



“Journey to Excellence Through Success!”

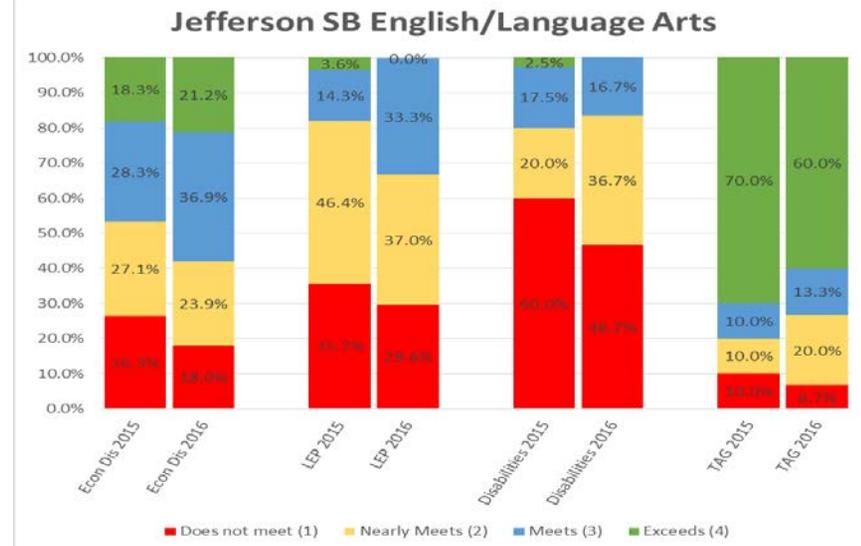
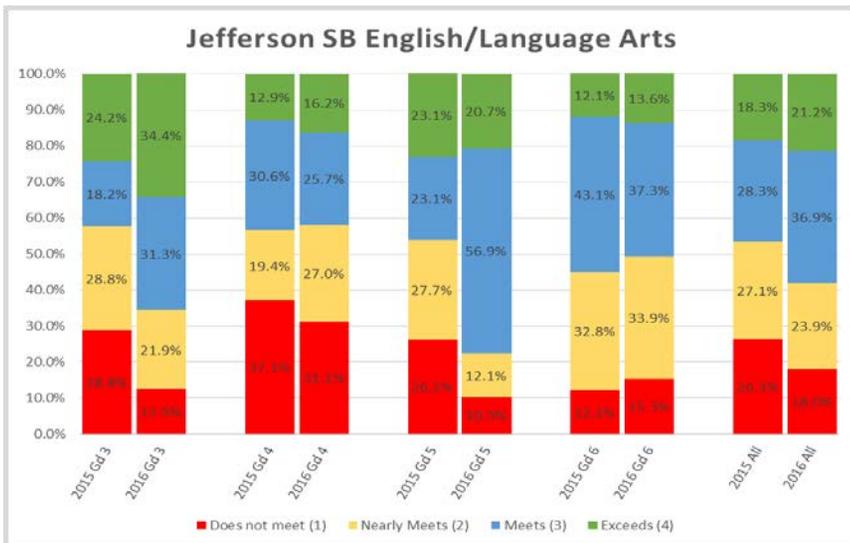
1. STUDENT ACHIEVEMENT DATA

1a. Analyze the **SBA ELA scores**. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Reading: Based on OAKs Data from the Smarter Balanced Assessment, Jefferson saw an overall increase of 11% of students passing in the area of reading, while reducing the overall “did not meet” by 14% points. Although grade 6 remained relatively the same, grades 3 and 5 saw double digit gains in meets or exceeds at 23% gain and 31% gain, respectively.

Grade 4 saw an overall gain of 8% meeting. Special populations also demonstrated growth in the areas of economically disadvantaged (+9%) and LEP (19%). In the second year of this assessment our team better planned for implementation through a schedule that allowed for later testing.

Grade level teams that increased overall scores focused their instruction on elements of writing for a purpose and using details from the text to support answers. In 2015 – 2016, all grade 3-6 classrooms had daily Chromebook access. The used of these computers provided support to students who needed more opportunities to familiarized themselves with this technology prior to testing. As a result, 75% of Jefferson students tested did so in the familiar and comfortable environment of their own classroom. All indication support our believe that classrooms are a better testing setting than our computer lab.





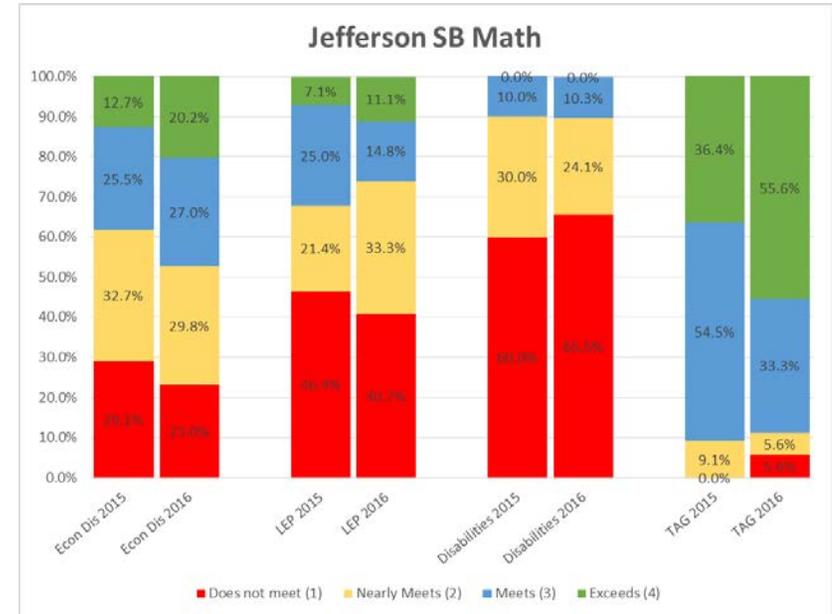
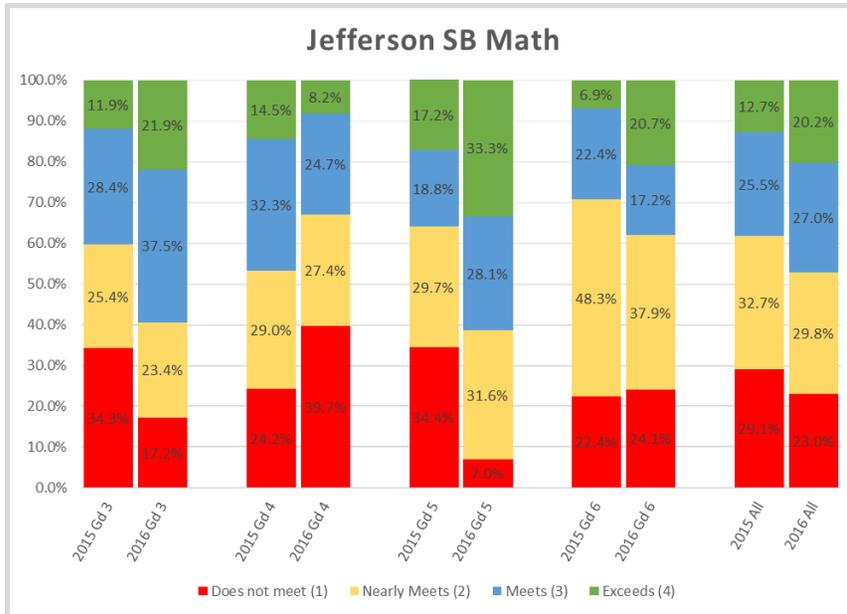
“Journey to Excellence Through Success!”

1b. Analyze the **SBA Mathematics scores**. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

Math: Overall, Jefferson increased by 10% the number of students who passed the math portion of the Smarter Balanced exam. We also saw an 8% increase in the number of students who exceeded.

Grade 5 saw the biggest gains with a 26%-point increase, followed by grade 3 (+20%) and grade 6 (+19%). In our sub group populations, we saw a 10% gain in economic disadvantaged students, but an overall decrease in both LEP and students with disabilities.

In 2016-2017, Jefferson implemented targeted interventions in math in grades 5 and 6. We maintained math studio instructional habits within daily lessons. The primary area of concern for 2015 - 2016 was grade 4 where we had seen a significant 14% decline in passing scores. We attribute this decline to be the direct result of personnel changes that affected the continuity and basic instructional levels existent at Jefferson.





“Journey to Excellence Through Success!”

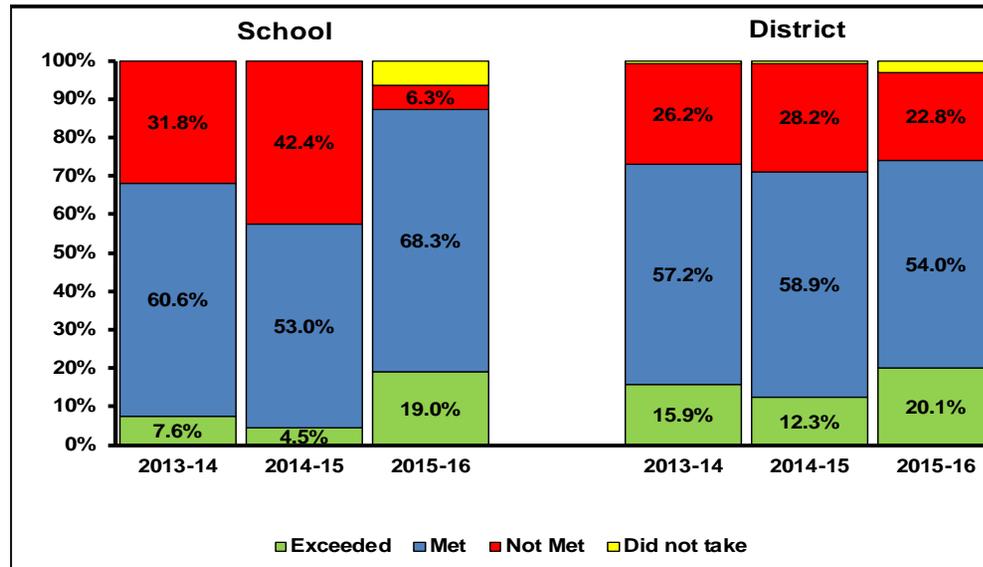
1c. Analyze the last three years of **OAKS Science** scores. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring? (see comparison/longitudinal charts below and following page)?

In 2015 - 2016, Jefferson demonstrated a significant gain in the area of science. Fully 87% of our students who took the test met or exceeded. Jefferson had an almost 15% increase in students who exceeded on this test. Jefferson reduced the did not meet category to 6%.

The factors that attributed to significant increases in score profiles were instructional and scheduling changes. During reading and science instruction, grade 5 teachers used science leveled readers to support both reading skills as well as science content.

The decision was made to schedule science testing later in the school year while continuing to offer the opportunity for a second test. Targeted interventions were provided over a three-week period between testing dates.

Jefferson Elementary
5th Grade Science



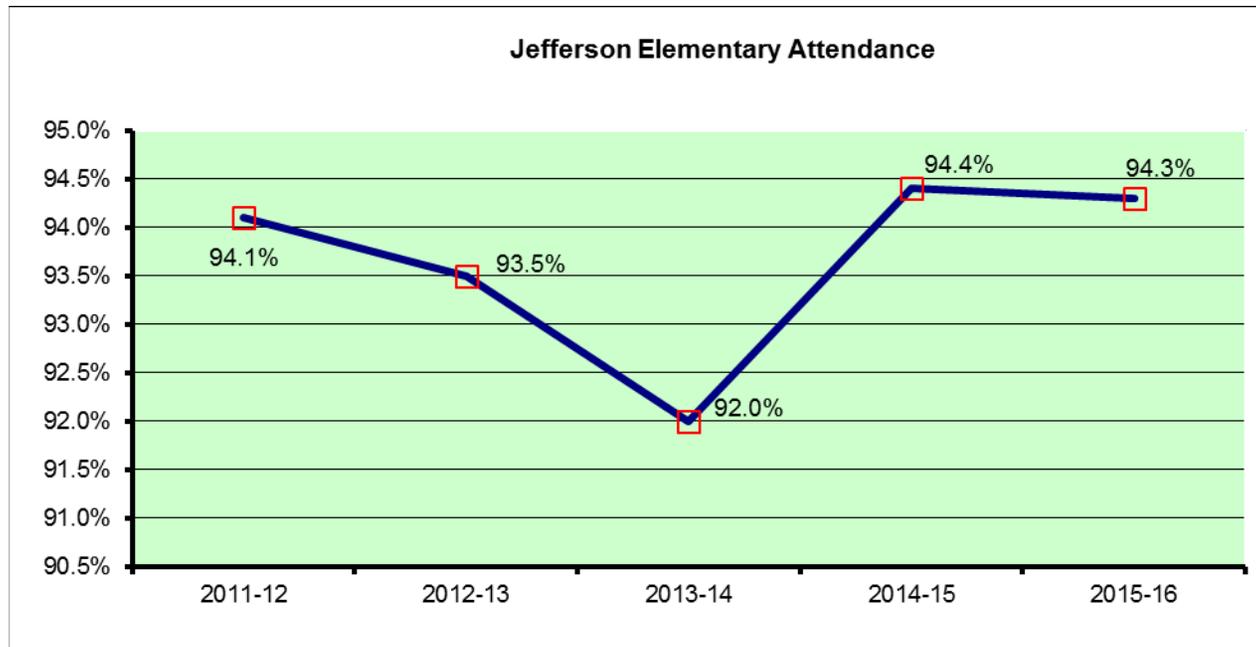


“Journey to Excellence Through Success!”

2. Student Behavior Data

Review **ATTENDANCE and SWIS** data. What observations and conclusions can you make? What do you attribute to the gains or losses? What trends seem to be occurring?

2a. Attendance
 Jefferson continued to maintain above 94% attendance. In 2015-2016, PBIS recognized and rewarded classrooms monthly that maintained the highest attendance rate for the school.
 Jefferson maintains an active PBIS program which provides engaging activities for students. Additionally, there are supports and interventions available for families who are in need help in the area of attendance.
 In 2015-2016 Jefferson sponsored Happy Smiles, Family Solutions Student Support, and an on-site mental health provider that supported students and families.



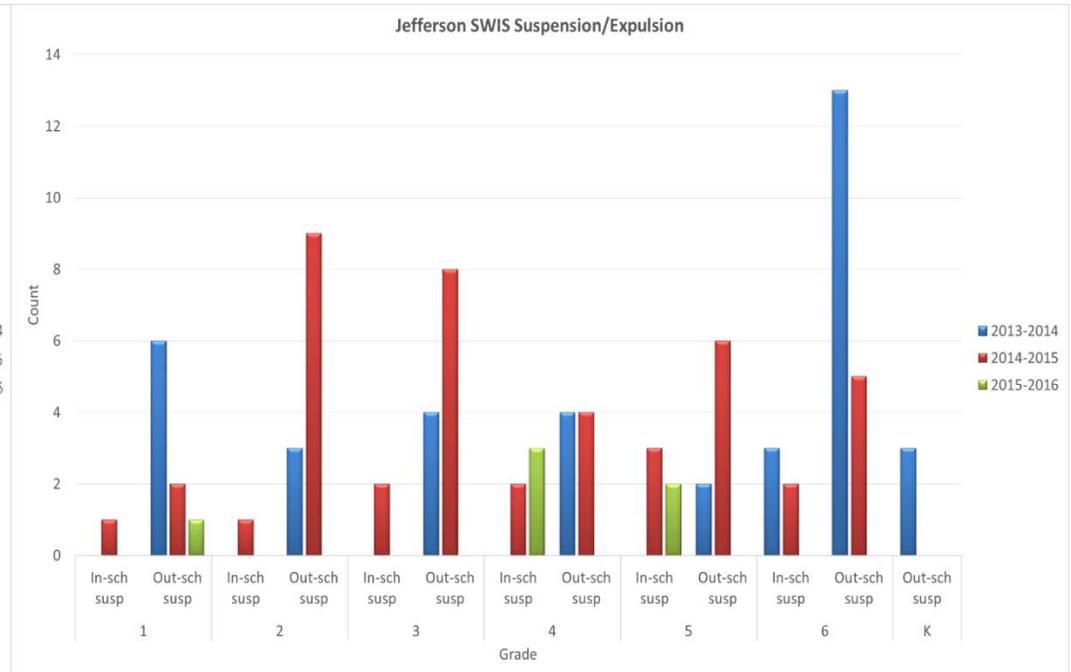
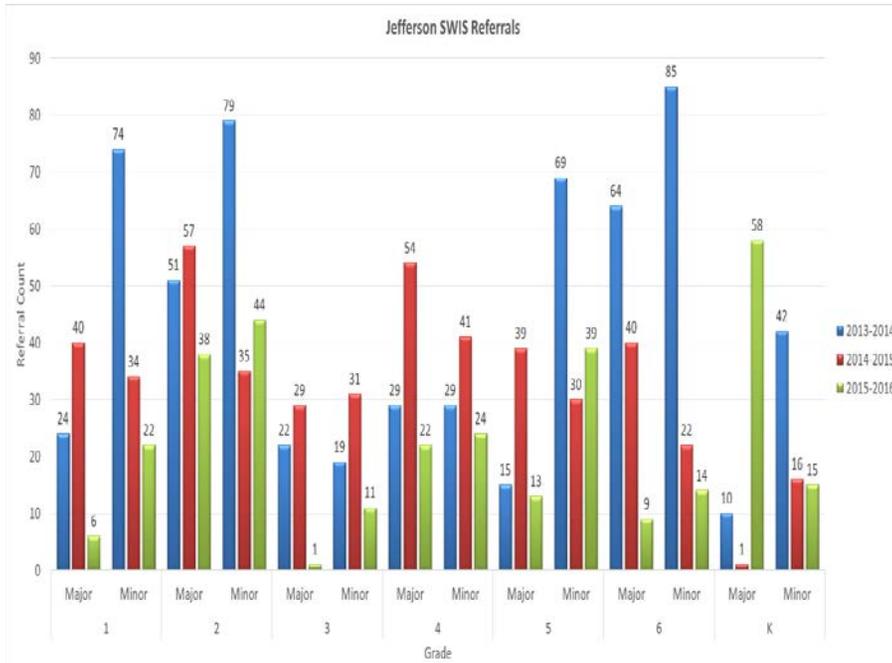


“Journey to Excellence Through Success!”

2b. Behavioral Data (suspension/expulsion/referrals)

SWISS Profile: Jefferson staff have been actively engaged in reducing behavioral infractions that result in a loss of instruction. By positively rewarding students with super student tickets for expected behavior, we have built an environment where good conduct is the norm. Tickets are redeemed for on-going buy in activities developed by the PBIS team.

Due to a change in the law, our suspension rate decreased significantly. Overall, each grade significantly saw a reduction in the number of major infractions by 22-55 referrals. Documentation for additional supports accounted for the majority of recorded major infractions.





“Journey to Excellence Through Success!”

3. Stakeholder Survey Data

In November, Medford School District will provide each school with an electronic survey that gathers staff, student, and family perceptions that match the school wide requirements for the District Improvement Plan. The categories include:

- School Structure & Climate
- Educator Effectiveness
- Family and Community Involvement
- Teaching and Learning
- Leadership

Review the data and summarize the results in the expandable table below.

	Areas of Strength	Areas for Improvement
Staff	<p>Our highest rated response was “Our school provides a safe environment for teaching, learning and working.”</p> <p>Our second highest response was “I have good, collaborative relationships with my colleagues.”</p> <p>We know and appreciate that the cohesiveness of our staff helps us better educate and train our students.</p>	<p>Only two staff members chose “strongly agree” on “The school staff fairly and consistently enforce rules and expectations for student behavior.”</p> <p>Two additional areas for staff growth were “School staff ensures that families have the opportunity for meaningful involvement in the school” and “School leadership includes families in all decision-making and school committees.”</p>
Student	<p>Students tell us that they love to come to school, and appreciate the teaching and learning they are getting at Jefferson Elementary.</p> <p>Students also appreciate our school climate. The fun events, Spirit Days, monthly buy-ins, and student recognitions and rewards create a positive environment.</p>	<p>Many Jefferson students have told us that they are weary of the same students continuously breaking the same rules over and over again. They wish we could get these high flyers to change their behavior (and so do we!)</p> <p>Our students want their parents to be involved. They want us to create multiple opportunities for their parents to have a reason to come to school.</p>



“Journey to Excellence Through Success!”

Families	<p>Fully 94% of our parents indicated that we are strong in our outreach to families!</p> <p>Survey questions indicated that Jefferson is strong in including families, creating a welcoming environment, and establishing consistent rules and expectations.</p>	<p>Our parents don't appear to fully understand the supplemental programs and supports that are available for students. Quite a number of parents clicked on "no basis for response" which leads us to this conclusion.</p>
----------	---	---

4. Area(s) of strength and key activities that contribute to your school's success:

Jefferson Elementary staff members possess a strong commitment to reach the heart of all our students. Students and parents alike indicate strong satisfaction with our school. Our continued high attendance attest to the fact that our students want to be at school. We also get a considerable amount of anecdotal feedback from people that visit our school that Jefferson has a positive, warm environment where everyone is treated with dignity and kindness.

Our quarterly spirit assemblies and our highly attended Parent Teacher Organization meetings where scores of students are recognized for their excellence are just a few of the positive activities that make our school successful.

Our monthly "buy-in" activities are also highly popular with our students. Our positive behavior recognition (PBIS) approach catches kids being good, rather than punishes them for incorrect behavior. With the advent of Restorative Practices, we march further down the road toward helping kids develop empathy which helps them to become positive citizens of our school.



“Journey to Excellence Through Success!”

4. Area(s) for improvement and key activities you are planning to address concerns:

Jefferson staff aims to increase student engagement in instruction and increase the number of students who are successfully demonstrating grade level proficiency in the areas of English Language Arts, Math and Reading. We see that gaining a strong understanding of the components of new curriculum, the use of technology in the classroom and empowering students as members of our community as essential elements in support their instructional needs.

- Jefferson is committed to maintaining the Math Studio – best practices model by establishing set expectations, routines and systems with in our instruction and building.
- We are currently working through the implementation of the Restorative Practices program to support student choice and voice in our community.
- Jefferson staff is using the PLC process to develop concrete instructional strategies around our new Journeys’ curriculum and our new assessment systems that focused on targeted instruction in areas of need for all students throughout the day.
- Jefferson has established a 1-1 Chromebook application for students in grades 3-6 – and incorporating systems that include the use of Google classrooms, research based lessons and applications in all instructional areas (reading, math and writing)



“Journey to Excellence Through Success!”

5. What staff development needs have you identified for this year?

We have a need for ongoing training with our new language arts adoption. We have enlisted the help of district TOSA.

We hope to participate in vertical alignment and a review of pacing. Also, our staff could benefit from professional development to help learn how to navigate Journey and the various tools that are available.

Because our new RTI process is electronic, we have a need for continued training to navigate this referral system.

We are now a Restorative Justice school, and have begun trainings with staff about restorative practices. We see this as a several year process. We also see the need to fold in training about Trauma Informed Care, and we plan to have professional training around Adverse Childhood Experiences.

Regarding our new math adoption, we are hopeful to have timely training and early access to the new Teachers Editions.

We had an emphasis on writing strategies last school year, and hope to continue the conversation about this important topic.

Finally, we see the need to have professional development around Google Classroom, and better usage of our Chromebooks



“Journey to Excellence Through Success!”

Select the three most important goal areas. Write SMART goals and action plans for each.

Jefferson’s Plan is developed and managed in *Indistar*. Attached are the 5/ 34 spotlight indicators selected for the 2016-2017 school year .

Comprehensive Plan Report

[Filter: Spotlight Indicators Only.](#)

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

2/3/2017

Jefferson Elem NCES - 410804000433

Medford SD 549C

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators			
District and School Structure and Culture			
Indicator	DSC1.3 - The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.(3163)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/16/2013	
		Objective Met - 06/10/2014 11/09/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

	Describe current level of development:	<p>Current staff development focuses on implementation of CCSS, Math studio and development of Core writing strategies and implementation of new curriculum aligned to CCSS. In addition to curriculum Jefferson staff is participating the implementation of Restorative Practices for behavioral supports</p> <p>Jefferson staff provides regular opportunities for parents and community to participate in the instruction, focus and planning including but not limited to family activity nights, conferences, PTO, Site council meetings, and Title 1 parent involvement plan.</p> <p>Staff is focused on development of student base growth models that target individual student success and development through differentiation.</p>
Plan	Assigned to:	District and School Structure and Culture Action Team
	How it will look when fully met:	<p>The school level professional development will include preparation for teachers to support parents in the education of their children in the areas of: Common Core Standards, Math instructional supports, get information about their students and providing intervention/ instructional opportunities at home. Evidence that this objective has been met will be completion of Professional Development opportunities designated as the school level focus by staff.</p> <p>SMART Goal/ Action plan 2016-2019 : Jefferson Staff will engage in opportunities for staff professional development in reading, writing and math evidenced by implementation in instruction, PLC notes , PD agendas, notes and lesson plans.</p>
	Target Date:	06/07/2019
	Tasks:	
	1. 2015-16 Professional Development	
	Assigned to:	Richard Snyder
	Added date:	10/21/2014
	Target Completion Date:	06/17/2016
	Comments:	<p>2015-2016 PD for Staff will include Writers Workshop in-service TSS Academy for Classified staff Math Studio</p> <p>In 2015-2016 Jefferson Staff completed year 5 of math studio. In addition to implementing the strategies for concept based math instruction in the classroom Jefferson held a parent informational session. Parents were invited into the classroom for a grade specific math lesson that focused on best practices in teaching math. Jefferson supported our ELD parent with a parent involvement night in the area of math presented</p>

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

		<p>by our district math Coach. Parents were overwhelming positive about these experiences and left with a greater understanding of math instructional practices at Jefferson.</p> <p>In addition to math the Jefferson team engaged in in-service designed to increase student’s skills and development in the area of writing. Teachers participated in 2 sessions on Writers Workshop. The 2015-2016 Curriculum night featured student work from grades 2 to 5 that reflected practices in writing including the free write, editing and revision.</p> <p>In 2015-2016 Parents had three opportunities to participate in student conferences for their child. Conferences helped in the fall, winter and spring focused on current academic progress and provided parents with supports and information on helping their child.</p>
	Task Completed:	05/25/2016
2. 2016-2017 Professional Development Plan		
	Assigned to:	Site Council
	Added date:	11/09/2016
	Target Completion Date:	06/07/2019
	Comments:	<p>School Wide Initiatives Focus Year 5 Math Studio Implementation of Restorative Justice Curriculum implementation ELA Writing - Writers Workshop TSS Training Restorative Practices</p> <p>Individual focus PD Assessment ELD supports SPED Curriculum Intervention/ Monitoring</p>
Implement	Percent Task Complete:	
Comprehensive Achievement Indicators		

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

Educator Effectiveness			
Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)(SIG)		
Status	Tasks completed: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 11/25/2013	
		Objective Met - 08/13/2014 11/09/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Jefferson has completed a full school implementation of Math Studio where all teaching staff has been trained in the elements of best practices for math instruction. Grade level PLC have aligned core instruction to the CCSS in reading and math. Teaching Rubrics and instructional targets are being developed at the district level. Classified Staff are trained on templates, group engagement and use of Habits of Mind/ Interaction during regular staff in-services. Current assessment protocols have been developed for I-ready, DIBLES, SMI and Think Central. Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery as evidenced by in-service agendas and notes. Focus for staff development at Jefferson centers on core instruction in reading, math and writing as well as behavioral supports for students.	
Plan	Assigned to:	Richard Snyder	
	How it will look when fully met:	SMART Goal : Jefferson staff will Participate in professional development on the best practice principles of the Math Studio, Implementation of Writers Workshop protocols and integration of new ELA curriculum as measured by meeting or exceeding state average scores for student achievement in ELA and Math on the Oregon State Assessment of Knowledge	
	Target Date:	06/17/2016	
	Tasks:		
	1. 2015-16 Professional Development		
	Assigned to:	Richard Snyder	
	Added date:	10/26/2014	

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

	Target Completion Date:	06/10/2016
	Comments:	Ashlock Template K- 6 - All New teachers trained - Classified refresher Math Studio K-6 All teachers trained - year 3 Intervention - in-service -- Moby Max, Reading for Phonics, Rewards, Read Naturally, Success maker Math - Math coach will provide in-service and in class support for teachers Reading Coach - will provide in-service and in class support for teachers 1st year teacher in-service – all new teachers will attend district PD program Assessment – using formative, summative assessments to guide instruction 2015-2016 Review : All professional development opportunities were aligned to meet MSD Board Goals and increase effective instructional practices
	Task Completed:	05/31/2016
2. 2016-2017 Professional Development Plan		
	Assigned to:	Academic Team
	Added date:	11/10/2016
	Target Completion Date:	06/09/2017
	Comments:	CTL Template K- 3 - All New teachers trained - Classified refresher Intervention - in-service -- Moby Max, Reading for Phonics, Rewards, Read Naturally, Success maker Math - Math coach will provide in-service and in class support for teachers Math Studio K-6 All teachers trained - Reading Coach - will provide in-service and in class support for teachers in new ELA curriculum 1st year teacher in-service – all new teachers will attend district PD program Assessment – using formative, summative assessments to guide instruction, I-ready, SMI
3. 2017-2019 PD Planning		
	Assigned to:	Richard Snyder
	Added date:	11/10/2016
	Target Completion Date:	05/06/2016
	Comments:	The PD plan will be developed based on assessment and need for 2017 by site council, the principal and staff in spring of 20-17
Implement	Percent Task Complete:	
Comprehensive Achievement Indicators		

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

Family and Community Involvement			
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)(SIG)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 09/25/2013	
		Objective Met - 08/13/2014 11/09/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Jefferson school has an active PTO and a comprehensive parent activity plan. Staff plans at least on parent engagement activity per month that include instruction supports, social behavioral supports and targeted family engagement. Jefferson conducts annual conferences as well as on-going contact with parent's through technology based communications (remind, dojo and e-mail)</p> <p>Medford School District conducts an annual survey of performance. Each parent directed activity has a survey to report interests and concerns. Currently 94 % of respondents believe that The school's leadership and staff provides meaningful FAMILY OUTREACH so that families can support student learning</p>	
Plan	Assigned to:	Bridget McMillen	
	How it will look when fully met:	SMART GOAL/ ACTION PLAN Jefferson staff will annually develop a parent involvement plan that includes activities for families, opportunities for instructional engagement and supports for students/ families that provide parents with the opportunity to be involved as evidenced by 90% or better favorable report on district survey question: The school's leadership and staff provides meaningful FAMILY OUTREACH so that families can support student learning.	
	Target Date:	06/07/2019	
	Tasks:		
	1. 2015-16 Parent Involvement Plan -		
	Assigned to:	Bridget McMillen	

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

	Added date:	10/29/2014
	Target Completion Date:	06/12/2015
	Comments:	In 2015-16 we will send parent involvement plan, communicate all parent involvement activities, have parents on the site council and keep accurate records of VIMs in our schools based on MSD protocols. Activities include Academic Night Back to School BBQ PTO meetings monthly Movie Nights Field Trips Jet Day PTO activities/events One Book One School Project Bring parent to math project 2015-2016 Review - Parent involvement plan was reviewed and distributed in fall of 2015. Communication of activities were distributed in timely manner. In 2016 _2405.37 _ VIM hours were recorded - in support of our student - In Spring of 2016 Jefferson held a recondition of all parents and community members that contributed to the success of our students
	Task Completed:	06/01/2016
	2. 2016-2019 Parent Involvement plan	
	Assigned to:	Parent Involvement Committee
	Added date:	12/07/2016
	Target Completion Date:	06/07/2019
	Comments:	A parent involvement plan is developed and scheduled annually to include opportunities for parents to provide feedback on programs and academic/ social skill development 2016 Scheduled events Parent Teacher conferences (Fall and Spring) Family nights (movie, bingo) STEM night Parent Restorative Justice presentation Back to school night Pastries with Parents
Implement	Percent Task Complete:	
	Objective Met:	8/13/2014 11/9/2016
Comprehensive Achievement Indicators		
Teaching and Learning		

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 11/13/2013	
		Objective Met - 08/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Jefferson has established working PLC's, SLT, Site council and leadership teams that regularly review and analyze student progress and data. PLC's work that the grade level aligning instruction to state standards and using data to drive instructional practices. The school level team analyzes student trends and monitors students at risk. They assign and direct intervention support on a school wide level. Site-council oversees school wide progress on student performance through analysis of student data on the macro level. Leadership team guides resources at the school level that target educational needs for student success. Teachers use classroom based data to monitor student growth and development daily during instruction. Teaching staff align instruction to specific teaching targets as outlined by the state standard components. Instructional goals, targets and language are posted for daily lessons.	
Plan	Assigned to:	Richard Snyder	
	How it will look when fully met:	SMART GOAL/ Action Plan Jefferson staff will annually analyze data at the student, grade and building levels to determine instructional focus and need. Jefferson will meet or exceed state and district performance on Oregon State Assessment of Knowledge.	
	Target Date:	06/07/2019	
	Tasks:		
	1. School Level Team Meeting		
	Assigned to:	Bridget McMillen/ Teaching and Learning Action Team	
	Added date:	11/13/2013	
	Target Completion Date:	06/17/2016	

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

	Comments:	SLT will meet to review school wide data 3 times a year and provide support to grade level teams as they analyze data to support students instruction.	
		2013-2016 Review - The SLT team meets regularly to review data and student progress. Support is added in areas where students are struggling. In 2015-2016 The SLT reviewed data 3 times, focused on providing direct support to more than 86 students and families. Coordinating time to meet has been an issue - Title 1 supports this process by providing 1/2 day release time for this group to meet.	
	Task Completed:	06/01/2016	
2. 2016-2019 Annual Data Analysis			
	Assigned to:	Bridget McMillen/ Teaching and Learning Action Team	
	Added date:	12/09/2016	
	Target Completion Date:	06/07/2019	
	Comments:	<p>Teachers will track individual progress data on students at risk on the electronic documentation system</p> <p>Grade levels will use common formative and summative assessments to determine instructional focus aligned to State Standards</p> <p>School Level team will analyze student progress and assigned targeted support including TSS classified personal - for students/ classrooms at risk in areas of reading, math and writing</p> <p>Site Council will analyze school wide trend data to determine instructional needs, professional development</p> <p>Title 1 will use data to determine placement of staff, need for resources or materials and training</p>	
Implement	Percent Task Complete:		
Comprehensive Achievement Indicators			
Technical and Adaptive Leadership			
Indicator	LDR5.1 - A distributed leadership process is used to build the capacity of others in the school.(3185)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 12/04/2013	
		Objective Met - 08/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Jefferson used various teams to develop capacity with in our programs. Teachers have the opportunity to be involved in action teams that focus on Educator Effectiveness, Leadership, Family and Community, School Culture and Teaching and Learning. Each teams responsibility is to track progress on key indicators, establish goals and tasks annually.</p> <p>Jefferson maintains a Site Council team that oversees the full implementation of the School Improvement plan. The PBIS team develops and coordinates programs and interventions for students in the area of behavioral management. Jefferson has established a leadership team that meets bi-monthly to review current programs, activities and events. A safety team meets monthly to review issues related to environmental safety.</p> <p>57% of parents surveyed in fall of 2016 indicated that Jefferson has established Site Based Decision Making structures with specific duties. 39% had no basis for judgement</p>	
Plan	Assigned to:	Richard Snyder	
	How it will look when fully met:	<p>SMART GOAL / ACTION PLAN A distributed leadership process will be used to build the capacity of others in the school as evidenced by an annual review of team leaderships, designation of purpose and process. The principal will verify annually all staff have the opportunity to participate in designated teams that determine school focus and targets based on meeting notes, agendas and established team rosters.</p>	
	Target Date:	06/07/2019	
	Tasks:		
		1. 2014-16 School Improvement Teams	
	Assigned to:	Richard Snyder/ Leadership Team	
	Added date:	11/03/2014	
	Target Completion Date:	06/17/2016	
	Comments:	<p>Distribution of leadership responsibility will be assigned by the principal with input from staff and site council</p> <p>In 2015-2016 Jefferson had established teams for RTI, SLT and Site Council . In January 2016 a Leadership team was formed and met every two weeks. In the spring of 2016 Jefferson established leadership teams (Effective Educator, Leadership, Family and Community, School culture, and Teaching and Learnings) to review and plan for the school wide improvement plan.</p>	
	Task Completed:	06/01/2016	

**Jefferson School Improvement Plan (SIP) Executive Summary
February 2017 - June 2018**



“Journey to Excellence Through Success!”

	2. 2016-2019 School Teams	
	Assigned to:	Richard Snyder
	Added date:	12/09/2016
	Target Completion Date:	06/07/2019
	Comments:	Each fall staff will review the makeup of and establish the purpose or target for growth for the following teams \ Site Council (by Vote) Action Teams : Educator Effectiveness, Teaching and Learning , Community/ Parent Involvement, School Culture (self-selected) Leadership (Assigned) PBIS (Assigned) Safety (Assigned)
Implement	Percent Task Complete:	