

# Consolidated School Improvement Plan 2024-25

## 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 Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

<b>Section 1: Building Data</b>	
<b>Building Name:</b> Jefferson Elementary	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 3203	<b>Grade Span:</b> Kindergarten-5 <sup>th</sup> grade  <b>School Type:</b> Public, Elementary
<b>Principal:</b> Kelsey Winningham	<b>Building Enrollment:</b> 336
<b>School District:</b> Pullman School District #267	<b>F/R Percentage:</b> 58.6% (2023-2024 SY)
<b>Board Approval Date:</b> TBD	<b>Special Education Percentage:</b> 17.5% (2023-2024 SY)
<b>Plan Date:</b> 2024-2025	<b>English Learner Percentage:</b> 17.2% (23-24 SY)
<b>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Foundational	



## Section 2: School Leadership Team Members and Parent-Community Partners

**Please list by (Name, Title/Role)**

Penny Zimmerman, Kindergarten teacher

Sandra Casanova, 1<sup>st</sup> grade teacher

Jill Patera, 2<sup>nd</sup> grade teacher

Kate Agnew, Parent

Michelle Bennefield, Parent

Kelsey Winningham, Principal

Sara King, 3<sup>rd</sup> grade teacher

Trisha Doumit, 4<sup>th</sup> grade teacher

Anthony Haynes, 5<sup>th</sup> grade teacher

Niki Wolf, Title I teacher

Nikkita Dehle, School counselor

Cheyenne Webber, Assistant 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 and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?**

We have opportunities to grow on our state and locally determined assessments. According to the 2023 WSIF report, some of our improvement areas are with our Multi-Lingual Learners, Hispanic/Latino students, and our students with disabilities. All of the student groups listed above have opportunities for growth in both their math and ELA proficiency rate. In reference to OSPI's Washington State Report Card for Jefferson Elementary, we have seen a steady increase in our population of our students who are impacted by poverty. In knowing this, we have identified some key supports and targeted interventions to ensure that ALL students are receiving equitable access to the core instruction in addition to interventions/extensions as necessary.

In looking at our data from the 2023-2024 school year, our students are meeting their projected MAP growth in both ELA and math in our "all student" targeted goals. However, our low-income data shows a different story. In both ELA and math for students impacted by poverty, they are roughly performing 10% lower in achievement. We also noticed that in MAP math data, our strengths are in grades 3-5. Our K-2 learners have great opportunities for growth. In MAP math, looking at our low-income students, our average growth percentage at grades 3-5 is 66%, whereas at K-2, it is 37%. Similarly, in MAP math, for all students, our 3<sup>rd</sup>-5<sup>th</sup> grade students who met their projected growth is 66%, and K-2 is 57%. In our ELA MAP projected growth for both categories of all students + our low-income students, we are more closely matched between grade bands and the respective percentages.

Our SBA data also indicates that we have room to improve in both math and ELA. Our 2023-2024 data suggests that in math, in both 3<sup>rd</sup> and 4<sup>th</sup> grade, we saw achievement in our low-income students, and remained steady with our "all" student population. This is a strength. In 5<sup>th</sup> grade however, we see a decrease by roughly 20%. In ELA, we see a steady increase in achievement from 3<sup>rd</sup> to 5<sup>th</sup> grade with our low-income population; however, in our "all" student category, we see an increase in achievement from 3<sup>rd</sup> to 4<sup>th</sup> grade and then a dip in achievement from 4<sup>th</sup> to 5<sup>th</sup>. Overall, the data from our state assessments tell a story that will help us find how to best support our learners at every level.

2. **What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?**

An area of strength is meeting the 2023-2024 SIP goal that students would meet or exceed their projected growth. We set that goal at 60% last year and in math MAP with "all" students, we had 62% meet or exceed their projected MAP math RIT score. We also met our

2023-2024 goal in “all” students meeting or exceeding their projected growth in MAP ELA. We had a goal of 50% and we had 59.5% of our students meet or exceed that. While meeting/exceeding growth was not a direct indicator that they would be proficient in both MAP or SBA, it did show that students were meeting the goals set before them. Our students identified as living in poverty did not meet/exceed their projected growth in math or ELA. Ultimately, this data gives us opportunities to identify some possible root causes and, as suggested, give us leverage to improve. To help us continue to grow and improve, we have put some supports in place that will help our students. For example, we have aimed our instructional support in our Title I program at K-2 early literacy. As students’ progress to the intermediate levels, we are aiming to ensure that the foundational reading skills will be in place so that we can grow from “learning to read,” to “reading to learn.”

**3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.**

I believe we have opportunities for improvement with our Multi-Lingual Learners, our Hispanic/Latino population, and our students with disabilities. We’ve also identified the need for “first best instruction” occurring at the Tier I level to support all students with access to the grade level essential standards. We have also embedded Tier II and Tier III time in to our master schedule for the 2024-2025 school year. This will provide time for students to receive intervention when they have not shown mastery on the essential standards (Tier II) and opportunities to support any possible foundational holes (Tier III). On staff, we have two Title I teachers and we believe that focusing our efforts at K-2 for early intervention will be a source of strength to help us with our identified areas of opportunity. We know that our low-income students are achieving well-below the “all students” data points in both MAP and SBA in almost all grade levels in both math and ELA.

Last year, our BGC took part in a book study with the titles “Disrupting Poverty” and “Turning High Poverty Schools in to High Performing Schools.” This book study provided our building leadership team with a lot of key instructional takeaways to help support some of our most vulnerable population. This year, led by our BGC, our whole staff will be participating in the “Disrupting Poverty” book study. The book will be read and discussed between September and January. The hope is to have some key academic and behavioral systems put in place which will in turn help our students succeed in both academic and social-emotional areas.

## **Educators**

1. **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)?**

There are many things that we are doing to support ALL students. We know that as educators we must continue to grow personally and professionally in our practice. We have room to grow in educating our students living in poverty. Our Building Guiding Coalition has now participated in a two book, book study (as mentioned above). This book study is now being implemented with the whole staff. The aim of this book study is to provide teachers and staff with tools to set up systems to support all our learners. In teaching and learning, we have set up Tier I, II, and III time explicitly in to our schedule. The BGC has begun reading articles from "Taking Action: an RTI Handbook" to understand what the Tiers are and how we implement the instruction in our classrooms. Our goal as a leadership team is to stay "one step ahead" of the staff. Ultimately, we are working on learning practices so that we can then teach the rest of our teams. The staff has created a "Discipline Protocol" to help our students have a continuum of choices. For example, students who are demonstrating they need a break will have the opportunity to go to a break space within their classroom. If that hasn't proven effective, they will go to a "buddy classroom," or take a movement break of some sort. This is being reinforced with our PBIS team and our Tier I system of PBIS Rewards. Our ultimate goal is to reach the whole child by providing supports academically as well as socially-emotionally.

2. **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 a school who believes heavily in what Professional Learning Communities stand for, we have committed to high-levels of collaboration. Our teams have begun embarking on assessing where students are at (present levels) and what we can do to ensure they reach mastery. Some of what we are implementing this year is establishing where our essential standards are in our instructional resources. Each grade level has created a pacing guide and will come together as a district team to collaborate further. Our teams are also taking the time to examine the results of Common Formative Assessments. After analyzing where a student is in a specific standard, and further, a specific skill, they will then look at where students landed as a whole grade level and sort the students based upon skill level. They will have opportunities to work further on the skills they are needing to grow in during a Tier II intervention time. The JES BGC is comprised of grade level team leaders, Title I support, and our school counselor. Of the 10 people on the team, 70% have now participated in the Solution Tree PLC 3-day institute. This institute has provided us with the knowledge and support to collaborate well to improve student learning and professional practice. It is imperative that we continue to use the Cycle of Inquiry for both academics and behaviors as it will continue to assist us in our planning, implementation, assessment, and reflection.

## **Systems of Support**

1. **Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.**

Above, we listed that we know we have areas of growth with our Multi-Lingual Learners. One inequity is the materials provided to our ELD classroom to use with our MLL students. We have resources to use that are embedded in some of our instructional resources already given to us; however, the ELD department could benefit from further resources to support our learners. We also know that GLAD training is effective in working with learners from all backgrounds. While some of our staff has participated in GLAD, there is a need for more of our staff to be trained in this.

2. **Consider the degree to which your school's system of support is grounded in meeting the cultural, 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+) support is imperative in helping meet student's academic needs. Our social-emotional support specialist (funded through our LAP High Poverty Grant) is imperative to meeting student's behavioral and social-emotional needs. With these positions we have been able to target specific needs we have noticed. For example, this year, Core+ is supporting Kindergarten with an additional 40 minutes of support per week to work on early literacy skills. We have also determined it would be essential to target push-in and pull-out support primarily at grades K-2, so we can really focus our time/attention to early intervention for the foundational reading skills necessary to be successful as later learners. Our Title I teachers and paraeducators are supporting with push-in support for some of our interventions at the Tier II level. However, their primary purpose has been providing support during Tier III intervention alongside the teachers at that grade level. We are hoping to close the gap to help engage students in grade level reading. Our social-emotional support specialist is currently pushing-in to classrooms to help "coach" behaviors. She also is providing check-in and check-outs, as well as running various "academies." For example, we run a recess academy for our students who have demonstrated difficulty with playing safely outside. Our Social-Emotional Support Specialist alongside our school counselor identify students who could benefit from this program and practice various games together and then coach them in real time. This is just a small snapshot in to what we are doing to meet our students' needs.

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

Our decisions have been data driven. We knew that looking at our behavior data, it was imperative that we provide multiple systems of support throughout the day for students to find success.

Academically, we looked at our SBA, MAP, and DIBELS data to help us determine where students needed targeted assistance. We also have been growing in proficiency in using SBA Interims as well as Common Formative Assessments (CFAs) to also determine student need.

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

We have the tremendous fortune of living in a community with many generous families and community members. One to name would be Schweitzer Engineering Laboratories (SEL). This year we have already received a \$3,800 donation to be used to support STEAM instruction. Beyond the monetary donations, every year (October), SEL puts on a STEAM night in partnership with many community members and businesses. This is an opportunity for families and students to see possibilities for their future careers. Families are welcomed in with a provided dinner (pizza and water) as well. The activities and food provide a wonderful night of family engagement.

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

As listed above, one area of strength is our partnership with SEL. We are continuing to grow with community and family involvement through our PTA and events they are putting on to bring in families. Last year, JES held a multi-cultural night that was highly successful with music, cultural presentations, and food. This year, as the principal, I am hosting a monthly "Wednesday with Winningham" to create opportunities for families to connect with me, but also one another. We are hoping to continue to grow our family involvement as we know it is paramount to our students' individual success in school.

## 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 guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and 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.

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?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

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 or historically unserved/underserved students have equitable 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.

**Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.



## 5a.SY 2024–2025 SMARTIE Goal #1: ELA: Low-Income Students

70% of all K-5<sup>th</sup> grade low-income students will meet or exceed their reading MAP Projected Growth from fall 2024 to spring 2025. GROWTH GOAL

60% of all 3<sup>rd</sup>-5<sup>th</sup> grade low-income students will meet the state standard (Level 3 or 4) on the 2024-2025 ELA SBA. PERFORMANCE GOAL

<b><u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u></b>	<b>Data Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<p><b><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></b></p> <p><i>What student groups will benefit and why?</i></p>	<p><b><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><b><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></b></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></b></p>	<p><b><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></b></p>

			<i>Who else will be involved?</i>	
Low-income students will participate in Tier I instruction (Essential standards) in the classroom. Tier II will be determined to be either intervention/extension depending on results of CFAs given by grade level teams. Tier III interventions will occur using universal screeners such as DIBELS to help us provide students with the necessary academic skills to help fill any foundational gaps. Tier III support will be provided in collaboration with our Title I support. Tier III intervention will be for students who require intensive reading foundational	Short Term data will include quick-checks in the classroom, progress monitoring of DIBELS, SBA interims, and Common Formative Assessments. Long Term data will include end of unit assessments and end of year state assessments.	The timeframe is the entirety of the 2024-2025 school year. There will be many measures throughout the school year to check for student understanding/misconceptions.	Grade level teams are responsible for the collaboration of how students are doing/what professional practices they are utilizing within their classrooms.	Teaching teams will utilize their grade level collaborative team time on Monday mornings from 7:50-8:35 AM. Collaborative teams also meet during common planning time to help continue the work from their Monday collaboration time.

instruction. Identifying essential standards within the instructional resources for our Tier I instruction will also help support this goal.				
All student groups will benefit from this instruction model as every student will have access to their grade level essential standards, opportunities to master the essential standards or extend (if already mastered), and access to Tier III interventions as necessary. Our Student Intervention Team (utilizing best practices from "Taking Action") will also support our learners when the	The impact on learning will be assessed through our book study "Disrupting Poverty" and the conversations that occur through our debriefings at staff meetings. We also will assess our professional learning through our Monday morning collaborative time and our engagement in student successes/opportunities.	<p>In terms of how often we will be looking at student progress, there will be many measures.</p> <p>Quick-checks within the classroom based on specific standards should/will be occurring multiple times a week.</p> <p>CFA data will be looked at once every unit (at least). CFA data will help determine Tier I instruction, but mostly Tier II groupings for intervention/extension.</p>	Others involved will include the principal, assistant principal, Title I teachers, and the Building Guiding Coalition.	We will use our 2024-2025 LAP High Poverty Grant allocation to pay for some members of the BGC to attend RTI-At-Work Conference in Spring 2025 to continue the work/understanding of what multi-systems of support look like. It will help us continue to define Tier I, II, and III time and how it fits within our day.

interventions we are using aren't working.		There will be bi-monthly monitoring of our DIBELS data.		
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Funding source will be JES LAP High Poverty allocation for the 2024-2025 school year. The funding amount will depend on the number of building leaders attend the RTI workshop conference in Spring of 2025. Approximately \$8,000.

## 5b. SY 2024–2025 SMARTIE Goal #2: ELA: All Students

65% of all K-5<sup>th</sup> grade students will meet or exceed their reading MAP Projected Growth from fall 2024 to spring 2025.  
GROWTH GOAL

55% of all 3<sup>rd</sup>-5<sup>th</sup> grade students will meet the state standard (Level 3 or 4) on the 2024-2025 ELA SBA. PERFORMANCE GOAL

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><b><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></b></p> <p><i>What student groups will benefit and why?</i></p>	<p><b><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><b><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></b></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>Who else will be involved?</i></p>	<p><b><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></b></p>
ALL students will participate in Tier I	Short Term data will include quick-checks in	The timeframe is the entirety of the 2024-2025 school year.	Grade level teams are responsible for	Teaching teams will utilize their grade level

instruction (Essential standards) in the classroom. Tier II will be determined to be either intervention/extension depending on results of CFAs given by grade level teams. Tier III interventions will occur using universal screeners such as DIBELS to help us provide students with the necessary academic skills to help fill any foundational gaps. Tier III support will be provided in collaboration with our Title I support. Tier III intervention will be for students who require intensive reading foundational instruction. Identifying essential standards within the instructional resources for our Tier I	the classroom, progress monitoring of DIBELS, SBA interims, and Common Formative Assessments. Long Term data will include end of unit assessments and end of year state assessments.	There will be many measures throughout the school year to check for student understanding/misconceptions.	the collaboration of how students are doing/what professional practices they are utilizing within their classrooms.	collaborative team time on Monday mornings from 7:50-8:35 AM. Collaborative teams also meet during common planning time to help continue the work from their Monday collaboration time.
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instruction will also help support this goal.				
All student groups will benefit from this instruction model as every student will have access to their grade level essential standards, opportunities to master the essential standards or extend (if already mastered), and access to Tier III interventions as necessary. Our Student Intervention Team (utilizing best practices from "Taking Action") will also support our learners when the interventions we are using aren't working.	The impact on learning will be assessed through our book study, "Disrupting Poverty" and the conversations that occur through our debriefings at staff meetings. We also will assess our professional learning through our Monday morning collaborative time and our engagement in student successes/opportunities	<p>In terms of how often we will be looking at student progress, there will be many measures.</p> <p>Quick-checks within the classroom based on specific standards should/will be occurring multiple times a week.</p> <p>CFA data will be looked at once every unit (at least). CFA data will help determine Tier I instruction, but mostly Tier II groupings for intervention/extension.</p> <p>There will be bi-monthly monitoring of our DIBELS data.</p>	Others involved will include the principal, assistant principal, Title I teachers, and the Building Guiding Coalition.	We will use our 2024-2025 LAP High Poverty Grant allocation to pay for some members of the BGC to attend RTI-At-Work Conference in Spring 2025 to continue the work/understanding of what multi-systems of support look like. It will help us continue to define Tier I, II, and III time and how it fits within our day.

## 5c. SY 2024–2025 SMARTIE Goal #3: Mathematics: Low-Income Students

70% of all K-5<sup>th</sup> grade low-income students will meet or exceed their projected math MAP RIT Growth from fall 2024 to spring 2025. GROWTH GOAL

50% of all 3<sup>rd</sup>-5<sup>th</sup> grade low-income students will meet the state standard (Level 3 or 4) on the 2024-2025 Math SBA. PERFORMANCE GOAL

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><b>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</b></p> <p>What student groups will benefit and why?</p>	<p>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</p> <p><b>When or how often</b> (please be as specific as possible) <b>will</b></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</p>



		<i><b>progress be monitored or data reviewed?</b></i>		
Low-income students will participate in Tier I math instruction. Tier II instruction will be based upon CFA data and students will participate based upon their skill level within that essential standard/learning target. Tier II will consist of either intervention or extension depending on specific skills within that essential standard/learning target. Tier III math instruction will be provided by the classroom teacher in collaboration with our Title I and special education staff using Bridges Interventions	Short term data consists of CFA's created and analyzed by grade level teachers. The CFAs will be based upon math essential standards. Tier II groupings should be assessed consistently (the seat is lava). Long term data includes end of year state assessments, as well as end of unit assessments.	The timeframe is for the entirety of the 2024-2025 school year.	Grade level collaborative teams are responsible for adjusting based upon student achievement. MAP benchmark assessments are given 3 times per year (fall, winter, and spring). The MAP benchmarks will give us more long-term data if our interventions/extensions are working.	Teaching teams will utilize their grade level collaborative team time on Monday mornings from 7:50-8:35 AM. Collaborative teams also meet during common planning time to help continue the work from their Monday collaboration time. Teachers will utilize Bridges as the instructional resource to help students master the essential standards.

as our instructional resource. Intervention will be primarily occurring in the classroom, while some pull-out support will occur in Tier III.				
All students will benefit from these interventions/extensions, as well as core instruction. Students continuously not showing gains will have access to our Student Intervention Team to help assess what can be done to ensure students reach their goals.	Changes will be measured based upon collaborative team time, as well as meetings with the BGC. On a rotating basis, the BGC will bring student assessment data to analyze with the leadership team for feedback/suggestions/opportunities/noticing's.	Progress will be monitored/data will be reviewed AT LEAST with every CFA given. Individually, teachers will monitor and adjust based upon their own "quick-checks" in their classrooms. Tier II will be adjusted based upon CFA data.	Others involved include the principal, assistant principal, Title I staff, and the building leadership team.	We will use our 2024-2025 LAP High Poverty Grant allocation to pay for some members of the BGC to attend RTI-At-Work Conference in Spring 2025 to continue the work/understanding of what multi-systems of support look like. It will help us continue to define Tier I, II, and III time and how it fits within our day

				in respect to our math blocks.
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

Funding source will be JES LAP High Poverty allocation for the 2024-2025 school year. The funding amount will depend on the number of building leaders attend the RTI workshop conference in Spring of 2025. Approximately \$8,000.

## 5d. SY 2024–2025 SMARTIE Goal #4: Mathematics: All Students

65% of all K-5<sup>th</sup> grade students will meet or exceed their projected math MAP RIT Growth from fall 2024 to spring 2025.  
GROWTH GOAL

50% of all 3<sup>rd</sup>-5<sup>th</sup> grade students will meet the state standard (Level 3 or 4) on the 2024-2025 Math SBA. PERFORMANCE GOAL

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><b>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</b></p> <p>What student groups will benefit and why?</p>	<p>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</p> <p><b>When or how often</b> (please be as specific as possible) <b>will progress be</b></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</p>

		<i><b>monitored or data reviewed?</b></i>		
<p>ALL students will participate in Tier I math instruction. Tier II instruction will be based upon CFA data and students will participate based upon their skill level within that essential standard/learning target. Tier II will consist of either intervention or extension depending on specific skills within that essential standard/learning target. Tier III math instruction will be provided by the classroom teacher in collaboration with our Title I and special education staff using Bridges Interventions as our instructional resource. Intervention</p>	<p>Short term data consists of CFA's created and analyzed by grade level teachers. The CFAs will be based upon math essential standards. Tier II groupings should be assessed consistently (the seat is lava). Long term data includes end of year state assessments, as well as end of unit assessments.</p>	<p>The timeframe is for the entirety of the 2024-2025 school year.</p>	<p>Grade level collaborative teams are responsible for adjusting based upon student achievement. MAP benchmark assessments are given 3 times per year (fall, winter, and spring). The MAP benchmarks will give us more long-term data if our interventions/extensions are working.</p>	<p>Teaching teams will utilize their grade level collaborative team time on Monday mornings from 7:50-8:35 AM. Collaborative teams also meet during common planning time to help continue the work from their Monday collaboration time. Teachers will utilize Bridges as the instructional resource to help students master the essential standards.</p>

will be primarily occurring in the classroom, while some pull-out support will occur in Tier III.				
All students will benefit from these interventions/extensions, as well as core instruction. Students continuously not showing gains will have access to our Student Intervention Team to help assess what can be done to ensure students reach their goals.	Changes will be measured based upon collaborative team time, as well as meetings with the BGC. On a rotating basis, the BGC will bring student assessment data to analyze with the leadership team for feedback/suggestions/opportunities/notifications.	Progress will be monitored/data will be reviewed AT LEAST with every CFA given. Individually, teachers will monitor and adjust based upon their own "quick-checks" in their classrooms. Tier II will be adjusted based upon CFA data.	Others involved include the principal, assistant principal, Title I staff, and the building leadership team.	We will use our 2024-2025 LAP High Poverty Grant allocation to pay for some members of the BGC to attend RTI-At-Work Conference in Spring 2025 to continue the work/understanding of what multi-systems of support look like. It will help us continue to define Tier I, II, and III time and how it fits within our day in respect to our math blocks.

## 5e. SY 2024–2025 SMARTIE Goal #5: Student Discipline Rate

75 or fewer Physical Aggression discipline incidents (Type 2-6) on the JES playground as measured by submitted incident reports in Review 360.

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><b><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></b></p> <p><i>What student groups will benefit and why?</i></p>	<p><b><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><b><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></b></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>Who else will be involved?</i></p>	<p><b><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></b></p>
Each classroom will go over expectations/procedures in every common area within the school. All students have access to	Short-term data will include our behavior incident reports via Review 360.	The timeframe is for the entirety of the 2024-2025 school year.	The PBIS team will be responsible for implementation of our Tier I system of PBIS Rewards and the effectiveness of the 5:1	PBIS team will meet twice a month. The social-emotional support specialist will meet with grade level teams as push-in support is required. The

<p>Tier I social-emotional Second Step instruction as it applies to safety, respect, responsibility, and success around our school. Students who show additional behavioral needs, will have access to Tier II instruction. Tier II instruction will look like coaching within the classroom from our social-emotional support specialist, additional lessons on Zones of Regulation or Second Step by our school counselor, or additional 1:1 time with the classroom teacher. All students have access to a calming space within their classroom. If the calming space is not working, they will follow the continuum of utilizing a buddy classroom or a</p>	<p>Long(er)-Term data will include pre-post assessments from recess academy and small group counseling sessions.</p>		<p>positive to re-direct ratios. PBIS team will also be responsible for the development of continued opportunities for improvement on our playground.</p>	<p>school counselor will meet with students and their respective teachers to provide updates as to how counseling sessions are being received.</p>
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<p>movement break.</p> <p>Students needing Tier III support will participate in group or individual counseling sessions with our school counselor in the areas specific to them/their needs. They also will participate in a "Recess Academy" as agreed upon with the student's parent.</p>				
<p>All student groups will benefit from explicit instruction, as well as consistent expectations/break spaces throughout the school. Similar language will be used so students know what to expect regardless of where they are in the school building.</p>	<p>The assessment of impact data should be used through pre- and post- test data from students on the effectiveness of the groups they were a part of. Also, a pre- and post- test administered to the teachers of the students who benefitted from these programs.</p>	<p>We will monitor our physical aggression playground data once a month.</p>	<p>Others involved include our social-emotional support specialist and our school counselor. In conjunction with our principal and assistant principal, we will provide data around physical aggression on the playground and meet to determine what is working/where adjustments can be made.</p>	<p>We will also utilize JES Building budget to pay for PBIS Rewards subscription, as well as pay for the position of our social-emotional support specialist.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

We will use the JES Building budget to pay \$1,600 for PBIS Rewards. We will also use part of our LAP High Poverty funding to pay for the position of our social-emotional support specialist.

## 5f. SY 2024–2025 SMARTIE Goal #6: Fifth grade Student Attendance

97% of all 5<sup>th</sup> grade students will attend school consistently as measured by chronic absenteeism (<10% absenteeism)

<b><u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u></b>	<b>Data Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<p><i><b>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</b></i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</i></p> <p><i><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>We will also utilize our tiered approach as we did above with both academics and behavior. All students will be recognized for their attendance in school. Students</p>	<p>We will look at data monthly for all 5<sup>th</sup> grade students. Bi-monthly, we will look at data for our 5<sup>th</sup> grade students who are showing a pattern of repeated absences and schedule</p>	<p>The projected length of time is the 2024-2025 school year.</p>	<p>The assistant principal, school counselor, social-emotional support specialist, attendance secretary, and parents.</p>	<p>Attendance Works Success Plans, incentive charts, time to meet.</p>

needing Tier II support will include meeting with families to discuss what the school can do to help students get to school/arrive at school on time. Tier III approaches may include the community engagement board or attendance contracts/tracking systems.	meetings with those families to create a student success plan.			
All students will benefit from positive attendance rates as we see a direct correlation between that academic/behavioral success.	Changes will be measured through attendance report data. Frequent check-in opportunities with the families and students involved will be imperative to provide the necessary support.	Progress will be reviewed at least once a month with the social-emotional support specialist, the counselor, the attendance secretary, the principal, and assistant principal. Of the concerning attendance data points for fifth grade students, data will be analyzed weekly and	The principal will be involved as deemed necessary to support the efforts of the above mentioned people.	Parent involvement to ensure that the school/parents are partnering to help support the students.

		help make the necessary changes.		
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

No funding applicable in this goal.

## Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

**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
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	JES Basic Education 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 personnel allocations out of the Basic Education funding would be designated for supervision of students (recess, lunch, before and after school crossing guard, pick-up/drop-off of students).
<b>Title I, Part A</b>	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 15.75 hours each day to pay for Title I paraprofessional instructional support to students in ELA and math. Currently 3 paraprofessional positions are partially funded with Title I funds.
<b>School Improvement</b>	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Not applicable.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Not applicable at the school level.
<b>Title III</b>	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 allocated 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)  This support is to equip MLL students with the necessary English development skills to meet the same academic expectations and achievement standards that all students are expected to meet.

## Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

**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
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Not applicable.
<b>Learning Assistance Program (LAP)</b>	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	For the 2024-2025 school year, JES received a "High Poverty LAP" grant from OSPI. The grant was in the amount of \$93,000. The majority of this funding goes towards a certificated employee as our "Social Emotional Support Specialist." After salary and benefits, the remaining amount of money is used for professional development.
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	JES local funds are co-funded with Title I funding to provide additional support hours to paraeducators who are partially funded with Title I funds. The remaining JES personnel allocation is designed for supervision of students (as shown in the above chart).
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Not applicable.