

### Jefferson SIP Data – Winter 2025-26

Goal #1 ELA		70% of all students at or above the 70 <sup>th</sup> percentile on STAR ELA			
Grade:	2023-24	Fall 2024	Winter 2024	Fall 2025	Winter 2025
2nd	57%, 84/148 (at 50 PR)	43%, 30/69 students	37%, 39/106 students	26% - 29/110 students	28%, 36/128 students
3rd	50%, 69/137 (at 50 PR)	33%, 48/146 students	28%, 43/156 students	32% - 43/143 students	31%, 42/137 students
*Discrepancy in 2 <sup>nd</sup> grade numbers is due to students taking the early literacy assessment – these numbers are not included in this measure					

Goal #2	Math	70% of all students at or above the 70 <sup>th</sup> percentile on STAR ELA			
Grade:	2023-24	Fall 2024	Winter 2024	Fall 2025	Winter 2025
2nd	37%, 62/169 (at 50 PR)	21% at 31/148 students	23%, 34/149 students	12%, 17/124 students	27%, 39/143 students
3rd	47%, 67/143 (at 50 PR)	28%, 49/173 students	31%, 55/175 students	25%, 37/146 students	33%, 49/149 students

Goal #3 Social/Emotional		Reduce the frequency of office managed referrals by 15%		
Year:	2023-24	2024-25		2025-26
Referrals:	994 total referrals	1016 total referrals		343 referrals to date
1 <sup>st</sup> Semester:	472 1 <sup>st</sup> semester referrals	646 1 <sup>st</sup> semester referrals		47% fewer referrals at this time when compared to the 24-25 school year. 27% fewer referrals at this time when compared to the 23-24 school year

Goal #5		Attendance	<ul style="list-style-type: none"> <li>• Lower rate of chronic absenteeism by 10%</li> <li>• Lower rate of chronic absenteeism for students of low income by 10%</li> </ul>	
School Year		2023-24	2024-25	
Chronically absent <10%		22% of students	15% of students	
1 <sup>st</sup> Semester		27% of students	19% of students	
			17% of students	

IAR Data: Percent of students meeting or exceeding		ELA	Math
2023		9.26%	14.81%
2024		14.86%	14.86%
2025		34%	49%

## Jefferson Task Force Work

Parent Involvement	PBIS	Conscious Discipline	MTSS Data Team	Attendance:
Monthly Meetings	Quarterly Commitment Assemblies	Friends and Family Boards	Learning to utilize Educlimber	Individual quarterly attendance reports
Fall Carnival	Positive Office Referrals	Monthly trainings for all staff	MTSS Student data meetings	Monthly meetings with truancy and Nexus
Polar Express Night	Quarterly Celebrations	Calm corners and active calming centers in classrooms and central locations	SAEERS implementation and review to inform strategic interventions	Scheduled informational flyers sent via Seesaw

## Jefferson Intervention Plan

- **Core Curriculum**
  - *Math (Envision)*: Tier I instruction aligned to pacing (1 lesson/day); small groups, online interventions, and re-teaching based on ongoing assessments.
  - *ELA – Grade 2 (Amplify)*: Skills and Knowledge instruction; WIN block used for targeted re-teaching and gap-filling. *ELA – Grade 3 (Amplify)*: Tier I Knowledge instruction; fluency and comprehension progress monitoring; small-group interventions (Amplify Boost, ReadWorks); IAR prep embedded.
- **WIN (Whatever I Need) Time**
  - *Special Education*: Targeted services using Amplify Boost, PCI, and Envision SuccessMaker.
  - *Title I*: Tier II/III interventions using Amplify ARG, Read Mastery, Envision, and other research-based tools.
- **Data & Progress Monitoring**
  - Data sources include STAR, Amplify, Envision, exit tickets, and standards-based reports. Students are grouped collaboratively; progress is monitored, and instruction is adjusted throughout the quarter.
- **Social-Emotional & Behavioral Supports**
  - SAEERS survey data reviewed quarterly during Data Days.
  - Second Step, Bullying Prevention, and Conscious Discipline implemented schoolwide.
  - Supports include behavior data sheets, Check-In/Check-Out, and monthly MTSS problem-solving meetings.

### Conscious Discipline Update:

Nine Jefferson staff members attended a five-day Conscious Discipline Institute in Phoenix, Arizona, in July. Jefferson is implementing a *train-the-trainer* model to ensure all certified and non-certified staff members receive consistent, high-quality training. Through this model, staff who attended the institute facilitate monthly professional learning sessions that follow the Conscious Discipline scope and sequence.

Current schoolwide climate data reflects strong staff buy-in and consistent implementation, contributing to an environment where students feel safe, connected, and valued. Conscious Discipline strategies are actively taught, modeled, and reinforced throughout the building. Students are observed reminding one another to use regulation strategies, while staff consistently model appropriate responses to big emotions. Our shared language

and approach to behavior focus on teaching skills, building relationships, and supporting emotional regulation, resulting in positive and sustainable changes across our school community.