

Port Angeles School District
Jefferson Elementary School

Needs Assessment

By:

Completed On:



Continuous
School Improvement Plan
2017 - 2018

Board Meeting – October 19, 2017

DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success.

PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700

Each school will report their educational plan biennially to the Board.

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

PART 9: EXECUTIVE SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

PART 10: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

STRATEGIC GOALS AND OBJECTIVES FOR 2017-18

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE(S)	1:1 Create a culture of trust among staff, students, and community.
	1:2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	1:3 Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE(S)	2:1 All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	2:2 All students will receive the necessary support to successfully matriculate through the system.
	2:3 Reinstate all-day kindergarten as soon as fiscally sustainable.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
OBJECTIVE(S)	3:1 Create a more efficient and equitable resource distribution system.
	3:2 Create an infrastructure that supports student learning.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
OBJECTIVE(S)	4:1 Create a data-driven adaptable education system.
GOAL 5	Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
OBJECTIVE(S)	5:1 Leverage community resources and Expertise to further the education of all students.

PART 2: DATA ANALYSIS

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the scores on the READING, MATH and WRITING Sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 3: % of students at each level		21.5	12.0	23.8	Math 3: % of students at each level				
Level 1:	6.3%				Level 1:	14.6%	18.2	14.0	19.9
Level 2:	25.0%	22.1	22.0	21.7	Level 2:	27.1%	20.8	22.0	20.4
Level 3:	25.0%	23.0	44.0	22.7	Level 3:	25.0%	31.0	38.0	29.4
Level 4:	35.4%	30.9	22.0	29.5	Level 4:	33.3%	27.5	22.0	28.1
Reading/ELA 3: % Meeting Standard:	64.6%	54.3	66.0%	52.6	Math 3: % Meeting Standard:	58.3%	58.9	62.0%	57.8
% Not Meeting Standard:	35.4%	45.6	34.0%	47.3	% Not Meeting Standard:	41.7%	41.0	38.0%	42.1

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 4: % of students at each level		23.1	28.2	25.2
Level 1:	46.5%	18.0	26.0	17.7
Level 2:	32.6%	24.5	26.0	24
Level 3:	18.6%	32.0	19.5	30.7
Level 4:	2.3%			
Reading/ELA 4: % Meeting Standard:	20.9%	57.0	45.6%	55.2
% Not Meeting Standard:	79.1%	42.9	54.4%	44.7

PART 2: DATA ANALYSIS

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the scores on the MATH, SCIENCE, and READING sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Math 4: % of students at each level					MSP Science 5: % of students at each level				
Level 1:	33.3%	15.7	19.5	17.3	Level 1:	8.9%	15.5	9.5	15.7
Level 2:	38.1%	26.9	26.0	26.5	Level 2:	2.2%	17.1	14.3	18.8
Level 3:	28.6%	28.3	34.7	27.7	Level 3:	35.6%	31.8	35.7	29.7
Level 4:	0.0%	26.6	15.2	26.2	Level 4:	44.4%	32.9	40.5	33.2
Math 4: % Meeting Standard:	28.6%	55.4	54.3%	54.3	MSP Science 5: % Meeting Standard:	86.7%	65.3	76.2%	63.4
% Not Meeting Standard:	71.4%	44.5	45.6%	45.6	% Not Meeting Standard:	13.3%	34.6	47.6%	36.5

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 5: % of students at each level					Math 5: % of students at each level				
Level 1:	22.2%	20.5	19.0	21.9	Level 1:	20.0%	23.3	26.2	25
Level 2:	6.7%	17.4	28.6	17.7	Level 2:	31.1%	25.5	31.0	24.6
Level 3:	44.4%	32.1	42.9	31	Level 3:	24.4%	20.2	35.7	19.5
Level 4:	20.0%	27.4	9.5	27.2	Level 4:	24.4%	28.5	7.1	28.8
Reading/ELA 5: % Meeting Standard:	71.1%	60.1	52.4%	58.6	Math 5: % Meeting Standard:	48.9%	49.2	54.4%	48.6
% Not Meeting Standard:	28.9%	39.8	47.6%	41.3	% Not Meeting Standard:	51.1%	50.7	45.6%	51.3

PART 2: DATA ANALYSIS

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the scores on the READING and MATH sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017		
Reading/ELA 6: % of students at each level	Level 1:	30.6%	18.3	8.3	19.2	Math 6: % of students at each level	Level 1:	25.0%	23.5	18.7	23.9
	Level 2:	26.5%	23.2	20.8	23.4		Level 2:	22.9%	26.3	33.3	25.9
	Level 3:	28.5%	34.2	62.4	34.2		Level 3:	37.5%	21.5	25.0	21.9
	Level 4:	8.1%	21.8	8.3	20.7		Level 4:	12.5%	26.2	18.7	25.9
Reading/ELA 6: % Meeting Standard:	40.8%	56.5	70.8%	55.5	Math 6: % Meeting Standard:	50.0%	48.0	45.8%	48.2		
% Not Meeting Standard:	59.1%	43.4	29.2%	44.4	% Not Meeting Standard:	50.0%	51.9	54.2%	51.7		

Needs Assessments Implications:

RTI continues to meet the needs of many of our students requiring reading intervention. Third and grade showed continued improvements in ELA, and with very intentional work, 4th grade made huge gains in ELA (21%-45.6%), and met the state spot on in math (29%-54.3%). Grades 6 hovers just under the state average in math, though took a 30% increase in ELA, with 70.8% of students at standard. Math tutoring was implemented for level two students in grades 4th-6th, with mixed results on SBA. However, MAP score increases were 13 points in 4th grade, 15.4 in 5th grade, and 14.5 in 6th grade, far exceeding the expected 10 point growth in the course of a year. This is reassuring that the targeted math intervention did prove very useful in terms of student growth, despite students remaining at level 2.

Math support has continued, with yet another para added this year, allowing two positions held to support math in all classrooms, though primarily grades 3-6. After school tutoring begins twice a week for grades 4-6 by certificated teachers for 60 minutes each day. 3rd through 6th grade teachers continue to determine the best use of SBA Interim Assessment Blocks to enhance teaching and track student learning. The CSIP vertical teams will be engaged in professional book studies on topics pertaining to their team (*The Writing Thief*, *5 Practices for Orchestrating Mathematical Discussions*, and *The Growth Mindset Coach*).

PART 2: DATA ANALYSIS

SBA & MSP DISAGGREGATION DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. **If <10, enter an asterisk(*)**.

Sub-Groups	GRADE 3 ELA						GRADE 3 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	40.0	50.5	60.7	49			40.0	59.6	57.1	58.6		
Female	82.1	58.4	72.7	56.4			71.4	58.1	68.2	56.9		
Low Income	61.8	37.7	58.6	35.6			47.1	43.9	55.2	42.1		
Special Ed	33.3		50.0	24.7			0.0		50.0	28.4		

Sub-Groups	GRADE 4 ELA						GRADE 4 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	23.8	53	35.0	51.5			45.0	56.5	40.0	55.8		
Female	18.2	61.2	53.8	59			13.6	54.2	65.4	52.8		
Low Income	12.0	40.2	41.7	37.9			16.0	38.9	50.0	38		
Special Ed	14.3		40.0	22.7			28.6		60.0	24		

Sub-Groups	GRADE 5 SCIENCE				
	MSP 2016	MSP 2016	MSP 2017	State 2017	
Male	92.0	64.4	77.3	62.2	
Female	80.0	66.2	75.0	64.5	
Low Income	80.0	49.4	65.4	46.5	
Special Ed	87.5		0.00	32.6	

PART 2: DATA ANALYSIS

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

SBA & MSP DISAGGREGATION DATA

Sub-Groups	GRADE 5 ELA						GRADE 5 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	80.0	54.6	45.5	53.6			68.0	50.1	54.5	49.9		
Female	60.0	65.8	60.0	63.8			25.0	48.2	30.0	47.2		
Low Income	63.3	43.5	46.2	41.2			36.7	32.5	34.6	31.1		
Special Ed	62.5		0.00	22.2			12.5		0.00	17.5		

Sub-Groups	GRADE 6 ELA						GRADE 6 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	29.1	50.6	76.0	49.8			52.1	47.1	52.0	47.7		
Female	52.0	62.7	65.2	61.5			48.0	49.1	39.1	49.4		
Low Income	37.9	39.3	63.6	37.4			51.7	30.5	42.4	30.3		
Special Ed	27.2		63.6	18.2			27.2		36.3	13.9		

Needs Assessments Implications:

Great strengths in ELA in 3rd female and 6th male. Examine curriculum and instructional practices in these grade levels to share strategies with the other grade in the lower gender subgroup. As mentioned above, ELA continues to be an area of strength due to highly effective RTI as evidenced by the gap in ELA and math data in grades 3 and 5. The restructuring of 6th grade classroom is in year two, intended to assist with the discrepancy between female and all other subgroups in ELA, as well as special education in math (teachers specializing in two subject areas rather than four, with push in special education services whenever possible rather than pull out). The addition of after school math tutoring for 10 students in grades 4-6, as well as 4.5 hour and 6 hour math paras for grades 3-6 during the day. Special Education services are again aligned entirely this year with the RTI schedule so students are not missing core instruction to receive specially designed instruction. This works seamlessly in ELA, but is more complicated in math.

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Analysis Tool/ Measurement Device	Results for 2015-16					Results for 2016-17				
K-WA Kids Assessment (WA-K) Developmental Reading Assessment (DRA) or Analytical Reading Inventory (ARI) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard) Or Houghton Mifflin Unit Assessment	Reading					Reading				
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	Tri 1: 7 of 9 Sounds 93.3%	Tri 2: 16 of 26 Sounds 93.3%	BOY: 26 of 26 Sounds 93.09%	Blending/ Rhyming 90.7%	K				
	1(DRA)	70.7%	61.9%	81.8%	64% Writing	1				
	2(STAR)	42.0%	75.6%	68.9%	71% Writing	2				
	3 (MAP)	52.5%	86.5%	SBA	67% (MAP)	3				
	4 (MAP)	60.0%	65.8%	SBA	46% (MAP)	4				
	5 (MAP)	53.5%	80.0%	SBA/CB A 76%	76% (MAP)	5				
6 (MAP)	45.5%	55.8%	SBA	48% (MAP)	6					
NWEA MAP or Curriculum Benchmark Tests District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)	Writing			Math	Writing				Math	
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring	District Benchmark	
	K	73%	83.7%	93.0%		K				
	1	64.3%	69.8%	78.6%		1				
	2	83.3%	95.6%	93.3%		2				
	3 (MAP)	54.3%	85.0%	SBA 68% (MAP)		3				
	4 (MAP)	51.2%	56.8%	SBA 43% (MAP)		4				
	5 (MAP)	60.5%	74.3%	SBA 57% (MAP)		5				
6 (MAP)	40.9%	54.5%	SBA 60% (MAP)		6					
District Science Kit Assessments (FOSS Kits) (percent of students at standard)	Science				Science					
	Grade	Physical Science	Life Science	Earth Science	Grade	Physical Science	Life Science	Earth Science		
	K	97.7%	97.8%	100.0%	K					
	1	100%	92.9%	90.9%	1					
	2	97.8%	95.5%	91.5%	2					
	3	87.2%	80.4%	97.4%	3					
	4	76.6%	78.6%	80.5%	4					
	5	67.4%	81.8%/70.0	68.1%	5					
6	86.4%	84.8%	88.3%	6						

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Demographic Data (end-of-year data)													
Internal Assessment Results for 2015-16 (EOY)							Internal Assessment Results for 2016-17 (EOY)						
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
				0	0	0							
K	12.0	94.96%	3	0	0	0	K	13	93.31%	5	0	0	0
1	6	93.91%	1	0	0	0	1	2	94.84%	3	0	0	0
2	3	94.94%	5	0	0	0	2	26	94.22%	0	0	0	1(x3)
3	17	94.95%	12 (2 stud)	0	0	0	3	4	95.26%	2	0	0	1
4	3	95.23%	3	0	0	0	4	15.5	94.12%	3	0	0	1
5	8	95.01%	4	0	0	0	5	28	95.19%	9	0	0	1(x3)
6	27	93.87%	15	0	0	0	6	6	93.58%	4	0	0	1

Summary of Student Support Services 2016-17 (EOY)				
Grade	Special Education	Homeless EOY Number of Homeless Students	504	Student Assistance Team (SAT)
Pre	13	14	2	2
K	4	6	1	2
1	5	5	2	3
2	7	7	3	5
3	7	8	1	3
4	5	5	3	3
5	5	3	2	5
6	10	11	3	5

PART 2: DATA ANALYSIS

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary 2016-17 EOY	
Attendance Report	Percent of students present per day (2016-17).		
Unexcused Absences	Total number of absences not excused (2016-17).		
Discipline Report	Summary of discipline activity for the building (2016-17).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 1 Fighting/Assaults: 2	Court Petitions: 5 Expulsions: 0 Short-term Suspensions: 26 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2016-17).	61.4%	
Gender Report	Number of male and female students as reported by the 2016-17 OSPI School Report Card	Males: 164 Females: 166	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card	American Indian or Alaskan Native: 13 Asian or Pacific Islander: 6 Black: 6 Hispanic: 54 White: 218	
Staff Report	Staff demographic data as reported in the 2016-17 OSPI School Report Card	Headcount: 25 Overall Ratio: N/A	Average Years of Exp: 13.2 Percent ≥ a Master’s Degree: 64%

PART 3: Area of Strength and Improvement

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the MSP, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>English Language Arts:</p> <ul style="list-style-type: none"> • 82.1% of Jefferson females passed the ELA SBA! • Grade 3 – 12.4% above the state; 20.3 point gain on MAP • Grade 4 – Females went from 13.6% passing in 2016 to 65.3% passing in 2017 • Grade 5 – Low income subgroup was 5% above the state • Grade 6 – 63.6% of special education subgroup passed the SBA (state was 18.2%) <p>Math:</p> <ul style="list-style-type: none"> • Grade 3 – 5.2% above the state, low-income subgroup 13% above the state • Grade 4 – MAP scores increased by 13 points • Grade 5 – MAP scores increased by 15.4 points • Grade 6 – Males out performed females by 12.9% <p>Science:</p> <ul style="list-style-type: none"> • Increase of 13% in males meeting standard • 86.7% met standard! <p>Culture & Climate: (taken from 03/2017 CEE Survey Data)</p> <ul style="list-style-type: none"> • 98% of staff at this school state “I am willing to work at changing my school for the better.” • 96% (4% missing) of staff indicate “I welcome new ideas and change.” • 96% of parents indicate “School employees are respectful and courteous of one another.” • 94% of parents state “The school celebrates student success.” 	<p>English Language Arts:</p> <ul style="list-style-type: none"> • Only 44% of Jefferson males passed the ELA SBA • Grade 3 – 50% of special education subgroup did not meet standard • Grade 4 – Male subgroup down 16.5% from the state • Grade 5 – 2017 cohort decreased by 11% from 2016 cohort • Grade 6 – 2.4% below the state; females down by 10.3%. <p>Math:</p> <ul style="list-style-type: none"> • Grade 3 – Males down from the state by 1.5% • Grades 4 – Males down 15.8% from the state. • Grade 5 – Only 7.1% at level 4 • Grade 6 – 2.4% below the state; females down by 10.3%. <p>Science:</p> <ul style="list-style-type: none"> • No students from the special education subgroup met standard <p>Culture & Climate: (taken from 03/2017 CEE Survey Data)</p> <ul style="list-style-type: none"> • 58% of staff feel “Our staff believes that all students can meet state standards.” • 65% feel that “Appropriate data are used to guide building-directed professional development.” • 49% feel “We are provided training to meet the needs of a diverse student population in our school.”

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 1: Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

Objective 1.1: Create a culture of trust among staff, students, and community.

Schoolwide Reform Strategies Jefferson GOAL 1	Jefferson Elementary staff will maintain a culture of trust among staff, students, parents, and community while continuing to implement research-based practices that strengthen the culture of the school. This will include the use of data to drive decision making strategically involving students and parents in the planning, implementation, and evaluation of practices. 2017-2018 CEE survey data will increase in the area of High Levels of Community & Parent Involvement from 68% (staff) and 81% (parent), to 90% among both.				
	ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments
Develop 60 day action plans to follow throughout the year. This includes the initial student & staff survey to determine informal baseline data.	Late August, December, March	Principal, Counselor, Culture & Climate Team (CCT)	Principal & Counselor	<input type="checkbox"/>	
Recognize student success with monthly recognition assemblies honoring a specific character trait, daily Wolf Slip winners, and school wide recognition for positive progress.	September 2017-June 2018	All staff, Principal	CCT, Principal, Counselor	<input type="checkbox"/>	
Continue to utilize informal student and staff survey to determine connectivity to the Jefferson community, as well as formalized surveys such as CEE and PBIS surveys.	October, January and May	CCT, Counselor, Principal	CCT, Principal, Counselor	<input type="checkbox"/>	
Implement Family Activity Cards, in which parent partnership with the school is honored, whether attending a concert, volunteering at school, or chaperoning a field trip. Implement monthly family projects to be displayed in the rotunda.	September, 2017-May, 2018	CCT, Counselor, Principal, PTO, Sandi Biasell	CCT, Principal, Counselor	<input type="checkbox"/>	
Continue Tier II practices for select students, while continuing with school wide Tier I practices for all students, and begin Tier III for some.	September, 2017-June, 2018	Classroom Teachers, CCT, Counselor	CCT, Principal, Counselor	<input type="checkbox"/>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

Objective 2.2: All students will receive the necessary support to successfully matriculate through the system in ELA.

Schoolwide Reform Strategies Jefferson Goal 2 - ELA	Based on the last three two years of SBA data in ELA, and in collaboration with building vertical teams, building & district grade teams, and RTI teams, Jefferson 3 rd -6 th grade students will be 3% above the state on the 2018 SBA in all grade levels in ELA.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes				Comments
Develop 60 day action plans to follow throughout the year. This includes initial reading survey. (*See goal 4 for RTI action plan)	Late August, December, March	Principal, Title I Learning Support Teacher, ELA Team	Principal & LST	<input type="checkbox"/>	
Initial and on-going assessments given at all grade levels to determine baseline and then monitor student progress. Teachers will follow district adopted assessment calendar.	September, 2017-June, 2018	Classroom Teachers, LST, Special Education Teachers, Principal, RTI Paras	LST, Grade Teams, RTI Teams, Principal	<input type="checkbox"/>	
Meet every 6 weeks among RTI teams, classroom teachers, LST, and principal to review data and adjust RTI teams according to student need and achievement.	October, 2017 & on-going	RTI teams, LST, Classroom teachers, Principal	ELA Team, LST, Principal	<input type="checkbox"/>	
Continue with on-going writing PD, including opportunities for paraeducators, so students develop a common language around writing across grade levels.	September, 2017-June, 2018	ELA Team, Classroom Teachers, LST, Principal, Coaches	ELA Team & Principal	<input type="checkbox"/>	

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/path data in Math.
Objective 2.2: All students receive necessary support to successfully matriculate through the system in Math.

Schoolwide Reform Strategies Jefferson GOAL 3 - Math	Based on the last three years SBA & MAP data in math, and in collaboration with building vertical teams, building & district grade teams, math RTI teams, and in following the district assessment calendar, goals are as follows 80% of students will increase MAP RIT score by 10 points between September, 2017 & June, 2018, with a midyear benchmark in January. K-2 nd students will be tracked through curriculum based assessments in the classroom.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
Develop 60 day action plans to follow throughout the year. This includes the mathematical practices professional development. (*See goal 4 for math RTI implementation)	Late August, December, March	Principal, Math Team, Math Coach	Principal & Math Coach	<input type="checkbox"/>	
Facts assessments give to all students, per the district math facts calendar, and using a variety of technology programs for on-going support.	September, 2017-June, 2018	Classroom Teachers, Grade Teams, Math Para, Principal	Principal & Classroom Teachers	<input type="checkbox"/>	
Determine SBA aligned practice, including options for the performance tasks and problems to increase math perseverance and utilize mathematical practices.	September, 2017-June, 2018	Classroom Teachers, Grade Teams, Math Coach, Principal	Principal & Classroom Teachers	<input type="checkbox"/>	
Develop a math activity calendar for the year, including professional development, in school math game days, math nights for families, and a book study of <i>5 Practices for Math Discussions</i> .	September, 2017-June, 2018	Classroom Teachers, Math Team, Math Coach, Principal	Principal & Classroom Teachers		

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.2: All students receive necessary support to successfully matriculate through the system.

Schoolwide Reform Strategies Jefferson GOAL 4 – Closing the Gap		Based on the last two years SBA & MAP data in math & ELA, and in collaboration with building vertical teams, building & district grade teams, RTI teams, and in following the district assessment calendar, the number of Jefferson students scoring level two in the areas of math and ELA will be lower than the state average at all grade levels on the spring, 2018 SBA.			
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Maintain quality reading program through use of HM materials, including leveled readers and RTI for 30 minutes per day with 5 staff.	September, 2017-June, 2018	LST, RTI Team, Classroom Teachers, Principal	LST & Principal	<input type="checkbox"/>	
Utilize reading assessments, per the district assessment calendar and professional judgement, to determine student need for intervention.	September, 2017-June, 2018	LST, RTI Team, Classroom Teachers, Principal	LST, Classroom Teachers, Principal	<input type="checkbox"/>	
3 rd grade after school reading group Monday-Friday for 30 minutes, and 4 th -6 th after school math tutoring group Monday & Wednesday for 60 minutes.	October, 2017-June, 2018	LST, RTI Para, 3 rd -6 th Grade Teachers	Principal & Classroom Teachers	<input type="checkbox"/>	
Develop math RTI program, utilizing new Title I & HP LAP math paras for staffing and regular assessment for determining student needs.	October, 2017-June, 2018	Principal, Classroom Teachers, Title I Math Para	Principal & Classroom Teachers	<input type="checkbox"/>	
School subscription to IXL math for both remediation and enrichment; staff training for all classroom teachers in ILX.	September, 2017-June, 2018	Principal & Classroom Teachers	Principal & Classroom Teachers	<input type="checkbox"/>	

PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

Directions: Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
Physical Education classes taught by certified P.E. instructor. <ul style="list-style-type: none"> • K-3 2 x 30 minutes per week (60) • 4-6 2 x 40 minutes per week (80) 	Start: September 1, 2017 End: June 16, 2018	Karl Myers, PE Teacher Mark Van Rossen, PE Teacher	<input type="checkbox"/>	
Opportunity for additional minutes: <ul style="list-style-type: none"> • Classroom Brain Boosters (monthly ideas shared with classroom teachers) 	Start: September 1, 2017 End: June 16, 2018	Karl Myers, PE Teacher Mark Van Rossen, PE Teacher Classroom Teachers	<input type="checkbox"/>	
Opportunity for additional instructional min.: <ul style="list-style-type: none"> • Adventure to Fitness (school subscription to online fitness program for the classroom) 	Start: September 1, 2017 End: June 16, 2018	Karl Myers, PE Teacher Mark Van Rossen, PE Teacher Classroom Teachers	<input type="checkbox"/>	
Opportunity for additional instructional min.: <ul style="list-style-type: none"> • Fuel Up to Play60 Activities (nutrition and fitness activities done schoolwide) 	On-going throughout the school year.	Karl Myers, PE Teacher Mark Van Rossen, PE Teacher Classroom Teachers Jefferson Recess Staff	<input type="checkbox"/>	
Opportunity for additional physical activity: <ul style="list-style-type: none"> • Playworks (backyard games, organized team games) • Sports Club – Thursday after school 	Start: September 1, 2017 End: June 16, 2018	Karl Myers, PE Teacher Cookie Kalfur, PE Teacher Jefferson Recess Staff Jefferson PTO	<input type="checkbox"/>	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2012	2013	2014	2015	March 2017
Clear & Shared Focus	73.0%	78.0%	*		82%
Effective School Leadership	73.0%	75%	*		84%
High Standards & Expectations	55.0% <small>(34% missing)</small>	70%	*		74%
High Levels of Collaboration and Communication	75.0%	72.0%	*		78%
Supportive Learning Environment	82.0%	80.0%	*		86%
Frequent Monitoring of Teaching and Learning	53.0% <small>(31% missing)</small>	62.0%	*		63%
Focused Professional Development	55.0% <small>(26% missing)</small>	67.0%	*		68%
Curriculum, Instruction, and Assessment Aligned with Standards	60.0% <small>(31% missing)</small>	61.1%	*		73%
High Levels of Community & Parent Involvement	76.0%	75.0%	*		68%
Staff Willingness to Change	89.0%	91.0%	*		98%

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2012	2013	2014	2015	March 2017
Clear & Shared Focus	79.0%	85%	*		81%
Effective School Leadership	84.0%	89%	*		89%
Frequent Monitoring of Teaching and Learning	74.0%	78%	*		82%
High Standards & Expectations	92.0%	90%	*		89%
High Levels of Collaboration and Communication	82.0%	84%	*		84%
High Levels of Community & Parent Involvement	76.0%	78%	*		81%
Supportive Learning Environment	84.0%	88%	*		85%

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2012	2013	2014	2015	March 2017
Clear & Shared Focus	82.0%	82%	*		N/A
Effective School Leadership	81.0%	81%	*		N/A
Frequent Monitoring of Teaching and Learning	76.0%	76%	*		N/A
High Standards & Expectations	93.0%	93%	*		N/A
High Levels of Collaboration and Communication	82.0%	82%	*		N/A
Supportive Learning Environment	84.0%	84%	*		N/A

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Enrichment Opportunities:

- After School Clubs: Robotic (Ozobots), Sports, Dance, Yearbook, Homework
- Math Olympiad offered for 5th/6th grades
- Wolf Pack Student Council – 6th grade elected officers, 4th-6th grade elected student reps
- Worm Bins & Compost for 4th & 5th grade, coordinated through parent volunteers
- Swimming lessons for 4th grade students in the spring via PTO & PAEF Grant
- 6th grade outdoor education offered at NatureBridge for 3 days/2 nights, October 18-20, 2017 (thank you, once again, School Board!)
- Young Writers Conference for 1st-6th grade students March 2018 at Peninsula College, sponsored by PTO
- 5th Grade/Kindergarten Reading Buddies, 4th Grade/Kindergarten Reading/Writing Buddies, 6th/1st Writing Buddies
- Poetry Slam-6th grade
- 1st – 4th grade Pen Pal program with Japan
- 4th Grade Battle of the Books through NOLS

Remediation Opportunities:

- Small group instruction in RTI in three levels (K-5th): 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core), and 3) intensive intervention for basic skill development (2.1, 2.2)
- Math remediation data collection through MAP, IXL, and Moby Max.(2.1, 2.2)
- 2 Math Paras hired to assist in 2nd-6th grade classrooms for math remediation. (2.1, 2.2)
- Math tutoring Monday & Thursday after school by certificated teachers, grades 4th-6th
- School-wide universal screening using DIBELS in reading in the fall, winter, and spring; DRA to 1st 3x per year (2.1, 2.2)
- Progress monitoring using the Houghton Mifflin curriculum, DIBELS, & AR/STAR (2.1, 2.2)
- Collaboration time dedicated to looking at tiered instruction & movement in response to individual student needs (2.1, 2.2, 1.2)
- After school program for 3rd grade students needing additional support in reading (2.1, 2.2)
- Small group homework help supported by AmeriCorps & volunteers after school for 4-6 grade students (5.1, 2.1, 2.2)

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Brief paragraph explaining your Professional Development Summary and Resource Plan.			
<p>Through generous High Poverty LAP allocations this year, our CSIP leadership team has agreed that this is the year for intentional professional development around Project Based Learning (PBL). All PD decision making runs through our individual CSIP teams as is the case for all decision making (driven by the 60 day plans of each team, completed two times throughout the year). On October 6th the Jefferson teaching staff had their first of the three day PBL workshop in which they aligned all content standards, and began to explore ideas for effective, standards-rich projects for later in the year. Within the framework of PBL, professional development will revolve around ELA, math, and strengthening the culture and climate, all which lead to closing the achievement gap. Writing became an intentional focus last year, and continues this year with Step Up to Writing, Lucy Calkins, and David Matteson trainings for all classroom & special education teachers, as well as our core RTI and special education paraeducators. Math will focus on the Eureka Pilot, with the hope for some staff to attend regional or national math conferences to enhance their practice. LAP funds allowed us to keep IXL for an additional year. Culture & climate team is focusing on parent involvement, attendance, and student connectedness. Similar to last year, generic PBIS training is no longer the greatest need, but rather conferences with a wide range of course offerings so we can attend workshops that could specifically apply to our Jefferson community.</p>			
Budgeted Amount	Professional Development Activity	Description of Participating Staff	<input checked="" type="checkbox"/>
Contract: \$7500 Hotels/Travel: 0 Materials: 0 Substitutes: \$3600	PBL: Erin Sanchez of PBL Path. 3 days of consulting, partnered with franklin Elementary.	Classroom teachers, special education teachers, LST, interested paraeducators, principal, counselor, school psychologist, specialists	<input type="checkbox"/>
Conferences: \$1500 Hotels/Travel: \$2000 Materials: \$1000 Substitutes: \$3600	Math & ELA Trainings: MAP Analysis, National or regional math conference, IXL training for new teachers, Peer observations, writing trainings offered by the district, books students within vertical CSIP teams	Classroom teachers, principal, Title I math para & resource I special education staff, Math Coach	<input type="checkbox"/>
Conferences: \$2500 Hotels/Travel: \$2000 Materials: \$1150 Substitutes: \$780	Culture & Climate: Learning & The Brain (or another conference), SWISS Adoption & Training, Teaching with Love & Logic Training, Playworks Refresher	Counselor, principal, all interested teaching and support staff, recess staff	<input type="checkbox"/>

PART 9: EXECUTIVE SUMMARY

Executive Summary

Directions: Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

Jefferson...a community where all students, staff and families are successful, valued and connected by the joy of learning! Jefferson is in year two of our new approach to our Continuous School Improvement goals, having restructured all vertical teams in 2016-2017 to meet one specific goal area, all leading to closing the gap. Each certificated staff member is on a team focusing on math, ELA, or culture & climate. There were tweaks to make after our first year of this approach, and this year teams have chosen professional development books to study, are planning family evening events, and will collect and analyze all data to determine student growth.

Culture & Climate Focus: In our fourth year, our PBIS implementation team is now in year two as a Culture & Climate team, focusing on students positive associations with school. The CCT utilized informal survey data to determine greatest areas of need last year, and focused heavily on lunchroom and hallway behavior. This year the focus is on how students treat one another. Key things that have begun this year are: monthly family projects with a STEAM theme and displayed in the rotunda; student recognition of monthly character traits; family activity cards (10 stamps equals a practical \$25 gift card); rock fish path in front of school (*Only One You*); 3rd-6th grade novel study of *Wonder*, focusing on empathy, disability awareness, and the uniqueness of individuals. This will culminate with a screening on November 10th at Deer Park Cinema. This year we are offering extracurricular clubs in dance, year-book, sports, and robotics. Over 60 4th-6th grade students are involved in one or more of these clubs.

Mathematical Focus: Math remains the primary content focus for our fifth year, confirmed by both SBA and MAP data in grades 3rd-6th. Teachers recognize that this is the final year of enVisions, and are supplementing accordingly to fill in the curriculum gaps. Last year we were able to add a 4.5 hour math para, and this year HP LAP funds have allowed us to hire another 6 hour para that will focus primarily on math as well. After school tutoring for “bubble” students continues in year two. Our math vertical team determined that data collection in K-2nd will happen around math fact fluency, as that is foundational for continued growth in mathematics over time. 3rd-6th will be tracked through three times per year MAP administration, and all grades will analyze topic and benchmark assessments within enVision.

ELA Focus: The ELA vertical team has determined that writing fluency needs to be a school wide focus for a second year in a row, particularly given the extensive trainings offered last year and this fall. RTI continues as grades K-5 for 30 minutes per day, with LAP funds allowing an additional para hour to support these efforts. This means three paras and one LST for all RTI slots, which are by individual class in K & 1st, by grade level 2nd-5th. 6th has opted for no RTI time within the school day, as they are rotating students among both teachers. After school tutoring is offered daily for 3rd grade students needing intervention.

PART 10: Sign-Off Sheet

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Joyce Mininger	
1 st Grade Teacher	Christine Chang	
2 nd Grade Teacher	Laura Knowles	
3 rd Grade Teacher	Melissa Lisk	
4 th Grade Teacher	Raena Young	
5 th Grade Teacher	Theresa Faires	
6 th Grade Teacher	Brooke Hendry	
Learning Support Teacher	Coya Erickson	
Special Education Teacher	Debbie Rich	
Parent	Christina Heinstand	
Parent	Doni Thomason	
Assistant Superintendent	Chuck Lisk	
Superintendent	Dr. Marc Jackson	
School Board President	Dr. Joshua Jones	<i>Board Approved Date:</i> _____