



Continuous Achievement Process & Plan

2025 Quarter 1

At Jefferson, we believe that every child has infinite worth and is infinitely capable. It is our job to cultivate students' strengths and mitigate areas of struggle, by providing rigorous, engaging, and differentiated learning opportunities for all students.

Our Vision

Under Construction- Working with SCDM to develop an updated vision statement for 2024-25. Our staff collaborated to gather a list of core values in September and will use this document to support our vision statement.

Our Mission

To educate, inspire, and foster a collaborative and inclusive learning environment.

1st Grade ELA Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

Using iReady and letter names/sounds screening, we've identified 100% of students who are unable to consistently decode one-syllable words. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 0% to 80% in 1st grade, including 21% of our students who identify as white or two or more races by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing 1st grade myView ELA materials during core whole group instruction, including consistent feedback tied to rubrics, and using our MTSS data and times, we will focus on the needs of our small groupings during flexible small groups during core instruction, students will build understanding in knowing and applying grade-level phonics and word analysis skills in decoding one-syllable words. Students will demonstrate growth by in small group settings, one-to-one, and end of unit assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing consistent feedback including rubrics during our intervention small group instruction twice a week for 15 minutes each time, students will build an understanding in knowing and applying grade-level phonics and word analysis skills in decoding one-syllable words. Students will demonstrate growth by small group interactions, end of unit assessments, and conferring.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC and/or LAP supports students will receive my view curriculum for the whole class and small group instruction. We will also use MyView for intervention and one-to-one conferencing.; both consumables, online assignments and decodables. While using information from their IEP, and/or 504 to support their learning.

1st Grade Math Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

Using iReady data and pretests, we've identified 100% of students who are unable to consistently apply addition and subtraction skills. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 0% to 80% in first grade, including 58% of students whose federal race category is designated as white and/or two or more races, by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.C Add and subtract within 20

UNIT: Unit 1 Relating Addition and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing the iReady curriculum during core whole group instruction and MTSS/iReady data we will use flexible small group strategies during small group time. The use of supplemental materials and MyPath will support growth for our students. During these flexible small groups and during core instruction, students will build understanding in adding and subtracting within 20. Students will demonstrate growth by being able to correctly adding and subtracting within 20 on end of unit assessments, in small groups and one-to-one settings.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing consistent feedback including rubrics with learning targets/goals during our intervention small group instruction twice a week for 15 minutes each time students will build an understanding in knowing and applying grade-level math strategies in addition and subtraction within 20 twice a week and for 15 minutes, students will build an understanding in recognizing the relationship between addition and subtraction. Students will demonstrate growth by small group interactions, end of unit assessments, and conferring.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC and/or LAP supports students will receive whole group iReady math instruction and small group and one-to-one instructions based on end of session assessments. We will gauge their understanding by use of thumbs up/down and of lesson quick checkins and one-to-one conferring. We plan to use the teacher toolbox from iReady to aid in more support. We will provide learning opportunities and individual support in your classrooms that align with the students' intervention classes, IEP, and/or 504.

2nd Grade ELA Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

Using Fall iReady diagnostic data, 80% of students are unable to identify character, setting, and plot in fiction stories (RL 2.7). By implementing the high yield strategies listed in our action steps, such as classroom discourse and high-quality questioning, we will increase proficiency from 20% to 60% in 2nd grade. The Culturally Responsive and Relevant Teaching practices of (culturally inclusive texts, building positive relationships, and a classroom where classroom see themselves reflected and represented) will be used to create inclusive and equitable practices.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing classroom discourse, comparing multiple texts and authors, identifying appropriately challenging texts, and giving students opportunities to identify different parts (like character/setting) and jigsaw with another group that is focusing on other aspects during flexible small groups during core instruction, students will build understanding in identifying the main characters, the setting, and the plot of fictional stories. Students will demonstrate growth by being able to identify character, plot, setting with another peer, teacher, or adult.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing high-quality questioning and using a variety of strategies like acting out and drawing ideas during our intervention small group instruction with multiple texts at least 2 days a week, students will build an understanding in identifying character, setting, and plot of fictional stories.. Students will demonstrate growth by correctly identifying the main characters of the stories, the setting, and the main idea or plot of the story.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

There are 0 students who receive LRC services for ELA in 2nd grade. LAP groups are still being crafted by our LAP department. Therefore, we are choosing to work with our ML students for our tier 3 action step. In addition to receiving core, our ML students will receive additional support in thinking through the talk structures, acting out stories, using visuals and sentence stems.

2nd Grade Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Using the Fall iReady Diagnostic results, we've identified that 100% of students are unable to represent and solve problems involving addition and subtraction. By implementing high yield strategies such as giving consistent and pertinent feedback, student discourse, and goal setting, we will increase proficiency from 0 to 50% in 2nd Grade.



CURRICULUM: the standards and units we are targeting

STANDARD: 2.OA.A Represent and solve problems involving addition and subtraction

UNIT: Unit 1 Numbers Within 20: Addition, Subtraction, and Data



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing core curriculum and using a variety of talk structures during core whole group instruction and small group intervention during flexible small groups during core instruction, students will build understanding in represent and solve problems involving addition and subtraction. Students will demonstrate growth by successfully showing work and using a variety of strategies to solve word problems.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing student use of manipulatives, peer partners, one-to-one support, sentence frames for ML students, modeling during our intervention small group instruction at least 3 days a week for 15 minutes a day, students will build an understanding of how to represent and solve problems involving addition and subtraction. Students will demonstrate their growth through CBAs, formative assessments and exit tickets.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

There are 0 students in 2nd grade who receive math LRC services. For this group we will focus on students who are in tier 3 according to iReady and CFAs. Students will be supported one-to-one whenever possible, by helping them to identifying steps to visualize problems, using manipulatives to represent the variables in the problems, and acting out problems.

3rd Grade ELA Goal

Achieve a 60% pass rate for the selected standard by the end of the quarter.

Using I-ready and district curriculum assessments, we've identified 85% of students who are unable to identify main idea and supporting details. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 15% to 60% in 3rd grade.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing close reads, classroom discussions and summarization during core whole group instruction and flexible small groups to focus on observed needs. During flexible small groups and core instruction, students will build understanding in RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Students will demonstrate growth by I-Ready testing and district curriculum checks.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing direct instruction and close reading during our intervention small group instruction 3 days a week for 20-30 minutes. students will build an understanding in RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Students will demonstrate growth by I-Ready testing and formative classroom assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC supports students will receive flexible small groupings with targeted skills instruction.

3rd Grade Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Using multiplication fact assessments, we've identified 0% of students of students who are unable to fluently multiply basic facts. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 0% to 50% in 3rd grade.



CURRICULUM: the standards and units we are targeting

STANDARD: 3.OA.A Represent and solve problems involving multiplication and division

UNIT: Unit 2 Multiplication and Division: Concepts, Relationships, and Patterns



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing feedback during core whole group instruction and center activities during small group time, students will build understanding in 3.OA.A Represent and solve problems involving multiplication and division. Students will demonstrate growth by students will self-monitor their growth through the use of multiplication timings and Fluency Flight.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing direct instructed and feedback during our intervention small group instruction 3 days a week for 10-15 minutes, students will build an understanding in 3.OA.A Represent and solve problems involving multiplication and division. Students will have the opportunity to demonstrate growth by completing each multiplication fact timing assignment and by practicing in iReady pathway and Fluency Flight.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC and/or LAP supports students will receive extra practice using iReady pathway and Fluency Flight. These students will receive consistent feedback tied to our rubric.

4th Grade ELA Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Using iReady Diagnostic, we've identified 37% of students who are unable to summarize a literary text. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 37% to 75% in 4th grade, including 34% of students identifying as non-white by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

UNIT: ELA Unit 3



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling and graphic organizers during core whole group instruction and specific instructional support identifying big ideas during flexible small groups during core instruction, students will build understanding in summarizing literature (RL4.2). Students will demonstrate growth by iReady diagnostic information that shows students are able to summarize.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing strategies of highlighting/underlining, a modified graphic organizer and modeling during our intervention small group instruction one day a week for 30 minutes, students will build an understanding in summarizing literature (RL4.2). Students will demonstrate growth by iReady diagnostic information that shows student are able to summarize. In addition, summarizing techniques will be reinforced in science and social studies (though not narrative in nature, there are similar skills needed).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC and/or LAP supports students will receive support based on the specific skill(s) students are working on in LAP to support that learning. They will also have modified reading selections based on their reading level.

4th Grade Math Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

Using the autumn iReady diagnostic, we've identified 0% of students who are unable to multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 0% to 80% in 4th grade, including 25% of girls.



CURRICULUM: the standards and units we are targeting

STANDARD: 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic

UNIT: Unit 3 Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing classroom discussion along with visual and physical (manipulatives) supports that scaffold the steps required to multiply and divide, engaging students in number talks, and utilizing high DOK questions during core whole group instruction and during flexible small groups during core instruction, students will build understanding in 4.NBT.B, using place value understanding and properties of operations to perform multi-digit arithmetic. Feedback will be given daily throughout the unit by the teacher, during goal setting, daily work, pre/post iReady assessments and common formative assessments. Students will demonstrate growth by performing at an 80% on iReady and classroom created assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing small group discussion along with visual and physical manipulatives during our intervention small group instruction until students will build an understanding in place value and multiplying and dividing multi-digit numbers. Students will demonstrate growth by producing accurate calculations on daily practice problems and formative and iReady assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC supports students will receive the above large and small group instruction utilizing manipulatives and visual supports daily.

5th Grade ELA Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Using the iReady Diagnostic, we've identified 0% of students who are unable to summarize a literary text. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 0% to 75% in 5th grade, including 36 % of students identifying as non-white by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

UNIT: ELA Unit 3



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling and graphic organizers during core whole group instruction and specific instructional support identifying big ideas during flexible small groups during core instruction, students will build understanding in summarizing literature (RL4.2). Students will demonstrate growth by iReady diagnostic information that shows students are able to summarize.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing strategies of highlighting/underlining, a modified graphic organizer and modeling during our intervention small group instruction one day a week for 30 minutes, students will build an understanding in summarizing literature (RL5.2). Students will demonstrate growth by iReady diagnostic information that shows student are able to summarize.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC and/or LAP supports students will receive support based on the specific skill(s) students are working on in LAP to support that learning. They will also have modified reading selections based on their reading level.

5th Grade Math Goal

Achieve a 75% pass rate for the selected standard by the end of the quarter.

Using the autumn iReady diagnostic, we've identified 0% of students who are able to add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 0% to 75% in 5th grade, including 0% of girls with high need/percentage by March 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: 5.NF.A Use equivalent fractions as a strategy to add and subtract fractions

UNIT: Unit 2 Decimals and Fractions: Place Value, Addition, and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing classroom discussions, visual supports and physical (manipulatives) supports that scaffold the steps to solving addition and subtraction of fractions in number talks and utilizing high DOK questions, during core whole group instruction students will build understanding of 5.NF.A using equivalent fractions as a strategy to add and subtract fractions. Feedback will be given daily throughout the unit by the teacher, during goal setting, daily work, pre/post iReady assessments and common formative assessments. Students will demonstrate growth by performing at 75% on iReady and classroom created assessments.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing small group discussion along with visual and physical manipulatives during our intervention small group instruction until students can accurately demonstrate understanding in adding and subtracting fractions. Students will demonstrate growth by producing accurate calculations on daily practice problems and formative and iReady assessments.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC supports, students will receive the above large and small group instruction utilizing manipulatives and visual supports daily.

Behavior Goal

Ensure 99% of students have behaviors NOT resulting in suspension or expulsion.

There are 99.5% of students who were not excluded at Jefferson Elementary last school year. By January 2025, we will continue to have 0.5% or fewer students who have received exclusionary discipline. We will accomplish this goal by continuing to implement Tier 1 SEL practices school-wide including Zones of Regulation and restorative practices.



Root Cause Analysis

Staff will continue to build positive relationships with all students, will utilize trauma informed practices when discussing student needs and behaviors (via MTSS), and will utilize SEL instruction to support prosocial interactions between students.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

0.5% of students were excluded last school year. We will decrease or maintain this percentage for the 2024-25 school year by continuing to use our MTSS process and restorative practices.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Teachers will explicitly teach and refer to the Zones of Regulation to increase students' ability to recognize and regulate their emotions throughout the school day. Teachers and administrators will also implement restorative practices when responding to misbehavior.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

If/when students who receive Special Education receive referrals their IEP team will work together to address interventions/responses as applicable.

Music Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

By February 2, 2024, 80% of Kindergartners will be able to demonstrate a steady beat to 'Johnny Plays the Drum Beat' while class is singing, without teacher modeling, based on the rubric.



CURRICULUM: the standards and units we are targeting

STANDARD: Music 9 Respond- Apply criteria to evaluate artistic work

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Review Learning Target
2. Review success criteria – give examples
3. Practice steady beat as a class while singing 'Johnny Plays the Drum Beat.'
4. One student at a time demonstrates steady beat using body percussion for four measures while class sings along.
5. Students will move around room matching the steady beat the teacher is playing on the drum.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to music instruction, students requiring additional support, I will communicate and provide music activities that the classroom teachers could use during class to help students progress toward music standard 9. Supports/Learning Activities for standard 9 is the following:

- Marching
- Heartbeat
- Clock
- Cutting with scissors

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to music instruction and additional support with their core teacher, students requiring additional support will meet with the music teacher with a differentiated intervention group. Students will monitor specific goals and families and core teachers will receive feedback on student progress.

PE Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Using the FitnessGram PACER Test, we've identified the baseline number of laps for each fifth grade student. By implementing the high yield strategies listed in our action steps, we will increase proficiency from each student's baseline score to meet or exceed their personalized SMARTIE goal as determined by student and PE teacher, including 65% of students identified as girls in Ms. Leonard's class, by January 2025.



CURRICULUM: the standards and units we are targeting

STANDARD: Health-6 Student will demonstrate the ability to use goal setting skills to enhance health

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing large group and small group discussions of heart rate and cardiorespiratory endurance, including definitions thereof and important vocabulary related words as well as warm-ups (i.e. warm-up jogs) and large group activities which require cardiorespiratory endurance (i.e. Muscle Tag, Soccer, etc.), 5th Grade students will build understanding of how their heart and lungs support them to have strong cardiorespiratory endurance. Students will demonstrate growth by performing a monthly PACER test and compare it to their baseline/previous scores.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing large group and small group discussions of heart rate and cardiorespiratory endurance, including definitions thereof and important vocabulary related words as well as warm-ups (i.e. warm-up jogs, partner jogs) and large group activities which require cardiorespiratory endurance (i.e. Muscle Tag, Soccer, etc.), Ms. Leonard's 5th Grade students will build understanding of how their heart and lungs support them to have strong cardiorespiratory endurance. Students will demonstrate growth by performing a monthly PACER test and compare it to their baseline/previous scores. We will further explore how students can help improve their PACER scores through large and small group discussion, reminding students that they only have PE class twice per week for 30 minutes, "so if we want to make substantial improvement to our PACER scores and cardiorespiratory endurance in general, we likely need to..." (engage in physical activity that will challenge our cardiorespiratory endurance outside of school).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to the above-mentioned interventions, the Girls in Ms. Leonard's 5th grade class will (along with the rest of the PACER-tested students) will learn about Intensity Level and how it impacts our cardiorespiratory fitness. Students will be offered time to make-up PACER tests if they feel they did not perform their best and would like a chance to top their scores.

Kindergarten ELA Goal

Achieve a 90% pass rate for the selected standard by the end of the quarter.

Using classroom formative assessment, we've identified 19.4% of students who are unable to produce at least 12 letter sounds. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 80.6% to 90% in kindergarten.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing modeling, scaffolded instruction, and student discourse during core whole group instruction and reciprocal teaching during flexible small groups during core instruction, students will build understanding in RF.K.3 by increasing their number of known letter sounds. Students will demonstrate growth by accurately decoding individual letters and CVC words.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing one to one conferring, partner work, and different ways to show letter and sound understanding during our intervention small group instruction 15 minutes three days per week, students will build an understanding in RF.K.3 knowledge of letter sounds. Students will demonstrate growth by accurately decoding individual letters and CVC words.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC and/or LAP supports, tier 3 students will receive small group instruction during core in RF.K.3. Students will use letter flashcards and lists of random letters to demonstrate identification and sounds.

Kindergarten Math Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

Using a classroom based assessment, we've identified 36.1% of students who are unable to identify all numbers 0-10. By implementing the high yield strategies listed in our action steps, we will increase proficiency from 63.9 % to 85% in kindergarten.



CURRICULUM: the standards and units we are targeting

STANDARD: K.CC.B Count to tell the number of objects

UNIT: Unit 2 Numbers to 5, Shapes, and Weight



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing scaffolded instruction using modeling and manipulatives as well as student discourse during student to student partner work during core whole group instruction and use of manipulatives, math songs and videos, flashcards, ten frames, counting books, one to one conferring, partners, and different ways to show numbers during flexible small groups during core instruction, students will build understanding in K.CC.B recognizing numbers 0-10. Students will demonstrate growth by accurately naming all numbers 0-10 in random order on a classroom based assessment.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

By implementing use of manipulatives, 1:1 conferring, and providing opportunities to show different ways of counting during our intervention small group instruction three days a week for 15 minutes, students will build an understanding in K.CC.B recognizing numbers 0-10. Students will demonstrate growth by accurately naming all numbers 0-10 in random order on a classroom-based assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to receiving LRC supports, Tier 3 students will receive small group instruction during core, using manipulatives, 1:1 conferring, and providing opportunities to show different ways of counting during our intervention small group instruction three days a week for 15 minutes, students will build an understanding in K.CC.B recognizing numbers 0-10. Students will demonstrate growth by accurately naming all numbers 0-10 in random order on a classroom-based assessment.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 75% positive rating on the selected Climate Survey item.

50% of staff at Jefferson provided a positive response to the question "There is a willingness to address conflict in me school. When there is a problem, we talk about how to solve it." according to Spring 2024 CEE data. Progress will be monitored by formal and informal observations during PLC, Staff Meetings, Professional Growth Late-Starts, and committee meetings. By the end of January, 75% of staff will show growth in ability to address conflict with one another and collaborate to solve problems. We will accomplish this by establishing and building/rebuilding positive relationships among staff, by modeling and explicitly addressing how to collaboratively address and solve conflict with one another (E.g. clear is kind, use of "I" statements, etc.), and participating in our TPS monthly equity series which provides an additional opportunity to collaborate about important topics that are vital to effective conflict resolution (e.g. listening & vulnerability).



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Utilize the monthly equity series at staff meetings. Admin being present & attuned to staff interactions at PLCs, during Professional Growth Opportunities, Staff Meetings and more. Explicitly modeling, coaching and creating spaces for conflict resolution to take place. I will use observational data, which I will record, to monitor this goal. I will gather feedback 1:1 from staff who are involved and in small group settings as appropriate/needed.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 90% positive rating on the selected Climate Survey item.

66% of students at Jefferson provided a positive response to the question "I am good at solving conflict with others" according to Spring 2024 CEE data. By the end of January, 80% of students will show growth in their ability to address conflict with one another. Progress will be monitored by formal and informal observations and office referrals. We will accomplish this goal by establishing and building/rebuilding positive relationships among students using GAT and Zones of Regulation and by regular visits from our school counselor to explicitly teach and model conflict resolution and prosocial behavior.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Staff will utilize Zones of Regulation, Getting Along Together, and Restorative Practices to explicitly teach and model emotion regulation and conflict resolution. Our school counselor will utilize Second Step and other instructional supports to also explicitly teach emotion regulation and conflict resolution to all students whole group (by classroom) and with Tier 2 and Tier 3 students in small groups or 1:1, as needed. Feedback will be gathered by monitoring the number of office referrals specific to student conflict and by observation at recesses, in the lunchroom, and in the classroom. We will also use this year's CEE data as an additional measure.