

## SY2017-18 Comprehensive School Plan

<b>DCPS/ School Vision</b>	<p>Every student feels loved, challenged, and prepared to positively influence society and thrive in life.</p> <p>Jefferson BHAGs (Big Hairy Audacious Goals):</p> <ol style="list-style-type: none"> <li>1. We will be the highest achieving middle school in D.C. for all students.</li> <li>2. All members of the Jefferson community will love school.</li> </ol>			
<b>Focus Area</b>	<b>Literacy (DCPS Required)</b>	<b>SEL (DCPS Recommended)</b>	<b>RTI (Cluster Specific)</b>	<b>Math (School Specific)</b>
<b>School- Specific Strategy</b>	<ul style="list-style-type: none"> <li>Implement rigorous, Common-Core-aligned ELA instruction and school-wide writing initiative (across contents), provide leveled Reading Intervention programs, increase independent reading, and prioritize high-leverage instructional strategies to reduce the number of students reading well below grade level (Level 1 on PARCC) and increase the number of students reading on or above grade level (Level 4/5).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement Advisory and PBIS programs with an even greater emphasis on student growth mindset, positive psychology, and community building (SLCs, home visits, family engagement events) to increase students' love for school and overall satisfaction and decrease suspension days and truancy percentage.</li> </ul>	<ul style="list-style-type: none"> <li>Implement clear systems, roles, and responsibilities for the RTI process that ensure that all students who require Tier 2/3 supports receive them with fidelity and demonstrate academic and social-emotional growth.</li> </ul>	<ul style="list-style-type: none"> <li>Implement rigorous Common-Core-aligned instruction, effectively incorporate Eureka curriculum and iReady instruction, and prioritize high-leverage instructional strategies to reduce the number of students well below grade level in Math (Level 1 on PARCC) and increase the number of students on or above grade level in Math (Level 4/5).</li> </ul>
<b>Aligned DCPS Strategic Priority &amp; Rationale</b>	<ul style="list-style-type: none"> <li>Promote Equity</li> <li>Educate the Whole Child</li> <li>Ensure Excellent Schools</li> </ul> <p>School demonstrated modest growth on PARCC in ELA (+3%). Growth on RI assessment was lower than anticipated, with the percentage of students proficient</p>	<ul style="list-style-type: none"> <li>Promote Equity</li> <li>Educate the Whole Child</li> <li>Engage Families</li> </ul> <p>Advisory implementation has been strong overall (used as model for cluster schools), but school aims to implement more elements of positive psychology and</p>	<ul style="list-style-type: none"> <li>Promote Equity</li> <li>Educate the Whole Child</li> </ul> <p>District feedback on the RTI system was extremely positive last year, specifically in terms of meeting facilitation, evidence collection, and student identification. The</p>	<ul style="list-style-type: none"> <li>Promote Equity</li> <li>Educate the Whole Child</li> <li>Ensure Excellent Schools</li> </ul> <p>School demonstrated backslide in performance on PARCC (-1%) after a significant gain (+7%) in previous year. iReady performance continues to be</p>

	growing just 6% (22% to 26%) from BOY to EOY.	growth mindset to increase students' self-efficacy and love for school. Student satisfaction has increased each of last three years, but it still remains under 80%. Suspension days were reduced by 33% last year.	focus now is increasing the consistency and effectiveness of interventions to demonstrate student growth.	strong, with 80% of students making expected growth last year.
<b>Goal(s)</b>	<ul style="list-style-type: none"> <li>Increase of at least 5% in students scoring Level 4/5 on PARCC.</li> <li>Decrease of at least 5% in students scoring Level 1 on PARCC.</li> <li>At least 80% of students meet expected growth target for RI.</li> <li>Increase in proficiency percentage on A-Net interim assessment.</li> </ul>	<ul style="list-style-type: none"> <li>80% of students agree with statement "I like my school" on student satisfaction survey</li> <li>10% decrease in suspension days per 100 students</li> <li>100% of teachers implement the advisory program</li> <li>100% of students will participate in at least one family engagement activity (SLC or home visit)</li> </ul>	<ul style="list-style-type: none"> <li>100% of students who qualify for RTI process via EWI and alternative data sources receive documented interventions that are tracked for fidelity</li> <li>Increase of at least 5% in students scoring Level 4/5 on PARCC. (Math and Reading)</li> <li>Decrease of at least 5% in students scoring Level 1 on PARCC. (Math and Reading)</li> <li>At least 80% of students meet expected growth target for RI and iReady.</li> <li>Increase in proficiency percentage on A-Net and EdCite interim assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Increase of at least 5% in students scoring Level 4/5 on PARCC.</li> <li>Decrease of at least 8% in students scoring Level 1 on PARCC.</li> <li>At least 80% of students meet expected growth target for iReady.</li> <li>Increase in proficiency percentage on EdCite interim assessment.</li> </ul>
<b>Owner</b>	<ul style="list-style-type: none"> <li>Principal, ALT, ELA LEAP Lead</li> </ul>	<ul style="list-style-type: none"> <li>Principal, AP of Culture, School Counselor, ALT, SLT</li> </ul>	<ul style="list-style-type: none"> <li>Principal, School Counselor, grade-level admin and leads</li> </ul>	<ul style="list-style-type: none"> <li>Principal, ALT, Math LEAP Lead</li> </ul>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>Implement LEAP and modify for the needs of teachers and students.</li> <li>Increase rigor in ELA classrooms based on feedback from district walk-throughs and school visits. Provide specific, individualized coaching for these teachers. (example: 6<sup>th</sup> grade</li> </ol>	<ol style="list-style-type: none"> <li>Provide ongoing PD for staff on Advisory facilitation and family engagement efforts (particularly Student Led Conferences).</li> <li>Provide teachers with regular feedback on facilitation and effectiveness of Advisory program.</li> </ol>	<ol style="list-style-type: none"> <li>Implement RTI cycle with consistency, including bi-weekly grade-level meetings, evidence collection, and documentation of all interventions.</li> <li>Provide RTI PD for all staff at least once per quarter.</li> </ol>	<ol style="list-style-type: none"> <li>Implement LEAP and modify for the needs of teachers and students.</li> <li>Increase rigor in Math classrooms based on feedback from district walk-throughs and school visits. Provide specific, individualized coaching for these teachers. (example: 8<sup>th</sup> grade</li> </ol>

	<p>focus on academic feedback and questioning)</p> <ol style="list-style-type: none"> <li>3. Implement twice weekly (Monday and Friday) planning meetings with member of ALT to ensure all lessons are rigorous and CC aligned.</li> <li>4. Implement ongoing coaching (weekly observation/feedback) of teachers from members of ALT aligned to LEAP, Common Core expectations for literacy, and Jefferson’s Instructional Priorities (student discourse, college-level responses, academic feedback).</li> <li>5. Implement school-wide independent reading expectations and culture, including SSR 3 days per week in Advisory (increased from 2 last year), frequent and meaningful library visits for all students, and other initiatives aimed at promoting a love for reading.</li> <li>6. Implement school-wide, evidence-based writing initiative, with expectations for teachers of all contents to incorporate PARCC-aligned writing tasks</li> <li>7. Provide leveled Reading Intervention courses for students (Read 180, Spellread/Lexia) based on ongoing Reading assessments (RI, GORT, etc.)</li> <li>8. Incorporate online curricular resources for ELA (Achieve 300, NewsELA, iReady, vocabulary.com,</li> </ol>	<ol style="list-style-type: none"> <li>3. Include Advisory, family engagement, and other SEL efforts into staff CSC rubrics.</li> <li>4. Provide incentives for students, families, and staff connected to family engagement efforts (home visits and student led conferences)</li> <li>5. Implement bi-weekly “Reflective Friday” in Advisory when students reflect on grades, set goals, and share their progress with their parents.</li> <li>6. Advisory teachers maintain bi-weekly communication with all Advisory families to provide updates on progress and address SEL and other needs.</li> <li>7. Ensure consistent implementation of school PBIS system (PRIDE points) and make clear connections to school’s core values and SEL skills (self-awareness, self-management, etc.).</li> <li>8. Administer informal checkpoint surveys of students (min. 3 times throughout year) aligned to the student satisfaction survey.</li> <li>9. Continue implementation of peer mediation, crisis response, alternative consequences, and other strategies to support students’ SEL needs and reduce suspension days.</li> </ol>	<ol style="list-style-type: none"> <li>3. Hold teachers accountable for serving as point of contact for RTI for their Advisory students. The main responsibilities are sharing the plan with the student and collection of evidence from other teachers.</li> <li>4. Counselor provides ongoing feedback on fidelity and effectiveness of RTI cycle, shared with most teachers and administrators.</li> <li>5. Include RTI responsibilities into staff CSC rubrics.</li> </ol>	<p>effective implementation of Eureka curriculum)</p> <ol style="list-style-type: none"> <li>3. Implement twice weekly (Monday and Friday) planning meetings with member of ALT to ensure all lessons are rigorous and CC aligned. Use of EdCite, Eureka, and other resources for PARCC-aligned stems and tasks.</li> <li>4. Targeted tutoring in after-school program and possible Saturday school. (use of EtE funds)</li> <li>5. Implement iReady lunchtime groups for remediation. Use of iReady Logs for iReady instructional use.</li> <li>6. Incorporate more technology-enhanced items through 1:1 laptop initiative.</li> <li>7. Implement first phase of Math Acceleration Program. (defining qualifications for taking 8<sup>th</sup> grade Algebra, piloting 6<sup>th</sup> graders in 7<sup>th</sup> grade classes, etc.)</li> <li>8. With support from A-Net (EtE funds), implement consistent data cycle that allows teachers to effectively analyze and action plan from meaningful, CC-aligned assessments.</li> </ol>
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	<p>etc..) to supplement in-class instruction.</p> <p>9. Targeted tutoring in after-school program and possible Saturday school. (use of EtE funds)</p> <p>10. With support from A-Net (EtE funds), implement consistent data cycle that allows teachers to effectively analyze and action plan from meaningful, CC-aligned assessments.</p>			
<p><b>Leading Indicators</b></p>	<ul style="list-style-type: none"> <li>• Student growth on PARCC-aligned writing tasks (on Unit assessments and in class) using PARCC rubric</li> <li>• Student growth and proficiency on RI assessment</li> <li>• Number of books checked out from library</li> <li>• Observations of independent reading in advisory</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension data from SBT</li> <li>• Family engagement participation from Flamboyant</li> <li>• Student satisfaction survey (I have an adult in the building I can trust - 100%)</li> <li>• Percentage of student that earn bi-weekly PBIS incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Every two weeks, data and evidence collected determine student RTI progress</li> <li>• Each cycle 100% of students make progress or be referred to the appropriate next step (special education or mental health)</li> </ul>	<ul style="list-style-type: none"> <li>• LEAP PD materials</li> <li>• Student time and completion of iReady lessons and pass rate</li> <li>• Completed iReady logs</li> <li>• Completed math drills, increase in student fluency as measured by the drills (3 weeks in a row)</li> <li>• AS data tracking</li> <li>• Teacher coaching goals met</li> <li>• Observations of instruction</li> <li>• Data from Edcite (?)</li> <li>• Exit ticket data that is aligned to Eureka curriculum and PARCC stems</li> <li>• Planning meeting minutes</li> <li>• Accelerated math plan and # of students participating and passing algebra before HS</li> </ul>

<b>Supports Needed from Central Office</b>	<ul style="list-style-type: none"> <li>Classroom walk-throughs and LEAP/planning support from district ELA team</li> <li>Provide actionable data from A-Net, RI, and other assessments</li> </ul>	<ul style="list-style-type: none"> <li>PBIS grant for incentives</li> <li>SEL resources for advisory teachers</li> </ul>	<ul style="list-style-type: none"> <li>Clarity on use of EWI vs. other data sources when identifying students needing interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom walk-throughs and LEAP/planning support from district Math team</li> <li>Provide actionable data from EdCite, iReady, and other assessments</li> </ul>
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