

Jefferson Elementary School 2019-2020

At a Glance Document

Jefferson Mission Statement

To ensure that every student learns the skills, attitudes, and knowledge to become a responsible, productive citizen.

MATHEMATICS

By June 2020, Students at grade level will grow by the monthly equivalent of one year in school. Growth will be measured by STAR to be delivered three times a year. For students below grade level they will receive interventions and are expected to grow by 1.5 years or monthly equivalent. Kindergarten growth will be measured using assessments yet to be determined.

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Effective Practices:

- Certified Math intervention specialist to primarily work with first through fourth grade students who are significantly below grade level. (1.5 years or more below their current grade level.)
- Continue using the bridges curriculum to measure individual classroom growth using either; Bridges unit assessments, Comprehensive Growth Assessment or district agreed upon assessments.
- Use data from the Bridges Unit checkpoint assessments to inform and strengthen our enrichment and intervention time.
- Expand the use of Bridges Interventions by SPED resource rooms to meet IEP goals.
- Additional Paraprofessional support for 1.0 to 2.0 hours a day to support and enhance the math specialist position.
- Coaching support for classroom teachers

Assessment / Feedback Loop:

- The targeted use of: Classroom Based Assessments, Unit Assessments from Bridges curriculum and the CGA administered a minimum of 2 times yearly.
- Individual Student goal setting and quarterly monitoring of growth.
- Intervention progress monitoring assessments as administered by the math interventionist.

LITERACY

By June 2020, Students at grade level will increase by the monthly equivalent of one year on school. Students below grade level receiving interventions will grow by the equivalent of 18 months using the student results STAR.

Effective Practices:

- Support the implementation of balanced literacy and fundamentals using GLAD strategies.
- Use of the Treasures curriculum as one tool available for reading instruction.
- Use of leveled reading library to instruct students at their instructional level.
- Strengthen the enrichment and intervention time at each grade level using data gathered from progress monitoring BAS testing and the screener.
- Pull out and Push in interventions with specialists and paraprofessionals.
- Coaching support for classroom teachers

Assessment / feedback loop:

Administer the screener and utilize data for accurate and efficient identification of students. SBA results from spring 2018 will be used for instructional planning.

ENGLISH LANGUAGE LEARNERS

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- **By June of 2020 all EL students will be on target to reach Proficiency on The ELPA21 Assessment within the researched based timeframe of 5-7 years from first receiving education in English.**
- **By June of 2020 all Proficient EL students will meet standard as measured by the Smarter Balanced Assessment (SBA) in ELA and Math.**
- **100% of L 1 and L 2 students will advance at least one level in listening and speaking as measured by the ELPA21 Assessment.**

Effective Practices:

- Professional Development on implementation of GLAD strategies.

- Migrant and bilingual parent involvement with school through activities and events including parent group supported activities, Multicultural Event, Parent Academy and Student Support Center (Blue House)
- Direct EL instruction focused on oral language development, newcomers, and long term ELs (LTELS).
- Use of available language technology with staff training on apps and applications.
- FST and MDT
- Coaching support for classroom teachers
- Schoolwide goal of students using sentences in greetings and social interactions
- Posters Displayed promoting GLAD speaking points

Assessment / Feedback Loop:

ELPA21
 IPT Progress Monitoring
 Critical Data Process (Matrix)

TECHNOLOGY

100% of students will have access to technology in their home classrooms with software available at their appropriate instructional and cognitive level.

Effective Practices:

Professional development for classroom teachers focused on technology at each grade level.
 Integration of technology into the certified librarian’s schedule with grade level classes.
 Additional technology in each classroom dependent upon the needs of the specific grade level.
 2nd through 5th grades should have a chrome book cart in each class.
 Voice Assisted Technology in every classroom

Assessment / Feedback Loop:

Teacher comfort in using technology as part of their instruction. This will be evident after the teachers have seen the expectations for technology in the class.

PARENT INVOLVEMENT

Educate parents in the way Jefferson operates. This includes the culture, climate and academic programs at Jefferson. Partner with parents to enhance the educational support for each student at Jefferson.

Effective Practices:

Open House Expectation of Behaviors for students and parents
 Meet the teacher night, parent club meetings (every 2nd Thursday of the month) conferences in Oct. / March
 Use of technology (Facebook, Robo-Calls, Skyward, Created Videos and the Jefferson Website) to inform parents.
 VIP Mornings for reading

Parent Academy

Family Visits

Continued Jefferson Parent involvement in the MVSD PAC committee.

All documents sent home should be translated into Spanish.

Assessment / Feedback Loop:

Perception surveys given at parent conferences. Informal discussions between parents and Teachers, Paras and Administrators.

100% Graduation Rate

Highlight the importance of regular daily on time attendance and equitable practices for all students.

Equity

- Focus on education of the parents.
- Classroom Instruction with Equity as a guide
- Continue Family Visits
- Identify inequities in the classroom and how to address them

Attendance

Effective Practices:

- School Administration Meeting with all parents at all grade levels
- Recognize improvement in attendance for individual students and classes.
- Backpacks for student with prearranged extended absences with a specific plan in place for long student absences.

Assessment and feedback loop:

- Attendance by class
- Attendance by grade level
- School-Wide average attendance

August 20, 2019