

***Title I-A Schoolwide Plan
Jefferson Elementary School
Jefferson School District 14J***

Summary of Needs Assessment

1. **Student Demographics** - Who are our students?

Our school is composed of K-5th grade students. 70% of our students are white, 25% are Hispanic. 4% of our students identify as two or more races, and 1% identify as black. 54% of our students are female, and 46% of our students are male. 62% of our students are from low-income families.

2. **Data Examined** - What data did we look at?

- Attendance Data
- School Climate Data (Youth Truth)
- Equity, Diversity and Inclusion Data (Youth Truth)

3. **Strengths and Needs** - What is the story our data is telling?

Strengths:

- A dedicated and professionally developed staff
- School-wide language and expectations
- Strong academic growth
- Supportive parent club
- LatinX parent club
- Tier 2 SEL supports

Needs:

- Additional personnel to support school-wide goals and expectations (common language, SEL)
- Additional supports for students who are struggling after being online for so long due to COVID
- Supplemental curriculum for struggling learners

4. **Engagement - Who was at the table?** The initial plan was developed by administration, the student support specialist, and a representative from the certified staff. From the initial discussion a cursory plan was formed and taken to the entire school staff for input. The plan was then presented to the PTC for their input and approval. We had all stakeholder groups represented in the creation of the plan.

Goals, Activities and Measures

Problem Of Practice: After reviewing quantitative attendance data, overall attendance is low school-wide, across all demographics.

Academic Focus: Average student attendance in the 2019-2020 school year was at 95.5%. Through a focused outreach effort, we will increase school-wide attendance to 97%.

Academic Access SMART Goal: By spring of 2021, the percentage of K-5 attendance will increase from 95.5% to 97% school-wide across demographics.

Implementation Plan

1. Goals/Outcomes - What change are we hoping for?
 - A. **Action/Strategy** - Engagement and differentiation strategy implementation.
 - B. **Person (s) Responsible** - Principal, Student Support Specialist, Attendance Officer, Office Staff, specialists, classroom teachers, classified staff.
 - C. **Evidence of Success** - Observable behavioral, cognitive and relational engagement strategies and differentiated instruction.
2. Goals/Outcomes -

- A. **Action/Strategy** - Monitoring attendance for all students.
 - B. **Person (s) Responsible** - Principal, Student Support Specialist, Attendance Officer, Office Staff, specialists, classroom teachers, classified staff.
 - C. **Evidence of Success** - System and record of students with absences updated frequently for a prompt response to needs and barriers.
3. Goals/Outcomes -
- A. **Action/Strategy** - Tier 2 interventions and supports
 - B. **Person (s) Responsible** - Principal, Student Support Specialist, Attendance Officer.
 - C. **Evidence of Success** - Weekly meeting to monitor efficacy of tier 2 engagement interventions.
4. Goals/Outcomes
- A. **Action/Strategy** - Tier 3 interventions and supports.
 - B. **Person (s) Responsible** - Principal, Student Support Specialist, Attendance Officer
 - C. **Evidence of Success** - Weekly meetings to monitor efficacy of tier 3 engagement interventions.
5. Goals/Outcomes
- A. **Action/Strategy** - Collaboration for improved instruction for target student groups.
 - B. **Person (s) Responsible** - Principal, Student Support Specialist, Attendance Officer
 - C. **Evidence of Success** - Implementation of collaborative structures that support the use of strategies during core instruction meant to target English Language Learners.
6. Goals/Outcomes
- A. **Action/Strategy** - Family feedback.
 - B. **Person (s) Responsible** - Principal, instructional leadership team.

C. **Evidence of Success** - Collaborative decision making and short cycles of inquiry based on stakeholder data.

7. Goals/Outcomes

A. **Action/Strategy** - School wide goal setting.

B. **Person (s) Responsible** - All licensed staff, classified staff, and principal

C. **Evidence of Success** - Evidence of engagement strategies, intervention engagement supports, and collaboration found across all classes, small groups and systems

Problem Of Practice: School Climate - 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.

Climate Focus: 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.

Climate SMART Goal: 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.

Implementation Plan

1. Goals/Outcomes

- A. Action/Strategy** - Present Mood Meter philosophy and strategies
- B. Person Responsible** - Student Support Specialist
- C. Evidence of Success** - Staff meeting notes, google slide presentations.

2. Goals/Outcomes

- A. Action/Strategy** - Each week teachers will plot their current emotion on the Mood Meter which will be shared at the staff meeting.
- B. Person Responsible** - Student Support Specialist
- C. Evidence of Success** - Staff meeting notes. Mood meter files from each meeting.

Problem of Practice - 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.

Implementation Plan:

1. Goals/Outcomes

- A. Action/Strategy** - Creation of district wide equity team

- B. **Person (s) Responsible** - Superintendent, school principals
- C. **Evidence of Success** - Meeting notes

2. Goals/Outcomes

- A. **Action/Strategy** - Creation of Jefferson Elementary equity team
- B. **Person (s) Responsible** - Principal
- C. **Evidence of Success** -

3. Goals/Outcomes

- A. **Action/Strategy** - Bi-monthly equity team meetings to discuss and create actionable plans
- B. **Person (s) Responsible** - Principal, equity team
- C. **Evidence of Success** - Meeting notes, staff meeting notes, published action plan.

4. Goals/Outcomes

- A. **Action/Strategy** - Implicit Bias Training for staff
- B. **Person (s) Responsible** - Principal
- C. **Evidence of Success** -

Professional Learning - How are we supporting staff?

Communication - How are we sharing and disseminating our plan to the community?

Family Engagement

1. Plan Development - Who engaged in the development of the plan?
The initial plan was developed by administration, the student support specialist, and a representative from the certified staff. From the initial discussion a cursory plan was formed and taken to the entire school staff

for input. The plan was then presented to the PTC for their input and approval. We had all stakeholder groups represented in the creation of the plan.

2. Removing Barriers - How do we ensure participation by ALL families? We have a LatinX parent club, we utilize class DoJo, which has an automated translated into Spanish feature, we have a bi-lingual student support secretary, we have a translator for all meetings, all school documents (parent communication,) are translated. We have an equity team that looks at all of our practices are inclusive and representative of all of our students and families. We also have events that reflect our full-school community such as El Dia de Los Muertos and Las Posadas. All of the events that we have are welcoming to all of our students.
3. Annual Meeting, Compacts and Building Capacity - How do we engage families around these requirements? We engaged our families in the process via zoom meetings because there were still restriction from COVID. Currently, because we are back to full school attendance we are doing monthly meetings with our parent group that contains administration and a staff representative.

Evaluation and Review

1. **Plan Review - What progress are we making toward meeting our goals and what will we do next?** As a district we have a new strategic plan and each building is responsible to have 9 week goals. These goals are identified by the building leadership team and taken to the building staff. The goals are measured every 9 weeks and reported out to the district, its stakeholders, and the school board.