



2017-18 School Improvement Plan

Jefferson Elementary School

Elizabeth Kelley, Principal

READING ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 60.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 74.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	24.2	43.4	32.3	Reading	17.3	46.9	35.8	Reading	15.2	52.2	32.6
Listening and Speaking	12.1	60.6	27.3	Listening and Speaking	12.3	53.1	34.6	Listening and Speaking	13.0	55.4	31.5
Writing	15.2	51.5	33.3	Writing	13.6	46.9	39.5	Writing	16.3	39.1	44.6
Research/Inquiry	11.1	58.6	30.3	Research/Inquiry	17.3	44.4	38.3	Research/Inquiry	14.1	33.7	52.2

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 PSS 3.3	<ul style="list-style-type: none"> Fully implement Reach for Reading curriculum to provide a balanced literacy program that includes shared, guided, and independent reading Analyze student work and data in teams to align curriculum, instruction, and assessment through backward design 	<ul style="list-style-type: none"> Kindergarten Assessment Resource Kit (KARK) (K) Reach for Reading assessments (K-5) DRA testing and progress monitoring (K-2) i-Ready benchmark assessments (3-5)
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement school-wide grade-level intervention times to provide tutorials and enrichment to all students, while ensuring that those who receive Learning Assistance Program (LAP) and English Learner (EL) support do not miss core instruction Implement the i-Ready benchmark assessment system in grades 3-5 and use results, along with K-2 Development Reading Assessment (DRA) results, to identify students in need of reading interventions and to monitor progress toward equity targets 	<ul style="list-style-type: none"> DRA testing and progress monitoring (K-2) i-Ready benchmark assessments (3-5) LLI running record graphs

TL 1.3	<ul style="list-style-type: none"> • Teach and assess student understanding of word meanings and language use through Reach for Reading vocabulary strategies and Guided Language Acquisition Design (GLAD) strategies • Continue last year's academic discourse/accountable talk focus 	<ul style="list-style-type: none"> • Reach for Reading assessments (K-5) • SBA interim assessments on language/vocabulary use (3-5) • DRA testing and progress monitoring (K-2) • i-Ready benchmark assessments (3-5)
TL 1.3 III 2.1	<ul style="list-style-type: none"> • Set and monitor independent reading goals through the use of Accelerated Reader (AR) in grades 2-5, and in kindergarten and first grade for those students who are independent readers • Recognize students for AR participation through regular assemblies • Increase participation in the Summer Reading Challenge • Increase the number of students attending summer school 	<ul style="list-style-type: none"> • AR tests • Summer Reading Challenge participation data • Summer school attendance

WRITING ACTION PLAN

Key Performance Outcome:

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

2016-17 SBA Results

Grade 3				Grade 4				Grade 5			
Overall: 60.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 63.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 74.7%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	24.2	43.4	32.3	Reading	17.3	46.9	35.8	Reading	15.2	52.2	32.6
Listening and Speaking	12.1	60.6	27.3	Listening and Speaking	12.3	53.1	34.6	Listening and Speaking	13.0	55.4	31.5
Writing	15.2	51.5	33.3	Writing	13.6	46.9	39.5	Writing	16.3	39.1	44.6
Research/Inquiry	11.1	58.6	30.3	Research/Inquiry	17.3	44.4	38.3	Research/Inquiry	14.1	33.7	52.2

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 PSS 3.3	<ul style="list-style-type: none"> Fully implement Reach for Reading curriculum to provide a balanced literacy program that includes shared, guided, and independent writing Analyze student work/data in teams to align curriculum, instruction, and assessment through backward design 	<ul style="list-style-type: none"> Reach for Reading assessments (K-5) David Matteson benchmark assessments (K-2) Common writing assessments scored with SBA aligned district rubric (3-5)
TL 1.3	<ul style="list-style-type: none"> Teach revision and editing at each grade level using a staff-created vertically aligned checklist for revision and editing 	<ul style="list-style-type: none"> Reach for Reading assessments (K-5) David Matteson benchmark assessments (K-2) Common writing assessments scored with SBA aligned district rubric (3-5) SBA interim assessment on revision/editing (3-5)
TL 1.3	<ul style="list-style-type: none"> Focus on citing evidence within the research/inquiry claim of writing 	<ul style="list-style-type: none"> Reach for Reading assessments (K-5) SBA interim assessment on research (3-5)
TL 1.3	<ul style="list-style-type: none"> Provide daily opportunities for writing across the content areas, with a focus on using academic and domain-specific vocabulary 	<ul style="list-style-type: none"> Math, science, and reading journals

MATH ACTION PLAN

Key Performance Outcome:

2016-17 SBA Results

The target for the 2017-18 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 64.4%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 66.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 55.8%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	17.0	33.0	50.0	Concepts and Procedures	24.1	27.7	48.2	Concepts and Procedures	24.5	31.9	43.6
Problem Solving and Modeling & Data Analysis	14.0	53.0	33.0	Problem Solving and Modeling & Data Analysis	18.1	41.0	41.0	Problem Solving and Modeling & Data Analysis	24.5	38.3	37.2
Communicating Reasoning	8.0	51.0	41.0	Communicating Reasoning	16.9	43.4	39.8	Communicating Reasoning	24.5	36.2	39.4

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 PSS 3.3	<ul style="list-style-type: none"> Follow district instructional timelines for the enVision curriculum. Provide staff professional learning to support a math program that balances conceptual understanding, computational and procedural fluency, and problem-solving and application Analyze student work/data in teams to align curriculum, instruction, and assessment through backward design 	<ul style="list-style-type: none"> KARK (K) District proficiency-scaled assessments (1-5) SBA interim assessments (3-5) enVision and/or SBA practice performance tasks (3-5)
TL 1.3 PSS 3.2	<ul style="list-style-type: none"> Support problem-solving and build on last year's number talk/ academic discourse focus by providing professional learning about and implementation of three-act tasks 	<ul style="list-style-type: none"> District proficiency scaled assessments (1-5) SBA interim assessments (3-5) enVision performance tasks (3-5)
TL 1.3 III 2.1	<ul style="list-style-type: none"> Develop and implement a program to foster math fact fluency in grades 1-5 in order to support student proficiency in the concepts and procedures claim Recognize students for math fact progress through regular assemblies 	<ul style="list-style-type: none"> Data on student progress toward math fact fluency benchmarks
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement the i-Ready benchmark assessment system in grades K-5 and use results to identify students in need of math interventions and to monitor progress toward equity targets for grades 3-5 	<ul style="list-style-type: none"> i-Ready benchmark assessments (K-5)

SCIENCE ACTION PLAN

Key Performance Outcome:

2016-17 MSP Results

The target for the 2017-18 school year is 100% of students in the 5th grade, meeting standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 71.6%	Strand % Perf. Below	Strand % Perf. Similar
Systems	44.0	56.0
Inquiry	31.9	68.1
Application of Science	36.3	63.7
Domains	28.6	71.4

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.3 PSS 3.2	<ul style="list-style-type: none"> Implement Next Generation Science Standards (NGSS) in all grade levels Conduct staff professional learning on the NGSS and the NGSS aligned Washington Comprehensive Assessment of Science (WCAS) 	<ul style="list-style-type: none"> District science kit assessments Fifth-grade WCAS practice assessments
TL 1.2 PSS 3.3	<ul style="list-style-type: none"> Teach science inquiry writing process and related vocabulary at each grade level using district science kits Analyze student work/data in teams to align curriculum, instruction, and assessment through backward design 	<ul style="list-style-type: none"> District science kit assessments Science journals
TL 1.3	<ul style="list-style-type: none"> Focus on science content vocabulary through the use of strategies that mirror those used in reading, and GLAD strategies 	<ul style="list-style-type: none"> District science kit assessments Science journals
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Increase participation of fourth and fifth-graders in the district Innovations Expo science project competition and technology booth 	<ul style="list-style-type: none"> Science projects

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s): Jefferson staff members will increase and foster two-way communication with family members, who in turn will take a more active role in the life of the school.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1	<ul style="list-style-type: none"> Promote family/guardian involvement in school, PTA, and Lighthouse events through school and teacher newsletters, phone calls, and e-mails (Blackboard Connect). Ensure that written communication is translated into multiple languages 	<ul style="list-style-type: none"> Feedback forms (including translations from other languages) from school events Blackboard Connect delivery rates Baseline participation data from school/PTA/Lighthouse events EES family/guardian survey data
SR 5.1 SR 5.2	<ul style="list-style-type: none"> Provide support and resources to families about the importance of reading, especially for those whose students are struggling to reach grade-level standard. This will include: <ul style="list-style-type: none"> LAP/EL Family Night and conferences Newsletter articles with resources and information (Accelerated Reader, reading-related activities, and events) 	<ul style="list-style-type: none"> Homeschool communications Participation data from LAP/EL Family Night Data showing LAP students' achievement throughout the course of the year Family participation rate in LAP students' nightly reading
SR 5.1 SR 5.2	<ul style="list-style-type: none"> Provide families with information and training on the Make Your Day (MYD) citizenship/behavior management program, so that they can engage with their children at home around this 	<ul style="list-style-type: none"> Homeschool communications Data showing an increased level of family involvement (higher percentage of Make Your Day slips returned and high response rate when Step 4 conferences are needed)
SR 5.1 SR 5.3	<ul style="list-style-type: none"> Expand Watch Dads of Great Students (D.O.G.S.) and Natural Leaders programs 	<ul style="list-style-type: none"> Baseline volunteer participation data

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s): Students, family/community members, and staff will view Jefferson Elementary as a welcoming, safe place where learning and support are accessible to all regardless of language, socioeconomic status, or cultural background.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
SR 5.1	<ul style="list-style-type: none"> Foster and maintain a feeling that all families are welcome regardless of background or language, and that they can access teachers and school leaders easily 	<ul style="list-style-type: none"> High principal and assistant principal visibility as measured by the Educational Effectiveness Survey (EES) Response time to families' phone calls and emails by teachers and administrators Number of translators provided
PSS 3.4	<ul style="list-style-type: none"> Strengthen service processes and the physical environment of the office to welcome family members and guest teachers and to ensure student and family confidentiality 	<ul style="list-style-type: none"> Parent and staff feedback on office environment Substitute feedback postcards Monthly monitoring of the office environment
TL 1.4 SR 5.1	<ul style="list-style-type: none"> Continue Culture Night program with two events, plus school-wide Cultural Explorations Day in the spring 	<ul style="list-style-type: none"> Participation data from events Families' feedback from response sheets
PSS 3.4	<ul style="list-style-type: none"> Strengthen elements of the physical environment: parking lot signage and flow; signage for common area behavior expectations; and signage for student recognition of achievements and positive behavior 	<ul style="list-style-type: none"> Quarterly campus walk results
Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.4	<ul style="list-style-type: none"> Teach common-area expectations for behavior for all students 	<ul style="list-style-type: none"> Staff created matrix of common area expectations
PSS 3.4	<ul style="list-style-type: none"> Increase student recognition for positive behavior 	<ul style="list-style-type: none"> Student recognition data
PSS 3.3 PSS 3.4	<ul style="list-style-type: none"> Form staff committee to guide transition from MYD to Positive Behavior Interventions and Support (PBIS) 	<ul style="list-style-type: none"> Committee members' notes on PBIS implementation roadmap

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none"> Administer Panorama Social-Emotional Survey in grades 3-5 and use results to refine six-week On-Time Graduation (OTG) check-ins and interventions 	<ul style="list-style-type: none"> Panorama survey OTG interventions
PSS 3.4	<ul style="list-style-type: none"> Decrease harassment, intimidation, and bullying by: <ul style="list-style-type: none"> Increasing the number of Second Step and Steps to Respect lessons taught by teachers and the counselor Creating an anti-bullying student leadership group 	<ul style="list-style-type: none"> Baseline number of lessons taught by counselor and teachers at each grade level Data on number of harassment/intimidation/bullying incidents

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1 TL 1.5	<ul style="list-style-type: none"> Analyze student achievement by subgroup and respond accordingly to close achievement gaps 	<ul style="list-style-type: none"> SBA, DRA, and i-Ready data
TL 1.3 PSS 3.3	<ul style="list-style-type: none"> Target underperforming subgroups of students through the Student Intervention Team (SIT) process 	<ul style="list-style-type: none"> SIT documents showing how teachers and students are being supported, and how student progress is being tracked
SR 5.1	<ul style="list-style-type: none"> Foster an environment in which school leaders are visible and accessible 	<ul style="list-style-type: none"> EES survey showing high principal and assistant principal visibility
SR 5.1	<ul style="list-style-type: none"> Ensure that language differences and lack of internet access do not stand in the way of family involvement 	<ul style="list-style-type: none"> Homeschool communications in multiple languages Number of translators provided
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Pair each extended resource room student with a general education homeroom and teacher from the beginning of the school year 	<ul style="list-style-type: none"> List of Extended Resource/general education pairings
TL 1.2	<ul style="list-style-type: none"> Analyze student discipline data by subgroup to ensure equitable practices 	<ul style="list-style-type: none"> Student discipline data

ATTENDANCE

Key Performance Outcome(s): Student absences and tardies will continue to decrease.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
PSS 3.5	<ul style="list-style-type: none"> Re-engage students in transition who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
SR 5.2	<ul style="list-style-type: none"> Communicate to families the importance of consistent attendance and increase families' understanding of district policy and procedures, such as attendance letters 	<ul style="list-style-type: none"> Newsletter articles and communications discussed at conferences
PSS 3.5	<ul style="list-style-type: none"> Hold monthly meetings of assistant principal and counselor to monitor attendance and follow up with students/families 	<ul style="list-style-type: none"> Notes from monthly meetings Student attendance data
PSS 3.5	<ul style="list-style-type: none"> Focus on attendance concerns and action plans with teachers during six-week on-time graduation social-emotional check-ins 	<ul style="list-style-type: none"> Spreadsheets from six-week check-ins Student attendance data
PSS 3.4	<ul style="list-style-type: none"> Develop and implement an incentive and recognition system for good attendance 	<ul style="list-style-type: none"> Student attendance data Student recognition data

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s): Students will have increased access to technology tools and activities.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3	<ul style="list-style-type: none"> Teachers will implement the i-Ready benchmark assessment system (K-5 math and 3-5 reading) and provide regular opportunities for students to use the online lessons for individualized learning 	<ul style="list-style-type: none"> i-Ready data
TL 1.3	<ul style="list-style-type: none"> Teachers will integrate Reach for Reading digital resources (myNGconnect) into their teaching 	<ul style="list-style-type: none"> myNGconnect use data Reach for Reading assessment data
TL 1.3	<ul style="list-style-type: none"> All students will have increased exposure to Science Technology Engineering and Mathematics (STEM) activities through technology instruction that includes coding or other STEM topics at least once per month 	<ul style="list-style-type: none"> Technology specialist's data on lessons completed Student work/participation in district STEM expo
TL 1.2	<ul style="list-style-type: none"> Teachers in grades 3-5 will fully implement the Keyboarding Without Tears (KWT) curriculum, providing at least 30 minutes of keyboarding time per week with support from the technology specialist 	<ul style="list-style-type: none"> Keyboarding Without Tears use data/assessments