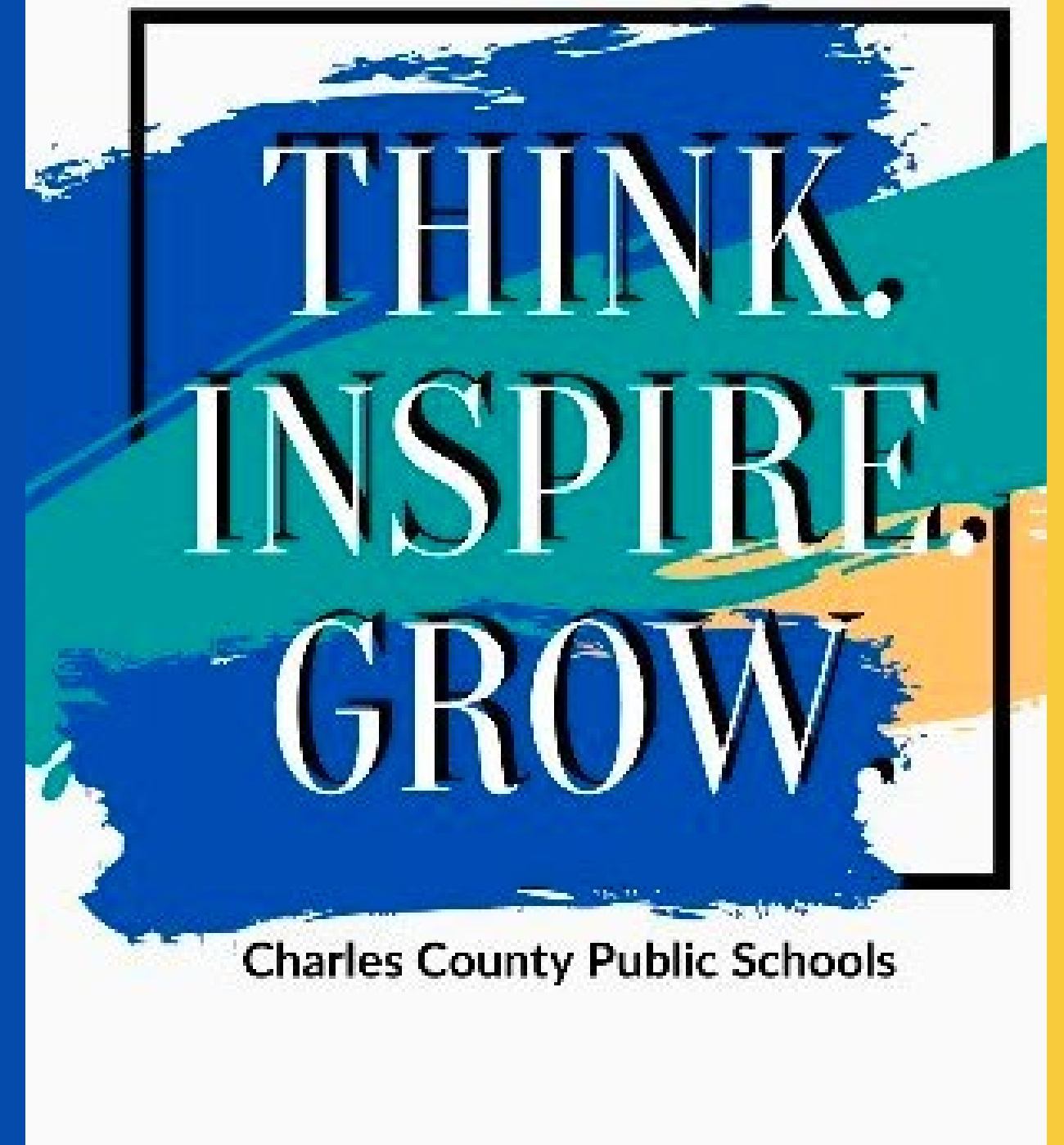


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Public Schools  
School Improvement Plan  
Cycle 1

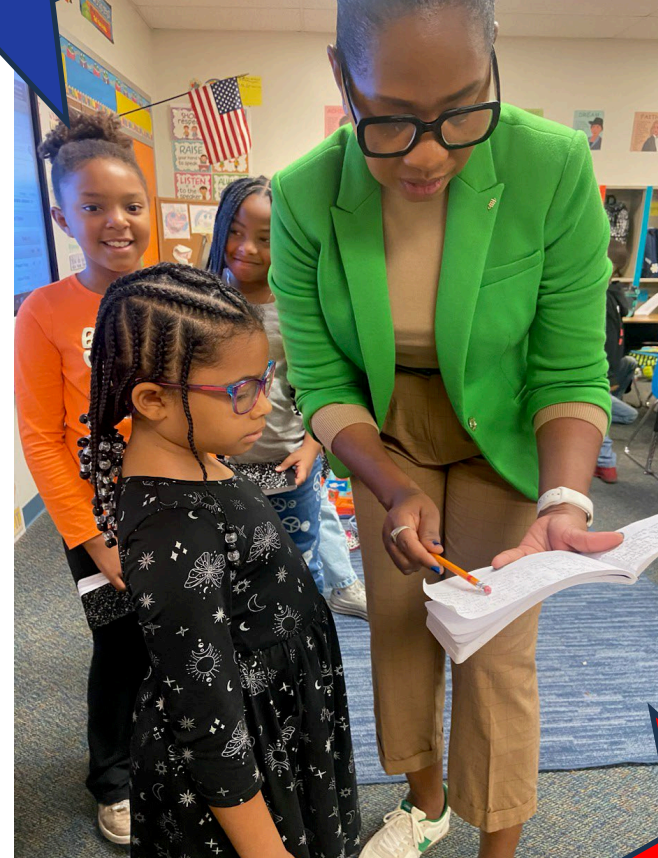
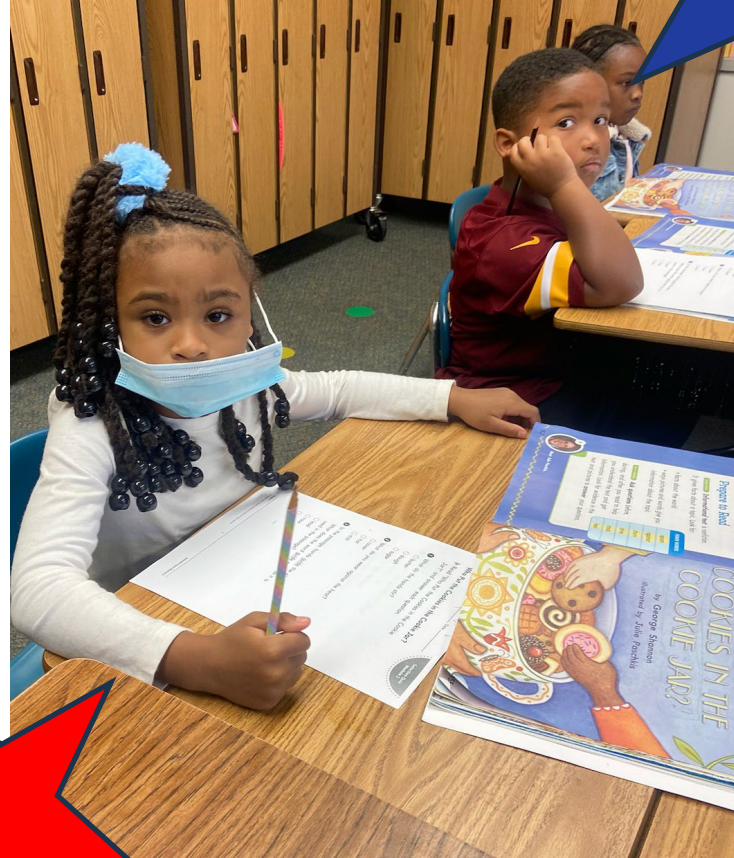
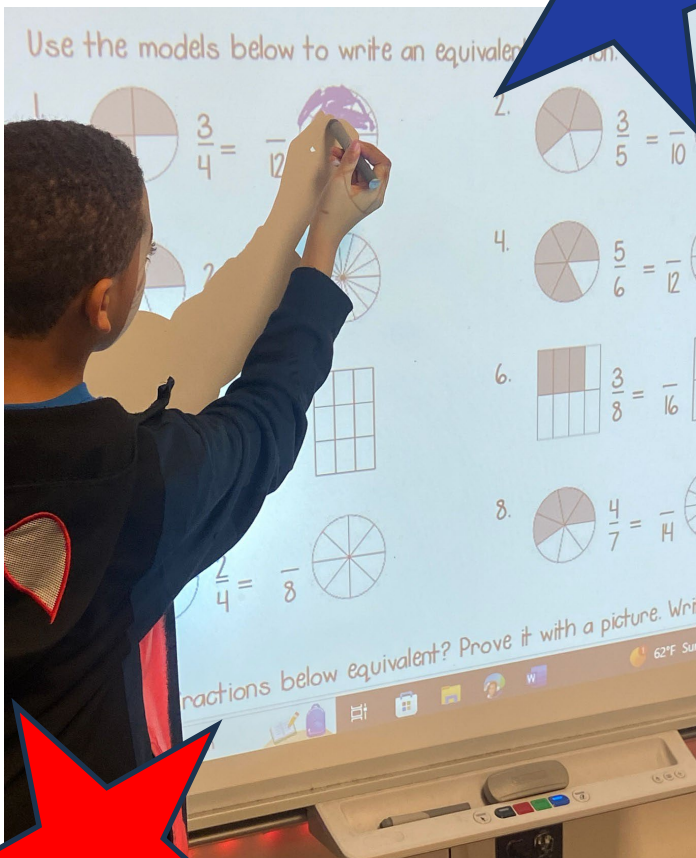
Daniel of St. Thomas Jenifer  
Elementary School







# Jenifer's Shining Stars!



Our dedicated educators are inspiring students every day, fostering a vibrant environment where curiosity thrives and knowledge flourishes!

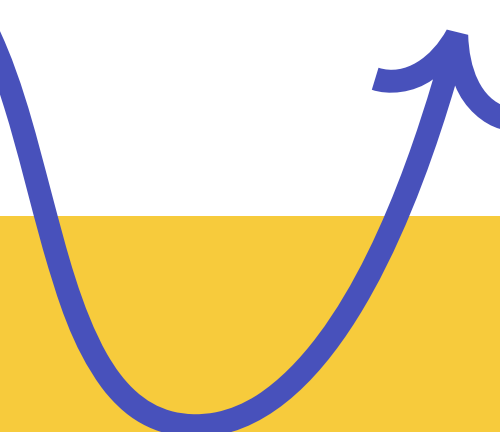
**...The power of education!**





# Why Continuous School Improvement

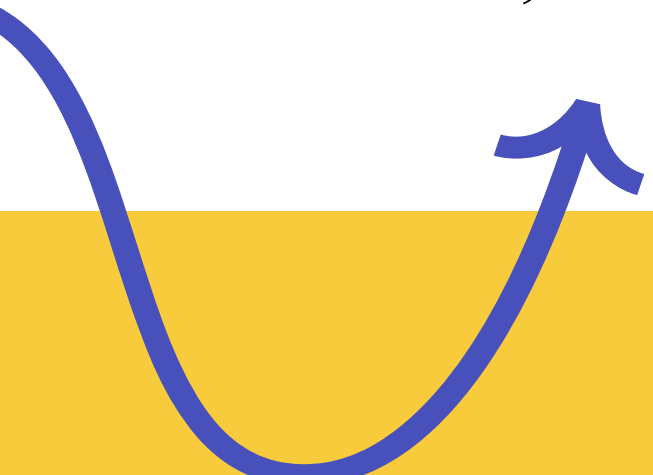
- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, Egalite, & Lindsay, 2021).
- ✓ Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.
- ✓ This work starts at the elementary school and continues through high school.



# Why Continuous School Improvement

**Continuous improvement is based upon three core principles:**

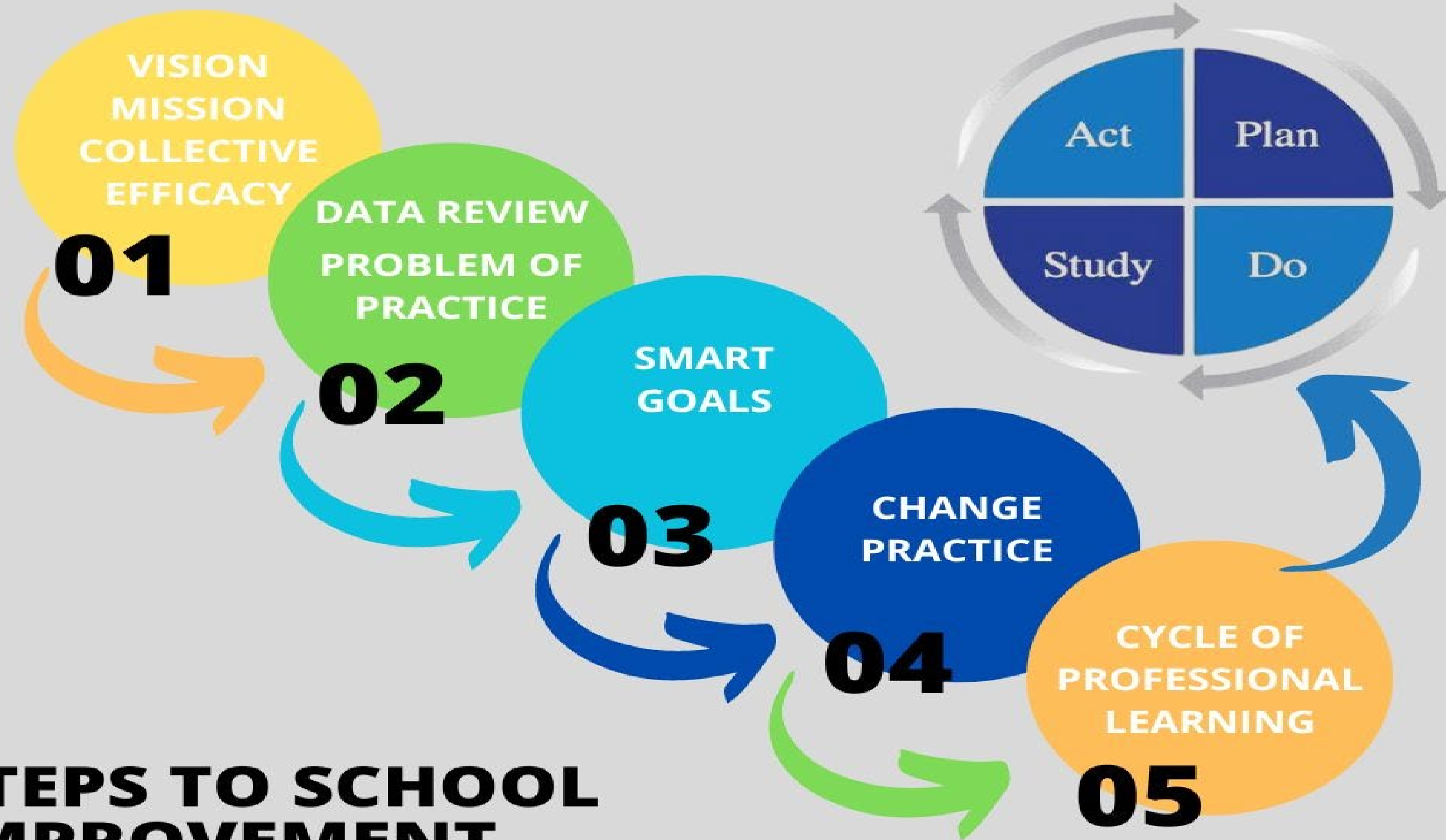
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulis, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).



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# STEPS TO SCHOOL IMPROVEMENT





# Daniel St. Thomas Jenifer

## Vision, Mission, Core Values, Collective Efficacy Statements

**Vision:** To educate and encourage all students to be the best they can be.

**Mission:** At Daniel of St. Thomas Jenifer Elementary School, by setting goals and establishing sound practices, we collaboratively set the stage for our students to achieve success and fulfill our mission of teaching and learning, thus enabling each student to be the best they can be.

### Core Values:

- All students can learn while consistently learning to productively struggle through instructional challenges.
- Our students are taught the appropriate grade level instructional standards while applying necessary scaffolds and instructional resources to allow for student access to the general education curriculum.
- We provide a culture and climate conducive for student engagement via considering who we teach, how they learn and providing varied and multiple opportunities for them to demonstrate what they have learned.

**Collective Efficacy Statement:** Through the continuous school improvement process, Flower ES will create a school culture focused on the shared belief that quality teaching and learning is a collaborative effort that values the voices of all stakeholders. Together, we will identify our areas of strength and growth, work collaboratively to plan, implement, and monitor our efforts, celebrate our success, and leave no one (students and adults) behind. Excellence is not an option IT IS The Expectation!



# Area of Focus

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments.

To achieve this, we are focusing on:

- ✓ Well-designed lessons that engage and challenge students.
- ✓ Differentiated instruction to meet the diverse needs of all learners.
- ✓ Quality instructional programming that ensures consistent understanding and implementation of standards-aligned instruction.

By prioritizing these areas, we aim to create an inclusive and effective learning environment where every student can thrive. We believe that with your support, we can help our students reach their full potential.

Thank you for your continued partnership in your child's education.

Sincerely,  
Team Jenifer



# Data Summary

## English Language Arts Data Overview

- MCAP ELA Data indicates that Grade 3 students performed at 22% proficiency in '24.
  - MCAP ELA Data indicates that Grade 4 students performed at 21% proficiency in '24
  - MCAP ELA Data indicates that Grade 5 students performed at 21% proficiency in '24
- 
- Grade 1 had 53% of students show growth on I-Ready Reading
  - Grade 3 had 69% of students show growth on I-Ready Reading
  - Grade 5 had 60% of students show growth on I-Ready Reading

## Mathematics Data Overview

- MCAP Math Data indicates that Grade 3 students performed at 5% proficiency in '24
  - MCAP Math Data indicates that Grade 4 students performed at 5% proficiency in '24
  - MCAP Math Data indicates that Grade 5 students performed at 5% proficiency in '24
- 
- Grade 1 – 57% of students demonstrated growth on I-Ready Math
  - Grade 3 – 63% of students demonstrated growth on I-Ready Math
  - Grade 5 – 65% of students demonstrated growth on I-Ready Math



# Jenifer ES Smart Goals

## **ELA Smart Goal**

Jenifer Elementary will increase the number of students meeting or exceeding proficiency on the MCAP ELA assessment from 21% to 31% by June 2025.

## **Mathematics Smart Goal**

Jenifer Elementary will increase the number of students meeting or exceeding proficiency on the MCAP Math assessment from 7% to 17% by June 2025.



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# Cycle 1: Change Practices

Teachers will engage in professional learning focused on:

- ✓ Working collaboratively with team members to plan engaging lessons that align to instructional standards.
- ✓ Aligning questions and student work to instructional standards to ensure students understand what is being taught, how it is being taught, and the indicators of success.
- ✓ Enhancing student engagement by asking a variety of questions that provide opportunities for students to discuss their learning with peers.

# Cycle 1: Cycle of Professional Learning

## ✓ Professional Reading:

- Collectively Efficacy
- Using Questions to promote instruction

## ✓ Professional Learning:

- Understanding Collaborative Planning
- Developing Effective Questions
- Planning time with Instructional Coaches
- Introduction to Discourse Strategies

## ✓ Monitoring

- Classroom Visits
- Common Assessment Data
- Feedback from teachers on collaborative planning guide



# Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Teacher capacity for effective instructional planning will be enhanced.	Students will have a greater understanding of content because lessons will be aligned to instructional standards.
Teachers will ask a variety of questions providing multiple entry points to support student learning.	Student engagement will increase because lessons – questions and student work will address differences in learning style and rate.
Teachers will analyze student work and summative assessments to determine areas of strength and growth to adjust planning to ensure students needs are being met.	Student performance on day-to-day student work and summative assessments such as common assessments will demonstrate understanding of standards

# Cycle 1: Outcomes

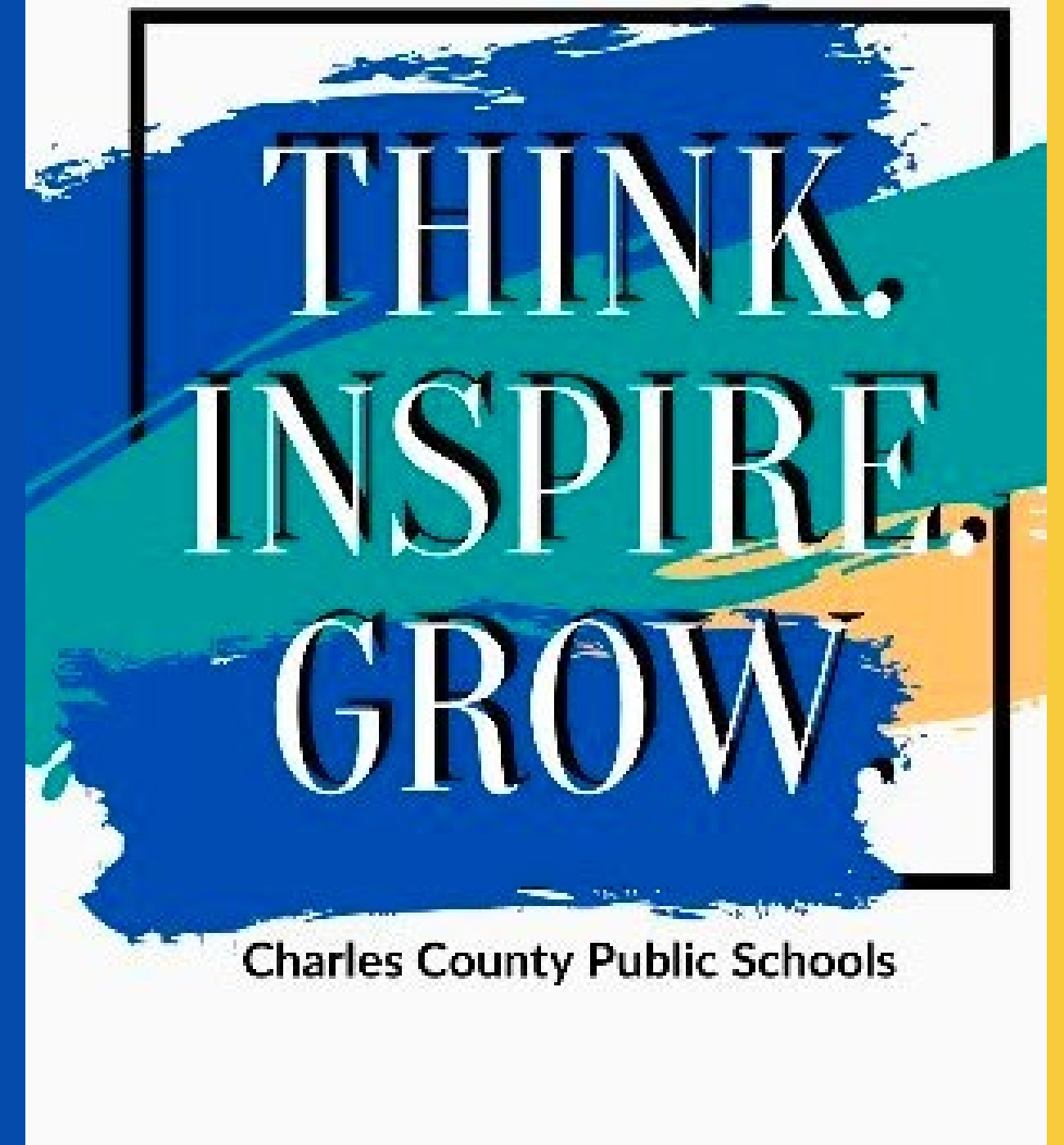
Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Insert next steps based upon the findings ....

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Public Schools  
Culture & Climate Cycle 1

Daniel of St. Thomas Jenifer  
Elementary School





# Culture & Climate Overview

## Data Overview

- 264 referrals 23-24 school year

## Culture & Climate Area of Focus

- Areas of need include addressing disruptions, disrespect, and fighting
- Better relationships between teachers, parents, students
- Need increased communication between home and school
- SST – Greater Inclusivity of stakeholders in the process focusing on behavior and considering student challenges
- Increase clarity of referral worthy documentation

## Smart Goal

Teachers in grades PreK – 5 at JES will reduce the number of minor referrals in disruptions, disrespect and fighting by 10% by the end of the 24-25 school year as measured by infractions/referrals in the Synergy data-base.

## Action Steps

### **Professional Learning**

- Using calming corner effectively to enhance student engagement.
- Use of PBIS rewards in daily classroom instruction.
- Effective strategies for communicating with students and families.

### **Monitoring**

- Review Synergy referral data monthly.
- Observations of calming corner.
- Conversations with students to ensure they are knowledgeable about the purpose and use of calming corners and kits.

# Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

## Next Steps

- Insert next steps based upon the findings ....



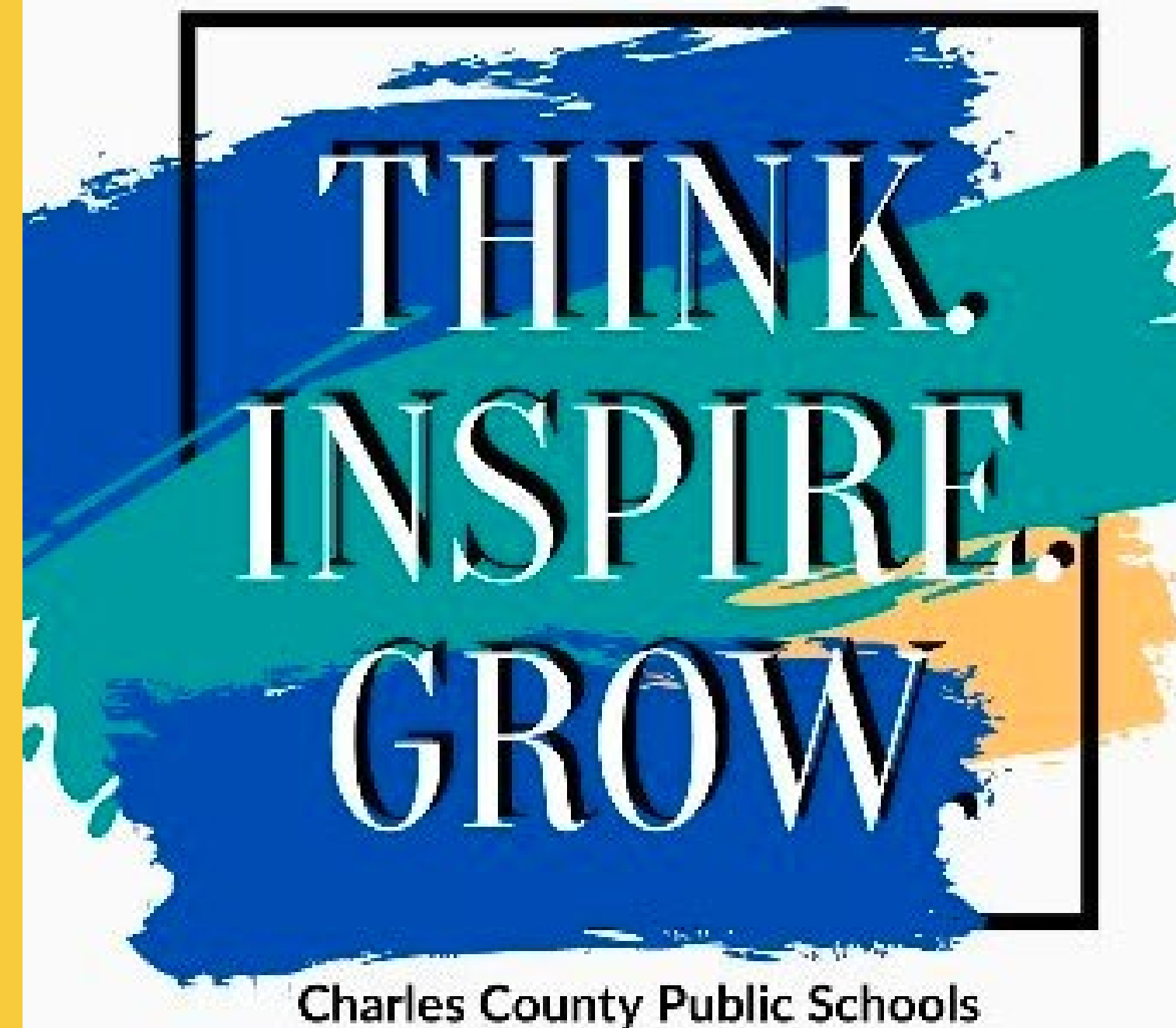
Thank You For Reviewing

our plan!

Please check back in

January For Additional

details!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!