Jefferson Elementary - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

By the end of the 2024-2025 school, the percentage of K-5 students achieving their stretch growth in Reading will increase from 36% to 45%.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	**What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?**	What short-and long-term data will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)**? How will the impact on equitable learning or behavior change be measured?	When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Multi-Tiered System of Support All English Language Learners	Use the Multi-Tiered System of Supports (MTSS) framework to enhance reading proficiency among K-5 students by providing data-driven, differentiated instruction and interventions. Establish MTSS Team Conduct Needs Assessment for Reading Develop and Implement Universal Screening Tiered Instruction and Intervention Progress Monitoring Data Review & Adjustments	iReady Benchmark Assessment Summative Assessment Universal Screening Data Progress Monitoring Data Intervention Fidelity Data	**Start:** 09/09/2024 **End:** 06/06/2025 Benchmark data - 3 times a year Tier 1 data - monthly Tier 2 data - bi-weekly Tier 3 data - weekly

2024-2025 SMARTIE Goal #2

By the end of the 2024-2025 school year, the percentage of K-5 students achieving their stretch growth in Math will increase from 28% to 33% with specifically 67% of our MLL's achieving or exceeding their annual typical growth.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	**What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?**	What short-and long-term data will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)**? How will the impact on equitable learning or behavior change be measured?	When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Development of Academic Language English Language Learners All	Integrate language development strategies within math instruction to improve K-5 students' understanding and performance in math by enhancing their ability to comprehend, express, and engage with math concepts. Collaborative leadership to guide the integration of language development in math instruction. Identification of key areas where language barriers may be impacting math performance. Professional Development in Language-Rich Math Instruction Implement Language Supports in Math Instruction Progress Monitoring Objective: Leverage language development as a powerful tool to improve K-5 math scores, particularly for students facing language-related barriers to understanding math concepts.	Grade level Common Formative Assessments Curriculum-Based Assessments Summative iReady Math Data Walk through data on mathematical best practices	**Start:** 09/09/2024 **End:** 06/06/2025 Benchmark data - 3 times a year Tier 1 data - monthly Tier 2 data - bi-weekly Tier 3 data - weekly

2024-2025 SMARTIE Goal #3

By the end of the 2024-2025 school year, 85% of students will meet classroom behavior expectations without reminders as part of the Tier 1 PBIS framework, as measured by teacher observations and SWIS behavior tracking reports.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	**What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?**	What short-and long-term data will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)**? How will the impact on equitable learning or behavior change be measured?	When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
PBIS All	School-wide & classroom expectations taught 3 times a year PurposeFull People lessons taught with common language Use of PBIS Tier 1 strategies PBIS Matrix & expectations posted throughout the building Teach-To videos used for review and new students	PBIS Reward data Student surveys SWIS behavior data Tiered intervention data	**Start:** 09/09/2024 **End:** 06/06/2025 Student/Staff Surveys - 3 times a year PBIS Rewards - monthly SWIS Reports - monthly SOAR Recognition - weekly