

# Jefferson Elementary Title I Schoolwide Plan

**Principal: Kathleen Walsh**

## Table of Contents

### School Overview

Schoolwide Team Members .....	4
Dates of 2011-2012 Schoolwide Meetings .....	4

### Schoolwide Plan Components

Comprehensive Needs Assessment .....	5
Reform Strategies .....	8
Jefferson Elementary School-wide Work Plan .....	11-15
Highly Qualified Teachers .....	16
Professional Development .....	16-17
Strategies to Attract High Quality Teachers.....	17
Parental Involvement.....	18
Transition Plan .....	19
Teacher Involvement in Assessments .....	19
Timely and Effective Assistance .....	20
Coordination of Federal, State, and Local Services and Programs .....	20

<b>Annual Evaluation Process .....</b>	<b>21</b>
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# Jefferson Elementary Overview

## A. School's Mission Statement

The Mission of Jefferson Elementary, a progressive school community that reflects and values a diverse population and a commitment to student learning, is to engage and empower the whole child to reach his/her unique capabilities, to develop strong personal character and inspire a life-long passion for learning through high expectations, varied instructional strategies, and the collaborative efforts of students, families, community and staff.

## B. School Beliefs

We believe that...

- All students will master the most essential benchmarks in reading and math in preparation for the next grade level.
- All students will consistently demonstrate behaviors that support our Jefferson Elementary established character traits: Curiosity, Compassion, Responsibility, Teamwork, Determination
- All students, with the support of Jefferson staff members, will strive to take ownership of their learning, living our school belief that no one is a 'passenger', but rather we are all working CREW members in this school.

## C. Key Assumptions

### Jefferson Elementary will:

1. Initiate the use of portfolios and student led conferences to put students, families, and school staff on the same page, creating an accountability system for school-wide goals and student progress.
2. Continue with our school-wide implementation of Positive Behavioral Intervention System (PBIS) that integrates our Expeditionary Learning work plan goals with our goal to develop the character for all members of the Jefferson Community, with an emphasis on being Respectful, Responsible, and Safe.
3. Create a climate where students, families, and staff will feel (and report) that they are part of a positive school environment that exemplifies our character traits and promotes a culture of high achievement.
4. Continue to utilize consistent 30 minute intervention periods 4 times per week in each classroom, including weekly probes and bi-weekly collaboration with the school's Progress Monitoring Team.
5. Form staff CREWs to plan specific parent events at Jefferson ranging from Parent Day during American Education Week, to evening family events, Celebration of Learning events through Expeditionary Learning, and Parent engagement in our Title One planning.
6. Continue to placed a heavy emphasis on programs that support our ELL students and families. Our school enrollment is 53% Latino, some of the programs we have

offered include: Supporting School Success – a program that spans 5 nights and leads parents through discussion and activities which help guide their efforts to support their children in school, having a school admissions counselor meet with our ELL parents to discuss planning they can do now to prepare in advance to get their children into college, home visits by our ELL teacher and bilingual ed. asst. to provide information on local resources for all of our families, after school programming for ELL students.

7. Together with parents and community, Jefferson expects to provide the highest quality educational experiences for all students. This plan outlines some of those efforts.

### **Title I Schoolwide Team**

<b>Name</b>	<b>Title</b>
Kathleen Walsh	Principal
Patricia Fitzgerald	Instructional Coach
Toni Beams	¾ Classroom Teacher
Patricia LaBarre	ELL Teacher
Jose and Maribel Saucedo	Parent Representatives

### **Schoolwide Team Meetings 2014-2015**

<b>Date</b>	<b>Topic</b>
July 1, 2015	Initial “Getting Started” Meeting
December 2015	Revise Title One Budget Plan
March 2016	Assess Progress/Pre-plan for 2013-14
May 2016	Year End Wrap, Needs Assessment

## Schoolwide Plan Components

### Comprehensive Needs Assessment

Jefferson's current enrollment is 252, including our Pre-K students. This number includes 112 Latino students, 65 African American students, 54 caucasion students, and 21 students of two or more races. Jefferson continues to place a heavy emphasis on our Latino students as this is our largest sub-group. In addition, Jefferson continues to focus efforts on students with disabilities as this is another sub group that continues to demonstrate poor performance on Badger Exams and other school and district-wide assessments. Although these two subgroups will continue to be our area of focus, most strategies that we have put in place will benefit all students, not just our Latino students or students with special needs.

Upon reviewing the available assessment data (Bader and MAP assessments), there were a few inconsistencies that came up in the performance of some sub groups. For example, our African American students in 3<sup>rd</sup> grade demonstrated 0% proficiency on the Badger Exam in Language Arts, but this same group had 71% of its students meeting or exceeding expected growth on MAP assessments. Leaving a small window open for error, this is still a significant gap in assessment results. However, our Latino students, although demonstrating some degree of discrepancy, still demonstrated a high level of need on both assessments, as do our students with disabilities. For this reason, these two sub groups will be at the center of our school-wide focus.

### Process

Using school-wide assessments (MAP, Fountas and Pinnell, PALs, and Common Formative Assessments), we will continually assess where our student weakness lies and provide interventions to address deficit areas. At the same time, we will continue to address our student strengths and capitalize on these strengths to promote deeper understanding and continued growth. Support for these efforts will come through PLC's and professional development that aligns with our school work plan.

### MAPS: MET OR EXCEEDED EXPECTED RIT GROWTH

	2013-14	2015
Reading Grade 3	24.2%	52.6%
Reading Grade 4	59.4%	34.4%
Reading Grade 5	55.3%	60.4%
Math Grade 3	15.2%	68.4%
Math Grade 4	37.5%	62.5%
Math Grade 5	48.9%	70.8%

**MAPS – Gr. 2 Average RIT scores MATH**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	82.4%	87.5%	78.9%	83.3%	81.5%	85.7%	0.0%	84.8%
<b>FALL 2013 - FALL 2014</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**MAPS – Gr. 3 Average RIT scores MATH**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	68.4%	57.1%	61.1%	83.3%	69%	66.7%	33.3%	71.4
<b>FALL 2013 - FALL 2014</b>	15.2	0%	22.2	9.1	14.3	20	0%	15.6

**MAPS – Gr. 4 Average RIT scores MATH**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	62.5	53.8%	61.5%	100%	60.7%	75%	20%	70.4%
<b>FALL 2013 - FALL 2014</b>	37.5	41.7	42.9	50	37.9	33.3	40	37

**MAPS – Gr. 5 Average RIT scores MATH**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	70.8%	50%	70%	100%	70.5%	75%	71.4%	70.7%
<b>FALL 2013 - FALL 2014</b>	48.9	50	44.8	50	44.2	100	33.3	50

**MAPS – Gr. 2 Average RIT scores READING**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	70.6%	50%	78.9%	66.7%	74.1%	57.1%	100%	69.7%
<b>FALL 2013 - FALL 2014</b>								

**MAPS – Gr. 3 Average RIT scores READING**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	52.6%	71.4%	33.3%	75%	58.6%	33.3%	33.3%	54.3%
<b>FALL 2013 - FALL 2014</b>	24.2	33.3	27.8	18.2	21.4	40	0%	25

**MAPS – Gr. 4 Average RIT scores READING**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	34.4%	15.4%	46.2%	100%	32.1%	50%	20%	37%
<b>FALL 2013 - FALL 2014</b>	37.5	41.7	42.9	50	37.9	33.3	40	37

**MAPS – Gr. 5 Average RIT scores READING**  
**Percent of Students who Met or Exceeded Expected Growth**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>	60.4%	30%	63.3%	75%	59.1%	75%	28.6%	65.9%
<b>FALL 2013 - FALL 2014</b>	48.9	50	44.8	50	44.2	100	33.3	50

**BADGER EXAM – Gr. 3**  
**Percent of Students Scoring Proficient and Advanced**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014-15</b>								
<b>ELA</b>	23.7	0%	26.3%	33.3%	17.2%	44.4%	0%	25.7%
<b>Math</b>	23.7	0%	10.5%	58.3%	24.1%	22.2%	0%	25.7%



**BADGER EXAM – Gr. 4**  
**Percent of Students Scoring Proficient and Advanced**

Year 2014- 15	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>ELA</b>	18.2%	15.4%	14.3%	66.7%	17.2%	25%	20%	17.9%
<b>Math</b>	15.2%	7.7%	7.1%	100%	13.8%	25%	0%	17.9%

**BADGER EXAM – Gr. 5**  
**Percent of Students Scoring Proficient and Advanced**

Year 2014- 15	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>ELA</b>	14.6%	0%	16.1%	25%	13.6%	25%	0%	15.9%
<b>Math</b>	4.2%	11.1%	0%	25%	4.5%	0%	0%	4.5%

**Attendance**

Year	All Students	African American	Hispanic	White	Economically Disadvantaged		Students with a Disability	
					Ec. Dis	Not Ec. Dis.	Students with Disability	Students w/o Disability
<b>2014- 15</b>	92.16%	90.87%	93.18%	91.8%	92.11%	92.57%	90.42%	92.46%
<b>2013- 14</b>	93.12%	92.86%	92.96%	93.51%	92.72%	96.51%	91.36%	93.41%
<b>2013- 12</b>	93.49%	92.94%	93.9%	93.31%	93.13%	95.76	92.42%	93.67%

### Truancy

Year	All Students	African American	Hispanic	White
2014-15	12.06%			
2013-14	19.12%			
2012-13	17.31%			

### Suspension

Year	All Students	African American	Hispanic	White	Students with Disability	Students w/o Disability
2014-15	10.69%					
2013-14	6.6%					
2012-13	5.92%					

#### Program Strengths

Entering our third year with Expeditionary Learning, we will be implementing student portfolios and student led conferences. In addition, we will be adding a case study in the Fall, in addition to the case study in the Spring as we build up towards full expeditions for the following year. We will be adding monthly all school community CREW meetings, and combined grade level CREW meetings that will serve as Parent/VIP days.

Compass Learning software has been purchased for use at all grade levels. This software connects directly with MAP assessments, and will design a specific learning path for students based on their performance levels.

The expertise of the Jefferson staff has been elevated through new staff hires. We have added two new staff members in our kindergarten, one is certified in ELL and is fluent in Spanish, the other has her 316 reading license and will work to support the direction of reading instruction at the kindergarten level. We have moved one of our veteran teachers who holds a 316 reading license to the first grade in order to drive the reading instruction with both first and second grade. We have hired a new second grade teacher who also holds a special education license, and we have hired a 5<sup>th</sup> grade teacher who also holds a Language Arts certification and has Middle School experience. Our new librarian holds a general education teaching license as well as a masters in curriculum and instruction. These new personnel members bring a wealth of training and expertise to our Jefferson staff.

We also have a new .5 ELL teacher who is bilingual and will be an asset as we continue to strengthen connections with our Spanish speaking families. Finally, we have a new .5 Librarian who is a veteran teacher and holds a Masters in Curriculum and Instruction.

We will also continue our bi-weekly progress monitoring meetings with all classroom teachers in support of the RtI process.

Our annual Celebration of Learning has been expanded this year to one each semester. We will be celebrating our first semester case study work in January, and second semester case study work in June.

### **Specific Areas of Need**

We continue to work on closing the achievement gap in both Reading and Math. We have made improvements in our primary grades with math – especially with our Latino students. Our students continue to struggle in reading, however, we have implemented consistent interventions in all classrooms and with bi-weekly progress monitoring, we are hopeful that we will have more noticeable areas of improvement.

### **Reform Strategies**

#### *Strategy 1: Professional Development*

Jefferson continues to partner with EL Education in forging a deeper educational experience for our students. We continue to fund EL Education through Title One based on the overall EL Education philosophy below:

**“We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.** Our vision of student achievement therefore has three dimensions: *Mastery of Academic Skills and Content, High-Quality Work, and Character.* (EL Education Web Site)

EL Education supports teachers and students through five areas known as Core Practices. These 5 areas are: Curriculum, Instruction, Assessment, Culture and Character, and Leadership. As we continue to instill a sense of accomplishment and quality work with our students, EL Education provides direct support for our staff and students.

Additional Title One expenditures directly support our work with EL Education.

- Funds are used to provide opportunities for teachers to attend off site PD sessions which are run by trained EL staff/facilitators. These sessions include writing quality learning targets, conducting effective CREW sessions, writing quality workshop lessons and implementing quality classroom lessons, moving toward student led conferences and building these conferences around student portfolios.
- Several of these PD sessions require classroom coverage that will allow teachers to attend the training or work with facilitators. For this reason, we have budgeted for classroom substitutes when certain PD sessions are being held. These substitute days also support our school-wide work with PBIS when District Trainings are taking place, and also covered classrooms to allow teachers to participate in the initial training for Compass Learning.

- A minimal number of these professional PD sessions require travel, therefore – funding has been allocated to cover travel expenses (mileage, airfare, hotel).

### *Strategy 2: Instruction*

As we continue in year three with EL Education, we will be adding school-wide student portfolios for all students, and running student led conferences in February. Both of these initiatives provides students with a direct sense of ownership for their work. Grade level teams will continue to collaborate in designing and implementing effective lessons that align to the CCSS and put students at the center of their learning. Teacher training for implementation has been part of our PD expenditure.

In addition, in working with EL Education, the book titled *Management in the Active Classroom* has been purchased for all teachers. This book details strategies for teachers when establishing their classroom design, expectations, and over-all environment to insure a strong foundation in the classroom for optimal learning to take place. This book will be used by staff throughout the year during PD sessions, PLC meetings, and general staff meetings.

Workshop model will continue as an expectation, as well as the Lucy Calkins Writers' Workshop.

Compass Learning Software has been purchased this year in an effort to streamline the use of technology to directly support students' academic growth. Assessment data shows that Jefferson students continue to struggle in both math and reading. Compass Learning correlates with students' MAP assessments, identifies areas in which each individual student struggles, and creates a personal learning path for each student that provides direct intervention where needed. This allows us to more directly pinpoint our greatest area of need (GAN) and more effectively differentiate our support for both reading and math.

Thirty minute intervention periods continue to be built in to each classroom schedule, along with weekly probes and bi-weekly collaboration with the Progress Monitoring Team. An additional Celebration of Learning has been scheduled in December as a means of recognizing – and celebrating – student efforts and quality work on Fall case studies.

Funding has also been allocated to support student field trips. Due to the economic and cultural barriers of our identified students, we strive to provide hands on, real life experiences as we enhance student background knowledge. At times this involves off site learning. In addition, student case study requirements include field work, which can also require transportation depending on the field work.

### *Strategy 3: Staffing*

Title One funding is also allocated to cover the cost of Jefferson's Parent Liaison position. This person's role is to support our families in their efforts to education their children. Midmorning each day, our Parent Liaison picks up a copy of our student attendance report for the day. She then proceeds to conduct home visits to all homes where students are truant. On some occasions she discovers students at home for unacceptable reasons, and brings those students in to school. She is also able to verify residency,

discover families who may have moved, or offer some other form of support with communication in order to keep a truancy off of a students attendance record.

The Jefferson Parent Liaison often picks up parents to bring them in for IEP meetings, parent conferences, or Collaborative Student Intervention team meetings to discuss next best steps in helping their children.

Jefferson's Parent Liaison is also provided with a phone. This directly supports her work with communication between school and home. Parents often reach out to her after hours or on week-ends for support. In addition, if she is at the home of a student who is out truant or having other issues in school, she is able to call the school from her phone, and put the parent on to speak with whomever is necessary (teacher, Principal, or office staff).

Jefferson has also allocated funds for a .49 bilingual education assistant. This person directly supports our interactions with our Latino community through her high level of communication skills. She translates for numerous meetings such as: Parent conferences, IEP meetings, initial evaluation meetings, PTO meetings, and other miscellaneous parent meetings. She is also able to translate phone calls, and written documents as needed. A vital resource as we continue to focus on our Latino population.

## Jefferson Elementary Work Plan 2015-16

### Student Achievement Goal:

All students will demonstrate academic and behavioral growth through documentation (*artifacts*) and reflection (*evidence*) in a portfolio.

**Rationale:** Portfolios and student led conferences (SLC's) put students, families, and the school on the same page and create an accountability system for goals and progress. During SLCs, students take charge of their own education and progress and develop self-advocacy skills.

**Alignment with EL Core Practices:** **CP 21** Using Assessment for Learning Strategies on a Daily Basis - D, E, F; **CP 20** Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement - A, B, C, D; **CP 24** Communicating Student Achievement - B, D, E, F; **CP 7** Producing High-Quality Student Work - A, B, C; **CP 10** Planning Effective Lessons - A, B; **CP 28** Engaging Families - B, C, D; **CP 26** Fostering Character A, B; **CP 34** Using Data to Drive Instruction - A, C

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can create 2 <b>case studies</b> that are aligned with common core and content standards, are rich in literacy and, when possible mathematics that result in a high quality student work products.</p> <p>a. I can plan a quality work product that shows complexity, craftsmanship, and authenticity.</p> <p>b. I can structure effective lessons that include a wide variety of lesson formats such as workshop 1.0, 2.0, discovery based lessons (5 E's), BBK (building background knowledge) and protocols.</p> <p>c. I can tie student engaged assessment practices into the development of my case study.</p> <p>d. I can teach students to reflect on their work and give descriptive</p>	<p><b>Existing Structure:</b> Workshop 1.0; case study; High Quality Work, Celebration of Learning, PLC structure</p> <p><b>New Structure:</b> Workshop 2.0, 5 E's; Using goal setting/reflection with students; Backwards planning (with authentic audience); Continuum of learning for MAPS used in PLC's to plan lessons</p> <p><b>Short Shots:</b> Occurring on Tuesday afternoons.</p> <ul style="list-style-type: none"> <li>• Rubrics/Checklists</li> <li>• Feedback on Case Study</li> <li>• BBK</li> </ul>	<p><b>Professional Development:</b> Workshop 1.0 and 2.0; Discovery Based Lessons (5 E's); Feedback and support for case studies--specifically on criteria lists and rubrics</p> <p>EL 101 - New staff (July)</p> <ul style="list-style-type: none"> <li>• Crew</li> <li>• Learning Targets</li> <li>• Case Study</li> <li>• Workshop Model</li> </ul>	<p>High Quality Work Protocol</p> <p>Celebration of Learning - December and June</p> <p>Student Portfolio (High quality work - tied to Case Study)</p> <p>Looking at Student Work (PLC's)</p> <p>Lesson Plans - 1.0, 2.0, Discovery Based lessons (5 E's)</p> <p>Case Study plans - Google Doc folder or another way to house all the documents</p>

<p>feedback for multiple revisions.</p> <p>e. I can develop tasks and rubrics that support high quality student work.</p> <p>f. I can utilize backwards design planning to create high quality work for authentic audience.</p> <p>g. I can refine my practice of the Celebration of Learning structure based on successes and areas for growth in previous years.</p>			
<p>I can prepare my students and families for a Student Led Conference.</p> <p>a. I can explain the <b>purpose of student portfolios.</b></p> <p>b. I explain the purpose of a <b>student led conference</b> to all key stakeholders (colleague, students, families, and community).</p> <p>c. I can <b>design the structure</b> of my grade level's student led conference that meets the school wide expectations.</p> <p>d. I can collaborate with my grade level team to <b>determine the content</b> of student portfolios that meets the school wide expectations.</p> <p>e. I can design and teach lessons and protocols that guide students in <b>goal setting and reflection.</b></p> <p>f. I can teach specific presentation skills based on my grade level's Speaking and</p>	<p><b>Existing:</b> <i>none</i></p> <p><b>New:</b> Student Led Conference Criteria for process of conferences and the content covered; Portfolios, Plan to educate parents on SLC (Plan, pamphlet, videos, etc)</p> <p><b>Short Shots:</b> Occurring on Tuesday afternoons.</p> <ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Feedback on Portfolios</li> <li>• Assessment for Learning strategies</li> </ul>	<p><b>EL:</b> SLC 101; Portfolios; Protocols to use with kids</p> <p><b>Behavior:</b> creating plans, collecting data and reflecting on behavior</p>	<p>Student Portfolios</p> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Behavior</li> <li>• Goal setting</li> </ul> <p>Student Led Conference attendance</p> <p>Celebration of Learning</p>

Listening Standards to my students in Crew and beyond.			
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**School Conditions Goal:**  
 All staff will be able to define school-wide structures (PLC's, Leadership Team, walk-throughs, Community Circle, etc.) and clearly articulate school vision to all stakeholders.

**Rationale:** In order for a school to function, there need to be clear expectations for all students and staff.

**Alignment with EL Core Practices:** CP 31 Fostering a School Vision and Strategy - A, B, C, D; CP 32 Structuring Time to Support the Vision - A, B; CP 34 Using Data to Inform Instruction - A; CP 35 Cultivating a Positive School Culture - A, B, C; CP 36 Leading Professional Learning - A, B, C, D, E, F; CP 37 Promoting Shared Leadership - A, B, C, D; CP 28 Engaging Families and the Community in the Life of the School - C; CP 25 Building a Community of Learning - A;

Faculty Learning Targets	Structures and Leadership Actions	PD (EL Support and Services, and beyond)	Data Points/Evidence for Monitoring Progress
<p>I can uphold systems and structures that firmly guard a positive school culture.</p> <p>a. I can define the <b>structures</b> established within Jefferson (PLC, PBIS, Staff Meetings, Friday PD, Committees, Student Support Processes, Leadership Team, Walk-throughs, Community Circle, etc.)</p> <p>b. I can identify <b>my responsibility</b> within these structures as a Jefferson Crew member.</p> <p>c. I can maintain active participation in the structures.</p>	<p><b>Existing:</b> Merge VIP days to Community Circle;</p> <p><b>New:</b> Staff Handbook: Jefferson One Stop; Infinite Campus; Adjust Committees; Adjusted Walk-through protocol; Clear communication of decision making process (ABCD Model)</p> <p><b>Short Shots:</b> Occurring on Tuesday Staff Meetings.</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• F &amp; P</li> <li>• Math facts</li> </ul>	<p><b>EL:</b> For Leadership Team: communicating and living our <b>school vision</b>            For staff: Walk-through forms/purpose</p> <p><b>Behavior:</b> PBIS training</p> <p><b>Assessment:</b> <u>Common Formative Assessment</u> review; RtI review for all Staff;</p>	<p>Open House: Slide Show of Celebration of Learning</p> <p>Back to School Night</p> <ul style="list-style-type: none"> <li>• Crew, Case Studies, Student Led Conference(?)</li> </ul> <p>Walk-throughs</p>



	<ul style="list-style-type: none"> <li>• PLC</li> </ul>		
<p>I can organize my learning environment to facilitate student thinking, independence, and care for materials.</p> <p>a. I can <b>utilize our criteria list</b> to plan displays of student work and ensure “Beautiful Spaces”.</p> <p>b. I can develop procedures that provide specific guidelines to encourage <b>student self-management</b>.</p> <p>c. I can <b>explicitly teach</b> conflict resolution, problem solving, and personal communication skills <b>in crew and throughout the day</b>.</p>	<p><b>Existing:</b> PBIS Matrix</p> <p><b>New:</b> Staff Handbook, criteria list for “Beautiful Spaces” provided by leadership team</p> <p><b>Short Shots:</b> Occurring on Tuesday staff meetings.</p> <ul style="list-style-type: none"> <li>• Beautiful Spaces Basics</li> </ul>	<p><b>EL:</b> <u>Management in the Active Classroom</u> - book study/jigsaw to get students to “self-manage”</p> <p><b>Behavior:</b> Training on the “Cool Tools” lesson plans to align behavior expectations</p>	Walk-throughs
<p>As a member of a Professional Learning Community:</p> <p>I can utilize <b>weekly grade level</b> meetings to increase student achievement.</p> <p>a. I can explain the <b>structure</b> of Jefferson’s professional learning community (PLC).</p> <p>b. I can follow the provided agenda to <b>analyze student work</b> and <b>drive instruction</b>.</p> <p>c. I can reflect on my personal practice and the practices of my colleagues.</p>	<p><b>Existing:</b> Weekly meeting on _____ (Day to be determined), PLC Agenda, Common Planning Time</p> <p><b>New:</b> PLC Agenda in google doc to track meetings over time;</p> <p><b>Short Shots:</b> Occurring on Tuesday afternoons.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>EL:</b> How do we match Learning Targets to Assessments (from small daily assessment for learning to big the big projects)</p> <p><b>Assessment:</b> <u>Common Formative Assessment</u> review; RtI review for all Staff; Structure for looking at student data--Practice skills and conversations (include reflective questions)</p>	<p>PLC Agendas in Google Doc</p> <p>Common Assessments being used at each grade level</p>

## OTHER IMPLEMENTATION PRIORITIES

- ELL Strategies PD at beginning of the year
- CSI process training
- Infinite Campus

Most direct service days will be scheduled in advance and may include the following:

- Leadership coaching
- Leadership team meetings
- Collecting and/or analyzing data related to the work plan goals
- Curricular planning sessions
- PD planning and/or facilitation
- Classroom observations/debrief sessions
- Supporting coaching cycles
- Support with National Conference preparation, Fund for Teachers applications, and other national activities
- Participation at institutes with staff members to provide targeted support
- Supporting the implementation of institute content in classrooms/schools

EL Institutes (Include date, location, and # of participants):

Number of direct service days (as designated by MOU):

Specific check-in dates/structures during the school year to monitor the work plan goals:

Direct service days (List dates and recurring structures):

**SEE CALENDAR AND PD/COLLABORATION DOC**

September 17 & 18, 2015  
October 15 & 16, 2015  
November 16 & 19, 2015  
December 11 & 12, 2015  
January 12, 28, and 29, 2016  
February (TBD)  
March 17 & 18, 2016  
April 7 & 8, 2016  
May 19 & 20, 2016  
June 16 & 17, 2016  
July (TBD)  
August (TBD)

## Highly Qualified Teachers

All Jefferson teachers are highly qualified and certified in their areas of instruction. Almost all have earned a Master's degree, and both first grade teachers are trained in Reading Recovery. Our special needs and ELL teachers are highly trained above and beyond their bachelor's certification, and continually seek out training in areas of best practice for our special needs students.

Staff Demographics*	2014-2015
Administrators	1
Teachers	27 (19 Full Time, 8 Part Time)
Male Teachers	2
Female Teachers	25
Emergency Certified Teachers	0
LAP Teachers	1.5
Bilingual Teachers	1.5
Special Education Teachers	4
Counselor/Social Worker/Psychologist	1
Instructional Coach	1
Library Media Specialist	.5
Instructional Technology Teacher	0
Educational Assistants	2.5
Behavioral Interventionist	0
Intervention Specialist	0
Total Staff	29.5

*\*Results are duplicate*

## Professional Development

Professional Development for the 2015-16 school year continues to focus on high quality instructional practice and research based on best practices. All PD will align with our school work plan designed with the support of our Expeditionary Learning School Designer. We will continue to work directly with our EL School Designer to provide continuing professional development related to building case studies, and providing effective, discovery based lessons which include building background knowledge. In addition, PD will be

scheduled for all staff that focus' on student portfolios and student led conferences. These are the next phases with EL and will be new initiatives this year. We will also continue with PD efforts pertaining to PBIS as we focus on moving in to Tier 2. Additional PD will also be offered on Common Formative Assessments, and ongoing progress monitoring.

### **Professional Development 2015-2016**

<b>Topic</b>	<b>Date</b>
PBIS	Aug. 26, 2015 and ongoing
Compass Learning	September 8, 2015
Case Study Planning	September 18, 2015
Data Review and SLO writing	September 25, 2015

Formative Assessments	October 9, 2015
Regional Institute – Planning and Delivering Effective Lessons	November 12 – 13, 2015
Student Led Conferences / Case Studies	December 11, 2015; February 26, 2016
High Quality Work Protocol / Case Studies	May 2016
Celebration of Learning	June 2016

### **Strategies to Attract Highly Qualified Teachers**

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

## **Parental Involvement**

- Jefferson enjoys a very positive relationship with parents and community. For example, weekly parent newsletters are sent out by every grade level containing details on academic focus for the week ahead in all subjects, as well as any upcoming school events. In addition, as an EL Education school, our students participate in a monthly grade level/family CREW meeting in the gym that parents are invited to attend and take part in.
- Our PTO is engaged in a rebuilding year this year after the former President has moved on to the middle school. Our new President is reaching out to parents as she works to rebuild this organization at Jefferson.
- Staff CREWs also work to plan specific parent events at Jefferson ranging from Parent Day during American Education Week, to evening family events, Celebration of Learning events through Expeditionary Learning, and Parent engagement in our Title One planning.
- We have placed a heavy emphasis on programs that support our ELL students and families. Our school enrollment is 53% Latino, some of the programs we have offered include: Supporting School Success – a program that spans 5 nights and leads parents through discussion and activities which help guide their efforts to support their children in school, having a school admissions counselor meet with our ELL parents to discuss planning they can do now to prepare in advance to get their children into college, home visits by our ELL teacher and bilingual ed. asst. to provide information on local resources for all of our families, after school programming for ELL students.

## **Schoolwide Planning**

Parent participation exists on our Title I School-wide Planning Team. We have also built into our Staff CREWS this year the expectation that each CREW is responsible for certain parent programming – planning and promoting. This will allow us to continue offering the high volume of parent programming, with a plan to fulfill this goal which is built in to our school work plan. In addition, we have also scheduled grade level community/family CREW meetings once a month which will include parents.

## **Informing Parents**

Parents continue to be informed of school-wide updates and events through weekly grade level newsletters, and Cisco “All Calls” from the office as necessary. In addition, our after school program will continue to promote programs with parents as they stop in to pick up their students – which includes a Parent Information Bulletin Board just above where parents sign out their students. Additional promotions will take place during each of the monthly community/family CREW meetings.

### **Parent Involvement Opportunities 2015-16**

<b>Activities</b>	<b>Dates</b>
Open House/Ice Cream Social	8/27/2015
Community/Family CREW meetings	Once each month, dates vary by grade level.
Parent/Teacher Conferences	October 2015 and February 2016
Supporting School Success	5 nights during first qtr., dates TBD
Technology Night	First Quarter
Literacy Night	Second Quarter
Techfest	Aligns w/Nat'l Digital Day in Qtr. 3
Lego Night	Qtr. 2

### **Transition**

Summer school consists of programs for Getting Ready for Kindergarten and Getting Ready for First Grade. We also provide opportunities for our PK students to spend time in the kindergarten classrooms in the spring. Fifth grade students with special needs that will be transitioning to Middle School will be provided with the opportunity to visit their middle school and meet with case managers.

### **Teacher Involvement in Use of Academic Assessments**

- All staff receive initial training in completing running records.
- Teachers in grades 2-5 will be administering MAP testing to their students
- LAP teachers will be administering ACCESS Testing
- Teachers in grades PK-2 will be administering PALS testing to their students
- Weekly grade level meetings are held to discuss student assessment and progress.
- Bi-weekly progress monitoring meetings are held to review student progress and provide feedback and strategies for continued success.
- Staff members have been trained in Lucy Calkins Writers' Workshop and will be using this Academic/Writing strategy – including conferencing – with all students.

## **Timely and Effective Assistance**

Jefferson currently has an Instructional Coach that works directly with teachers to make modifications to instruction as needed. Our Library Media Specialist also holds a Masters in Curriculum and instruction and works to support Tier 3 interventions. Student progress will continue to be closely monitored during Progress Monitoring meetings held every Wednesday morning.

## **Coordination and Integration of Federal, State and Local Services and Programs**

### **Bi-Lingual Office Support**

A strong component connected to our Health Information position in the front office is that they be bilingual. This provides invaluable support to our front office, and directly to our families as our Latino population fluctuates in the area of 52% of our total school population. It is crucial that our Spanish-speaking parents feel comfortable entering our building and feeling that their needs are heard and met. This staff member also serves as a translator for Latino parents during conference time, as well as translates all Jefferson Parent Newsletters and other vital documents sent from our front office. This also includes any CISCO (phone messaging system) phone calls that are sent out to parents, the person in this position insures that these messages are also recorded in Spanish.

### **Parent Liaison**

Our parent liaison has been a part of our school community for almost 20 years. In addition, she has resided in this community, and her own children attending Jefferson. She is very well acquainted with our families, parents, and their individual needs and history. She is a valuable resource in meeting the needs of our students and their families by providing individual resources as needed. Our parent liaison also goes out each day for home visits to follow up on students that are truant from school. In addition, this person provides transportation for parents in order for them to attend parent conferences, IEP meetings, and Student Intervention Team meetings. She also serves as a community resource as she connects parents to a variety of community agencies for ongoing support.

### **Extra Curricular**

Jefferson has a Battle of the Books Team, weekly intramurals, chess team, and multiple monthly Parent programs.

**Healthy Snacks**

Jefferson continues to participate in the Fresh Fruits and Vegetables program each year. This provides a fruit or vegetable snack for all students three times per week, which introduces students to a variety of new foods and flavors that would not ordinarily be available to them.

**Language Assistance Program**

The district provides one full time, and one .5, Language Assistance Persons to provide support and instruction for our English Language Learners. These fully certified teachers co-teach with classroom teachers, serve as expert resources in ELL instruction and provide academic support to the English language learners. They also provide professional development as needed. In addition, Jefferson hires a .5 bilingual educational assistant who primarily supports our large number of Latino students in the classroom, and our Latino parents during any and all after school programs, school conferences, and special meetings.

**Annual Evaluation Process**

Jefferson will use student achievement data as provided by common assessments, MAP testing, Fountas and Pinnel & Houghton Mifflin Assessments, and progress monitoring to measure the effectiveness of integrating technology, literacy strategies, and differentiation to meet the needs of all learners.

Jefferson staff will be continuing MAP testing during the 2015-16 school year, and will continue monitoring MAP math and reading data three times throughout the school year. We will be using the reports to show students and their families each child's trend line to determine goals and incremental steps to get there.

Jefferson Staff will be implementing MAP testing three times this year to all students in grades 2-5. We will be using these reports to show students and their families each child's trend line to determine goals and the incremental steps to get there.

Throughout the school year, the Title I School-wide planning team, along with the entire teaching staff, will continually meet to review and update the plan based on student data. Reform strategies that have proven to be successful based on data will continue and those that have not been selected will be modified or eliminated as necessary









