

Jefferson School District

Jefferson Elementary

2020-21 School Improvement Plan

School Mission:

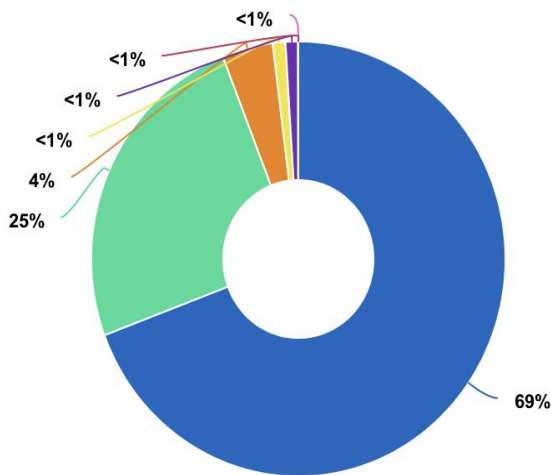
We will prepare all students to successfully navigate their transition to life beyond high school by providing qualified, rigorous instruction, providing a safe environment, and fostering a culture of student learning.

School Vision:

Equipping our students to successfully navigate their future

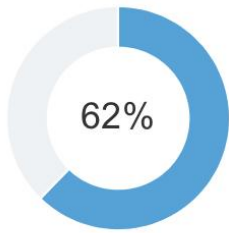


School Profile- Demographics

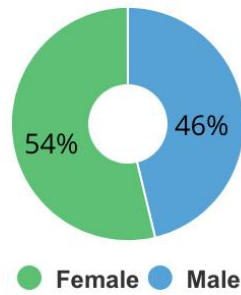


White	70%
Hispanic	25%
Two or more races	4%
Black	1%
Native American	1%
Native Hawaiian or Other Pacific Islander	<1%
Asian	<1%

Students from low-income families ?



Gender



Continual Improvement: Academic Focus/Access

1. Problem of Practice

- a. After reviewing quantitative attendance data, overall attendance is low school-wide across all demographics.

2. Academic Focus

- a. Average student attendance in the 2019/20 school year was at 95.5% . Through a focused outreach effort, we will increase school-wide attendance (CDL & Hybrid) to 97%.

3. Academic Access SMART Goal

Goal:	<ul style="list-style-type: none"> • By spring 2021, the percentage of K-5 attendance will increase from 95.5% to 97% school wide across demographics.
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4. Implementation Plan (What are the actions needed to lead to the achievement of these goals?)

Action/Strategy	Person Responsible	Evidence of Success
Engagement and differentiation strategy implementation	Principal, Student Support Specialist, Attendance Officer, Office Staff, specialists, classroom teachers, classified staff	Observable behavioral, cognitive and relational engagement strategies and differentiated instruction.
Monitoring attendance for all students	Principal, Student Support Specialist, Attendance Officer, Office Staff, specialists, classroom teachers, classified staff	System and record of students with absences updated frequently for a prompt response to needs and barriers.
Tier 2 interventions and supports	Principal, Student Support Specialist, Attendance Officer	Weekly meetings to monitor efficacy of tier 2 engagement interventions.

Tier 3 interventions and supports	Principal, Student Support Specialist, Attendance Officer	Weekly meetings to monitor efficacy of tier 3 engagement interventions.
Collaboration for improved instruction for target student groups	English Language Development Teacher, Principal, Student Support Specialist, Attendance Officer	Implementation of collaborative structures that support the use of strategies during core instruction meant to target English Learners
Family feedback	Principal, instructional leadership team	Collaborative decision-making and short cycles of inquiry based on stakeholder data.
School wide goal setting	All licensed staff, classified staff, and principal	Evidence of engagement strategies, intervention engagement supports, and collaboration found across all classes, small groups and systems.

Continual Improvement: Climate Focus

1. Problem of Practice

- a. In order to teach effective behavior regulation skills, JES staff must first learn and apply those skills. Learning to identify and label emotions is a critical step toward cultivating emotional intelligence. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their emotional vocabulary, replacing basic feeling words with more sophisticated terms. They graduate from using words like ‘ok’ or ‘fine’ to using words like ‘alienated’ and ‘hopeless,’ or ‘tranquil’ and ‘serene.’ This expansion of vocabulary creates a better understanding of emotions and therefore a framework for successful regulation. By teaching subtle distinctions between similar feelings, the Mood Meter empowers students and educators to recognize the full scope of their emotional lives and address all feelings more effectively.

2. Climate Focus

- a. JES staff will implement weekly use of the Mood Meter in all Staff Meetings held throughout the 2020/21 school year in preparation for classroom implementation with students the following school year.

3. Climate SMART Goal

Goal :	<ul style="list-style-type: none"> • By spring 2021, all teachers will learn and be able to apply the following skills through the Mood Meter: Recognizing emotions in oneself and others, Understanding the causes and consequences of emotions, Labeling emotions with accurate words, Expressing emotions differently depending on context, and Regulating emotions with helpful strategies
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5. Implementation Plan (What are the actions needed to lead to the achievement of these goals?)

Action/Strategy	Person Responsible	Evidence of Success
Present Mood Meter philosophy and strategies	Student Support Specialist	Staff meeting notes. Google slides presentation
Each week teachers will plot their current emotion on the Mood Meter which will be shared at the staff meeting	Student Support Specialist	Staff meeting notes. Mood meter files from each meeting

Continual Improvement: Equity Focus

1. Equity Initiative

Equity Team Initiative: Our focus will be on consistent implementation of inclusive strategies and actions across settings, including staff, student, family and community activities. These actions will include a focus on culturally responsive classroom practices, student equity leadership opportunities, and systems that intentionally include diverse family voices. The actions outlined below will be further developed and refined as family and student needs shift over the course of this ever-changing school year.

2. Implementation Plan (What are the actions needed to lead to the achievement of these goals?)

Action/Strategy	Person Responsible	Evidence of Success
Creation of district wide equity Team	Superintendent, school principals	Meeting notes
Creation of elementary-based equity team	principal	
Bi-monthly equity team meetings to discuss and create actionable plans	Principal, equity team	meeting notes, staff meeting notes, published action plan
Implicit Bias Training for staff	Principal	