



Continuous School Improvement Plan 2022/23

Jefferson Elementary, PASD



Principal: Rhonda Kromm

District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting all students.

School Profile

Jefferson serves 262 students and their families from the central part of the city of Port Angeles. 67% of our families qualify for FARMA, one student is homeless and less than 10.5% identify as non-white in ethnicity. 20% of our students have disabilities that are supported with IEPs.

Jefferson is a PBIS school. We teach student expectations and reinforce appropriate behaviors, reteaching when behavior expectations are not met. Our students understand that every day is a new opportunity to learn and grow. Students, staff and families have many opportunities throughout each academic year to celebrate student growth and success through recognitions during our Student of the Month assemblies.

Our staff functions as a team, with every adult in the building working together to support each child’s maximum growth in all areas (academic social/ emotional, and behavior). Jefferson has experienced very little staff turnover. Our staff works well within their teams, rely upon one another, and know each others’ strengths— utilizing these strengths to best serve our students. We have in excess of two certificated staff, to include two certificated academic support specialists, working in partnership with 15 paraprofessionals and numerous other classified staff members in assisting with providing the support and instruction each student needs every day.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

Completed on: November 2, 2022

Needs Assessed By: Rhonda Kromm, Christine Chang, Vicki Rockholt, Jenny Baird, Pamela Miller, Karen Toth, Evan Murphy, Raena Young, Theresa Faires, and Brooke Hendry.

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

2022-2023 All Grades Status - DIBELS 8th Edition
District: Port Angeles School District School: Jefferson

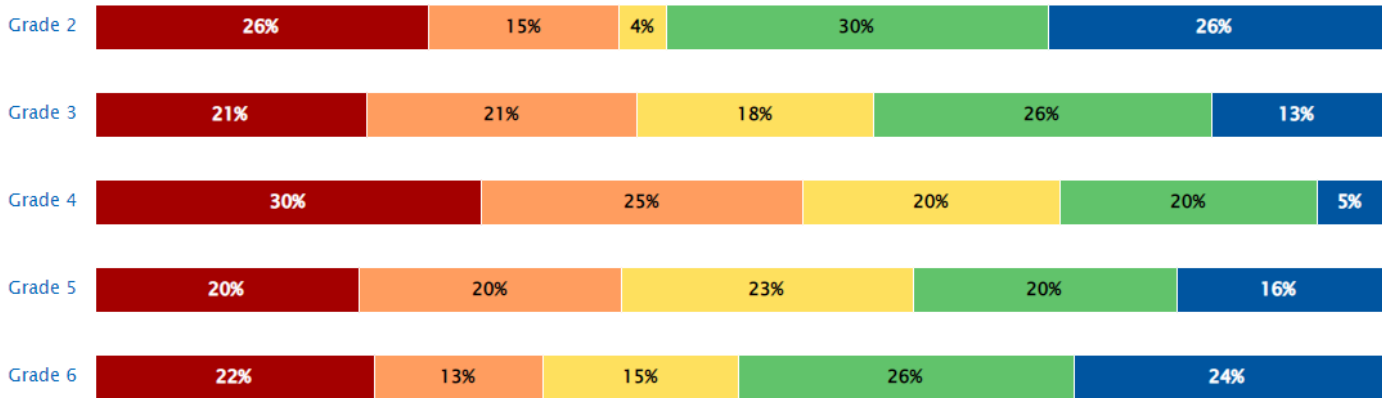
DIBELS® Data System

Grade	Beginning	Middle	End
K		No students with data.	No students with data.
1st		No students with data.	No students with data.
2nd		No students with data.	No students with data.
3rd		No students with data.	No students with data.
4th		No students with data.	No students with data.
5th		No students with data.	No students with data.
6th		No students with data.	No students with data.
All		No students with data.	No students with data.

Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support
Results Based On DIBELS 8 Composite Score

Fall 2022 ELA MAP Assessment

School Achievement: Reading



2nd—60 % average and above (56%)

4th—45% average and above (25%)

6th—65% average and above (50%)

3rd—57% average and above (39%)

5th—59% average and above (36%)

ELA Needs Assessment/Implications: Use this area to expound on what your data document has helped you to identify as areas of strength and concern.

ELA Needs Assessment/Implications: Data from DIBELS, MAP, Foundations Assessments, and F&P all align to identify literacy needs at all grade levels. The data source in the table above is from Jefferson’s fall Dibels data. The data source on the below is from our fall MAP. The need for targeted and strategic interventions is clear, especially at 3rd and 4th grade, and will continue to be addressed with added staffing, targeted RTI for all students, and Tier 3 supports for students with the most significant gaps. We are using Geodes in RTI for kindergarten and LLI at all other grades. Teachers and RTI staff meet every few weeks to re-evaluate and regroup students according to need for interventions and extension activities.

CSIP 2022/23 ELA

SMARTIE Using our new curriculum in all classes, and Geodes and LLI in our RTI groups, by June 2023, 60% of all students in grades 2—6 will score average or higher in ELA as measured by the MAP 2023 Spring assessment.

Student Sub-Group Goal:

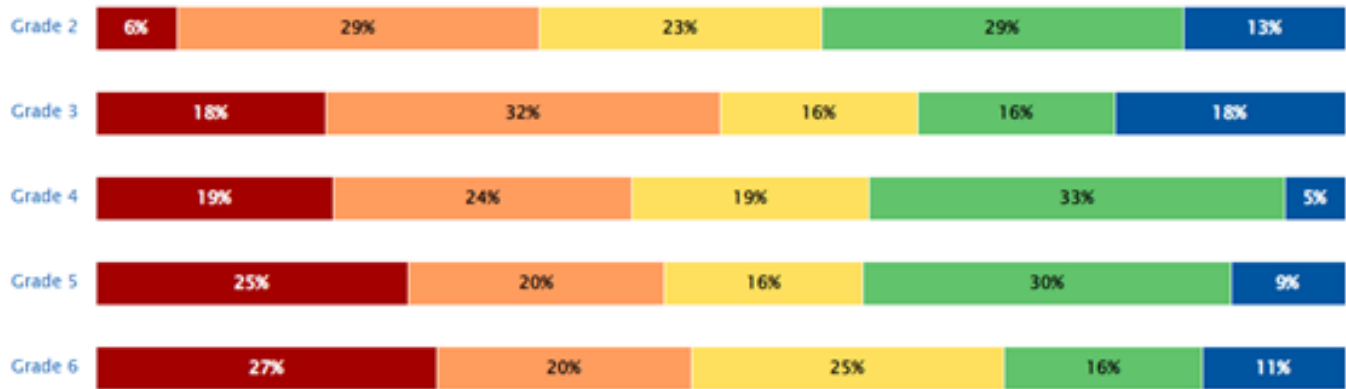
Jefferson students with F/R status will reflect equal or higher growth when compared to students who are not F/R status.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Title 1 literacy team will meet with small groups from grades K-6 using Leveled Literacy and W&W curriculum materials with frequent progress monitoring.</p> <p>Staff will pull students in K, 1st, and 2nd grade classes to support students in need of Tier 3 phonics interventions.</p>	<p>Progress monitoring through MAP assessments three times a year in grades 2-6, WA Kids, and DIBELS screening three times a year for grade K-6, SBA</p>	<p>Title , ESSR, and HPLAP funds for additional paraprofessionals to provide interventions, LLI materials, and digital progress monitoring tools. We are able to provide RTI for grades K-6, providing support to students at all levels, with added emphasis on those requiring extra interventions.</p> <p>Students in grades 4-6 will keep record of reading, writing, and homework by maintaining daily planners.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Christine Chang, Rhonda Kromm, paraprofessionals, all classroom teachers	2022—23 school year	Title, LAP, HPLAP, ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>So far, student growth is evidenced through an increase measurable scores for students in Kindergarten –1st grade. We have been triple-dipping the lowest achieving students and have seen growth. Our RTI is being delivered differently this year, with K using the Geodes from W&W, and 1-6 using LLI. Our first group reassessment is in the coming week, with subsequent reassessments every few weeks thereafter.</p>		

Fall Math MAP Assessment

JEFFERSON ELEMENTARY

School Achievement: Math K-12



2nd —65% average or above (42%)

4th—57% average or above (38%)

6th—52% average or above (27%)

3rd—50% average or above (34%)

5th—55% average or above (39%)

SMARTIE Goal: By June 2023, through the use of Eureka, supporting with Equip, small group instruction, and supplemental math activities, 60% of all students in grades 2—6 will score above average or higher in math as measured on the MAP 2023 Spring assessment.

Student Sub-Group Goal:

Jefferson students with F/R status will reflect equal or higher growth when compared to students who are not F/R status.

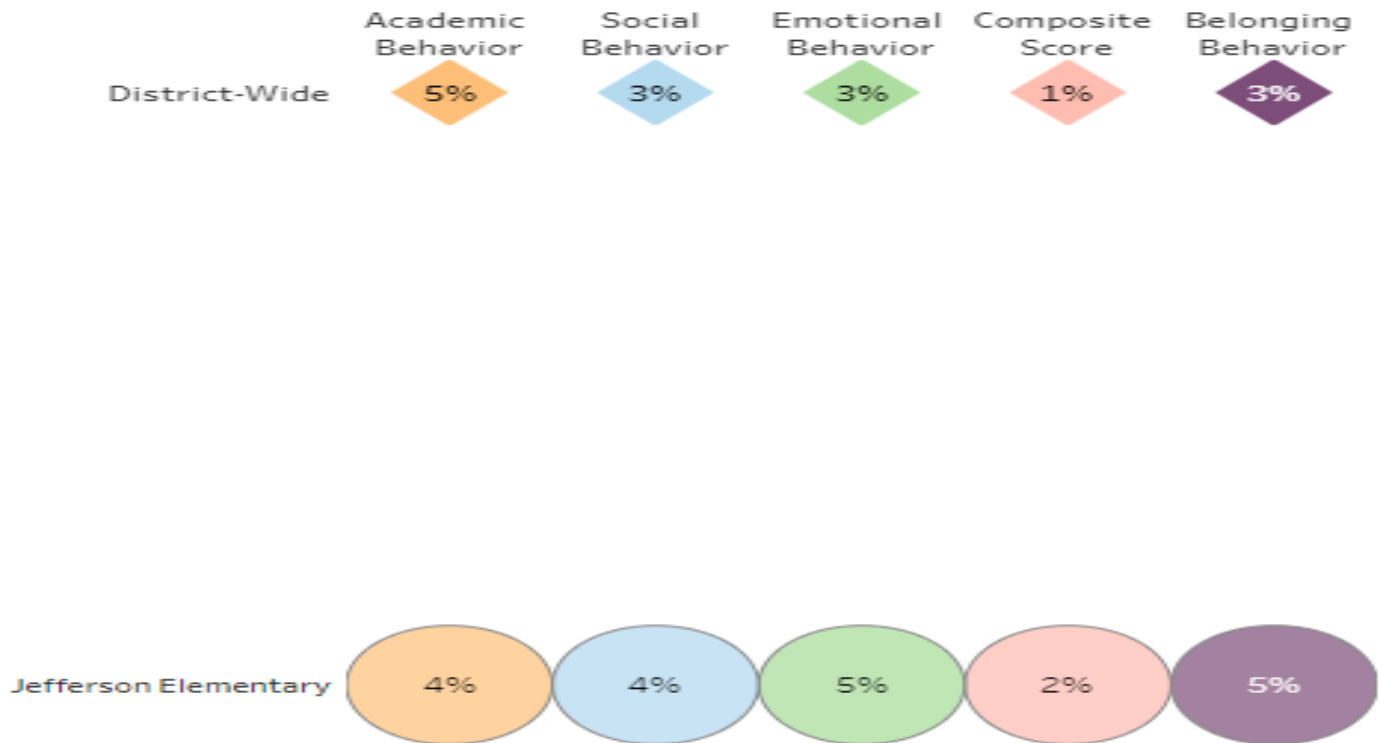
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>District curriculum/Eureka PD</p> <p>Math interventionists using results of Equip to pre-teach lagging skills. Para-educator support of math exit ticket, daily, in grades 1-6.</p> <p>Daily math tutoring after school offered by our para-educators.</p>	<p>Daily Eureka exit tickets</p> <p>Mid-Module and End of Module Eureka assessments</p> <p>MAP assessments 3 times a year in grades 2-6.</p> <p>WA Kids and District kindergarten assessments.</p> <p>SBA grades 3-6.</p>	<p>Title 1, LAP, ESSR, and HPLAP funds for additional staff to provide interventions to target gaps early in the instructional process</p> <p>Math interventionist</p> <p>Online resources</p> <p>Funds for after-school tutoring</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Rhonda Kromm, Susan Dwyer, Claire Jones, Dyllan Snavely, classroom teachers	2022—23 school year	Title, LAP, HPLAP, and ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
Students are demonstrating a greater understanding of math concepts on their mid and end-of-module assessments.		

CSIP 2022/23 STUDENT WELLBEING

PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

- Promote a safe, healthy, affirming, and welcoming learning environment
- Celebrate Success through broad-based, varied media.

Percentage of students flagged (data current as of: 11/4/2022 11:00:58 PM)



EEST™-Student Universal Wellness Screener | Student Safety

School Name

Jefferson Elementary

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Where do students feel most safe?



SWB Needs Assessment/Implications: Many students returning to the 2022—23 school year continue to lack foundational social and emotional regulation skills. There is a need to continue to assist students in gaining the skills to self-regulate in safe, acceptable ways. Results from the EES survey show that students are feeling less safe in some areas than they did last year. We do not have a racial disproportionality regarding student referrals and suspensions.

CSIP 2022/23 STUDENT WELLBEING

SMARTIE GOAL: Based on the October 2022 data from the Achievement-Related Behaviors Screener and in collaboration with Jefferson staff, Jefferson staff will decrease the number of students at the intensive level of 6.8% (18 students) by 30% by June 2023 as measured by the Achievement-Related Behaviors Screener

Student Group Goal: Data across all ethnic groups will reflect equitable distribution of outcomes

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Classroom teachers and counselor will use Character Strong Curriculum as a scaffold of SEL teaching in all classrooms.</p> <p>Restorative Justice, CICO, individual and small group counseling, SAT and IEP meetings, focused academic interventions.</p> <p>Tier 2 and 3 behavioral interventions will be developed and implemented collaboratively by stakeholders to address the specific needs of these students</p>	<p>The Achievement-Related Behaviors Screener will be administered again in February and May. By the May administration, the number of students needing intensive interventions in three or more achievement-related behaviors will decrease by 30%.</p>	<p>Character Strong Curriculum</p> <p>Second-Step Curriculum, K-6</p> <p>6th Grade Career Guidance Curriculum</p> <p>6th Grade Suicide Prevention Curriculum</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Rhonda Kromm, Vicki Rockholt, classroom teachers	2022—23 school year	Title 1, LAP, HPLAP, ESSR, Building Budget
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Our data shows that students in several grade levels have behaviors which require not only a high number of 1:1 paraeducator support (6), creating frequent disruptions in the learning environment. Our strongest concentration of behaviors is in our youngest students K-2. This means that we are working with a lot of students who are struggling with academic and school behavior expectations. We have created a strong team approach to helping students learn appropriate and safe behaviors.</p>		

PASD Strategic Plan Focus Area #3; Family and Community Engagement *Goals 1, 2, 3*

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

Fall conference data: 96% of all families attended Jefferson's fall conferences in person, with others attending either later or by phone.

Back to School Night: 93% of all families participated in our Back to School Night, enabling teachers and staff to meaningfully connect with all families.

PTO: Jefferson's PTO is active and includes several new members this year. We have completed one very successful fundraiser. Currently there are about 12 families involved in the monthly meetings, with plans for more fund-raisers, a family movie night, a book fair, and other activities that will engage up to 80% of our families in at least one activity.

Volunteers: We have many community and parent volunteers in the building working in several classrooms, as well as a 7-hour/day AmeriCorps volunteer. Parents are also volunteering to escort on field trips.

Communication: Family Newsletters, DoJo, Google Classroom, and classroom communications keep families connected to Jefferson at least a weekly.

F & CE Needs Assessment/Implications:

We continue to recognize the need to create connection and community with school families. We recognize the need to continue to expand opportunities for families to engage with the school and have plans to further increase engagement this year.

CSIP 2022/23 FAMILY AND COMMUNITY

SMARTIE GOAL: All Jefferson families will feel connected to the school and work in partnership to benefit their children. Families will have multiple opportunities to discuss and support their child’s academic and social-emotional goals. 100% of families will engage in at least two school functions (conference or other activity) in the 2022-23 school year as measured by sign-in sheets at events.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>PTO monthly meetings and host a minimum of two family events this year.</p> <p>Communicate with families at least once a week using a variety of modalities (Wednesday folders, robocall, email, and DoJo)</p> <p>Continue outreach and support to families experiencing attendance issues.</p> <p>Meetings with family navigators identifying families in need of support.</p>	<p>CEE data</p> <p>Family engagement and conferences</p> <p>PTO attendance</p> <p>Volunteers in the schools</p>	<p>DoJo, email and hard copy communications, weekly newsletters, time for staff to conference with families</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Rhonda Kromm, all classroom teachers	2022-23 school year	Title 1 (parent partnership funds), district calendar including release time for conferences (BEA/ESSR)
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>In excess of 90% of our Jefferson families have participated in the few activities held thus far. We will expand our reach and participation through continued Book Fairs, Family Movie Night, Bingo Night in addition to our Back-to-School night and various seasonal concerts.</p>		

Additional Implications: Use this section to include implications of ELL+ & attendance, discipline, SPED/ 504, Mck V etc.

Student behavior and student sense of safety are high on our list of priorities. We will continue to focus on these areas to decrease student misbehaviors (using strategies noted in our student well-being) and increase sense of safety for all students. Jefferson has a high number of families that qualified for FARMA at 67% and recognize that many students do not have the resources to meet basic needs at home, resulting in looking to the school to meet those needs. These needs are social/emotional, financial, and educational. We have only one child qualifying as M-V and one in foster care.

Another area of focus for us this year will be our students that may need access to special education services—we are seeing an unusually high number of referrals for SAT meetings and referrals for SPED evaluations. Our systems will provide interventions to support the learning needs of each child. The meetings with staff and families have been very productive in finding the appropriate supports for individual students and families.

ELA
pgs. 2&3

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Math
pgs. 4&5

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Preliminary Planning for Next School Year: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments