



Ensuring learning while challenging each student to reach full potential...

Jefferson Elementary School Improvement Plan

School Year 2018-19

Goal Area(s)	Reading
Specific Goal/ Objective(s)	<ol style="list-style-type: none"> Analyze student assessment data from 2018-2019 and fall assessments that will most clearly track student progress in reading to determine appropriate tier 1 and tier 2 interventions. Interventions will be monitored by grade level collaborative teams and the building RTI Team. Increase the number of students meeting or exceeding reading benchmarks from 60% to 70% in grades kindergarten through fifth grade.

Target Outcome/ Measure(s)	<ol style="list-style-type: none"> Students in grades K-5 will be measured by MAP, DIBELS, Smarter Balanced (grades 3-5) and classroom assessment scores to assess the meeting of grade level standards in reading. Students who are not at benchmark, as determined by the grade level collaborative team, in reading will have interventions and supports in place by September 30. The building RTI Team will support teachers by assisting with interventions and meet regularly with staff about student progress.
-----------------------------------	---

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
All staff members are Highly Qualified holding at least a bachelor degree from a four-year institution, fully certified or licensed by the state and demonstrate competence in each core academic subject area in which they teach. These individuals will use data to drive their instruction using research and evidence based materials provided by the school.	PSD Goal Areas 1, 2, 3 and 4	<ul style="list-style-type: none"> Hiring procedures and continued professional development Collaboration Research Based Materials



Ensuring learning while challenging each student to reach full potential...

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
		<ul style="list-style-type: none"> • SBA/DIBELS/NWEA for data analysis • RTI team- peer coaches and intervention strategies • Read180 implementation training and ongoing in class coaching support
<p>Professional development and collaboration time for instructional staff to establish common qualifying criteria for tiers 1 and 2.</p>	<p>PSD Goal Areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Collaboration time • Highly Capable Workshops • English Language Learner Workshop • Grade level assessment training • RTI intervention training • Cultural Competency/Sovereignty Workshops • STEM workshops • Read180 training and ongoing coaching support
<p>Professional development and collaboration time for instructional staff to establish and implement progress monitoring protocols and timelines for tiers 2 and 3.</p>	<p>PSD Goal Areas 1, 2, 3 and 4</p>	<ul style="list-style-type: none"> • Collaboration time • Highly Capable Workshops • English Language Learner Workshop • Grade level assessment training • RTI intervention training • Cultural Competency/ Sovereignty Workshops



Ensuring learning while challenging each student to reach full potential...

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
		<ul style="list-style-type: none"> • STEM Workshops • Read180 implementation training and ongoing in class coaching support
Professional development and collaboration time for the entire instructional staff to establish common, clear, concise, and realistic reading goals, objectives, and action steps in grades K-5.	PSD Goal Areas 1, 2, 3 and 4	<ul style="list-style-type: none"> • Common Core State Standards for ELA • Collaboration time • Read180 implementation training and ongoing in class coaching support • Common Planning time
Teachers will use common planning time, building collaboration, and district collaboration time to use a data tracking plan in reading.	PSD Goal Area 1 PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • Building collaboration time • District collaboration time • MAP, DIBELS, and Smarter Balanced, • StoryTown assessments
Student performance will be analyzed using MAP, DIBELS data, classroom assessments and Smarter Balanced when available to track individual student performance.	PSD Goal Area 3	<ul style="list-style-type: none"> • MAP, DIBELS, classroom assessments and Smarter Balanced Data • RTI Team
Regular progress monitoring in reading will be done for all students. Students below benchmark will be assigned interventions and use weekly progress monitoring to make adjustments to their reading program. The use of instructional paraprofessional may be used to provide direct instruction.	PSD Goal Area 2 PSD Goal Area 3 PSD Goal Area 4	<ul style="list-style-type: none"> • Research-based interventions • Professional Development • Progress monitoring materials • RTI Team
Teaching strategies in reading are employed to increase the level of student achievement. We will be using grouping in both homogeneous and heterogeneous ways. Regular use of DIBELS and MAPs data are	PSD Goal Area 3	<ul style="list-style-type: none"> • RTI Team • Special Education Staff • General Education staff



Ensuring learning while challenging each student to reach full potential...

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
regularly used to gain insight into the effectiveness of the instructional program as well as interventions. Strategies we are using include small group work, adult tutoring, and LAP programs, and summer reading program.		<ul style="list-style-type: none"> • Academic Support Staff (Title I & LAP)
Special Education and academic support staff meet regularly with general education teachers to monitor students. Advice and consult from these staff members contribute to the general education program as a whole. General counseling services as well as psychological services are provided for general education students to assist the general education program in developing social skills and resiliency. A full time counselor in the building will support the learning of each child.	PSD Goal Area1 PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • Special Education Staff • Academic Support Staff (Title I & LAP)
Our professional development plan is centered on enhancing skills to teach and monitor learning in reading. Reading in the content areas is also a focus. Use OSPI fellows in the building to keep us up to date with best practices throughout the state	PSD Goal Area 4	<ul style="list-style-type: none"> • RTI Committee • General Education Staff • Qualified Trainers • Collaboration Time available to Teachers • ESD literacy network • OSPI Fellows
Parent Involvement- Title I reports during, take home reading program- science and tech fair	PSD Goal Area1 PSD Goal Area 2	<ul style="list-style-type: none"> • PTA • Title I Staff • General education staff
Students scoring below the 25 th percentile on the MAP assessment, in the “Intensive” category on the DIBELS assessments, and in Levels 1 and 2 on the MSP are given preference when determining eligibility for academic support.	PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • RTI Committee • Title I funded Teacher and Aides



Ensuring learning while challenging each student to reach full potential...

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
Support families and students in providing tutoring before school day.	PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • Center for Civic Engagement • Pre-service teachers through the college of Ed • Willing teachers to support the program

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and learning; 4. Focused Professional Development.

Measurement of Target Outcome (End of Year)
<ol style="list-style-type: none"> 1. RTI Leadership Team documentation of meetings and referrals from August 2018 to June 2019 compared to the previous time period of August 2017 to June 2018. 2. MAP data and results, for grades K-5, from September 2018 to May 2019. 3. Increase oral reading fluency as measured by the DIBELS.



Ensuring learning while challenging each student to reach full potential...

Jefferson Elementary School Improvement Plan

School Year 2018-2019

Goal Area(s)	Math
Specific Goal/ Objective(s)	<ol style="list-style-type: none"> Analyzing student assessment data (i.e. MAP and interim assessments) that will most clearly track student progress in math to determine appropriate intervention. Interventions will be monitored by grade level collaborative teams and the building RTI Team. Increase the number of students meeting or exceeding math benchmarks from 56% to 70% in grades kindergarten through fifth grade.

Target Outcome/ Measure(s)	<ol style="list-style-type: none"> Students in grades K-5 will be measured by MAP and Smarter Balanced (grades 3-5) and classroom assessment scores to assess the meeting of benchmarks in math. Students who are not at benchmark, as determined by the grade level collaborative team, in math will have interventions and supports in place by September 30 of the following year. The building RTI Team will support teachers by assisting with interventions and meet regularly with staff about student progress.
-----------------------------------	---

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
Teachers will use common planning time, building collaboration, and district collaboration time to use a data tracking plan in math.	PSD Goal Area 1 PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • Common Planning time • Building collaboration time • District collaboration time • MAP and Smarter Balanced, • Envision assessments



Ensuring learning while challenging each student to reach full potential...

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
<p>Student performance will be analyzed using MAP, classroom assessments and Smarter Balanced when available to track individual student performance.</p>	<p>PSD Goal Area 3</p>	<ul style="list-style-type: none"> • MAP, classroom assessments and Smarter Balanced Data • RTI Team
<p>Regular progress monitoring in math will be done for all students. Students below benchmark will be assigned interventions and use weekly progress monitoring to make adjustments to their math program.</p>	<p>PSD Goal Area 2 PSD Goal Area 3 PSD Goal Area 4</p>	<ul style="list-style-type: none"> • Research-based interventions • Professional Development • Progress monitoring materials • RTI Team
<p>Teaching strategies in math are employed to increase the level of student achievement. We will be using grouping in both homogeneous and heterogeneous ways. Regular uses of MAP data are regularly used to gain insight into the effectiveness of the instructional program as well as interventions. Strategies we are using include small group work, adult tutoring, academic support staff (Title I & LAP), and summer school program.</p>	<p>PSD Goal Area 3</p>	<ul style="list-style-type: none"> • RTI Team • Special Education Staff • General Education staff • Academic Support Staff (Title I & LAP)
<p>Special Education and academic support staff meet regularly with general education teachers to monitor students. Advice and consult from these staff members contribute to the general education program as a whole. General counseling services as well as psychological services are provided for general education students to assist the general education program in developing social skills and resiliency.</p>	<p>PSD Goal Area1 PSD Goal Area 2 PSD Goal Area 3</p>	<ul style="list-style-type: none"> • Special Education Staff • Academic Support Staff (Title I & LAP)
<p>Our professional development plan is centered on enhancing skills to teach and monitor learning in math. Math in the content areas is also a focus.</p>	<p>PSD Goal Area 4</p>	<ul style="list-style-type: none"> • RTI Committee • General Education Staff • Qualified Trainers



Ensuring learning while challenging each student to reach full potential...

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
		<ul style="list-style-type: none"> • Collaboration Time available to Teachers • ESD literacy network
Parent Involvement- Title I parent night, take home math program-science and tech fair	PSD Goal Area1 PSD Goal Area 2	<ul style="list-style-type: none"> • PTA • Title I Staff • General education staff
Students scoring below the 25 th percentile on the MAP assessment, and in Levels 1 and 2 on the Smarter balanced assessments are given preference when determining eligibility for academic support.	PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • RTI Committee • LAP funded Teacher and Aides
Support families and students in providing tutoring before and/or after the school day.	PSD Goal Area 2 PSD Goal Area 3	<ul style="list-style-type: none"> • Center for Civic Engagement • Pre-service teachers through the college of Ed • Willing teachers to support the program

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and learning; 4. Focused Professional Development.

Measurement of Target Outcome (End of Year)
<ol style="list-style-type: none"> 1. Creation of individualized student intervention plans for students not scoring at benchmark in at least one measure. 2. Analyze data for students meeting benchmark at the conclusion of spring testing (One week after availability for Smarter Balanced scores). 3. Progress monitoring data for each student not reaching benchmark at winter testing.



Ensuring learning while challenging each student to reach full potential...

Jefferson Elementary School Improvement Plan

School Year 2018-2019

Goal Area(s)	Behavior
Specific Goal/ Objective(s)	1. Use the SWIS (School-Wide Information System) behavior data collection system to further define our needs in teaching about appropriate behavior. Increase the number of Self-Managers from 76% to 80%
Target Outcome/ Measure(s)	1. Use of the SWIS program will provide enough data to identify behavior issues by time of day, location, and grade level. This information will be used to inform teaching and direct staffing resources.

Actions/ Strategies	Alignment with PSD Strategic Plan Goal Areas?	Resources
Encourage the consistent use of the behavior ticket that follows the SWIS input steps.	PSD Goal Area 1	<ul style="list-style-type: none"> • PBIS Committee • Common Planning time • Building collaboration time • District collaboration time • SWIS required parameters
Collaborative effort in recording the types of behavior to track	PSD Goal Area 1 PSD Goal Area 3	<ul style="list-style-type: none"> • Common Planning time • Building collaboration time • District collaboration time • SWIS required parameters
Provide professional development in monitoring behavior	PSD Goal Area 4	<ul style="list-style-type: none"> • PBIS Committee • Research-based interventions • Professional Development



Ensuring learning while challenging each student to reach full potential...

		<ul style="list-style-type: none"> • Progress monitoring materials
Provide Professional development in teaching about correcting behaviors that impede learning.	PSD Goal Area 4	<ul style="list-style-type: none"> • Research-based interventions • Professional Development • Progress monitoring materials
Use Self-Manager program to teach and recognize those students who consistently show appropriate behavior.	PSD Goal 2	<ul style="list-style-type: none"> • PBIS Committee • Common Planning time • Building collaboration time • District collaboration time • SWIS definitions for appropriate behavior

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development.

Measurement of Target Outcome (End of Year)

- 1. The creation of an effective behavior ticket that meets the needs of the SWIS system.**
- 2. Useable data to use in developing behavior management programs at school**
- 3. Record of professional development provided to enable the program to monitor and teach about behaviors that impede learning.**

Adopted

Presented first draft to School Board

Presented final draft to School Board