



# **Jefferson Elementary School**

661100010004

## **School Improvement Plan**

**2022-23**

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# Consultation and Collaboration Signature Page

Name	Title	Signature
Kimmerly Nieves	Principal	<i>Kimmerly Nieves</i>
Sal Spataro	Acting Assistant Principal	<i>Sal Spataro</i>
Stefanie Mancuso	Math Facilitator	<i>Stefanie Mancuso</i>
Holly Bruni	ELA Facilitator/Reading Teacher	<i>Holly Bruni</i>
Gillian Roshinko	ELA Facilitator	<i>Gillian Rooshinko</i>
Lorraine Wetmore	ENL Teacher Leader	<i>Lorraine Wetmore</i>
Dr. Michelle Memoli	School Psychologist	<i>Dr. Michelle Memoli</i>
Idalia Mendez	Social Worker	<i>Idalia Mendez</i>
Annella Maselli	PTA President	<i>Anella Maselli</i>

## School Vision & Mission

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**Vision** (SEL) At Jefferson Elementary School, we focus on building a collaborative community of members who strive to celebrate diversity, equity, inclusivity, and fairness, while promoting belonging through kindness, respect, self-compassion, and empathy. We support the whole child development of self, including self-awareness, self-management, self-advocacy, social awareness, relationship management skills, and responsible decision-making so that students can engage with and contribute positively to the world while striving for justice and joy.

**Mission** Jefferson School prides itself on cultivating critical thinkers in an environment that embraces diversity while encouraging a love of learning and inquiry. Working with the community, our mission is to provide the highest quality of education to our students, thus promoting lifelong academic, social and emotional growth.

## School Profile

**Enrollment** 480

### Demographic Data

- American Indian or Alaska Native:
- Asian: 2%
- Black or African American: 14 %
- Hispanic or Latinx: 74%
- Native Hawaiian or Other Pacific Islander:
- Two or More Races:
- White: 9 %
- English Learners: 30%
- Students with Disabilities:18%

### Average Class Size

- Gr. K: 17
- Gr. 1: 18
- Gr. 2: 17
- Gr. 3: 18
- Gr. 4: 18
- Gr. 5: 19

## School Profile

### Number of Certificated Instructional Staff – Total:

- Classroom Teachers: 29
- Reading Teachers: 4
- Dual Language Teachers: 6
- ENL Teachers: 5
- Essential “Specials” Teachers: 6
- Special Education Teachers: 6
- Counselors: .5
- Psychologists: 2
- Social Workers: 2
- Teaching Assistants: 8

## **Highlights (Artists-in-Residency Programs, Dual Language Programs, STEM/STEAM Programs, noted accomplishments, etc.):**

STEAM Modified Kaleidoscope Programs - 4th and 5th Grades

STEAM After School Program - 3rd through 5th Grades

Yoga program for students in all grades

Mindfulness Mornings for students in all grades

Dual Language Program for ELLs

Learning about Sustainability through the use of Tower Gardens (Hydroponic Organic Growing Towers)

Artist Cliff Mendelson residency for “Day in Clay.”

Institute For Learning to grow vocabulary and background knowledge.

Spanish FLES for students in grades k-5

Italian daily FLES for students in grades 3-5

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## **Data Snapshot**

### **Student Performance and Achievement**

Math STAR Proficiency Levels 3 & 4 (State Benchmarks)

Grades	Fall 2021	Spring 2022	Spring 2023 Goals
Kindergarten	NA	NA	NA
1	21%	40%	50%
2	24%	54%	48%
3	17%	45%	65%
4	12%	40%	54%
5	7%	24%	48%

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ELA STAR Proficiency Levels 3 & 4 (State Benchmarks)			
Grades	Fall 2021	Spring 2022	Spring 2023 Goals
Kindergarten			
1	42%	61%	65%
2	32%	57%	65%
3	23%	53%	68%
4	33%	54%	64%

5	19%	27%	65%
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## Measurable Outcomes of Focus (3-4)

<b>Literacy Outcome</b>	<p>Increase the usage of tier 2 vocabulary in student conversation and writing across the disciplines. Students will produce writing that includes targeted vocabulary.</p> <p>Increase parent participation and knowledge by hosting parent meetings that focus on how children learn to read and the expectations for early literacy development.</p> <p>All teachers use Assessment and Vocabulary strategies that are research based and aligned with the science of how students learn to read.</p>
<b>Mathematics Outcome</b>	<p>Increase students' fact fluency - 85% of students in grades 1-5 will attain a fact fluency of 80% or above in their respective fluency standards.</p> <p>52% of the students in grades 1-5 will reach proficiency in the spring Star assessment using state benchmarks. The goal is based on the average goal from grades 1-5.</p> <p>Using open ended assessments each teacher will choose 3 -5 students to follow using the mathematical landscapes as a guide.</p>

<b>Science/SEL Outcome</b>	<p>Increase time teaching science</p> <p>Every class will develop and deliver one engineering unit. The units are multicultural.</p> <p>Every grade level will do a live animal study. (Connected to SEL)</p> <p>Each class will have an opportunity to have a tower garden in their classroom.</p>
<b>Social Studies /SEL Outcome</b>	<p>Students will learn about, appreciate and make connections to other cultures.</p> <p>Students and families participate in CARES lessons and workshops in order to foster a caring and inclusive school climate.</p>

## Action Plan

**Literacy Outcome Focus:**

Increase tier 2 vocabulary and assessment strategies, educate parents on reading development

**Strategic Direction Alignment:** ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Points & End Date
Make professional development on vocabulary and assessment available to all teachers	Attend workshops	Rose Institute facilitators	Rose Institute	Increase the amount of highly effective teachers based on formal evaluations  Teachers will be using research based strategies	Nov-June
Instruct through use of high interest complex text at each grade level	Teachers use high quality materials through Amplify or IFL	Holly Bruni Gillian Roshinko	The Institute For Learning Amplify	Students will learn more tier 2 vocabulary words in greater depth.  Students will transfer vocabulary to their writing.	

Educate parents and encourage parents to be involved in student academic lives	Hold workshops that teach parents about early literacy development	Holly Bruni Lorraine Wetmore Alexandra Terry		Parents will help children grow as readers at home by using strategies to support literacy development.	

### Mathematics Outcome Focus:

Increase student fact fluency, increase state test score in math

**Strategic Direction Alignment:** ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Students will use Reflex with fidelity.		Stefanie Mancuso	Training delivered by instructional coach to use Reflex	Students will improve their fluency skills.	Star benchmark assessment -3 times a year

Tier 1 push in math support to facilitate small group instruction and differentiation	Every grade 2-5 has a tier 1 support math teacher for 40 minutes a day	Stefanie Mancuso	Focus on the landscape and tier 1 differentiation and monthly planning meetings between support staff and the classroom teachers	Fewer students falling below proficiency on the Star  Short term assessments (open ended)	Star benchmark assessment - 3 times a year  Mid-year and end of the year
Looking at student work during team meetings	Teachers will bring short term assessments to each meeting to discuss student trends and plan for adjustments	Stefanie Mancuso	Training delivered by a math coach to use the New Perspective platform.	A portfolio of 3-5 students' work for each teacher	

**Science/SEL Outcome Focus:**

Each class teaches and engineering unit, each class participates in the tower gardens, each class completes a live animal study

**Strategic Direction Alignment:** ☐ Student Learning ☐ Safe & Supportive Schools ☐ Superb Staff ☐ Engagement & Outreach ☐ Resource Management

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Implement 1 Engineering is Elementary (EIE) unit per grade level Hands on experiential science units	Each class will participate on one EIE unit	Grade level leaders	Training by Boston Museum facilitators	Culminating project in each unit	Spring 23  Throughout the school year  Throughout the year
Hands on experience through grow labs	Each class will use the tower gardens to grow plants from seed to harvest	Lucia Brea Gillian Roshinko	Lead people will support learning and teachers will develop units through self-study	Students have culminating vegetable project	
Exposure to hands-on science activities.	Students take field trips to the Science Barge in Yonkers.	Lucia Brea Classroom Teachers	Lead teachers support and educate staff on science lessons to be taught in the classroom.	Students create sustainable energy projects.	

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**Social Studies/SEL Outcome Focus:**

Children will connect to and appreciate cultures different from their own.

Increase student and family participation in CARES

**Strategic Direction Alignment:** ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Children will participate in cultural assemblies	attend assemblies	Assistant principal		Children will make connections to their culture and other cultures.	Throughout the school year
Exposure to cultural and historical information	Field Trips	Classroom Teachers		Children will learn about the past through a variety	

				of cultural and historical events.	Throughout the school year
SEL/CARES workshops and lessons provided to families and students	Parent Workshops ReThink Lessons	Classroom Teachers CARES/SEL Committee		Jefferson will provide a positive, supportive and inclusive school climate.	