

Jefferson Jr. High 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

	<p><u>What strengths and areas for improvement stood out while reviewing student levels of achievement?</u></p> <ul style="list-style-type: none"> ● Improving literacy for all students is a strength of our school.. Part of the school's professional development (PD) plan which includes a monthly literacy training. Our students made the largest amount of RI growth last year when compared to all other Junior Highs who were only able to test twice due to school dismissal last spring. Seventy-five percent of our advisory time is dedicated to improving all students' literacy skills. ● One area of academic strength is the RISE scores in the Science department. They showed students making more growth than any other core subject areas on the RISE. ● Another PD focus this year has been to create meaningful OTRs (opportunities to respond) for our students in the classrooms and to then provide timely and valuable feedback to teachers.. ● Our teachers are continuing to improve in the PLC processes. ● Our students are monitoring and tracking their own academic progress with grades and learning in the advisory class. ● One area of needed academic improvement is in our Math department. They showed a little less growth than our other core subjects based on the 2019 RISE data. ● Our 7th grade math appeared to be our overall lowest 2019 RISE scores when compared to the other tested subjects.
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School Goals, Strategies:

School SMART Goal #1	<p>The school goal for the 2021-2022 school year is to increase the school's proficiency scores on the RISE test in mathematics, science, and English from the 2018-2019 RISE test by 2%. The proficiency level for the 2019 RISE test in ELA was 25%, mathematics was 26%, and science was 28%. The RISE test was not administered in the 2019-2020 school year and the 2020-2021 test results may not be as consistent as the past with 15-33% of the students on Distance Learning.</p> <p>Another school goal for the 2021-2022 school year is improving the WIDA scores for our ESL students.</p>
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Tracking School SMART Goal #1	<p><u>Data Used to Track School Goal 1 (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> RISE Proficiency Scores <input checked="" type="checkbox"/> RISE Growth Scores <input checked="" type="checkbox"/> WIDA Scores <input checked="" type="checkbox"/> RISE Interim Scores <input checked="" type="checkbox"/> Other data: Lexia units accomplished <input checked="" type="checkbox"/> Other data: RI results </p> <p><u>How will Goal 1 be monitored (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> Consistent data review in department or grade-level teacher PLCs <input checked="" type="checkbox"/> Consistent data review in Building Leadership Teams and/or school MTSS team <input checked="" type="checkbox"/> Consistent data review with Community Council and other parent stakeholder groups <input type="checkbox"/> Other goal monitoring: _____ </p> <p><u>How will the success of Goal 1 be communicated to stakeholders (check all that apply):</u></p> <p> <input checked="" type="checkbox"/> Shared with Community Council and other parent stakeholders <input checked="" type="checkbox"/> School website <input type="checkbox"/> Published on Community Section of school website <input type="checkbox"/> Shared at school events <input checked="" type="checkbox"/> Other ways: <u>Periodically through email and phone call from administration</u> </p>
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Strategy #1 to accomplish this goal: If Multilingual Learners receive targeted and differentiated instruction through reduced instructor-to-teacher ratio, access to individualized learning software, data books, and other supplies, then they will have increased ability to learn core standards and perform well on summative assessments.

Strategy #2 to accomplish this goal: If we develop deliberate coaching, observation, and feedback structures to support instructional improvement that is individualized for every teacher, then we will increase the efficacy of day to day instruction of core standards, and students will invest more fully in their own learning to experience greater academic proficiency and growth.

Strategy #3 to accomplish this goal: If class-size reduction strategies are used (hiring more teachers and/or paraprofessionals), teachers will be able to provide more targeted instruction, differentiation, and individualized extensions, helping them learn core concepts and perform well on summative assessments.

Strategy #4 to accomplish this goal: If rigorous after school and summer school programming is provided to students, as well as academically-enriching field trips, then students will be able to receive additional supports in content areas needed to perform well on summative assessments.

Strategy #5 to accomplish this goal: If we support classroom instruction with classroom technology, then teachers will be better able to individualize and differentiate instruction and increase rigorous learning in every classroom, allowing students to perform well on their summative assessments.

Strategy #6 to accomplish this goal: If we implement school-wide initiatives to address students Social and Emotional well-being, attendance, behavior, and safety concerns, and motivation to try their best in school, then students will be present more often for Tier 1 instruction and will have increased coping skills helping them navigate stress and trauma, allowing them to more effectively engage in the learning process, reaching proficiency in standards.

School SMART Goal #2: 80% or more of our Special Education students will meet their annual growth target as measured by their 2022 RISE scores.

Tracking School SMART Goal #3

Data Used to Track School Goal 3 (check all that apply):

RISE Proficiency Scores RISE Growth Scores WIDA Scores RISE Interim Scores

Other data: _____ Other data: _____

How will Goal 3 be monitored (check all that apply):

Consistent data review in department or grade-level teacher PLCs

Consistent data review in Building Leadership Teams and/or school MTSS team

Consistent data review with Community Council and other parent stakeholder groups

Other goal monitoring: _____

How will the success of Goal 3 be communicated to stakeholders (check all that apply):

Shared with Community Council and other parent stakeholders School website

Published on Community Section of school website Shared at school events

Other ways: Shared with staff and SpEd department

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Strategy #1 to accomplish this goal:

If Special Education students have a lower adult-to-student ratio, then they will receive more individualized, targeted instruction based on their needs, and perform better on summative assessments.

Reflection:

Celebration(s):

Jefferson has hired a .50 instructional coach. This individual has supported many teacher’s instructional abilities and this individual has worked with them through the coaching cycle. He has also worked with the administration to provide meaningful monthly professional development.

The school has also hired additional para-professional support to help in struggling math classes and during COVID this aide has also communicated with Spanish-speaking patrons who are on distance learning to provide assistance. Jefferson has seen increased involvement from these students and their parents.

With the creation of additional classes the core classes sizes have been reduced and students are receiving more individualized attention and classroom management needs have been minimized.

The mid-year and end-of-year Reading Inventory (RI) data looks favorable with considerable growth in the school scores. It is unclear how Jefferson compares with other similar district schools, but we are optimistic the school will be ranked near the top for Lexile growth.

RISE results are not yet available.

Reflection on goal(s):

Reading Inventory results for 2020-2021:

	First Test	Last Test
Highly Proficient	18%	24%
Proficient	20%	22%
Strategic at Risk	29%	26%
Intensive at Risk	33%	28%

Link between expenses and school success:

The instructional coach has provided teacher instructional support and professional development. In regular classroom visits the teachers regularly comment on the impressive teacher instruction and improved “opportunities to respond (OTR)” being demonstrated by colleagues.

Many more Spanish-speaking parents have communicated with the school and have sent students back to in-person school.

Due to smaller class sizes, teachers have mentioned that due to smaller classes the classroom environment is more manageable and student learning has been enhanced which has impacted the RI and RISE scores.

Closing learning gaps (how school will find, assess, and address

Jefferson in conjunction with Kearns Junior will be offering summer school to all students who want and need to improve due to learning loss.

Additional counselor support is being provided to students who have been impacted emotionally by COVID.

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student
needs)

Due to the addition of 6th grade students, school technology and instructional needs for incoming students is significant and Jefferson wants to provide the needed resources for improved student learning. Many repairs and purchases for Chromebooks have been required for in-person and distance learning students. Additional instructional technology support is also being provided to our incoming teachers and classes.

Many of the school's distance learning students are special education resource and unit students. The school will be impacted by the addition of another special education unit, which will be an SEL unit. Jefferson currently has two AA units. Due to the impact three self-contained units can have on the school climate, it was determined to provide an additional teacher to co-teach in these three units.