



<b>ELA ACTION PLAN</b>	
<b>Key Performance Outcome:</b>	
90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Ensure that all students interact with grade-level text and content through scaffolding of text for shared reading.	<ul style="list-style-type: none"> <li>Reach for Reading summative assessments (K-5)</li> <li>Reach for Reading/teacher-created formative assessments (K-5)</li> <li>i-Ready diagnostic assessments, comprehension domains (3-5)</li> <li>SBA interim assessments, read literary/informational texts (3-5)</li> </ul>
Intentionally plan for and use Guided Language Acquisition Design (GLAD) strategies to build students' academic and content-specific vocabulary.	<ul style="list-style-type: none"> <li>Reach for Reading summative assessments (K-5)</li> <li>Reach for Reading/teacher-created formative assessments (K-5)</li> <li>i-Ready diagnostic assessments, vocabulary domain (3-5)</li> <li>SBA focused interim assessments, language and vocabulary use (3 &amp; 5)</li> <li>English Language Proficiency Assessment (ELPA)21 reading domain (K-5)</li> </ul>
Develop a comprehensive progress monitoring system to identify students needing interventions and to evaluate the effectiveness of interventions.	<ul style="list-style-type: none"> <li>Reach for Reading summative assessments (K-5)</li> <li>Reach for Reading/teacher-created formative assessments (K-5)</li> <li>i-Ready diagnostic assessments (3-5)</li> </ul>
<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Ensure that all students interact with grade-level text and content through scaffolding of text for writing from sources.	<ul style="list-style-type: none"> <li>Writing Foundations benchmark assessments (K-3)</li> <li>Teacher-created formative assessments (K-5)</li> <li>SBA interim assessments, performance tasks (3-5)</li> <li>ELPA21 writing domain (K-5)</li> </ul>

<p>Target organization of narrative, informational/explanatory, and opinion writing with a focus on cross-grade alignment.</p>	<ul style="list-style-type: none"> <li>• Writing Foundations benchmark assessments (K-3)</li> <li>• Teacher-created formative assessments (K-5)</li> <li>• SBA interim assessments, performance tasks (3-5)</li> </ul>
<p>Teach revision and editing with a focus on cross-grade alignment of editing marks, checklists, and academic vocabulary.</p>	<ul style="list-style-type: none"> <li>• Writing Foundations benchmark assessments (K-3)</li> <li>• Teacher-created formative assessments (K-5)</li> <li>• SBA focused interim assessments, editing (3 &amp; 5)</li> </ul>

**MATH ACTION PLAN****Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.

**Math Action Items**

(Actions that **improve** performance towards outcomes)

What are you going to do?

**Key Performance Indicators (KPIs)**

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the SBA?

Increase cognitive load for students through intentional questioning and response opportunities.

- SFUSD Milestone Tasks (K-5)
- Teacher-created formative assessments (K-5)
- Math journals/student work (K-5)

Integrate enVision and SFUSD materials to plan scaffolded lessons that offer an intentional focus on the student learning progression to and from standard.

- Kindergarten Assessment Resource Kit (KARK) (K)
- SFUSD Milestone Tasks (K-5)
- Teacher-created formative assessments (K-5)
- SBA interim and focused interim assessments (3-5)
- Math journals/student work (K-5)

Develop a comprehensive progress monitoring system to identify students needing interventions and to evaluate the effectiveness of interventions.

- SFUSD Milestone Tasks (K-5)
- Teacher-created formative assessments (K-5)
- i-Ready diagnostic assessments (1-5)
- SBA interim and focused interim assessments (3-5)

**SCIENCE ACTION PLAN****Key Performance Outcome:**

90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.

**Science Action Items**

(Actions that improve performance towards outcomes)

What are you going to do?

**Key Performance Indicators (KPIs)**

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the WCAS?

Focus on cross-grade alignment by science domain to connect concepts across grades and to foster a shared responsibility for science.

- Materials from professional learning activities
- Science journals/student work

Increase staff understanding of transition guides and Washington Comprehensive Assessment of Science (WCAS)-style questions to ensure higher-level student thinking and engagement in science.

- Teacher-created formative assessments
- Science journals/student work

Identify key GLAD strategies to use with each kit tied to specific lessons to build students' academic and content-specific vocabulary.

- Science kit assessments
- Science journals/student work

**Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.**

**Key Performance Outcome(s):**

**Welcoming Culture:** Students, family/community members, and staff will view Jefferson Elementary as a welcoming place where learning and support are accessible to all regardless of language, socioeconomic status, or cultural background.

**Physical, Emotional and Intellectual Safety:** Students, family/community members, and staff will view Jefferson Elementary as a safe place to learn, visit, and work.

**Equitable and Accessible Opportunities:** 77% of English Learner (EL) students will be on track to transition out of services within six years by 2027.

<b>Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<b>Welcoming Culture</b>	
Foster and maintain a feeling that all families are welcome regardless of background or language, and that they can access teachers and school leaders easily.	<ul style="list-style-type: none"> <li>• High principal and assistant principal visibility as measured by the Educational Effectiveness Survey (EES)</li> <li>• Number of translators provided</li> </ul>
Increase family communication through a variety of channels.	<ul style="list-style-type: none"> <li>• Twitter, website, and Blackboard Connect statistics</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
Target student growth mindset and self-management.	<ul style="list-style-type: none"> <li>• Panorama survey results (3-5)</li> <li>• Student Educational Effectiveness Survey (EES) results (4-5)</li> </ul>
Regularly monitor and respond to student social-emotional data at both teacher and office level.	<ul style="list-style-type: none"> <li>• Panorama survey results (3-5)</li> <li>• Teacher-created Social-Emotional Learning (SEL) check-ins (K-5)</li> <li>• Materials from professional learning and collaboration</li> </ul>
<b>Equitable and Accessible Opportunities</b>	
Use Performance Matters to analyze student achievement by subgroup and provide interventions to close achievement gaps.	<ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• DRA</li> <li>• i-Ready diagnostic data</li> </ul>
Refine Multi-Tiered System of Support (MTSS) processes (Student Intervention Team and PBIS Tier 2 Team) to target underperforming students.	<ul style="list-style-type: none"> <li>• Documentation of Student Intervention Team (SIT) and Positive Behavior Interventions and Supports (PBIS) Tier 2 team interventions and student growth</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Improve attendance through communication and follow-up with families from all levels (teacher, office, administrators).	<ul style="list-style-type: none"><li>• Student attendance data</li><li>• Newsletter articles and communications discussed at conferences</li><li>• Notes from attendance meetings</li></ul>
Increase student engagement by developing a system to monitor and respond to concerns.	<ul style="list-style-type: none"><li>• Student engagement data</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Jefferson staff members will increase and foster two-way communication with family members, who in turn will take a more active role in the life of the school.

<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Increase the amount of home/school interaction about academics and social-motional learning through family engagement nights, resources shared at conferences, and newsletter articles with resources and information.	<ul style="list-style-type: none"><li>• Home/school communications</li><li>• Increase family night participation data by 10%</li><li>• Family Learning Night materials</li></ul>
Launch Natural Leaders program to engage diverse families.	<ul style="list-style-type: none"><li>• Program participation data</li></ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

Students will have increased access to technology tools and activities as a result of increased capacity of staff.

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Provide students with engaging and rigorous standards-based assignments in Canvas and Google Classroom.	<ul style="list-style-type: none"><li>• Student work</li></ul>
Increase staff knowledge of and fluency with giving students feedback via digital tools.	<ul style="list-style-type: none"><li>• Staff newsletter articles</li><li>• Student feedback examples</li></ul>
Provide regular opportunities for students to use online i-Ready lessons for individualized learning, with the goal of passing three math and two ELA lessons per week.	<ul style="list-style-type: none"><li>• i-Ready instructional usage data</li></ul>



<b>Reading LAP Plan</b>	
<b>Element</b>	<b>Description</b>
<p><b>Comprehensive needs assessment</b>            What process and measures are used to review the success of the Learning Assistance Program (LAP) services provided?</p>	<p>In order to determine needed improvements in the school’s academic intervention program, the Instructional Leadership Team holds extended meetings in both June and August to analyze and discuss Smarter Balanced Assessment, Development Reading Assessment (DRA), and i-Ready data in order to determine the instructional focus in each content area for the following year. This analysis informs the following year’s School Improvement Plan, as well as professional learning and coaching in the building. It is through this process that our staff analyzes the effectiveness of the LAP services we are providing to students, and determines changes in order to increase student learning. Along with assessment data from a variety of sources throughout the year, we also analyze LAP students’ running records on a frequent, ongoing basis in order to regroup or exit students and to determine the effectiveness of interventions.</p>
<p><b>Qualifying students for supplemental services</b>            What assessments are used to identify students for LAP services? What scores qualify students for service?</p>	<p>We determine qualification for reading assistance by reviewing scores from the following assessments:</p> <ul style="list-style-type: none"> <li>• Kindergarten: Kindergarten Assessment Resource Kit (KARK) assessment in letter recognition; students will be served if they know fewer than ten letters total</li> <li>• First and second grade: Fall 2020 DRA scores; students are served if their level is below:               <ul style="list-style-type: none"> <li>○ First grade: 4</li> <li>○ Second grade: 12</li> </ul> </li> <li>• Third and fourth grade: Fall 2020 i-Ready scores; score ranges for students served are:               <ul style="list-style-type: none"> <li>○ Third grade: 387-492</li> <li>○ Fourth grade: 423-515</li> </ul> </li> <li>• Fifth grade: Students identified by their teachers (flexible groups)</li> </ul>
<p><b>Support for students not meeting standard</b>            What strategies are used to provide additional assistance to students not yet meeting standards?</p>	<p>Strategies being used are:</p> <ul style="list-style-type: none"> <li>• First grade: Students receive differentiated phonics instruction in a walk-to-read model</li> <li>• Fifth grade: Oral reading fluency practice and tracking</li> <li>• All grades: Students receive small-group instruction using intervention materials four or five days per week</li> <li>• All classroom teachers provide differentiated instruction and practice during their literacy block</li> </ul>
<p><b>Professional development</b>            What professional development will be offered to ensure that staff has the skills needed to support struggling learners?</p>	<p>Professional development will focus on:</p> <ul style="list-style-type: none"> <li>• Guided Language Acquisition Design (GLAD) training and coaching support</li> <li>• Strategies for text scaffolding to support interaction with grade-level text for shared reading and writing from sources</li> </ul>



## Reading LAP Plan

### Element

### Description

- Increasing student engagement and cognitive load through intentional questioning and response opportunities
- Vertical alignment collaborative work in writing and science

## Parental Involvement LAP Plan

### Element

### Description

#### **Strategies to increase parental involvement**

How parents are made aware of the LAP program?  
What strategies are used to increase the involvement of the parents of LAP students?

- At family conferences in the fall and spring, teachers will discuss LAP services with families of those served. They will give families/guardians suggestions of what they can do at home to support student growth in reading. For second- and third-graders reading more than a year below grade level, these conversations and actions are formalized using the district LAP plan
- Resources and strategies for supporting and encouraging their child's reading progress were shared with all families, including those with students in LAP, during our September 30 Family Learning Night. A November 18 family engagement night will also focus on reading
- Students in LLI groups will take home a copy of the book they read in group each day in order to encourage reading at home. Families are asked to initial that the students read. Students are recognized each time they complete 20 books at home with their families
- The school newsletter will include suggestions and tips for reading at home on a regular basis