2025-2026 CIP-Needs Assessment - Jefferson Junior High

Staff Talent Development

Talent Development Reflection

Recruitment and Retention:

What was the school's **turnover rate** for the 2024-2025 school year?:

The school's teacher retention rate was 95% for the 2024-2025 school year. Only two new teachers were hired at Jefferson.

Professional Learning:

What **professional learning** took place in 2024-2025?

Monthly professional development training focuses on active cognitive engagement, trauma-informed practices, and preparation for the monthly skills and disposition lessons provided by the counselors. Engagement PDs focused on using Artificial Intelligence (AI)as a tool to improve learning, implementing collaborative conversations, using effective questioning with better depth of knowledge levels, and how all content areas can support WIDA and RISE test growth. Trauma-informed PDs included using Panorama data to improve school culture, relationship mapping activities, and increasing teacher wellbeing. Skills and disposition lessons are monthly outlined by the district and counselors taught teachers how to best convey the information to students.

Why was this **professional learning** given?

Based on observations and discussions, the school leadership team and administration decided these were the biggest school concerns, which needed enhanced focus to improve student learning. Post COVID, increasing student engagement has been highlighted as essential for schools to improve, and the trauma-informed school focus helps build a better school community. The skills and dispositions preparation from counselors was also selected to ensure the objective from these lessons was being better achieved with the students.

How do you know that this **professional learning** was impactful?

Annual engagement data collected by the instructional coach, Panorama "Sense of Belonging" data, and attendance data all show growth.

Where is your school headed into 2025-2026 in building on your **professional learning** plan?

The professional learning plan for 2025-2026 will be put into place by the new principal with input from the leadership committee.

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Evaluating Tiers of Interventions

Academic Tier I School Strengths:	Behavioral Tier I Supports:
Strengths: Jefferson teachers are given PLC time to identify essential standards, plan when and how they will be taught, discuss how they will be assessed, and the needs for reteaching or accelerated learners. Jefferson uses Proficiency Based Learning as their grading system to accurately measure student learning and link learning to standards. Jefferson students track their weekly progress on the learning standards with a tracking folder in their first period - teachers are trained to help students set goals and keep track of their progress. Effective engagement teaching strategies are taught monthly in professional development sessions. This year we have focused on effective questioning techniques, effective uses of artificial intelligence (AI), and effective reading strategies.	Strengths: Jefferson uses a school-wide PBIS system to teach, reward, and improve behavior in the school. PBIS expectations are unique to different areas of the building and are posted. Jefferson PBIS is in line with The Graduate of Granite expectations. The PBIS committee is striving to teach and reinforce these expectations on a more consistent basis. Quarterly reward activities are offered to reward students who are behaving well consistently. Jefferson teachers do regular positive contacts home and track their contacts on a form. These contacts are intended to improve student and community narratives. They also help with increasing student sense of belonging.
What are priority areas for improvement in your Tier I (whole school) Systems of Support? The priority area is continued training of effective engagement strategies.	
Academic Tier II Supports: How do content PLCs and/or grade level teams support students who need additional academic support? Jefferson teachers meet each Friday in PLCs to discuss student progress on educational standards being taught. Deficiencies are identified and reteaching opportunities and accelerated learning are explored and scheduled. Jefferson has scheduled year-long reading classes for 6th graders and a semester class for 7th graders to improve reading for students who need more	**Behavioral Tier II Supports:** How do content PLCs and/or grade level teams support students who need additional behavioral support? Behavioral concerns are typically addressed first by teachers with individual students. Then, counselor involvement and appropriate administrative support are used as needed. Weekly team meetings go over tier II student behavior and are where interventions are put into place to help support the students further. Jefferson teachers identify two students a term to

support to get on grade level or get ahead. Jefferson has a goal to track student learning in tested subjects to determine progress compared to other schools. The recent assessment data collected by the district's assessment center will help us identify Tier Two groups of students who need additional support. The I-ready math is an example of a program which identifies student support needs.	purposefully connect with by doing a 2x10. These students are tracked on a form. This intervention helps struggling students connect with adults at Jefferson which has been shown to help improve their overall behavior and academic growth.
What are priority areas for improvement in your Tier II (group) Systems of Support?	
Academic Tier III Supports: What are some systems or practices working especially well in providing Tier III academic support? Weekly MTSS team meetings identify students and steps to be taken to implement necessary student supports. FOCUS is used to identify needs and monitor progress. The school social worker and school psychologist participate in team meetings to help identify students who need testing so they can get more support through possible IEP services, 504 plans, or other needed interventions.	**Behavioral Tier III Supports:** What are some systems or practices working especially well in providing Tier III behavioral support? Weekly MTSS team meetings identify students and steps to be taken to implement support. Panorama is used to identify needs and monitor progress. Small groups are identified by the social worker and counselors to run programs to help their social development. Jefferson BHA does a check-in and check-out program for struggling students who are identified through the Educator Handbook program. In addition, "check and connect" and other mentors are assigned to students identified through the Educator Handbook program. Goal setting and tracking to help individual student behavior is also part of those efforts.
What district or other supports are needed in improving your Tier III (individual) Systems of Support? Ongoing district-level training on specific academic interventions which can be done in different contents would be helpful for the MTSS team and teachers.	

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Review of Student Achievement Data:

Student Achievement Reflection - required for all schools

What **strengths** stood out while reviewing student levels of academic achievement?

Jefferson showed an improvement in both science and math RISE proficiency from 2024 to 2025. In science, Jefferson's proficiency score remained at 33.4%, holding steady. In math, however, Jefferson's proficiency score increased significantly from 14.3% in 2024 to 17.6% in 2025.

Jefferson's consistent performance in science and notable improvement in math proficiency are excellent in comparison to other west side junior highs with similar demographics.

Jefferson's WIDA composite score went from up 5 in 2024 to up 12 in 2025. Jefferson has a side goal of improving the WIDA composite score by 5 points each year and has made that goal the last two years.

What are areas of school "**critical academic need**?"

Jefferson has faced persistently low math RISE scores. Although last year's scores showed significant improvement, they still lag behind schools with similar demographics on the west side of the district. This remains a central focus for school-wide improvement.

This year, however, presents a unique challenge, as three of the five math teachers were replaced due to retirement, career changes, or moving to a high school. With a majority of the math department being new, it may be difficult to replicate the RISE math gains from last year. To address this, we'll focus on creating school-wide systems that enhance students' problem-solving skills and ultimately boost math RISE scores.

In addition to our math initiatives, we are also focusing on improving our WIDA scores. While students performed well on the composite WIDA test, a significant gap was identified in reading scores. We'll be using our professional development time to create a school-wide plan to address and improve reading WIDA scores

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Reflection on use of TSSA funds:

Financial Reflection and Preview - required for all schools

How is your school utilizing TSSA funds this school year (2024-2025)?

- Include ED in Schools Conference - $2,100
- Instructional Coach .25 FTE - $25,181
- Counselor .50 FTE - $42,915
- Paraprofessional - $31,000
- Lexia - $13,800

List your TSSA expenses for 2024-2025 (this current school year) here, noting which goal each expense supports.

Include ED in Schools Conference - $2,100 (Social Skills and Disposition Goal)
Instructional Coach .25 FTE - $25,181 (Academic & Talent Development)
Counselor .50 FTE - $42,915 (Social Skills and Disposition)
Paraprofessional - $31,000 (Academic)
Lexia - $13,800 (Academic)

Lastly, how are TSSA funds influencing the school's current level of success?

The school leadership committee said the TSSA money allocations were used appropriately and effectively and used in a way which was supporting student learning. When asked if the TSSA funds could be used in better ways to improve the school's level of success, no additional suggestions were offered by the committee.