

# Jefferson Elementary School Comprehensive Needs Assessment & Plan Overview 2018-2019

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## Focus Area 1: Leadership

We will continue to implement a “team” structure to reflect distributive leadership in our school community. We have various leadership teams at Jefferson. The Jefferson Staff Leadership Team consists of the counselor, technology specialist, reading teacher, math instructional facilitator, media specialist, resource teacher, grade level chairs, and principal. The Leadership Team meets to focus on vertical alignment, professional development needs, data disaggregation and strategies to address improvement in school climate and academics. The Jefferson Campus Leadership Team consists of staff and parents that meet on as needed basis to assess progress on school goals and identify steps to initiate needed changes. Our Parent Teacher Association (PTA) meets monthly to plan events to increase parent involvement. Each team will create agendas, keep minutes, stay focused and follow through on plans they make. The various leadership teams at Jefferson should work together to ensure high quality staff are recruited and retained. Our goals are to improve the communication between the various leadership teams at our school and align classroom observations with evaluation criteria and professional development.

Indicators:

- IE01: Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting the goals.
- ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.
- ID09: The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- ID10: The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

We have established a team structure with specific duties and time for instructional planning.

Indicators:

- ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- ID12: Instructional Teams meet regularly (twice weekly or more for 45 minutes each meeting) to plan.

We will align classroom observations with evaluation criteria and professional development.

Indicators

- IF05: Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
- IF06: Teachers are required to make individual professional development plans based on classroom observations.
- IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching.
- IF08: Professional development for the whole faculty includes assessment of strengths and areas in need

of improvement from classroom observations of indicators of effective teaching.

- **Professional Development**

- 1) The Jefferson school staff has already participated in school professional development to analyze Charlotte Danielson's framework of effective teaching. Teachers worked in groups to create lists of key indicators of effective teaching. We will review those key indicators at the beginning of the 2018-2019 school year.
- 2) Staff will participate in professional development to analyze strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- 3) Our school level data will determine additional professional learning needs for our staff.

- **Accountability and Monitoring**

Leadership will be monitored by the following activities: Agendas will be required for all campus leadership meetings, grade level meetings, instructional meetings, and professional development. Teachers will complete PGP's (professional growth plans) and email them to the principal. Review of indicators of effective teaching will be documented in staff meeting agendas. Documentation for this will be kept in a file in the principal's office or kept digitally.

- **Possible Barriers**

There are no foreseeable barriers to the plan for leadership.

**Please describe any costs required to implement your plans for LEADERSHIP:**

There are no costs associated to implement plans for leadership.

## **Focus Area 2: Effective Instructional Practices**

During the 2017-2018 approximately 50% of teachers had high quality lesson plans that were aligned to curriculum standards, quality instruction, and assessment. These plans also provided opportunities for differentiation to meet all student needs. These teachers delivered effective instructional practices that were documented in their daily lesson plans. Approximately 50% of teachers need to improve their lesson plans and instructional practices to meet student needs. This was evident through data collected during classroom observations, walk-throughs, and lesson plan checks. We will continue to implement instructional planning in collaborative teams. We will continue to use the team structure to ensure sound instructional practices to support student achievement. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). Our teachers will continue to implement selected evidenced based strategies that have proven effective in our core content areas. They will also align instruction with the state curriculum standards. Teachers will participate in new professional development to meet new state instructional initiatives and district curriculum standards. Our goal is for all teachers to deliver quality lesson plans that align to curriculum standards, instruction, and assessment. Another goal is for teachers to provide evidence of

differentiation in lesson plans and delivery of instruction. Differentiation will be based on student needs from assessment results.

Indicators:

- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level
- IIA02 Units of instruction include standards-based objectives and criteria for mastery
- IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
- IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.
- IIIA08 All teachers review the previous lesson.
- IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.
- IIIA10 All teachers stimulate interest in the topics.
- IIIA11 All teachers use modeling, demonstration, and graphics.
  
- IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red-flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.
  
- IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.
  
- IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

- **Professional Development**

- 1) K, 1, and 2<sup>nd</sup> grade teachers will attend RISE training to learn new ways to improve phonics and reading skills in the classroom.
- 2) Teachers not trained in Cognitively Guided Instruction (CGI) (grades 3-5) or Extending Children's Mathematics (ECM)(grades 3-5) will begin professional development in the summer of 2018 and continue for three years. This professional development helps teachers teach math in new ways that promote problem solving.
- 3) Teachers will participate in school based professional development that reviews expectations for lesson plans, connections of assessment and instruction, and differentiation to meet all learners' needs.
- 4) Teachers will participate in Its Learning professional development.

- **Accountability and Monitoring**

Effective instructional practices will be monitored by the following activities: Agendas for professional development that relate to effective instructional practices (CGI, RISE, etc.) will be turned in to the principal. Examples of current teacher lesson plans from each teacher that show effective instructional practices will be sent to the principal. The principal will conduct classroom walk-throughs (random and unscheduled) to monitor the delivery of effective instructional practices. She will use the district's system to keep documentation of these visits. All other documentation will be placed in a file in the principal's office or kept digitally.

- **Possible Barriers**

Possible barriers will be teachers that are unable to attend professional development for CGI or ECM in the summer months.

<b>Please describe any costs required to implement your plans for EFFECTIVE INSTRUCTION:</b>
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RISE and school based professional development will incur no direct cost to the school. The cost of attending CGI or ECM will be paid for using school funds (operating budget).

### Focus Area 3: Student Growth and Achievement

Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals. We will review and analyze our students' test data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Teachers will administer required district assessments and assessments like the WRAP/DRA, Universal Math Screener, and Dibels and Dyslexia screening. We will use both summative and formative assessments. Teachers will analyze weekly data from assessment given in class. Authentic assessments will also be used. Based on our data trends, our student growth and achievement goals will be created. At the end of the 2017-2018 school year we analyzed the NWEA results to determine those areas in literacy and math that are most challenging to our students. We examined our ACT Aspire Results at a staff meeting the week before students returned to school in August, 2018. There were no large disparities between ethnic subgroups or skills on the NWEA or ACT Aspire. However, typically our economically disadvantaged students performed lower than advantaged students.

On the ACT Aspire test, in 5<sup>th</sup> grade in the subject of reading, 64% of our students scored exceeding and ready. In English, 88% of our students scored exceeding and ready. In math, 85% of our students scored exceeding and ready. In science, 72% of our students scored exceeding and ready. In 4<sup>th</sup> grade reading, 73% of our students scored exceeding and ready. In English, 90% of our students scored exceeding and ready. In math, 81% of our students scored exceeding and ready. In science, 75% of our students scored exceeding and ready. In 3<sup>rd</sup> grade reading, 55% of our students scored exceeding and ready. In English, 85% of our students scored exceeding and ready. In math, 74% of our students scored exceeding and ready. In Science, 49% of our students scored exceeding and ready. Our weaknesses as determined from the ACT Aspire test include 3<sup>rd</sup> grade as a whole, and 3<sup>rd</sup> and 5<sup>th</sup> grade reading. Our strengths include math and English in 4<sup>th</sup> and 5<sup>th</sup> grade.

On the NWEA K-2 MAP GROWTH test, in Literacy, 72% of our Kindergarten students, 73% of our 1<sup>st</sup> grade students, and 81% of our 2<sup>nd</sup> grade students scored Hi Average or Above Average. In Math, 79% of our Kindergarten students, 73% of our first grade students, and 89% of our 2<sup>nd</sup> grade students scored Hi Average or Above Average on the NWEA Spring Assessment. We will generate reports of skill needs of students so their teachers in the 2018-2019 school year can focus on improvement. We will create a data digital system to determine when students are not progressing appropriately during the school year. This system will monitor all students so we can analyze their progress. We will identify targeted interventions that are available to support students who are not progressing, as they should. Our main goal is to improve all student learning, but especially students who are disadvantaged and/or African American. A literacy goal is for students to improve literacy knowledge of key ideas and details. A math goal is for students in fifth grade to improve their knowledge and application of measurement and data and for students in fourth grade students to improve their knowledge and application of fractions.

Indicators:

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| IIB01 | Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.                             |
| IIB02 | Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. |

IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	All teachers re-teach based on post-test results.
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	The Leadership Team monitors school-level student learning data.
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	Instructional Teams use student learning data to plan instruction.
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

- **Professional Development**

- 1) Teachers will receive professional development to analyze student growth and achievement. They will be trained in ways to create reports from the NWEA and ACT Aspire to use for future instruction. This training will be provided by the technology specialist at Jefferson.
- 2) Teachers will participate in professional development to connect specific instructional strategies to weak areas of student achievement. Teachers will participate in team planning to address those specific needs.
- 3) Teachers will be trained in the shared data digital system to monitor all student achievement. They will learn about the process for updating data and the components, assessment, and interventions of Response to Intervention for students who are not meeting curriculum or grade level standards.

- **Accountability and Monitoring**

Student growth and achievement will be monitored by the following activities: NWEA interim assessments for students in grades K-5 will be analyzed in teams after each test. Teachers will group students who need interventions in the same skills. Lists of skills and students who need those skills will be emailed to the principal. Students who need enhancements or enrichment because they have mastered skills will be grouped together. Targeted instruction, support and enhancement will be planned and implemented with those students in small groups. All documentation will be placed in a file in the principal's office or kept digitally.

- **Possible Barriers**

There are no foreseeable barriers to the plan for student growth and academic achievement.

**Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:**

There are no costs associated to implement plans for student growth and academic achievement.

## Focus Area 4: School Culture and Student Discipline

Our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. It is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. One strength of Jefferson is that the average daily school attendance is approximately 95% of students enrolled. Another strength is our lack of discipline issues. 98% of students had no discipline issues this school year. Of the students who had discipline issues, no students were suspended from school. Students who had discipline issues were met with a proactive plan. Teachers met with their parents, conferenced with students, and referred students with issues to New Beginnings Behavior Therapy. Teachers focused on positive behavior interventions. Our goal is to have fewer discipline issues (less than 2%) in the 2018-2019 school year. After analyzing perceptual surveys along with our school's quarterly discipline and attendance reports, we will focus on a goal of improving characteristics commonly associated with positive school cultures.

These are a few characteristics commonly associated with positive school cultures that the staff at Jefferson will uphold:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.
- Students and staff members feel emotionally and physical safety, and the school's policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both students and educators.
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- Important leadership decisions are made collaboratively with input from staff members, students, and parents.
- Criticism, when voiced, is constructive and well-intentioned, not antagonistic or self-serving.
- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.
- All students have access to the academic support and services they may need to succeed.

Indicators:

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| SE01 | The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. |
| SE02 | All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.   |
| SE03 | All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.  |
| SE04 | All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.                                   |
| SE05 | All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.   |

- **Professional Development**

- 1) Staff will participate in professional development using the F.A.T. City: How Difficult Can it Be? series to have a better understanding of the social and emotional issues that students with learning disabilities and disabilities like ADD, ADHD, and Autism face.
- 2) A professional development workshop will be provided to review the discipline procedures and new district handbook. Teachers will engage in groups to make sure they understand the protocol for discipline issues and ways

to have positive discipline interventions and involve parents so all children improve and have positive school behavior.

- **Accountability and Monitoring**

Agendas from professional development activities will be sent to the principal. The protocol for discipline issues will be documented and each teacher will have a copy in their staff handbook. The principal will keep track of all discipline issues that required her intervention or a meeting with her and a parent. Quarterly discipline and attendance reports will be monitored. All documentation will be placed in a file in the principal's office or kept digitally.

- **Possible Barriers**

There are no foreseeable barriers to the plan for school culture and student discipline.

**Please describe any costs required to implement your plans for SCHOOL CULTURE AND STUDENT DISCIPLINE:**

The only cost of professional development for school culture and student discipline will be for the F.A.T. City: How Difficult Can it Be video series - \$49.93 on Amazon.

**Accountability and Monitoring of Plan**

The plan goals will be monitored quarterly by the leadership team. Data collected from the plan will be reviewed and recommendations will be made. These recommendations will be discussed in monthly staff meetings.