Comprehensive Progress Report

Mission: I do my part because we all matter, and we are better together.

Vision: *All students will read on or above grade level.*

Goals:

By the end of the 2026-2027 school year, overall proficiency will grow by 3%; increasing from a 52.9% to 55.9%.

By the end of the 2026-2027 school year, 100% of students will engage in a minimum of 1 EXCITE experience each month.

By the end of the 2026-27 school year, SWD subgroups in math, reading and science will grow by 3% compared to 2025-26; increasing overall math to 34.6 %; 3rd grade math to 36.3%; 4th grade math to 38.3%; 5th grade math to 30.3%; overall reading to 15.1%; 3rd grade reading to 14.1%; 4th grade reading to 26.5%; 5th grade reading to 7.3% and science to 16.6%.

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Jefferson Elementary strategically allocates financial resources to ensure that every student has equitable access to the support and opportunities needed for success. Funding decisions are guided by student achievement data, identified learning needs, and the diverse academic, social-emotional, cultural, and physical needs of our students. Resources are invested in high-quality instructional materials, targeted interventions, enrichment opportunities, assistive technology, professional learning for staff, and additional support services. Through ongoing evaluation and collaboration with stakeholders, Jefferson Elementary prioritizes spending that removes barriers, closes achievement gaps, and advances our vision that 100% of students will read on or above grade level. We are committed to using our resources	Limited Development 02/08/2026		

responsibly because every student matters, and we are better together.

Jefferson Elementary strategically allocates time to ensure that every student receives the instruction, support, and opportunities needed to succeed. The school schedule provides time for high-quality core instruction, targeted small-group interventions, enrichment, social-emotional learning, and individualized support. Student achievement data and ongoing assessments guide how instructional time is adjusted to address diverse academic, linguistic, behavioral, and developmental needs. Dedicated collaboration and professional learning time also allow staff members to analyze student progress, plan responsive instruction, and coordinate services. By using time intentionally and flexibly, Jefferson Elementary works to remove barriers, close achievement gaps, and advance our vision that 100% of students will read on or above grade level. We do our part because we all matter, and we are better together.

Jefferson Elementary strategically allocates human resources to ensure that every student receives the academic, social-emotional, behavioral, and developmental support needed to succeed. Staff assignments are guided by student achievement data, identified needs, enrollment, and the specialized services required by our diverse learners. Classroom teachers, interventionists/tutors, special education staff, multilingual learner support personnel, counselors, instructional assistants, and other specialists collaborate to provide high-quality core instruction, targeted interventions, enrichment, and individualized support. Through professional learning, collaborative planning, and flexible staffing, Jefferson Elementary maximizes the strengths and expertise of every team member. This intentional approach helps remove barriers, close achievement gaps, and advance our vision that 100% of students will read on or above grade level. We each do our part because we all matter, and we are better together.

	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	At Jefferson, all resources—people, time, funding, professional learning, interventions, tutoring, and community partnerships—are intentionally aligned to identified student needs and our vision of 100% of students reading on or above grade level. Student achievement, growth, subgroup, progress-monitoring, and classroom data drive resource decisions. Resources are allocated equitably based on need, ensuring students have access to high-quality Tier 1 instruction, evidence-based interventions, effective staff, and additional time and support when needed. Leadership protects instructional and collaborative planning time, strategically aligns staffing and funding, and engages staff, families, and community partners in identifying needs and removing barriers to learning. The instructional and leadership teams regularly monitor the impact of resources on student outcomes. When data show that a resource, program, or strategy is not producing the intended results, we adjust the resource, intensity, or support. Fully implemented means every resource decision answers two questions: What do our students need, and how will this resource improve instruction and student outcomes?		**Eddi Johnson**	**06/30/2027**
Actions		**4 of 16 (25%)**		
10/1/26	We will use Title I funds to fund a full-time remedial teacher position. The staff member will assist with interventions and progress monitoring.	Complete 08/17/2026	Susan Villarrubia	08/17/2026
Notes:				
10/1/26	We will use Title I funds to increase our social worker 0.2 to make our social worker position full time.	Complete 08/20/2026	Susan Villarrubia	08/20/2026
Notes:				
10/1/26	Title I funds will be used for supplies and materials, including - JES Schoolwide classroom procedures charts, paper and report card sleeves for families.	Complete 08/24/2026	Robin Graham	08/24/2026
Notes:				
10/7/26	Title One funds will be used to fund four daytime tutor positions.	Complete 09/10/2026	Susan Villarrubia	09/10/2026

Notes:				
2/8/26	Analyze EVAAS Student Growth Reports, diagnostic data, and subgroup performance data to identify instructional priorities, with a specific focus on improving reading and math outcomes for Students with Disabilities.		Susan Villarrubia	12/13/2026
Notes:				
2/8/26	Schedule structured Data Days throughout the school year to provide protected time for teachers to collaboratively analyze student data and make instructional decisions aligned to identified priorities.		Susan Villarrubia	02/20/2027
Notes:				
3/6/26	Planning session for the collaborative planning days. Teachers, EC teachers and Curriculum Facilitator. Collaboration between all stakeholders to ensure that the planning days are effective. Agenda will be created aligned to our goals.		Eddi Johnson	03/26/2027
Notes:	TSI funds will be used to do an EEA for these staff members.			
2/8/26	Monitor the effectiveness of aligned resources by reviewing implementation evidence, progress-monitoring data, and student performance outcomes to determine whether adjustments in time, funding, or staffing are needed.		Katie Baynes	03/27/2027
Notes:				
2/8/26	School improvement funds will be allocated to provide substitute coverage during Data Days, ensuring instructional continuity for students while allowing teachers uninterrupted time to engage in data analysis and instructional planning.		Susan Villarrubia	03/27/2027
Notes:	TSI-AT Funds will be used to pay for subs for data days and collaborative planning.			
2/8/26	During Data Days, instructional teams will review data to evaluate the effectiveness of Tier 1 instruction, determine appropriate Tier 2 and Tier 3 supports, and ensure interventions are aligned to core instruction and standards.		Katie Baynes	04/03/2027
Notes:				
2/8/26	Teams will document instructional decisions, tier placements, and resource allocations resulting from Data Days using meeting agendas, minutes, and action plans to ensure transparency and accountability.		Katie Baynes	04/03/2027

Notes:				
10/5/26	Title I funds will be used to purchase food for our annual student showcase. Students will model learning for their parents and walk them through a typical day at Jefferson.		Nidhi Kumar	04/10/2027
Notes:				
10/1/26	Title I funds will be utilized to pay for substitutes for our General EC teachers to do walk-throughs in all general education classrooms.		Katie Baynes	06/01/2027
Notes:				
10/1/26	Title I funds are utilized for Sub Pay for professional development aligned to our SIP goals.		LaToya Robinson	06/10/2027
Notes:				
10/1/26	Title I funds are utilized for Parent Postage to mail report cards and any other parent communication throughout the yet.		Candy Lathery	06/15/2027
Notes:				
10/1/26	Title I funds are utilized for Instructional Supplies and Materials.		Jeffrey Keveryn	06/28/2027
Notes:				
Implementation:		04/13/2026		
Evidence	4/13/2026			
Experience	4/13/2026			
Sustainability	4/13/2026			

Core Function:		**Domain 3: Instructional Transformation**			
Effective Practice:		**Practice 3A: Diagnose and respond to student learning needs**			
		A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Jefferson has an established schoolwide instructional teaming structure to support the use of student learning data and collaborative problem solving. Instructional teams are established and meet consistently according to our schoolwide teaming framework. 100% of staff serve on at least one MTSS team, ensuring shared ownership of student success and school improvement. Teams review student learning data to identify students who may need additional instructional support or opportunities for enhancement. Schoolwide data are shared and reviewed during monthly staff meetings to build a collective understanding of student needs and progress. Our next step is to strengthen the consistency of how teams analyze data, document decisions, identify students needing support or enhancement, and monitor the impact of those decisions.	Limited Development 02/07/2026		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	Instructional teams function as high-impact PLCs that use student learning data to drive instructional decisions and improve outcomes for every student. Teams consistently: • Use multiple data sources to identify students needing additional support or enrichment. • Apply the four PLC questions to determine what students need to learn and how the team will respond. • Adjust instruction, grouping, pacing, intervention, and enrichment based on student evidence. • Monitor the impact of instructional changes and adjust when students are not responding. • Identify, share, and replicate effective instructional practices across classrooms. • Use student needs and classroom evidence to determine professional learning and coaching needs. Fully implemented means PLCs continuously move from data → instructional response → implementation → monitoring → adjustment, ensuring every student receives what they need to learn and grow.		**Samantha Zawistowski**	**06/30/2027**
Actions			**1 of 7 (14%)**		
10/1/26	We will use Title I funds to fund a full-time remedial teacher position. The staff member will assist with interventions and progress monitoring.		Complete 08/17/2026	Susan Villarrubia	08/17/2026
Notes:					
8/30/26	PLCs will establish a consistent cycle for revisiting identified students and reviewing evidence of learning to determine whether to continue, adjust, intensify, or fade instructional supports or enrichment.			Jeffrey Keveryn	01/10/2027
Notes:					
2/7/26	Each MTSS FIT team will have data analysis on their monthly agenda.			Nidhi Kumar	04/06/2027
Notes:					

8/30/26	During PLCs, teams will use student learning data to make and document specific instructional decisions, including changes to grouping, differentiation, reteaching, intervention, enrichment, pacing, and instructional strategies.		Eddi Johnson	05/15/2027
Notes:				
2/7/26	Each MTSS FIT team meeting will collaboratively analyze a piece or multiple components of data to see what school-wide trends are determined by the team.		Carrie Tomlin	05/23/2027
Notes:				
2/7/26	The 2026-27 standard treatment protocol will be used by each MTSS FIT TEAM - attendance, SEL-BEH, IPS and SPS to ensure structures are in place and implementation is done with fidelity.		Swati Justice	06/01/2027
Notes:				
8/30/26	Leadership will review PLC artifacts, student data, and classroom walkthrough evidence to identify areas where teams need coaching, modeling, professional learning, or additional resources to strengthen instructional response.		Susan Villarrubia	06/01/2027
Notes:				
Implementation:		06/08/2026		
Evidence	6/8/2026			
Experience	6/8/2026			
Sustainability	6/8/2026			

		A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:			• EC teachers provide an IEP-at-a-Glance to general education teachers for each student with an IEP. • Teachers establish progress-monitoring schedules during PLCs within the first two weeks of school. • PLC teams analyze DIBELS and other student learning data and establish goals by subject and grade level. • EC teachers participate in at least one grade-level PLC each week to collaborate with general education teachers around student needs and progress. • EC teachers conduct classroom walkthroughs with the instructional team to observe students with IEPs in the general education setting, followed by PLC debriefs to discuss observations, student performance, and instructional needs.	Limited Development 08/31/2026		
How it will look when fully met:			• EC and general education teachers share responsibility for understanding and monitoring student progress. • IEP goals have clearly identified measures and a consistent schedule for collecting progress-monitoring data. • Student learning and progress-monitoring data are accurately maintained and accessible to the staff responsible for instruction. • EC/general education teams regularly review progress toward IEP goals and grade-level expectations. • Teams use data to determine whether students are making sufficient progress, rather than simply documenting that services or interventions were provided. • When progress is insufficient, teams adjust instruction, specially designed instruction, intervention, intensity, accommodations, or other supports based on the identified need. • Progress-monitoring data are used to communicate student growth and needs with families and inform IEP team decisions. • Leadership monitors the consistency and quality of progress monitoring across EC classrooms and grade levels.		**Katie Baynes**	**06/30/2027**
Actions				**0 of 4 (0%)**		
	8/31/26		EC and general education teachers will regularly review progress-monitoring data during PLCs and/or EC collaborative planning to determine whether students are making sufficient progress toward IEP goals and grade-level expectations.		Jenn Cassidy	02/10/2027

			Notes: We will use ATSI funds to have planning days for EC teachers to walk through general education classrooms and meet and plan with general education teachers.			
			8/31/26 EC teachers and instructional leaders will conduct targeted walkthroughs to observe students with IEPs in the general education setting and use observation and student-learning evidence during PLC debriefs to identify needed instructional adjustments and supports.		Katie Baynes	03/17/2027
			Notes: Title I funds will be used to provide substitutes.			
			8/31/26 The leadership/EC team will conduct periodic reviews of progress-monitoring records to determine whether data are being collected consistently, maintained appropriately, analyzed, and used to inform instructional and IEP decisions. Trends will be used to identify professional learning, coaching, or resource needs.		Susan Villarrubia	04/24/2027
			Notes:			
			8/31/26 EC teachers, in collaboration with general education teachers, will establish and maintain a progress-monitoring schedule for each student with an IEP, including the IEP goal, measurement tool, frequency of data collection, and staff responsible for collecting the data.		Katie Baynes	11/15/2027
			Notes:			
	KEY	**A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Jefferson has established structures to support a schoolwide tiered system for academics, SEL, and attendance. Last year, the Leadership Team worked collaboratively to define what Core (Tier 1) should look like specifically at Jefferson across all three areas. For Tier 1 academics, weekly PLCs serve as the primary structure for strengthening core instruction. Teams analyze student data, plan instruction, and identify student needs. Leadership is currently refining our definition of high-quality Core instruction and establishing clear schoolwide instructional non-negotiables to increase consistency across classrooms. Tier 2 supports are also addressed through the PLC process. Student Problem-Solving (SPS) meetings occur within PLCs, with the school social worker and school psychologist participating to support teams in identifying needs, selecting interventions, and determining appropriate next steps. Students requiring more intensive, individualized Tier 3 support move to the Individual Problem-Solving (IPS) process. The IPS team meets twice monthly to review student needs, monitor response to interventions, and determine adjustments to supports. Our next step is to strengthen the connection and consistency across Tiers 1, 2, and 3, ensuring that clearly defined Core practices, intervention expectations, progress monitoring, and data-based decision rules are understood and implemented consistently schoolwide.	Limited Development 02/08/2026		

How it will look when fully met:	At Jefferson, a consistent tiered instructional system ensures every student receives the level of instruction and support needed to be successful. All staff understand that Tier 1 is high-quality core instruction, Tier 2 provides targeted supplemental support, and Tier 3 provides intensive individualized support. Tier 2 and Tier 3 strengthen—not replace—Tier 1 instruction. High-quality Tier 1 instruction is the foundation. Instruction is standards-aligned, evidence-based, differentiated, and implemented consistently across classrooms. Before increasing intervention intensity, teams examine the quality and fidelity of core instruction and the student's response to instruction. Universal screening, classroom assessments, student work, observations, and progress-monitoring data are used to identify needs and determine appropriate supports. As student needs increase, instruction becomes more explicit, targeted, frequent, and intensive, while remaining aligned to grade-level standards and core instruction. PLCs and instructional teams regularly analyze data, monitor student response, and collaboratively determine whether to continue, adjust, intensify, or fade supports. General education, EC, MLL, intervention, and support staff share responsibility for student success and coordinate instruction across tiers. Leadership monitors instructional quality and fidelity and provides targeted coaching, professional learning, resources, and support based on identified needs. Fully implemented means every instructional decision begins with: What does this student need, how will we respond instructionally, and how will we know if it is working? Our tiered system responds to student needs early, intensifies support when needed, and provides equitable access to high-quality instruction so that 100% of our students can grow toward reading on or above grade level.		**Katie Baynes**	**06/30/2027**
Actions		**2 of 9 (22%)**		
10/1/26	Title I funds will be used for supplies and materials, including - JES Schoolwide classroom procedures chart will be printed at the print ship for all support staff.	Complete 08/24/2026	Eddi Johnson	08/24/2026
Notes:	Title I funds will be used for supplies and materials.			

2/25/26	Use DIBELS as a screening tool to determine which students are not meeting grade level expectations.	Complete 10/14/2026	Ashley Golding	10/15/2026
Notes:				
2/8/26	SEL/Behavior team will support teachers with the implementation of Harmony - schoolwide.		Susan Villarrubia	12/30/2026
Notes:				
8/30/26	Establish consistent expectations for Tier 2/3 identification, evidence-based interventions, EduClimber documentation, frequency/duration, progress monitoring, and the PLC → SPS → IPS continuum.		Karen Phillips	04/20/2027
Notes:				
8/30/26	PLCs/SPS/IPS teams will regularly analyze student progress and implementation evidence to determine whether to continue, adjust, intensify, or fade supports, while leadership provides targeted coaching and resources where needed.		Ashley Golding	04/20/2027
Notes:				
8/30/26	Define, communicate, and monitor Jefferson's Tier 1 instructional non-negotiables, including Vocabulary, Questioning, and Student Discourse.		Jenn Cassidy	05/12/2027
Notes:				
10/1/26	Title I funds will be utilized to pay for substitutes for our General EC teachers to do walk-throughs in all general education classrooms.		Katie Baynes	06/01/2027
Notes:	Title I funds are utilized for Sub Pay – Not for PD			
10/1/26	Daytime tutors will support students using the Standard Treatment Protocol based on the DIBELS screener.		Carrie Tomlin	10/05/2027
Notes:	Title I funds are utilized for Daytime Tutors			
2/8/26	Three EC General teachers will attend Wilson training throughout the year.		Susan Villarrubia	06/10/2028
Notes:	District ATSI funds will be used to train our EC teachers in Wilson.			