- Travel counselor for PD
	PS # 4	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained on CCMR accountability. A CCMR student tracker will be created by chort in order to track CCMR readiness.		
			By the end of the second quarter, 75% or more students have taken the college readiness assessments in both Reading and Math. 100% of Seniors not college ready will be placed in a College Prep tutorials.		
			By the end of the third quarter, 100% of students have taken the college readiness assessments in both Reading and Math. 95% of Seniors not college ready have completed in a College Prep tutorials.		
			By the end of the fourth quarter, 100% of eligible students will have taken one or of the following PSAT, SAT, ACT and/or TSI. 90% of Seniors will be college ready, 50% of Juniors will be college ready, 30% of Sophomores will be college ready and 15% of Freshman will be college ready.		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	3	By the end of the year, 100% of teachers will participate in Professional Learning Communities to analyze and respond to data.	A PLC Model with data driven collaborative team planning time will be implemented with integrity to clearly identify essential learning targets, review/monitor student progress data, and develop/deliver rigorous engaging lessons with blended AVID and IB strategies, create supply/materials lists required to provide effective instructional and intervention methods to include but not limited to workstations, Interactive notebooking, small groups, After school tutoring and Twilight school along with challenging extended learning opportunities.	Academic Deans, Teachers	164- Subscriptions & Supplies-\$3,000.00 164- Science Dept. \$ 11,893.00 Purchase supplies and materials 164- Tutoring \$8,000
	PS #2	Quarterly KPIs	By the end of the first quarter, the campus will have met with academic dean/department chair in PLC and review BOY data to make decisions on the next steps for students intervention plans. 100% of students	Department Chairs, IB and AVID Coordinators, Administrators	
			By the end of the second quarter, the campus will continue to meet with academic dean/department chair and show evidence of interventions provided for 85% of Tier 2 and Tier 3 students, and parent contact will		
			By the end of the third quarter, PLC agenda will monitoring student progress indicating a 75% student growth as documenting in MTSS. By the end of the fourth quarter, the campus will use predictive data to determine a plan of action for student achievements and growth using student data tracker logs.		
PP-2	4	By the end of the year, The campus will support the comprehensive development of the whole student to include social, emotional and academic through integrated supports to decrease incidents by 10% of behavioral and health challenges by the end of the school year.	Staff will participate in the campus SEL, IB, AVID and Restorative Practices to recognize students who demonstrate appropriate behavior to achieve success. A focus on social/emotional wellness to support students who have not been successful. Restorative practices will be used to build positive relationships and support.	Counselors, Social Worker, Teachers and Admin	211 Teaching Supplies \$7,000 164 Supplies \$15,000 164 PD 10,000
	PS #3	Quarterly KPIs	By the end of the first quarter, 100% of the staff will be trained in our Mascot Time, IB skill building & SEL lessons. 25% of the students will engage in the Rithum app (assesses real-time emotional well-being) at least once a week.		
			By the end of the second quarter, 50% of the staff will be trained in Restorative Practices. 35% of the students will engage in the Rithum app (assesses real-time emotional well-being) at least once a week.		
			By the end of the third quarter, 100% of the staff will be trained in Restorative Practices. 45% of the students will engage in the Rithum app (assesses real-time emotional well-being) at least once a week. By the end of the fourth quarter, 100% of the staff will be trained in Restorative Practices. 60% of the students will engage in the Rithum app (assesses real-time emotional well-being) at least once a week.		
PP-3	PS #	Quarterly KPIs	By the end of the year,		
			By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter, By the end of the fourth quarter,		
PP-4	PS #	Quarterly KPIs	By the end of the year,		
			By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter, By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,& 3	By the end of the year, Jefferson will use research-based strategies to monitor effective use of Instructional time in the classroom on a weekly consistent basis throughout the the school year to increase student engagement and learning, interventions, and extending opportunities for all students are taking place throughout the class period.	Teacher will create and deliver lesson that include research-based strategies to increase student engagement, to include but not limited to, Gradual Release of Responsibility (GRR) Kagan strategies, aggressive monitor, total participation techniques.	IB & AVID Coordinators, Academic Deans/Department Chairs, Administration, Teachers	211 Teaching Supplies \$3,000 164 Supplies \$7,000
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will receive walkthrough feedback by a minimum of 2 leadership team members.		
	By the end of the second quarter, 100% of teachers will receive walkthrough feedback by a minimum of 3 leadership team members.				
	By the end of the third quarter, 100% of teachers will receive walkthrough feedback by a minimum of 4 leadership team members.				
	PS #2	By the end of the fourth quarter, 100% of teachers will receive walkthrough feedback by a minimum of 5 leadership team members.			
PE-2	3	By the end of the year, increase family and community engagement by 10% across the campus.	Jefferson will provide parents with various family engagement instructional activities to support their child's learning as well as academic and college readiness events to be communicated through newsletters, campus website/social media, apps, School Messenger, campus calendar, school flyers (hard copies).	Campus Webmaster, Lead Counselor, FACE Specialist, IB & AVID Coordinators, Adminrators and Teachers	211 - Refreshments & Supplies, books and Technology - \$5000.00
		Quarterly KPIs	By the end of the first quarter, the campus will have had family engagements with evidence parent information through campus newsletter, website, school messenger, calendar, school flyers and a Principal's Smore for parents.		
	By the end of the second quarter, the campus will have documented sign in sheets for family engagements showing an increase of 5% in family percentage.				
	By the end of the third quarter, the campus will have multiple documented sign in sheets of family engagements with 8% increase of family participation.				
	PS #3	By the end of the fourth quarter, the campus will have completed documented signage with evidence of family engagement of 10% increase of participation.			
PE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
	By the end of the second quarter,				
	By the end of the third quarter,				
	By the end of the fourth quarter,				
PE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
	By the end of the second quarter,				
	By the end of the third quarter,				
	By the end of the fourth quarter,				

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, the attendance committee and lever team will have regularly scheduled meetings. Levers will be reduced to less than 30 students.	Choose One	
DE-2	By the end of the first quarter, all assigned mentees will have had one goal-setting session with their mentor.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, PD will be provided on aggressive monitoring techniques and how to effectively teach, use an 85 minute instructional class. 100%	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will be trained on CCMR accountability. A CCMR student tracker will be created by chart in order to track.	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, the campus will have met with academic dean/department chair in PLC and review BOY data to make decisions on the next.	Choose One	
PP-2	By the end of the first quarter, 100% of the staff will be trained in our Mascot Time, IR skill building & SEI lessons. 25% of the students will engage in the Rithum app.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 100% of teachers will receive walkthrough feedback by a minimum of 2 leadership team members.	Choose One	
PE-2	By the end of the first quarter, the campus will have had family engagements with evidence parent information through campus newsletter, website, school.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2: Tier 3 & 4 students will be placed on an IAP. 100% of students that have less than 70% attendance rate will have had a staff member	Choose One	
DE-2	By the end of the second quarter, all mentees will have completed one coaching cycle embedded professional learning session implementation of focus strategy	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 65% of teachers will implement teaching practices outlined in professional development and have a student tracking system	Choose One	
SL-2	By the end of the second quarter, 75% or more students have taken the college readiness assessments in both Reading and Math. 100% of Seniors not college	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, the campus will continue to meet with academic dean/department chair and show evidence of interventions provided for 85% of	Choose One	
PP-2	By the end of the second quarter, 50% of the staff will be trained in Restorative Practices. 35% of the students will engage in the Rithum app (assesses real-time	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 100% of teachers will receive walkthrough feedback by a minimum of 3 leadership team members	Choose One	
PE-2	By the end of the second quarter, the campus will have documented sign in sheets for family engagements showing an increase of 5% in family percentage	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, Tier 4 students will have a diversion contract through the court system if applicable and student attendance incentives will be	Choose One	
DE-2	By the end of third quarter, all mentees will have completed one coaching cycle to include one goal setting, embedded professional learning session, implementation	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 85% of teachers will implement teaching practices outlined in professional development and have a student tracking system in place	Choose One	
SL-2	By the end of the third quarter, 100% of students have taken the college readiness assessments in both Reading and Math. 95% of Seniors not college ready have	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, PLC agenda will monitoring student progress indicating a 75% student growth as documenting in MTSS	Choose One	
PP-2	By the end of the third quarter, 100% of the staff will be trained in Restorative Practices. 45% of the students will engage in the Rithum app (assesses real-time	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 100% of teachers will receive walkthrough feedback by a minimum of 4 leadership team members	Choose One	
PE-2	By the end of the third quarter, the campus will have multiple documented sign in sheets of family engagements with 8% increase of family participation	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

2.2 – Fourth Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, Tier 3 & 4 students will have a diversion contract through the court system if applicable and student attendance incentives will be	Choose One	
DE-2	By the of the fourth quarter, teacher EOY conferences will indicate a 70% or higher positive rating of how supported they felt by their peers and the administrative	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% of teachers will implement teaching practices outlined in professional development and have a student tracking system	Choose One	
SL-2	By the end of the fourth quarter, 100% of eligible students will have taken one or of the following PSAT SAT ACT and/or TSI 90% of Seniors will be college ready	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, the campus will use predictive data to determine a plan of action for student achievements and growth using student data tracker	Choose One	
PP-2	By the end of the fourth quarter, 100% of the staff will be trained in Restorative Practices 60% of the students will engage in the Rithum app (assesses real-time	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 100% of teachers will receive walkthrough feedback by a minimum of 5 leadership team members	Choose One	
PE-2	By the end of the fourth quarter, the campus will have completed documented signage with evidence of family engagement of 10% increase of participation	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, our attendance rate will be 90% and student levers less than 25	Choose One	
DE-2	By the end of the year, the campus will retain 85% of all high-performing teachers, especially those who have less than 5 years of experience	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, our State Accountability score will increase from 76 to 80, to include a 10% increase of the number of students scoring MEETS on the STAAR	Choose One	
SL-2	By the end of the year, ensure 97% of our students meet one or more indicators on College, Career, or Military Readiness	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 100% of teachers will participate in Professional Learning Communities to analyze and respond to data	Choose One	
PP-2	By the end of the year, The campus will support the comprehensive development of the whole student to include social, emotional and academic through integrated	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, Jefferson will use research-based strategies to monitor effective use of instructional time in the classroom on a weekly consistent basis	Choose One	
PE-2	By the end of the year, increase family and community engagement by 10% across the campus	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Committee Members

Name	Role	Name	Role
Gregory D. Rivers	Head of School	Emily Villanueva	Student - 11th
Dona Casso	Senior Coord. of Operations	Gilbert Gonzalez	Student - 11th
Jeanette Cruz	SEAD Specialist	Maribel Gardea	Parent
Jennifer Grota	Assistant Head of School	Beverly Mata-Herrera	Parent
Juli Gonzalez	Counselor	Bernadette Fulghum	Academic Dean - Math
Stacy Carroll	Academic Dean - I & S	Jennifer Gomez	Girls Athletic Coordinator
Rita Palmore	FACE	Gema Palos	Assistant Head of School
Jen Love	MYP IB Coordinator	Emerald Jimenez	Assistant Head of School
Jeannine Campion	Teacher - Special Education	Robert Reyes	Assistant Head of School
Jocelyn Meline	Teacher - Language and Literature	Jenna Esquillen	Teacher - Design
Ryley Constable	Teacher - Math	Sharon Garza	Teacher - DP/ELAR
Stephanie Cox	Teacher - Fine Arts	Monica Rodriguez	Teacher - I & S
Alison Rodier	Teacher - Science		

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Thomas Jefferson IB World High School	15907- 007
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Gregory D. Rivers	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
September 10, 2024	September 12, 2024

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		