



Continuous School Improvement Plan 2023/24

Jefferson Elementary, PASD



Principal: Rhonda Kromm

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/ supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

Jefferson serves 271 students and their families from the central part of the city of Port Angeles. 69% of our families qualify for FARMA, and 30% identify as non-white in ethnicity. 25% of our students have disabilities that are supported with IEPs.

Jefferson is a PBIS (Positive Behavior Interventions and Supports) school. This means that we teach student expectations and reinforce appropriate behaviors on a regular basis, 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. Our teachers work 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	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/21/24

Needs Assessment Completed on: October 13, 2023

Needs Assessed By: Rhonda Kromm, Christine Chang, Vicki Rockholt, Lucy Edwards, Pamela Miller, Lisa McCoy, Evan Murphy, Claire Jones, Theresa Faires, and Jessica Bruning.

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice.
2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

2023-2024 All Grades Status - DIBELS 8th Edition
 District: Port Angeles School District School: Jefferson

Grade	Beginning	Middle	End
K	<p>n=35 23 (66%) 6 (17%) 2 (6%) 4 (11%)</p>	No students with data.	No students with data.
1st	<p>n=33 10 (30%) 10 (30%) 6 (18%) 7 (21%)</p>	No students with data.	No students with data.
2nd	<p>n=43 13 (30%) 8 (19%) 11 (26%) 11 (26%)</p>	No students with data.	No students with data.
3rd	<p>n=34 12 (35%) 5 (15%) 13 (38%) 4 (12%)</p>	No students with data.	No students with data.
4th	<p>n=42 6 (14%) 12 (29%) 17 (40%) 7 (17%)</p>	No students with data.	No students with data.
5th	<p>n=27 13 (48%) 4 (15%) 3 (11%) 7 (26%)</p>	No students with data.	No students with data.
6th	<p>n=39 11 (28%) 6 (15%) 9 (23%) 13 (33%)</p>	No students with data.	No students with data.
All	<p>n=253 88 (35%) 51 (20%) 61 (24%) 53 (21%)</p>	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

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	Number of Students
Grade 2	<p>60th 14% 16% 22% 32% 16%</p>	-- select an option --	37
Grade 3	<p>35th 34% 24% 15% 12% 15%</p>		33
Grade 4	<p>49th 18% 20% 22% 22% 18%</p>		40
Grade 5	<p>39th 33% 19% 33% 11% 4%</p>		27
Grade 6	<p>62nd 2% 24% 24% 34% 16%</p>		38

ELA Needs Assessment/Implications: ELA Needs Assessment/Implications: Data from DIBELS, MAP, and Foundations assessments all align to identify literacy needs at all grade levels. The data source in the tables above are from Jefferson’s fall DIBELS and MAP data. It is interesting to note that while only six (five returning) kindergarten students were at strategic/intensive levels in June of 2023, twenty of the same students were at strategic/intensive level at the start of 1st grade. Similar, though not as drastic, results were seen at other grade levels. This indicates a significant learning loss over the summer. A wondering is what we, as a district, can do to help maintain learning through the long summer months. Our 6th grade students did well and we look forward to their continued growth. 5th grade is our lowest performing grade. We have RTI in place for that grade level and will focus support in literacy in that grade throughout the year.

SMARTIE Goal: By spring 2024 the following growth will be made: **Kinder:** number of students identified as needing strategic/intensive intervention will go from 83% to 15% based on DIBELS testing **First:** number of students identified as needing strategic/intensive intervention will go from 60% to 15% based on DIBELS testing. **Grades 2-6:** 85% of students will meet or exceed their **growth** goal based on MAPs testing.

Student Group Focus: We have one class of 5th grade students who performed the lowest of all grades on the MAP. Students are receiving support from the Title 1 team several times a week. We also have a para-educator providing support in the classroom to provide additional support to students who have lagging skills in reading. **Based on this information, the number of students identified as “intensive” will decrease from 33% on Fall 2023 MAP to 15% on Spring 2024 MAP.**

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
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. (2, 3, 4) Staff will also pull students in K, 1st, and 2nd grade classes for a third dip to support students in need of Tier 3 phonics interventions. (2, 3, 4)	<ul style="list-style-type: none"> Progress monitoring through MAP assessments three times a year in grades 2-6, WA Kids DIBELS screening three times a year for grade K-6 SBA, Foundations Common Formative Assessments 	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. Students in grades 4-6 will keep record of reading, writing, and homework by maintaining daily planners.
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Christine Chang, Rhonda Kromm, paraprofessionals, all classroom teachers	2023—24 school year	Chromebooks District Curriculum Culturally Diverse Reading Materials & Visual Displays Para Support Title I LAP HPLAP

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in () corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.
2. Commit to raising achievement levels for all students by ensuring educational equity.
3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.
4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

CSIP 23/24 MATH

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Achievement by Grade							
JEFFERSON ELEMENTARY Math K-12							
Grade ↑	Achievement Fall 2023-2024 Median and Distribution			Sort by	Number of Students		
Grade 2	45th	26%	18%	26%	15%	15%	34
Grade 3	34th	18%	40%	24%	12%	6%	33
Grade 4	51st	12%	24%	32%	22%	10%	41
Grade 5	34th	15%	41%	33%	7%	4%	27
Grade 6	47th	19%	24%	32%	14%	11%	37

2022-2023 SBA Math Scores (% meeting standard)

	Jeff	PASD	State	
3rd	61	48	50	+11
4th	46	47	48	-2
5th	33	37	41	-8
6th	64	55	47	+17

MATH Needs Assessment/Implications:

Overall, Jefferson increased in the number of students meeting standard on the SBA by 12%! This is a huge celebration and we see this, at least in part, as a result of the use of a certificated math interventionist last year. SBA scores are doing well in both 3rd and 6th grades, and nearly at the state in 4th. 5th grade is our lowest performing grade level this year. We have a para-educator with our one 5th grade class over an hour each day providing support in math. We anticipate growth in this area with this added support and as an outcome of our PLC work in math. We are focused on math in our PLC's this year and look forward to seeing the implications of that work. Additionally, Jefferson has two full-time para-educators providing support for all classrooms K-6 this year. We will use the interventions identified by our PLC teams and the support of two math para-educators to continue to improve math scores.

SMARTIE Goal: ..By the spring of 2024 assessment, at least 85% of students in grades 2-6 will meet or exceed their growth goal based on MAPs testing.

Student Group Focus: We have one class of 5th grade students who performed the lowest of all grades on the MAP. Extra support will be offered to this group, in particular. Math resource support is being offered in this class, as well as the PLC work being done as a district grade level. **Based on this information, the number of students identified as “strategic” will decrease from 41% on Fall 2023 MAP to 20% on Spring 2024 MAP.**

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
District curriculum/Eureka PD Math PLCs on a weekly basis Building and District PLC Work (1, 2, 3, 4) 1:1 and small group interventions by teachers and para-educators (2, 3, 4) Para-educator support of math exit ticket, daily, in grades 1-6. (2, 3, 4) Online resources (2, 3, 4)	Eureka <ul style="list-style-type: none"> • Exit Tickets • End of Module Assessments SBA (Spring) MAPs 3x per year Kindergarten Report Card Attachment Common Formative Assessments.	Effective instruction of all students Early Intervention Multi-tiered model of instruction Collaboration Monitoring progress Data-based decision making Use of assessment to drive instruction Implement with fidelity Research-based, valid interventions.
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Rhonda Kromm, Ian Dennis, Jennifer Frazier, all classroom teachers	23-24 School Year	Title Lap HPLAP Eureka Curriculum Para-ed math support Online resources

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CSIP 23/24 SEL

PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

Student Survey	CSF — My teacher believes student learning is important	96%
	HSE — My teacher expects me to do my best	91%
	HSE — My teacher expects all students to learn	89%
	PCI — This school respects student differences	84%
	EL — The principal of this school believes student learning is most important	84%
	CT — When I have a problem, I stop to think about different possible solutions	43%
	IS — Adults in this school help me plan and set goals for my future	42%
	CT — I am good at finding the best solutions to my problems	37%
	CT — When I have a problem, the first thing I do is break it into smaller steps	34%
	SLE — Students are respectful of others at this school	18%

Tiered Behavioral Supports for Students 2023-2024 SY														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
September														
Tier 2														
Tier 3														
October														
Tier 2														
Tier 3														

SEL Needs Assessment/Implications:

Our Spring of 2023 CEE data has two clear indications: **student efficacy** (WA State SEL Standard 3, Benchmark 3A and 3B) is not high and students do not feel that **other students are respectful of them** (WA State SEL Standard 5, Benchmark 5C) We have already begun conversations as a staff around building collective teacher and student efficacy—it was a part of our back-to-school PD and PD around this is included in weekly newsletters. We will continue this work, with the goal of increasing student efficacy and perseverance at all levels. Our Tier 2 and Tier 3 supports for individual students are in place through individual and group SEL time with our counselor weekly. Some of the Tier 3 interventions are provided daily by teachers and our counselor. We continue to track students needing Tier 2 and 3 interventions and will do so throughout the year.

CSIP 2023/24 SEL

SMARTIE GOAL: . Based on the 22-23 CEE data and in collaboration with staff, our students self-reported ability to problem solve will increase to 60% compared to the current self-report of 43% as measured by the spring CEE Wellness Survey

Student Group Focus Our students currently receiving Tier 3 interventions will all demonstrate a need for just Tier 1 or Tier 2 interventions by the end of the year as assessed by our counselor, who tracks the intervention referrals and data.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<p>Classroom teachers and counselor will use Character Strong Curriculum as a scaffold of SEL teaching in all classrooms. (2, 3, 4)</p> <p>Restorative Justice, CICO, individual and small group counseling, SAT and IEP meetings, focused academic interventions. (2, 3, 4)</p> <p>Tier 2 and 3 behavioral interventions will be developed and implemented collaboratively by stakeholders to address the specific needs of these students (2, 3, 4)</p>	<p>The Achievement-Related Behaviors Screener</p> <p>Healthy Youth Survey</p> <p>CEE Survey</p> <p>Skyward Discipline Data</p> <p>Office Referrals</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> <p>Increased classified and certificated staff to support student achievement-related behaviors and well-being</p> <p>Group/individual meetings</p>
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Rhonda Kromm, Vicki Rockholt, classroom teachers	2023-24 School Year	Title 1 HP LAP LAP Building budget

PASD Equity Goals (Actions)

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PASD Strategic Plan Facilities & Communication

1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

Communication and Family Engagement: Fall conference data: Not yet available

Open House: 58% of all families participated in our Back to School Night, enabling teachers and staff to meaningfully connect with all families.

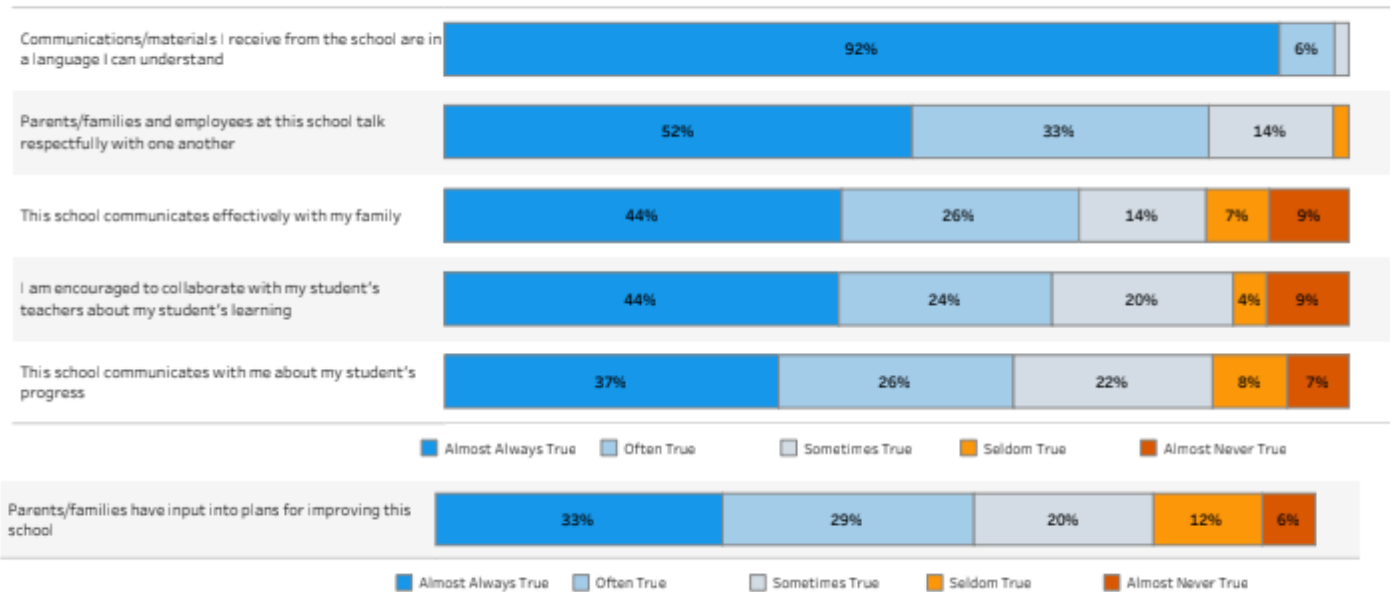
PTO: Jefferson’s PTO is active and includes several new members this year. We are currently involved in one fundraiser. Currently there are about 12 families involved in the monthly meetings, with plans for more fund-raisers, family movie nights, a book fair, a Literacy Night, and other activities that will engage up to 90% of our families in at least one activity.

Volunteers: We have many community and parent volunteers in the building working in several classrooms. Parents are also volunteering to escort on field trips.

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

High Levels of Collaboration and Communication

Jefferson Elementary



F & C 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, especially in the area of shared decision-making. We are doing more outreach to families for options such as Coffee with the Principal and PTO information meetings in addition to our Movie Nights, Ice Cream Social, Literacy Night, Math Night, and Book Fairs.

SMARTIE GOAL: All Jefferson families will feel connected to the school and work in partnership to benefit their children by providing input into plans improving our school. The CEE data on this topic will increase from 62% on the spring of 2023 to 75% believing they have input into plans to improve the school in the spring of 2024.

Student Focus will be on engaging families who have not regularly been involved in school activities, including families of minority status and FARMA families.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
<p>PTO monthly meetings and host a minimum of four (up from a goal of two last year) family events this year. (1, 2, 3, 4)</p> <p>Family Surveys</p> <p>Invite families to planning meetings</p> <p>Communicate with families at least once a week using a variety of modalities (Wednesday folders, robocall, School Messenger, email, and DoJo) (1, 2, 3, 4)</p> <p>Continue outreach and support to families experiencing attendance issues. (1, 2, 3, 4)</p>	<p>CEE data</p> <p>Family engagement and conferences</p> <p>PTO attendance</p> <p>Volunteers in the schools</p> <p>90% of families will engage in at least two school functions (conference or other activity) in the 2023—24 school year.</p>	<ul style="list-style-type: none"> • Dojo • Email and hard copy communications weekly • Conferences • Family Nights • Time for staff to meet with families
Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Rhonda Kromm, all classroom teachers	2023-24 School Year	Title 1 (parent partnership funds), district calendar including release time for conferences, PTO financial assistance

PASD Equity Goals (Actions)

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Additional Needs Assessment/Implications:

Safety:

Jefferson currently has a fairly extensive surveillance system, but we are lagging in some key areas in our ability to monitor activity. The areas in which we will seek to improve our security includes our gym and some key spots outdoors that currently experience frequent vandalism. We have recently installed extra safety devices on each door in our building, including the access from the office to the building.

It is always our goal to increase the students' sense of safety at school and we would like to see this sense of safety reflected in our CEE Student Survey. We are addressing this through the strategic use of adults for supervision, the continue review of behavior expectations, continued reinforcement when expectations are not met, and ongoing monitoring of hallways, parking lots, bus lines, and recess We have determined that to ensure optimal safety for all Jefferson students and staff, increased surveillance is needed (additions to our camera system). We will seek to install more cameras this year.

ELA pgs. 2&3	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	Mid-Year Review 2/13/24: What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9

Mid-Year Review 2/23/2024: What data was reviewed and what changes are being made as a result?

End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: 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