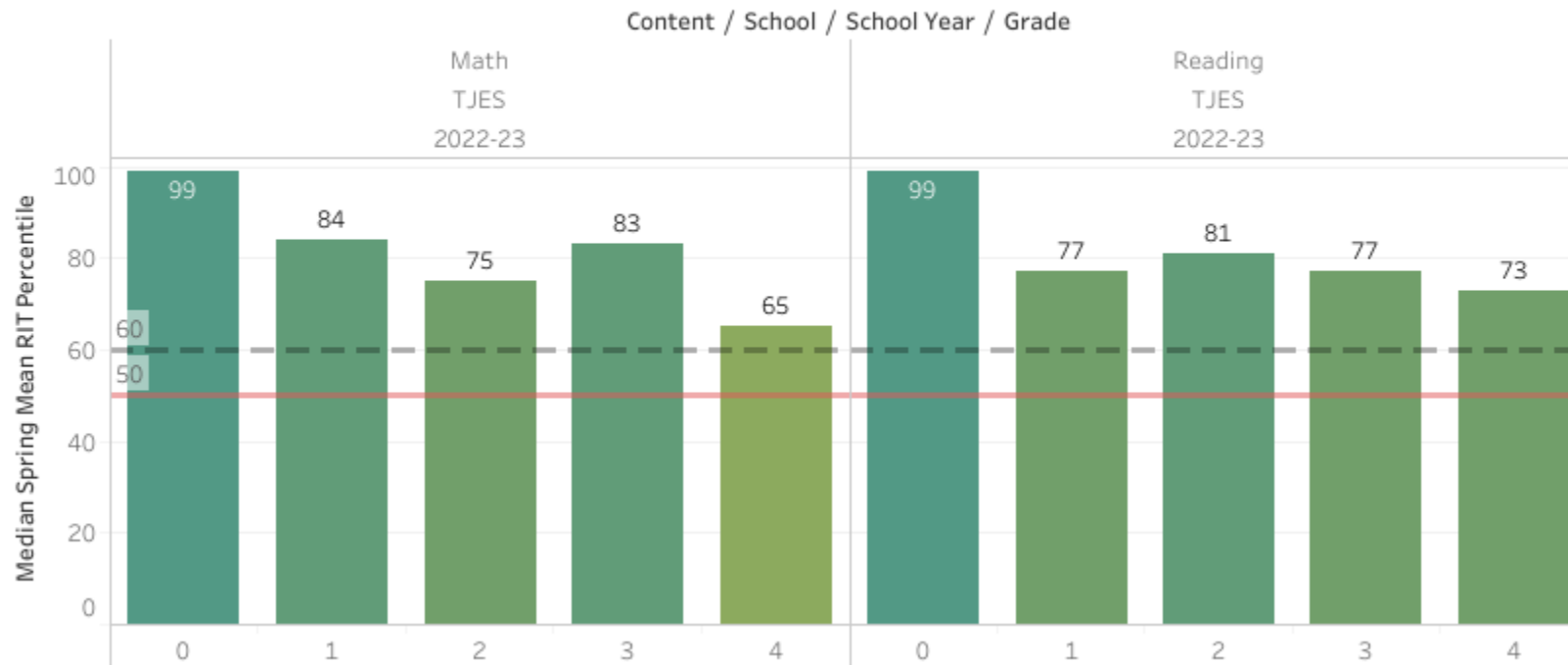




**Thomas Jefferson Elementary School**  
**2023-2024**  
**Building-Level Reflections and Strategic Plan**

**DATA SUMMARY-CURRENT REALITY**

Spring RIT (Percentile)



### **COMPREHENSIVE NEEDS ASSESSMENT:**

Thomas Jefferson Elementary School's PLC teams analyzed the test scores from the 2023 administration of the ACT Aspire Exams and the MAP Assessments. We examined the results for all students. We identified areas of strength as well as opportunities for growth.

### **STRENGTH AREAS:**

- MAP: Kindergarten to 3rd grade scored above 75% on achievement in Math. Kindergarten to Third Grade scored above 75 on achievement in Reading.
- ACT Aspire: Ready/Exceeding in Third Grade
  - 3rd grade had an increase from 21-22 school year to 22-23 school year in all areas. Math was a notable high at 83% meeting or exceeding readiness expectations. They are above 60% achievement in Math, Science, and Reading.
- ACT Aspire: Ready/Exceeding in Fourth Grade
  - 4th grade improved in Science from the 21-22 school year to the 22-23 school year. They are above 60% achievement in Math, Science, and Reading.

### **GROWTH AREAS:**

- MAP: Increase student growth scores in First to Fourth Grade for both Reading and Math.
- MAP: Achievement in Fourth Grade for both reading and math
  - Goal: Get both math and reading scores to the 75% for achievement or higher
- ACT Aspire: Ready/Exceeding in Third Grade
  - Goal: Get Reading and Science to at least 65% of students meeting or exceeding readiness expectations
- ACT Aspire: Ready/Exceeding in Fourth Grade
  - Math & Reading scores had a downward trend last school year. Goal: See an upward trend for the 23-24 school year as compared to the 22-23 school year scores for those subjects.

**DISTRICT GOAL(s):** [Bentonville Strategic Plan 2023](#) Building goals must be connected to district goals.

- **Academic Excellence: Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.**

- **Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.**
- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.**

**MISSION & VISION:**

Mission: Thomas Jefferson Elementary will empower all students to become problem solvers in a safe, caring and collaborative environment.

Vision: Thomas Jefferson Elementary will develop knowledge-seeking students of integrity who become local and global community contributors.

<b>IIID01 Response to Intervention</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).</b>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>ACTION STEPS: What needs to be done?</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE (How will success be measured? What will evidence of success look like?)</b>
<p>By the end of the 2023-2024 school year, 100% of the TJES staff will have their progress monitoring data and intervention logs updated and graphed in EdPlan.</p> <p>Teachers will also have a minimum of</p>	<p>Emily Carlson, Principal</p> <p>Abby Rogers, Assistant Principal</p> <p>Academic RTI Team</p> <p>Ashleigh Dewey Literacy Coach</p> <p>Allison Helton, Math Coach</p> <p>Amy Hume,</p>	<p>-EdPlan training for staff</p> <p>-Progress monitoring dates set on the calendar and communicated to staff.</p> <p>-Training on new literacy flowchart and progress monitoring: tools, tracking, etc.</p> <p>-Regular check-ins provided during Academic RTI meetings regarding student progress</p> <p>-Follow up from intervention teacher, coaches, and admin</p>	<p>-Data entered into EdPlan</p> <p>-Map Reading Fluency platform and other progress monitoring tools/ platforms for teachers</p> <p>-Updated district literacy flowchart for RTI</p> <p>-District RTI letter for staff to share with parents</p>	<p>-Graphs and intervention logs in EdPlan in May of 2024</p> <p>-Calendar events and details on TJ Staff Calendar</p> <p>-Agendas and notes from Academic RTI meetings held throughout the school year</p> <p>-Teacher documentation of parent communication throughout the</p>

<p>three updates for parents each semester via email, phone, or face to face conference regarding their student's progress monitoring data/ intervention plan.</p>	<p>Intervention</p>	<p>regarding teacher to parent communication for tiered students throughout the school year.</p>	<p>-Building Progress Update letter for staff to share with parents after RTI meetings</p>	<p>semester regarding progress monitoring data/tier updates.</p>
<p><b>FE06 Refined Communication</b> 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). Provide a two-way school-home communication linked to learning.</p>				
<p><b>SMART GOAL</b></p>	<p><b>LEAD STAFF</b></p>	<p><b>ACTION STEPS: What needs to be done?</b></p>	<p><b>RESOURCES NEEDED</b></p>	<p><b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)</p>
<p>TJES will engage in a variety of ways with families. Some of the communication methods used will include face to face, materials sent home, weekly teacher newsletters, monthly school newsletters, phone calls, text messages, school website, and social media. At least 50% will select "strongly agree" on the end of year</p>	<p>Emily Carlson, Principal Abby Rogers, Assistant Principal TJES Leadership Team</p>	<p>-Renew subscription for digital platform software for creating the monthly newsletter.  -Admin will partner with activity staff, office staff, counselor, math and literacy coach, and PTO each month to develop content to share with parents via the monthly newsletter. There will be a specific section each month that highlights opportunities for how parents can get involved at TJ that month.  -Utilize the texting feature in Apptegy to communicate</p>	<p>-Smore (digital platform for newsletter)          -Apptegy/Thrillshare: District website</p>	<p>-Analysis of the end of year parent survey results regarding school communication. Compare the results from the 2022-2023 school year to the 2023-2024 school year to determine if parents noted that there was a positive growth in overall communication from one school year to the next.  -In 2022, 47% of parents completing the question selected "strongly agree" to the statement "The building principal and staff effectively communicate the needs of all students."</p>

<p>parent survey question that states, "The building principal and staff effectively communicate to meet the needs of all students."</p>		<p>reminders/upcoming events with families.</p> <p>-Ensure the new website has updated links and accurate information.</p> <p>-Follow through with teachers throughout the school year to ensure that weekly newsletters are continuing to be sent to families.</p>	<p>for sending email and text alerts to parents as well as website updates or social media posts.</p> <p>-Newsletter template for grade level teams</p>	<p>-Analysis of the "Analytics" section on the Apptegy website to review frequency of parent communication and type of communication used (text, email, etc.)</p>
<p><b>ID13</b> <b>Safe &amp; Collaborative Culture</b></p>	<p><b>Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs).</b> <u><a href="#">ID13 Collaborative Culture</a></u></p>			
<p><b>SMART GOAL</b></p>	<p><b>LEAD STAFF</b></p>	<p><b>Action(s)</b></p>	<p><b>RESOURCES NEEDED</b></p>	<p><b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)</p>
<p>By the end of the first quarter, all grade levels at TJES will have an intentional intervention/enrichment block fully implemented during literacy small group time. The groups will continue throughout the year and will specifically target student needs and track growth throughout the year. The teams will</p>	<p>Ashleigh Dewey, Literacy Coach</p> <p>PLC Teams</p> <p>Emily Carlson, Principal</p> <p>Abby Rogers, Assistant Principal</p>	<p>-Determine "tights" and "loose" elements of the intervention/enrichment block as well as overall logistics for it.</p> <p>-Dedicate PLC and planning time to support teachers with developing their intervention/enrichment block.</p> <p>-Review expectations with the instructional aides and provide them with appropriate training for leading/supporting groups.</p>	<p>-PLC Agenda</p> <p>-Literacy Coach Support &amp; Training</p> <p>-CFAs developed to track student progress in their groups</p> <p>-CKLA Resources and Remediation Guide for Intervention</p> <p>-Updated Literacy Flowcharts with intervention templates and resources linked.</p> <p>-PLC Extension Day Schedule: This will allow staff more time to dig into data throughout the year and tweak</p>	<p>-PLC Agendas &amp; Notes</p> <p>-Data Spreadsheets</p> <p>-MAP Fall to Spring Data Reports</p>

<p>follow a set process for giving CFAs, reviewing data, and using the data to plan for their groups.</p> <p>By focusing on student data and being intentional about groupings, each grade level will see at least a 5% increase in their MAP Reading Growth scores as a grade level team from Fall to Spring.</p>		<p>-Grade levels will establish a plan for which teacher/aide will teach each group and which teacher will plan the lessons for each focus area.</p> <p>-Grade levels will select dates to give CFAs, review data, and switch student groups and/or focus areas as needed throughout the year.</p> <p>-Teachers will utilize the resources within the CKLA curriculum to help plan/inform small group instruction.</p>	<p>groups.</p>	
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<p>Literacy Plan - <a href="#">Bentonville Schools Literacy Plan 2022-23</a> - <a href="#">TJES Literacy Plan 2022-2023</a></p>
<p>Master Literacy Plan - <a href="#">Academic RTI Document</a></p>

**Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:**

TJES uses a PLC and guiding coalition structure to make decisions regarding supplemental purchases to support students and staff.

TJES has a dedicated intervention/enrichment block for each grade level. Within the intervention block, TJ utilizes support staff and teachers to support at-risk students and increase academic achievement for all students. Data is collected to determine the group focus areas within the intervention block, CFAs are utilized and progress monitoring is completed in order to track student data and progress throughout the year. The building has regular RTI meetings and PLCs to discuss student data, develop intervention plans specific to an individual student's needs, and review the effectiveness of those interventions throughout the school year.

**Additional Request for the district to consider: (what additional requests the school is asking of the district)**

**Additional requests provided by Bentonville Schools will include:**

**Academic Excellence- [ID13 Collaborative Culture](#)**

- Continued training for all K-4 instructional staff facilitated by state and district specialist
- Coaching Cycles implemented by instructional coaches for all K-4 staff in literacy (Specifically staff who are new to the district or who received training in one grade level and have transferred to a new grade level. For example, 2nd grade teacher that bumps up to 4th grade)

**Collaborative Communities (PLCs) - [ID13 Collaborative Culture](#)**

- Continued PD in CKLA, Stepping Stones, and Context for Learning
- Full time literacy and math coach in each building to support instruction with science of reading and math and to be able to conduct coaching cycles through the collaborative community process (PLC).

**\*District - Additional Support/Considerations: (what the district decides to provide)**

Insert link to meeting agenda/minutes example: [TJES Guiding Coalition Agenda/Minutes](#)