

Consolidated School Improvement Plan

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement, and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Jefferson Elementary School	1g. Grade Span: K-5 th Grade School Type: Elementary
1b. Principal: Jim L. Bruce	1h. Building Enrollment: 315
1c. District: Pullman	1i. F/R Percentage: 66%
1d. Board Approval Date: TBD	1j. Special Education Percentage: 16.8%
1e. Plan Date: 2023-24	1k. English Learner Percentage: 15.2%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
<i>Penny Zimmerman, Kindergarten Teacher</i>	<i>Sara King, 3rd Grade Teacher</i>
<i>Marie Parrish, 1st Grade Teacher</i>	<i>Trisha Doumit, 4th Grade Teacher</i>
<i>Jill Patera, 2nd Grade Teacher</i>	<i>Jamie Bye, 5th Grade Teacher</i>



Niki Wolf, Title I Teacher

Jim L. Bruce, Principal

Section 3: Vision and Mission Statement

It is the mission of Jefferson Elementary School to recognize the talents, skills, and intelligence of all students. We are a safe and loving community where everyone achieves high levels of learning, personal growth, and future success.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Based on the 2022 WSIF run low-income student composite score is 4.31 above the ID threshold. The growth from 2019 to 2022 for low-income students has improved by a .5 decile. Hispanic students 2022 WSIF composite score is 5.08 above the ID threshold. The growth from 2019-2022 for Hispanic/Latino students is .6 decile. All students 2022 WSIF composite score is 7.83 above the ID threshold. The growth for all students is 1.3 decile.

The 3-year (2020-2023) average difference for JES low-income students (47.9%) vs non-low-income students (71.5%) achieving the state standard (Level 3 or 4) on the ELA Smarter Balanced Assessment (SBA) is 23.6%. For mathematics for the same timeframe and comparison groups the average percent of low-income students meeting the state standard on SBA is 31% while for non-low-income students meeting the state standard is 61.6%; thus a 30.6% difference.

On the 2022-23 end of year MAP (Measure of Academic Progress & DIBELS) reading and mathematics the percent of non-low-income vs low-income meeting or exceeding their projected growth clearly shows an opportunity gap with non-low-income students out achieving low-income students in every grade level.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

The most significant change (root cause) is our low-income student enrollment has steadily increased. Our low-income student enrollment in 2014-15 was 27.4% and in 2022-23 our low-income enrolment was at 63.8%. This is a 43% increase in nine years. During this same time period our Hispanic/Latino student enrollment for 2014-15 represented 11.4% of the student population and for the 2022-23 school year our Hispanic/Latino student enrollment represented 22.2% of the student population. This is a 50% increase in nine years.

The growth of our Hispanic/Latino student population is the fastest growing ethnic group at JES and an area of strength. The increase in our Hispanic/Latino enrollment is a strength in that these students and families add to an already culturally diverse student population at JES.

The increase in our low-income student enrollment is a population that has grown significantly over the past nine years (27.4% to 63.8%). With this increase comes the need for growth in our pedagogical practices, cultural beliefs, responses to student behavior, creation of positive school-family partnerships, grade level collaborative practices, and an assurance that every student has a positive, meaningful relationship with JES staff members. For this area to become a strength we must examine and grow in our current practices, personal/professional development and our cultural belief that it is possible to turn a "high poverty school into a high performing school."

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).

- a. What strengths do they possess?

The desire to have a positive, meaningful relationship with JES staff and an excitement to learn.

- b. What challenges do they face?

Living in poverty and as a result the opportunity gap for our students from low-income households continues to widen in comparison to their non-low peers. There are societal beliefs that individuals (adults) that live in poverty are lazy, uneducated and don't want what's best for their children; this belief is not true! Low-income parents love and want what's best for their children just as much as non-low-income parents.

- c. What are some important relationships in their life?

JES is a "Kids at Hope" school and as such we (staff) understand and place an emphasis on developing positive and meaningful relationships with our students. We know through John Hattie's research that the teacher-student interaction has a .72 effect size on student accomplishment.

"No significant learning can occur without a significant relationship." – James Comer

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Jefferson Elementary School Vision Statement

To achieve our mission, Jefferson Elementary School staff will...

- *Intentionally foster positive student relationships*
- *Celebrate academic growth, personal growth, and cultural diversity.*
- *Collaborate with district staff, students, families, and community members.*
- *Consistently monitor student performance to inform all instruction.*
- *Commit to ongoing growth in our professional learning and practice.*
- *Believe all Jaguars are capable of success, NO EXCEPTIONS!*

The above vision statement was created with input from all JES staff (certificated, classified, and support). It was developed with the question, "What must our school become to accomplish our purpose (mission statement)? This vision statement accurately reflects our cultural beliefs and drives our day-to-day beliefs and practices. As a result, we individually and collectively live the above visions and hold each other accountable for "living the vision." We are in this work together thus we support our students, families, and each other.

2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

As mentioned previously, our staff (administration, teachers, paraprofessional, and support staff) must grow personally and professionally in our depth of knowledge and professional practice when it comes to educating low-income students and partnering with low-income families. To begin this learning the JES Guiding Coalition (leadership team) will participate in a book study ("Turning High Poverty Schools into High Performing Schools" by William H. Parrett and Kathleen Budge) and in turn lead an all-staff book study ("Disrupting Poverty-5 Powerful Classroom Practices" by William H. Parrett and Kathleen Budge).

As a PBIS school we are continuing to grow in our knowledge and implementation practices of Tier I, Tier II and Tier III behavioral interventions. This professional development is being presented by our building PBIS Team. Additionally, several JES staff (certificated and classified) participated in 12 hours of professional development on Restorative Practices and then was followed by a book study ("Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management" by Dominique Smith, Douglas Fisher, and Nancy Frey).

JES is a "Kids at Hope" school and as such all staff (certificated and classified) have participated in the initial foundational training and most recently (August 2023) a "refresher" for all staff regardless of experience at JES. For the 2023-24 school year our "Kids at Hope" focus is on:

- *Parent training about KAH and the science of teaching and instilling HOPE their child(ren).*
- *"Time Travel" activity: The premise of this is to have student travel into their future and return to the present to prepare for their future.*
- *KAH student report cards*

As a school district and as a school we are in year three of professional learning and implementation of the Professional Learning Communities (PLC's) process. As of the beginning of the 2023-24 school year six grade level teachers have participated in the Solution Tree PLC 3-day Institute. This represents 37% of our grade level teachers. 43% of our school Guiding Coalition have participated in the fore mentioned PLC Institute training.

All certificated staff collaborate in the PLC process once per week for 50 minutes to improve student learning and professional practice. Many JES grade levels collaborate during common prep time or before/afterschool to continue the work of improving student learning and professional practices.

3. *What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?*

As we grow in our understanding and implementation in the items listed in the above question (#2) we are experiencing successes and some "growing pains." As we begin to better understand and implement the Cycle of Inquiry for academics and behavior it will assist us in planning (identifying a "problem of practice"), implement, assess and reflect.

Systems of Support

1. *Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.*

Our Title I (Core+) program is the "foundation" of our schoolwide intervention program for reading and mathematics. Our Title I program is primarily a "push-in" model to provide Tier II essential standards intervention/extension support to identified students or whole class assistance thus allowing the classroom teacher to work with the most impacted student(s).

For Tier III intervention Title I staff will provide additional intervention support using SIPPS (Research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia.). When used as Tier II and Tier II, SIPPS accelerates progress so that students can efficiently close the gap and engage in grade-level reading.

SIPPS aligns with the MTSS (Multi-Tiered System of Support) framework and can be used across all three tiers of instruction.

To support behavioral and social-emotional needs our school has a full-time certificated school counselor and a full-time certificated social-emotional support coach. The social-emotional support teacher is LAP funded and is based on our low-income enrollment (greater than 60%) for the past 2-years.

2. How did your school identify these areas of strengths and improvement?

For behavior we used student referral data from Review 360. This program allows student incidents to be recorded by behavior types, location, time of day, and by staff. The data from Review 360 allows our PBIS Team and staff to analysis student and schoolwide data and implement the "Cycle of Inquiry" process to address areas of concern.

For reading we use DIBELS, Measurement of Academic Progress (MAP), curriculum-based assessments, grade level created common formative assessments (CFA) of the district grade level essential standards and teacher input. For mathematics we use the fore mentioned assessments except for DIBELS.

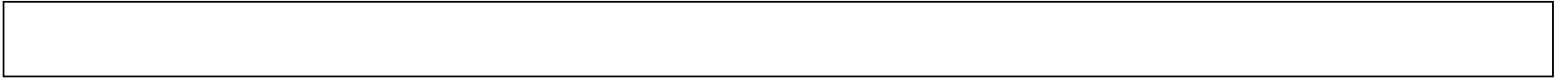
3. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

JES values the tremendous annual financial and family event support that we received from Schweitzer Engineering Laboratories (SEL). Each year SEL employees donate to a Pullman school of their choice to use to develop the "love for science and mathematics." The annual donation is averages approximately \$2,500 to \$3,000. This generous donation is use to purchase STEAM educational materials to support the general education STEAM instruction.

In addition, SEL has coordinated and supported (financially and with employee volunteers) a very successful JES Family STEAM Night. Families are provided with pizza and water as a small meal and they participate in several educationally rich STEAM learning activities that are facilitated by SEL employees and other community partners (Washington State University, University of Idaho, Palouse Discovery Science Center, etc.).

4. What areas have you identified as areas of strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?

The fore mentioned school and community partnership with SEL is one that will continue to grow even stronger over time.



Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

* Please use the following guidance to support your reform goals and strategies: [Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior](#).

5a. SY 2023–2024 SMARTIE Goal #1: Reading: Low-income Students

- 74% of all K-5th grade low-income students will meet or exceed their DIBELS Zones of Growth from fall 2023 to spring 2024.

GROWTH GOAL

- 71% of all K-5th grades low-income students will meet or exceed their reading MAP Projected Growth from fall 2023 to spring 2024. **GROWTH GOAL**

- 52% of all 3rd-5th grade low-income students will meet the state standard (Level 3 or 4) on the 2023-24 ELA SBA. **PERFORMANCE GOAL**

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Low-income students will have access to in-class Tier I (core instruction by classroom teacher) & Tier II (intervention/extension) by grade level teachers.</p> <p>Tier II intervention or extension will focus on students that have or have not mastered the PSD grade level reading essential standards.</p>	<p>Short-term data that collected will include:</p> <p>Daily/weekly observation of all students that is aligned to Tier I (core) and Tier II (intervention/extension) PSD reading grade level essential standards.</p> <p>Grade level essential standards Common Formative Assessments (CFA) created,</p>	<p>The timeframe is for the entire 2023-24 school year.</p> <p>Bi-monthly progress monitoring (PM) of DIBELS data will be reviewed with/by grade level teachers and Title I teachers. Instructional decisions will be made based on PM data.</p>	<p>Grade level collaborative teams will meet (weekly) to participate in a recurring cycle of collective inquiry and action research to achieve high levels (grade level+) of student learning of PSD grade level essential standards.</p> <p>PSD grade level essential Common Formative Assessments (CFA) will be created, administered, and</p>	<p>Use of weekly grade level collaborative team time (Each Monday 7:50 AM-8:35 AM).</p> <p>Collaborative teams may meet during common planning time to continue the work from the Monday collaborative time.</p>

<p>Students requiring Tier III intensive intervention will receive SIPPS. This will be delivered by our most qualified & trained Title I staff members in a pull-out. This intervention will be for students that require intensive reading foundational instruction.</p> <p>All students will benefit from this Response to Intervention (RTI) practice, but low-income students have the most to gain and the most to lose if this practice is not implemented as intended.</p>	<p>administered, scored and analyzed and intervened on by grade level collaborative teams through the “cycle of inquiry” process.</p>	<p>Title I teachers will review and analyze PM data with Title I support staff.</p> <p>Grade level essential standards CFA’s will be administered on the same date (TBD by grade level collaborative teams) and immediately reviewed by grade level teams.</p> <p>Teams will use this data to drive their essential standards intervention/extension instruction.</p>	<p>analyzed by grade level collaborative teams.</p> <p>Bi-monthly DIBELS progress monitoring administered by classroom teacher.</p> <p>DIBELS and MAP benchmark assessment 3 times (Fall, Winter, and Spring) per year. DIBELS benchmark assessment will be conducted by Title I staff.</p> <p>MAP will be administered by classroom teachers.</p>	
<p>Classroom teachers, specialists, Title I teachers, SPED teachers, instructional support staff and building administrators will participate in professional development (book study) to grow personally and professionally on research-based practices that have the greatest</p>	<p>Administer a pre/post staff survey to allow them to self-assess their personal and professional beliefs about working with low-income students and families.</p> <p>Post survey results will be discussed by staff members to determine staff growth and to determine organizational barriers that need to be</p>	<p>During the entire 2023-24 school year.</p> <p>The JES Guiding Coalition will participate in a book study, “Turning High Poverty Schools into High Performing Schools” during the first semester of the 2023-24 school year.</p> <p>Members of the Guiding Coalition will lead brief</p>	<p>The JES Guiding Coalition will be responsible for leading this personal/professional development.</p>	<p>Will use building budget and/or LAP funds to purchase the “Disrupting Poverty: Five Powerful Classroom Practices” for all JES staff members.</p> <p>Use of 2023-24 LAP funds to compensate staff for attending an afterschool book study activity and the development of a collaborative team grade level growth plan for</p>

<p>impact on working with low-income students and families.</p>	<p>overcome to meet the social-emotional and academic needs of JES low-income students and families.</p>	<p>chapter highlights at PLC Collaboration Meetings (staff meeting).</p> <p>Led by the JES Guiding Coalition the JES Faculty & Staff will participate in a book study, "Disrupting Poverty: Five Powerful Classroom Practices" during the second semester of the 2023-24 school year.</p>		<p>working with low-income students and families.</p> <p>Clock hours will be provided to participants. Number of clock hours TBD.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>Activity: Funding source will be JES LAP allocation for 2023-24. Funding amount to be determine by the number of staff that participate in the afterschool book study ("Disrupting Poverty: Five Powerful Classroom Practices"). Purchase of "Disrupting Poverty: Five Powerful Classroom Practices" will be approximately \$800.</p>				

5b. SY 2023–2024 SMARTIE Goal #2: Reading: All Students

- 50% of all K-5th grade students will meet or exceed their DIBELS Zones of Growth from fall 2023 to spring 2024. **GROWTH GOAL**
- 50% of all K-5th grade students will meet or exceed their reading MAP Projected Growth from fall 2023 to spring 2024. **GROWTH GOAL**
- 60% of all 3rd-5th grade students will meet the state standard (Level 3 or 4) on the 2023-24 ELA SBA. **PERFORMANCE GOAL**

NOTE: THE 3-YEAR AVERAGE (2020-2023) FOR ALL 3RD-5TH STUDENTS MEETING THE ELA STATE STANDARD (LEVEL 3 OR 4) ON THE SMARTER BALANCED ASSESSMENT (SBA) IS 57.6%. DUE TO THIS 3-YEAR AVERAGE AND THE INCREASE IN OUR LOW-INCOME STUDENT ENROLLMENT THE FOLLOWING WILL "MIRROR" OUR READING PLAN DEVELOPED FOR OUR LOW-INCOME STUDENTS.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>All students will have access to in-class Tier I (core instruction by classroom teacher) & Tier II (intervention/extension) by grade level teachers).</p> <p>Tier II intervention or extension will focus on students that have or have not mastered the PSD grade level reading essential standards.</p> <p>Students requiring Tier III intensive intervention will receive SIPPS. This will be delivered by our most qualified & trained Title I staff members in a pull-out. This intervention will be for students that require intensive reading foundational instruction.</p>	<p>Short-term data that collected will include:</p> <p>Daily/weekly observation of all students that is aligned to Tier I (core) and Tier II (intervention/extension) PSD reading grade level essential standards.</p> <p>Grade level essential standards Common Formative Assessments (CFA) created, administered, scored and analyzed by grade level collaborative teams through the "cycle of inquiry" process.</p>	<p>The timeframe is for the entire 2023-24 school year.</p> <p>Bi-monthly progress monitoring (PM) of DIBELS data will be reviewed with/by grade level teachers and Title I teachers. Instructional decisions will be made based on PM data.</p> <p>Title I teachers will review PM data with Title I support staff.</p> <p>Grade level essential standards CFA's will be administered on the same date (TBD by grade level collaborative teams) and immediately reviewed by grade level teams.</p>	<p>Grade level collaborative teams will meet (weekly) to participate in a recurring cycle of collective inquiry and action research to achieve high levels (grade level+) of PSD grade level essential standards reading growth for all students.</p> <p>PSD grade level essential Common Formative Assessments (CFA) will be created, administered, and analyzed by grade level collaborative teams.</p> <p>Bi-monthly DIBELS progress monitoring administered by classroom teacher.</p>	<p>Use of weekly grade level collaborative team time (Each Monday 7:50 AM-8:35 AM).</p> <p>Collaborative teams may meet during common planning time to continue the work from the Monday collaborative time.</p> <p>Title I reading support for all students that are identified as needing Tier III intervention (SIPPS).</p>

All students will benefit from this practice regardless of socio-economic status.		Teams will use this data to drive their intervention/extension instruction.	DIBELS and MAP benchmark assessment 3 times (Fall, Winter, and Spring) per year. DIBELS benchmark assessment will be conducted by Title I staff. MAP will be administered by classroom teachers.	
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<p>5c. SY 2023–2024 SMARTIE Goal #3: Mathematics: Low-income Students</p> <ul style="list-style-type: none"> • 71% of all K-5th grade low-income students will meet or exceed their projected math MAP RIT Growth from fall 2023 to spring 2024. GROWTH GOAL • 52% of all 3rd-5th grade low-income students will meet the state standard (Level 3 or 4) on the 2023-24 Mathematics Smarter Balanced Assessment (SBA) PERFORMANCE GOAL 				
Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 PSD elementary level teachers are in the process of identifying grade level essential standards for</p>	<p>Short-term data that collected will include: Daily/weekly observation of all students that is</p>	<p>The timeframe is for the entire 2023-24 school year.</p>	<p>Grade level collaborative teams will meet (weekly) to participate in a recurring cycle of collective inquiry and</p>	<p>Use of weekly grade level collaborative team time (Each Monday 7:50 AM-8:35 AM).</p>

<p><i>mathematics. It is intended that this work will be completed by spring 2023.</i></p> <p>Low-income students will have access to in-class Tier I (core instruction by classroom teacher) & Tier II (intervention/extension) by grade level teachers.</p> <p>Tier II intervention or extension will focus on students that have or have not mastered the "draft" PSD grade level mathematics essential standards.</p> <p>Students requiring Tier III intensive intervention will receive Title I support. This will be delivered by our most qualified & trained Title I staff members in a pull-out. This intervention will be for students that require intensive mathematics foundational instruction.</p> <p>All students will benefit from Response to</p>	<p>aligned to Tier I (core) and Tier II (intervention/extension) PSD mathematics grade level "draft" essential standards.</p> <p>Grade level essential standards Common Formative Assessments (CFA) created, administered, scored, and analyzed by grade level collaborative teams through the "cycle of inquiry" process.</p>	<p>Grade level essential standards CFA's will be administered on the same date (TBD by grade level collaborative teams) and immediately analyzed by grade level teams.</p> <p>Teams will use this data to drive their mathematics intervention/extension instruction.</p>	<p>action research to achieve high levels (grade level+) of PSD grade level "draft" essential standards mathematics growth for low-income students.</p> <p>PSD grade level essential Common Formative Assessments (CFA) will be created, administered, and analyzed by grade level collaborative teams.</p> <p>MAP benchmark assessment is 3 times (Fall, Winter, and Spring) per year.</p> <p>MAP benchmark assessments will be administered by classroom teachers.</p>	<p>Collaborative teams may meet during common planning time to continue the work from the Monday collaborative time.</p> <p>Title I mathematics support as available.</p>
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<p>Intervention (RTI) practice, but low-income students have the most to gain and the most to lose if this practice is not implemented as intended.</p>				
<p>Activity 2 Classroom teachers, specialists, Title I teachers, SPED teachers, instructional support staff and building administrators will participate in professional development (book study) to grow personally and professionally on research-based practices that have the greatest impact on working with low-income students and families.</p>	<p>Administer a pre/post staff survey to allow them to self-assess their personal and professional beliefs about working with low-income students and families.</p> <p>Post survey results will be discussed by staff members to determine staff growth and to determine organizational barriers that need to be overcome to meet the social-emotional and academic needs of JES low-income students and families.</p>	<p>During the entire 2023-24 school year.</p> <p>The JES Guiding Coalition will participate in a book study, “Turning High Poverty Schools into High Performing Schools” during the first semester of the 2023-24 school year.</p> <p>Led by the JES Guiding Coalition the JES Faculty & Staff will participate in a book study, “Disrupting Poverty: Five Powerful Classroom Practices” during the second semester of the 2023-24 school year.</p>	<p>The JES Guiding Coalition will be responsible for leading this personal/professional development.</p>	<p>Will use building budget and/or LAP funds to purchase the “Disrupting Poverty: Five Powerful Classroom Practices” for all JES staff members.</p> <p>Use of 2023-24 LAP funds to compensate staff for attending an afterschool book study activity and the development of a collaborative team grade level growth plan for working with low-income students and families.</p> <p>Clock hours will be provided to participants. Number of clock hours TBD.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>Activity: Funding source will be JES LAP allocation for 2023-24. Funding amount to be determine by the number of staff that participate in the afterschool book study (“Disrupting Poverty: Five Powerful Classroom Practices”). Purchase of books will be approximately \$800.</p>				

5d. SY 2023–2024 SMARTIE Goal #4: Mathematics: All Students

- 50% of all K-5th grade students will meet or exceed their projected math **MAP RIT Growth** from fall 2023 to spring 2024.

GROWTH GOAL

- 52% of all 3rd-5th grade low-income students will meet the state standard (Level 3 or 4) on the 2023-24 Mathematics Smarter Balanced Assessment (SBA) **PERFORMANCE GOAL**

NOTE: THE 3-YEAR AVERAGE (2020-2023) FOR ALL 3RD-5TH STUDENTS MEETING THE MATHEMATICS STATE STANDARD (LEVEL 3 OR 4) ON THE SMARTER BALANCED ASSESSMENT (SBA) IS 43.6%. DUE TO THIS 3-YEAR AVERAGE AND THE INCREASE IN OUR LOW-INCOME STUDENT ENROLLMENT THE FOLLOWING WILL "MIRROR" OUR MATHEMATICS PLAN DEVELOPED FOR OUR LOW-INCOME STUDENTS.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 PSD elementary level teachers are in the process of identifying grade level essential standards for mathematics. It is intended that this work will be completed by spring 2023.</p>	<p>Short-term data collected will include:</p> <p>Daily/weekly observation of all students that is aligned to Tier I (core) and Tier II (intervention/extension) PSD mathematics grade level "draft" essential standards.</p>	<p>The timeframe is for the entire 2023-24 school year.</p> <p>Grade level essential standards CFA's will be administered on the same date (TBD by grade level collaborative teams) and immediately analyzed by grade level teams.</p>	<p>Grade level collaborative teams will meet (weekly) to participate in a recurring cycle of collective inquiry and action research to achieve high levels (grade level+) of PSD grade level "draft" essential standards mathematics growth for low-income students.</p>	<p>Use of weekly grade level collaborative team time (Each Monday 7:50 AM-8:35 AM).</p> <p>Collaborative teams may meet during common planning time to continue the work from the Monday collaborative time.</p>

<p>Low-income students will have access to in-class Tier I (core instruction by classroom teacher) & Tier II (intervention/extension) by grade level teachers).</p> <p>Tier II intervention or extension will focus on students that have or have not mastered the "draft" PSD grade level mathematics essential standards.</p> <p>Students requiring Tier III intensive intervention will receive Title I support. This will be delivered by our most qualified & trained Title I staff members in a pull-out. This intervention will be for students that require intensive mathematics foundational instruction.</p> <p>All students will benefit from Response to Intervention (RTI) practice, but low-income students have the most to gain and the most to</p>	<p>Grade level essential standards Common Formative Assessments (CFA) created, administered, scored, and analyzed by grade level collaborative teams through the "cycle of inquiry" process.</p> <p>MAP mathematics benchmark data for 1st-5th grade students.</p>	<p>Teams will use this data to drive their mathematics intervention/extension instruction.</p>	<p>PSD grade level essential Common Formative Assessments (CFA) will be created, administered, and analyzed by grade level collaborative teams.</p> <p>MAP benchmark assessment is 3 times (Fall, Winter, and Spring) per year.</p> <p>MAP benchmark assessments will be administered by classroom teachers.</p>	<p>Title I mathematics support for all students that are identified as needing Tier III intervention (Bridges).</p>
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lose if this practice is not implemented as intended.				
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5e. SY 2023–2024 SMARTIE Goal #5: Student Discipline Rate				
<ul style="list-style-type: none"> • 75 or fewer Physical Aggression discipline incidents (Type 2-6) on the JES playground as measured by submitted incident reports in Review 360. <p><i>*Physical Aggression (Type 2-6): Involving a student(s) engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.).</i></p>				
Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Create, teach, and reteach school behavior essential standards (expectations) for school common areas (i.e., playground, cafeteria, hallway, etc.) to all students through the RTI process.</p>	<p>Physically aggression data for the playground be collected to measure the impact of our Tier I, Tier II and Tier III instruction and interventions.</p>	<p>Physically aggression for the playground data be collected and analyzed bi-monthly.</p>	<p>PBIS Team will lead the school-wide “cycle of inquiry” work as it’s related to decreasing the number of physical aggression incidents occurring on the JES playground during recess periods.</p>	<p>Use of grade level collaborative team time (Bi-monthly on Mondays 7:50 AM-8:35 AM) to analyze playground data for physical aggression for their grade level.</p> <p>Collaborative teams may meet during common planning time to continue</p>

<p>All students will have access to in-class Tier I (core instruction provided by classroom teacher) & Tier II (intervention/extension) by grade level teachers.</p> <p>Tier II intervention or extension will focus on students that have or have not mastered the PSD grade level behavior essential standards.</p> <p>Students requiring Tier III intensive intervention will participate in the school "Behavior Academy." This will be taught by school social-emotional support teacher in a pull-out model. This intervention will be for students that require intensive and foundational behavior instruction.</p> <p>All students will benefit from receiving behavior instruction and support, but the students that need Tier III behavior instruction will benefit the most.</p>			<p>Grade level collaborative teams will be responsible for creating a grade level goal, with input from grade level students, to decrease incidents of physical aggression on the playground by their grade level students.</p> <p>These same teams, (teachers and students) will analyze the data and make grade level instructional decisions to address physical aggression on the playground at their grade level.</p> <p>Weekly data for physical aggression will be created and provided to each grade level team. This work will be performed by the LAP Social-Emotional Support Teacher.</p>	<p>the work from the Monday collaborative time.</p>
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<p>Activity 2 School-wide staff use PBIS Rewards to focus on and acknowledge students for their positive actions in the classroom and in common areas of the school rather than focusing on the negative behavior choices.</p> <p>Each student that receives PBIS Rewards points for demonstrating being respectful, responsible or being safe benefits.</p>	<p>PBIS Rewards points given to students and by what JES staff members gave points to students.</p>	<p>The use of PBIS Rewards is for the entire 2023-24 school year.</p> <p>JES PBIS Team will participate in a "cycle of inquiry" of school PBIS Rewards data at one of their bi-monthly PBIS meetings.</p>	<p>JES PBIS Team, grade level collaborative teams and individual classroom teachers and specialist.</p>	<p>Use JES building budget to pay \$1600 for PBIS Rewards annual subscription.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>JES building budget will pay \$1600 for PBIS Rewards annual subscription.</p>				

<p>5f. SY 2023–2024 SMARTIE Goal #6: 5th Grade Student Attendance</p> <ul style="list-style-type: none"> • 97% of all 5th grade students will attend school consistently as measured by chronic absenteeism (<10% absenteeism). 				
Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<i>Who, specifically, will benefit from this practice/activity?</i>	<i>students named in your SMARTIE Goal?</i>	<i>progress be monitored or data reviewed?</i>		
<p>Activity 1 Much like with academics and behavior we will use a tiered approach for school attendance that begins with foundational supports for the whole school.</p> <p>Refer to Attendance Works 3 Tiers of Intervention</p>	<p>Weekly and monthly 5th grade student attendance will be collected to measure the impact of the 3 Tiers of Attendance Intervention.</p>	<p>This will be performed for the 2023-24 school year.</p> <p>For identified 5th grade students of concern their attendance will be reviewed weekly by the school attendance team which is made-up of the following: school counselor, attendance secretary and assistant principal.</p>	<p>The school counselor, attendance secretary, assistant principal, the student's parent(s).</p>	<p>Extended time for the school attendance team to meet to discuss 5th grade students of concern regarding attendance.</p> <p>Building copy machine printing costs and paper.</p> <p>Cost free incentives to give to students of concern to recognize improved school attendance.</p>
<p>Activity 2 Proactively meet with the parent(s) of students that have had a history of chronic absenteeism.</p> <p>Co-create (parent & school attendance team) a student attendance success plan.</p>	<p>Student(s) of concern attendance (weekly & monthly) pre/post implementation of student attendance success plan co-created with parent and school attendance team.</p>	<p>This will be performed for the 2023-24 school year.</p> <p>5th grade students of concern data will be analyzed weekly and need changes will happen.</p>	<p>The school counselor, attendance secretary, assistant principal, the student's parent(s).</p>	<p>Extended time for the school attendance team to meet to discuss 5th grade students of concern, meeting with parent(s) to co-create a student attendance success plan.</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>There should not be any direct financial cost for this goal and activities other than embedded employee costs.</p>				

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	JES BEA funds are co-funded with Title I funds to provide additional support hours to paraprofessionals that are partially funded with Title I funds. The remaining JES BEA personnel allocations is designated for supervision of students (i.e., recess, before/afterschool and student safety (adult crossing guard).
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Our school receives approximately 24.16 hour each day to pay for Title I paraprofessional instructional support to students in reading and mathematics. Currently 6 JES paraprofessional positions are partially funded with Title I funds. Each paraprofessional position that is funded with Title I funds is co-funded with PSD BEA funds for additional instruction support.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Not Applicable at the school level. This is a district level decision.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	JES is provided with 7.5 hours of certificated and 4.5 hours of classified instructional support to assist in developing English proficiency of our Multi-lingual Learners (MLL) by the district office. This support is to equip MLL students with the necessary English language skills to meet the same academic content and academic achievement standards that other children are expected to meet.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Not Applicable

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<p>Learning Assistance Program (LAP)</p>	<p>The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements</p>	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i></p> <p>For the 2023-24 JES received a “High Poverty” grant from OSPI. The grant was in the amount of \$93,000. After many hours of collaborative conversations, the certificated staff (teachers) chose to use the funds to hire a certificated social-emotional student support coach. This is a 7.5 hour per day position.</p> <p>Approximately \$25,000 grant dollars remain after salary and benefits allocated for the certificated social-emotional support coach.</p> <p>The determined use of the remaining funds has not been collaboratively determined by the certificated staff (teachers.)</p>
<p>Local Funds</p>	<p>Local levy revenue may be combined in schoolwide programs.</p>	<p>JES local funds are co-funded with Title I funds to provide additional support hours to paraprofessionals that are partially funded with Title I funds.</p> <p>The remaining JES personnel allocations is designated for supervision of students (i.e., recess, before/afterschool and student safety (adult crossing guard).</p>
<p>Other Funding Sources, including</p>	<p>Not applicable</p>	<p>Not Applicable</p>

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
School Improvement Grant Funding		