

## Comprehensive Progress Report

**Mission:** Our mission at Thomas Jefferson Elementary is to empower all students to become problem solvers in a safe, caring and collaborative environment.

**Vision:** The vision of Thomas Jefferson Elementary is to develop knowledge-seeking students of integrity who become local and global community contributors.

**Goals:**

90% of parents will attend at least 3 activities of their child that occur outside of school hours during the 2019-2020 school year.

Measured through bi-monthly progress monitoring of students using the Dibels assessment, the number of students who are in the "red-red" portion of the assessment will decrease by 50% during the 2019-2020 school year through rigorous, targeted instruction using Phonics First for 90 minutes per week.

Student data will be reviewed monthly during PLC to identify students who are showing proficiency in formative assessments and scoring above the 50th percentile on MAP assessments to increase the number of students receiving enrichment to 50% of the students.



! = Past Due Objectives		KEY = Key Indicator				
Core Function:		School Leadership and Decision Making				
Effective Practice:		Expanded time for student learning and teacher collaboration				
!	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		We are implementing our literacy plan for Thomas Jefferson Elementary which is in correlation with the Bentonville Literacy plan and RISE. We will use professional development, Response to Intervention and Professional Learning Community meetings to meet these objectives.	Limited Development 03/02/2016			
<i>How it will look when fully met:</i>		Thomas Jefferson Literacy Plan  TJ Professional Development Plan  RISE  K-2 Teachers		Mary Simmons	05/29/2020	

K-1 Teachers completed Summer 2019  
2nd grade  
Completed Days 1-3 Summer 2019  
Day 4, August 2019  
Small group training: Sept 2019  
Days 5-6, August 2020  
3rd-4th grades  
Completed Days 1-3  
Summer 2019  
Day 4, August 2019  
Small Group Training, Sept. 2019  
Days 5-6, August 2020  
RISE Awareness  
Our specials teachers conducted online classes through IDEAS  
Modules 1-6 completed Summer 2019  
Modules 7-12 completed by August 2020  
Phonics First  
Mary Simmons, Literacy Coach completed  
Kristine Crownover, Interventionist completed  
Ericka Burch, 2nd Grade teacher completed  
Literacy Intervention and Resource Roll-Out of RISE  
Resource Teacher and Intervention Teacher, August 2019  
Literacy Centers/Work Stations  
K-1 Teachers, October 2019  
Empowering Writers  
K-1 Teachers, Completed Summer 2019  
2-4 teachers-some completed previously  
TRIKE Retelling Training  
K-1 Teacher representatives attended September 2019  
Summary of RISE Efforts  
With reading being the cornerstone of all subject areas, our top priority is teaching students to read. Our literacy plan of action is to teach decoding and language comprehension since both are required in order to be successful readers. Our kindergarten and first grade students receive an explicit, systematic phonological, phonemic awareness, and phonics program for decoding and a comprehensive program of oral language, vocabulary and building background knowledge for the language comprehension piece of literacy instruction. These skills are woven together using both decodable texts and shared experiences. A shift toward independent reading comprehension begins to happen in 2nd grade. This shift brings all sides of the science of reading together through decodable texts, shared experiences, and text discussions with a variety of narrative,

informational, and short passages that also include technology. The focus on morphology takes over third and fourth grade as explicit and systematic word study lessons. Now that decoding is mastered students can develop more complex comprehension strategies through complicated texts in all genres across the curriculum.

#### RTI Efforts and How They Apply to RISE

Universal screeners (Assessments - Explanation and Timing) are used with every student to identify individual needs to be met through Tier 1 whole and small group classroom instruction and Tier II and Tier II interventions to ensure the success of all students.

All teachers use this information to differentiate instruction according to the skill needs of the students.

Tier I Whole Group-Although we follow a grade level scope and sequence, teachers use data to determine phonological and phonemic awareness skills to differentiate during whole group phonics lessons. Tier 1 Small Group-Teachers use multiple data points to determine decoding and comprehension strategies needed and group students accordingly. These groups are monitored and flexible as their skill level develops over time.

Tier II and III Instruction-Students are placed in tier II and II according to multiple data points. When they fall below in multiple data points they are placed in RTI and progress monitored every few weeks. When growth occurs we know the intervention is working and we continue the support. If adequate growth is not occurring, we evaluate individual students during the RTI PLC days and decide as a team how to best meet the students needs by possibly increasing the days, or minutes, or lowering the group numbers or changing the intervention type.

Science of Reading strategies and principles are utilized and taught by our teachers and interventionist on a daily basis and across the curriculum. As lifelong learners we strive to hoan our craft of teaching in order to meet all the needs of every single student.

#### PLC Efforts and How They Apply to RISE

Whole Group PLC meetings focus on the needs of Tier I instruction. Since all of our grade levels are now implementing RISE and The Science of Reading, it is becoming our culture to discuss the success, challenges, and needs in order to make it successful. PLC meetings are a perfect venue to learn from each other as we travel this journey and navigate our new learning. We focus on components that are going smoothly and what makes them successful so we can celebrate every step no matter how small. We discuss challenges we face and brainstorm solutions with the whole group-administrators, coaches, other leaders, and grade level peers. We decide on a plan of action and commit to trying it a different way. These meetings are grade level decided and led

and often student work is brought in to evaluate for evidence of growth and/or mastery.

Grade Level PLC meeting also focus on Tier 1 instruction but typically only includes the grade level team and coaches or district specialists the team invites to help them in areas of growth. This is not a planning time but a time to walk through RISE components, watch demonstration videos or lit coach (or other teachers) models specific components of RISE that teachers are struggling with, or the lit coach will facilitate a discussion of the tricky component and lead them to clarity. We also bring student data and look for evidence of learning to help drive our instruction.

Whole Group RTI PLC meetings were discussed above.

<b>Actions</b>		<b>1 of 6 (17%)</b>		
10/4/19	Tier I Whole Group-teachers use data to determine phonological and phonemic awareness skills to differentiate during whole group phonics lessons.		Mary Simmons	05/29/2020
<i>Notes:</i>				
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<i>Notes:</i>				

11/16/16	Each grade level will decide on essential standards and the learning targets needed to master the essential standards. Students who have not mastered the essential standards will receive intervention. The essential standards will guide our intervention time.		Mary Simmons	05/31/2020
<i>Notes:</i>				
11/16/16	Teachers will progress monitor students receiving intervention to measure the effectiveness of the intervention.		Mary Simmons	05/31/2020
<i>Notes:</i>				
11/16/16	The school-wide schedule will include a block of time set aside for intervention to remediate (or, in some cases, extend) specific skills necessary for students to succeed.	Complete 08/10/2018	Stacey Freeman	08/10/2020
<i>Notes:</i>				

<b>Core Function:</b>		<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Effective Practice:</b>		<b>Assess student learning frequently with standards-based assessments</b>			
	<b>IID02</b>	<b>The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Students are required to take the Measures of Academic Progress (MAP) assessment three times a year.	Full Implementation 02/22/2019		

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
!	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Thomas Jefferson will implement using exit ticket formative assessments to guide instruction and reteaching standards that are not mastered.	Limited Development 09/25/2019		
How it will look when fully met:		Teachers will create exit ticket formative assessments to assess students' learning. After collecting that data, they will pull students who have not mastered the standards taught. The data from the assessments will guide instruction of reteaching those standards. During PLC, the teams can discuss the data and also use it to place students in the correct tier for RTI if needed.		Tiffany Snodgrass	05/29/2020
Actions			0 of 1 (0%)		
	9/25/19	PLC teams will meet weekly to review the data from the formative assessments that are given. They will discuss student progress and form RTI groups to reteach, if necessary.		Tiffany Snodgrass	05/29/2020
Notes:					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
!	FE06	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Regular communication with families is essential for students to reach their full potential. The old saying "It takes a village to raise a child" is so true. Thomas Jefferson is working to raise the communication between the school and the families of our students. We want to build a partnership with our families.  At the beginning of the year we hold a parent curriculum night. During this time families are invited to come and hear from the administration and also their child's teacher. The administration shares school-wide performance levels and the expectations that the school has for her students. Teachers then share classroom expectations. They go	Limited Development 12/05/2017		

through the curriculum and share information about the standards that will be taught over the course of the year. At our curriculum night, parents not only receive information about what their child will be learning but during this time teachers share with parents how they can help in their child's learning. We also share with parents a packet of information that outlines how parents can become more involved in their child's education.

We currently conduct parent-teacher conference three times a year. We require 100% participation so that every parent is made aware of how their child is performing in school. At these conferences teachers share the standards that have been covered and the expectation of the students and if their child is meeting the expectation.

Thomas Jefferson has a bi-monthly school-wide assembly that we call "Tiger Rally." During this time we recognize student's efforts in school. Parents are invited and attend this celebration with us.

Another great resource that the school provides for families is the family library. The counselor has parenting tools and resources available for parents which help them stay connected to their child.

Over the past couple of years we have conducted a "Coffee Corner." These parent sessions are set up by the Counselor and Principal and occur once a month. The topics in these sessions are set according to areas parents want more information. One month our math coach shared information regarding our math curriculum and current pedagogy. Expectations for students in regards to CGI problems was a big topic of interest. The practice of number talks was also shared. Another month was centered around literacy and our literacy coach shared current practices. This included a discussion of word studies along with some phonics and writing instruction. Other months guest speakers have come in and shared on topics such as internet safety, counseling services and summer learning opportunities. We have also used our Coffee Corner time to help engage parents in the process of forming our school's mission and vision statements. These sessions have become a wonderful communication avenue between the school and families and enlightened parents on how they can become more engaged in their student's education.

Teacher's strive to communicate with parents and get them involved in their child's education. Teachers communicate weekly with parents through a newsletter. This gives the parents information about what the students will be learning that week and ways that the parent can

help at home.

Students are becoming more active learners and are producing more products of their learning through our PBL units. These units are providing the school opportunities to engage parents. Students are able to share their learning experiences during parent nights. Each grade level produces a showcase of their units a couple times each year. The units also provide a median for parents to share their own learning experiences.

Parent involvement is moving from having parents come into the school for activities to having parents partner with the school in educating our students. For example, a group of parents were curious about the school's new phonics program. Teachers got together and invited parents in to share with them a phonics lesson. This has allowed this group of parents to use the same language with their child as is being used in the school.

**How it will look when fully met:** Teachers and parents will partner together to educate our students. The school and family will work as a team to make sure that our students are reaching their potential. Communication between school and family is essential. We want to shift from calling and talking with parents when a student is in trouble to making more positive calls. Sharing with the parents how their child is learning in the classroom and what they are learning.

Tiffany Snodgrass

05/29/2020

**Actions** **1 of 5 (20%)**

12/5/17 We are a PBIS school. We want to give parents the tools that we use at school to help students deal with conflict and self-regulation. We will share those strategies with parents through newsletters and monthly recognition assemblies. We are able to share students' progress through this daily communication.

Lacie Moore

05/29/2020

*Notes:*

12/5/17 Teachers will recognize and communicate to parents a positive that has occurred at school. This can be academic or behavioral. Teachers will email or call a parent each week. These will be shared once a month during a PLC meeting.

Tiffany Snodgrass

05/29/2020

<i>Notes:</i>				
2/13/18	We will create activities where parents can attend school activities that occur outside of school hours. These activities include parent nights, grade level showcases, and other family night activities.	Complete 02/12/2019	Tiffany Snodgrass	05/29/2020
<i>Notes:</i> This action is ongoing and will continue to occur each year.				
9/20/19	We have committed to having a daily morning meeting for the whole school. This allows the entire staff and all students to come together to celebrate each other's accomplishments and to build relationships for the entire school. Parents are encouraged through newsletters and emails to attend on the Fridays that we recognize the students. This communication with families allows them to come and be apart of our morning meetings and stay engaged with our instructional and character awards/achievements (4c).		Tiffany Snodgrass	05/29/2020
<i>Notes:</i>				
9/20/19	We have two parent/teacher conferences each year. We require 100% participation by all parents. This communication allows us to share both instructional and non-instructional records of achievement (4b) in the classroom. This is a very important time for the teacher to share valuable information face to face.		Tiffany Snodgrass	05/29/2020
<i>Notes:</i>				

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
!	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Thomas Jefferson is an elementary school that serves students from kindergarten to fourth grade. The students are a long way from college or a career. While we may not support the students financially or academically in a direct way, we take seriously our part in molding and shaping our students for the future which includes college and career readiness. We expose our students to many different careers through field trips and through inviting people in different occupational fields to come and share about their work. We also stress the importance of responsibility and character development through everyday lessons in class as well as a strong guidance program.	Limited Development 12/02/2015		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		Our desire at Thomas Jefferson is to prepare our students for their future and all that they will face. We believe that we have the power to put in place at a young age traits that will help shape our young people into the adults that they will soon become. We want to continue to provide enriching field trips to expose the students to many different aspects of life. We also want to enhance our volunteer presentations. We will invite more parents into our school to share with the students what it is they do for a living. We will also have a common language developed that expresses the type of student we want to develop. We have a list of 7 attributes that begin being developed in Kindergarten and will continue all the way through 4th grade. These guiding traits will be ingrained into our students which will build a base to help them become college and career ready.		Tiffany Snodgrass	05/29/2020
<i>Actions</i>			<b>2 of 5 (40%)</b>		
3/18/16	We will teach the 7 learner profiles so each student knows how that attribute is displayed in everyday life.		Complete 09/28/2018	Tiffany Snodgrass	05/29/2020
<i>Notes:</i>					
2/18/19	Students who are displaying particular learner profiles will be recognized at our bi-monthly assembly.			Tiffany Snodgrass	05/29/2020
<i>Notes:</i>					
2/18/19	The seven learner profiles will be displayed in every classroom as well as in the hallways.		Complete 09/14/2018	Tiffany Snodgrass	05/29/2020

<i>Notes:</i>				
2/18/19	Each week one of the learner profiles will be highlighted and students will be encouraged to work on that attribute that week.		Tiffany Snodgrass	05/29/2020
<i>Notes:</i>				
2/18/19	Every class will go on at least 2 field trips.		Tiffany Snodgrass	05/29/2020
<i>Notes:</i>				
<b>Implementation:</b>		12/04/2017		
<b>Evidence</b>	12/4/2017 At TJ, all students are taught the learner profiles. These traits guide our work and help teach students how to be a good student. The Learner Profiles are posted in every classroom. Recognition of students displaying one of these traits occurs on a weekly basis. We have designed school shirts that have these traits on them. 3rd and 4th grade students have created videos and performed puppet shows to the younger students in which they teach other students what the Learner Profiles are and what they look like in a person's life. These Learner Profiles have become a way of life at TJ. Students know them and strive to put these traits into their lives.			
<b>Experience</b>	12/4/2017 Our experience in created and teaching our Learner Profiles has been wonderful. We have been very intentional in this process and it is proving to be successful. Our students are becoming better prepared for college and life through instilling these traits into their lives. It has been such a great process and we are beginning to see our efforts pay off.			
<b>Sustainability</b>	12/4/2017 We must work to keep the Learner Profiles a driving force in our school. We must continue to celebrate successes of students and continue to teach them how to be a good student and good citizen. The time and efforts that have been made to create these profiles is no longer needed. Teachers and students have both bought into our Learner Profiles. Me must continue to teach students the importance of each of these traits.			

**Core Function:** High School: Opportunity to Learn

**Effective Practice:** Prepare students for post-secondary options

!	HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

The school provides all students with the same opportunities of learning in the classroom. The teachers provide rigorous instruction aligned with the state standards which prepares them for the next grade level and stretches their thinking. We are increasing the amount of time students are given to research, question, and discover through implementation of project based learning units. These units are intended to provide a more rigorous learning experience.

In addition to our project based learning units, at the Kindergarten and 1st Grade level, all students receive a "search" lesson where a Gifted and Talented teacher comes to the classroom and introduces all students to an authentic and challenging learning opportunity. This is provided for all students. In 2nd grade, all students are given an opportunity to participate in the district gifted and talented program, "TREC". A variety of assessments are given and the data is then used to decide which students need some extra, more rigorous learning opportunities. Included in these assessments are standardized assessments such as MAP, state tests, classroom assessments, teacher recommendations, and parent recommendations. A committee consisting of administrators, teachers, and counselors representing every elementary building in the district place students into the TREC program using a set criteria. Students selected are given the opportunity to receive gifted and talented classes at our TREC center. They are bused to the facility once a week.

3rd and 4th grade students are given the opportunity to participate in the TREC program after the initial mass testing in second grade through teacher recommendation and parent recommendation. Once the recommendation is made, the student is assessed and the data is brought to the placement committee for review. If the student meets the criteria, they are placed into the TREC program at that time.

Incorporated into our response to intervention program, students who are showing proficiency on the skills aligned with the state standards are given an opportunity to be enriched. At the specified intervention time, these students are challenged to stretch their thinking.

Limited Development  
11/29/2017

<p><b>How it will look when fully met:</b></p>	<p>The goal is for all students to have the opportunity to be challenged in their thinking through rigorous teaching and classes so that they are well prepared for the next level of education. At the elementary level, we want all of our students to receive a rigorous education where they are prepared to do anything they desire in the future. We are laying the foundation for our student's future learning.</p> <p>This objective will be fully met when we make sure that all second, third and fourth grader who is ready for a higher rigor is allowed to participate in our TREC program. We want to encourage students to be a part. But the main way that this objective will be fully met is through increased rigor in our regular classrooms. We are on our way to accomplishing this through our PBL units. Each grade has developed four units to this point and the goal is to have six units. As these units are developed and improved each year, they will help raise the rigor of our curriculum. These units allow for higher level thinking skills and challenge students to question their own thinking and research and discover more on their own.</p> <p>Allowing more students access to our gifted and talented program and increasing the rigor of our regular classroom curriculum will not be enough to meet this objective fully. We must raise our expectations as well. Implementation of our learner profiles is doing this very thing. When all students know our seven learner profiles and strive to put these attributes into their lives, we will meet this objective.</p>		<p>Tiffany Snodgrass</p>	<p>05/29/2020</p>
<p><b>Actions</b></p>		<p><b>0 of 1 (0%)</b></p>		
<p>12/3/17</p>	<p>During our PLC, 2nd, 3rd and 4th grade staff will discuss the criteria and expectations for the Gifted and Talented program to increase enrollment in the program. They will review student data, the expectations for the Gifted and Talented program and determine a list of students who should be screened by the the Gifted and Talented Teachers with a focus on our sub populations.</p>		<p>Tiffany Snodgrass</p>	<p>05/31/2020</p>
<p><i>Notes:</i> The team leader will be responsible for making sure this occurs monthly during PLC time.</p>				