

2015–16 Jefferson Elementary Report to the School Board

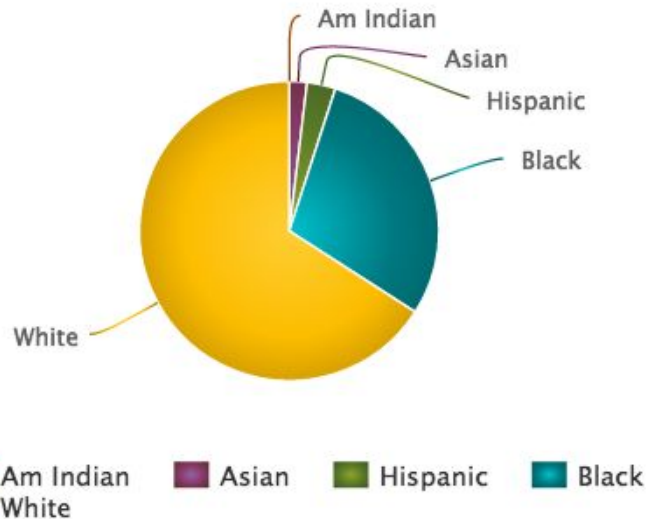
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Demographics

Jefferson Elementary Mankato Public School District



2015 Enrollment by Ethnicity

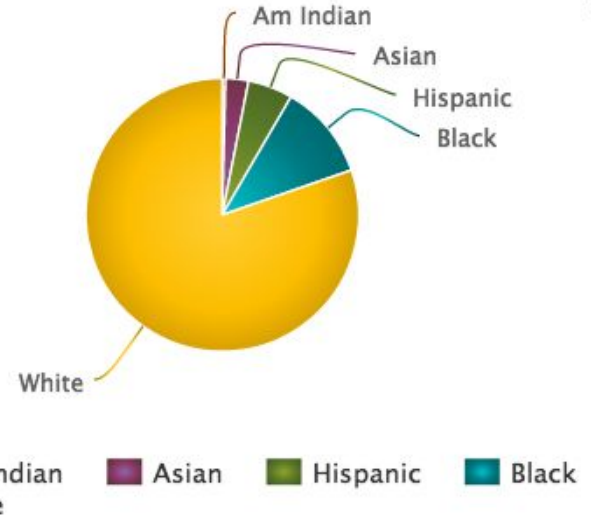


Ethnicity	Count	Percent
American Indian/Alaskan Native	0	0.0%
Asian/Pacific Islander	5	1.9%
Hispanic	8	3.1%
Black, not of Hispanic Origin	76	29.1%
White, not of Hispanic Origin	172	65.9%
All Students	261	100.0%

Mankato Public School District



2015 Enrollment by Ethnicity



Ethnicity	Count	Percent
American Indian/Alaskan Native	31	0.4%
Asian/Pacific Islander	215	2.7%
Hispanic	421	5.3%
Black, not of Hispanic Origin	897	11.3%
White, not of Hispanic Origin	6,384	80.3%
All Students	7,948	100.0%

Enrollment by Special Population

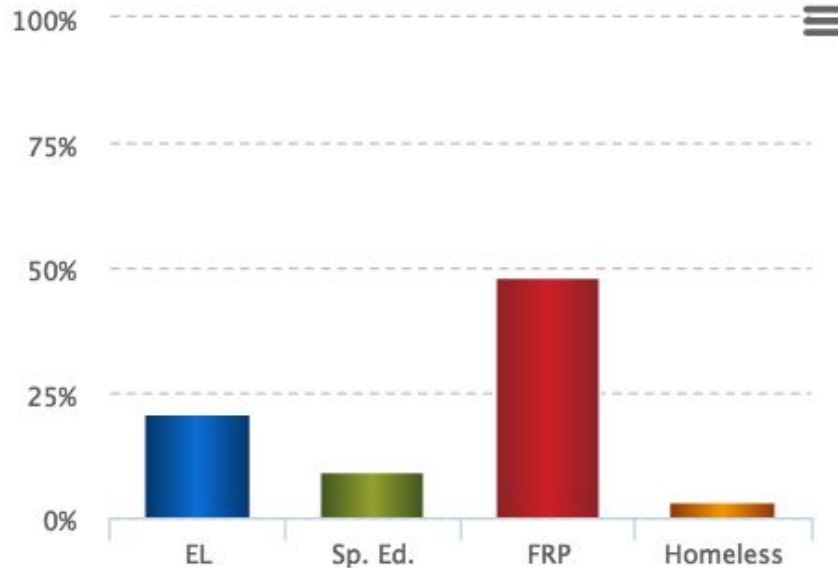
Jefferson Elementary

Mankato Public School District



+ 2015 Enrollment by Ethnicity

- 2015 Enrollment by Special Population



	Count	Percent
English Learner	54	20.7%
Special Education	24	9.2%
Free/Reduced Priced Lunch	126	48.3%
Homeless	8	3.1%

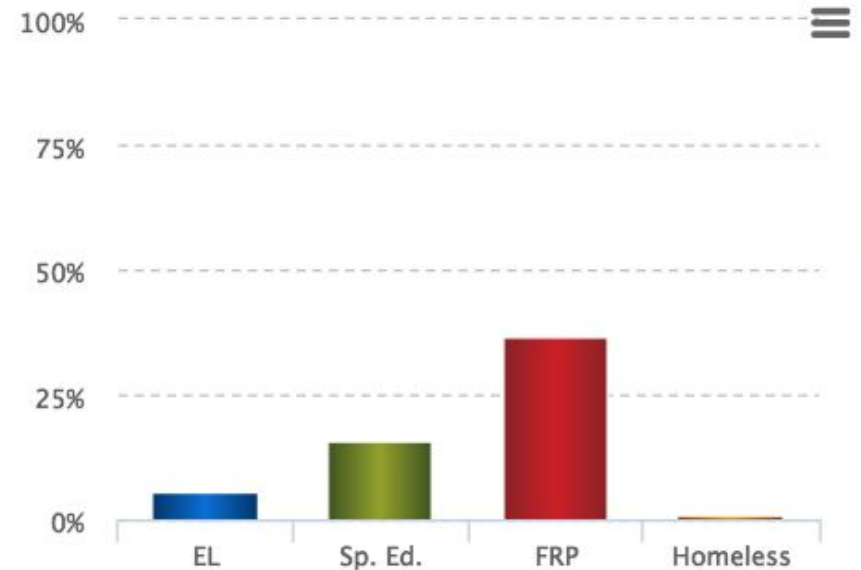


Mankato Public School District



+ 2015 Enrollment by Ethnicity

- 2015 Enrollment by Special Population



	Count	Percent
English Learner	440	5.5%
Special Education	1,244	15.7%
Free/Reduced Priced Lunch	2,914	36.7%
Homeless	80	1.0%

Jefferson MCA Rdg. Trend Data

Jefferson Elementary

Mankato Public School District

Subject: Reading, Grade: All Grades



2011 - 2015 Proficiency



Statewide Mankato Public School District
Jefferson Elementary

Jefferson Elementary

Year	Percent Proficient
2011	80.9%
2012	82.1%
2013	60.9%
2014	58.2%
2015	70.4%

Jefferson MCA Math Trend Data

Jefferson Elementary
Mankato Public School District
Subject: Math, Grade: All Grades



2011 - 2015 Proficiency



● Statewide ◆ Mankato Public School District
■ Jefferson Elementary

Jefferson Elementary

Year	Percent Proficient
2011	67.5%
2012	81.1%
2013	69.0%
2014	71.1%
2015	69.6%

DIBELS Data: Fall – Winter

Grade	Beginning	Middle
K	 n=44 9  7  28  (20%) (16%) (64%)	 n=43 2  2  39  (5%) (5%) (91%)
1st	 n=46 5  5  36  (11%) (11%) (78%)	 n=41 2  1  38  (5%) (2%) (93%)
2nd	 n=40 3  3  34  (8%) (8%) (85%)	 n=38 2  0  36  (5%) (0%) (95%)
3rd	 n=40 6  4  30  (15%) (10%) (75%)	 n=40 4  2  34  (10%) (5%) (85%)

Improvement Efforts: Strategic Direction A

- ❑ PD for staff around integrating technology into lessons. Ongoing PD led by district technology expert, media specialists, and teacher leaders. **(Every other month at staff meetings / Embedded into MN Math and ELA Standards PD)**
- ❑ Additional, monthly, scheduled collaborative team data meetings to discuss formative assessment results aligned to the ELA and Math Standards as well as progress monitoring results.
- ❑ Principal will conduct Reading / Math Standards proficiency checks with all teachers 3 times per year.
- ❑ Daily, scheduled 30 min. math intervention block. Math intervention teacher in collaboration with classroom teachers will provide additional, targeted instruction to identified students.

Improvement Efforts: Strategic Direction B

- ❑ PBIS - Revisiting Building-Wide Expectations / Standing Agenda Item at Staff Mtgs. / Monday Morning Messages with PBIS focus / Invisible Mentors / Responsive Classroom Training?
- ❑ Create a more welcoming environment for families in our office, throughout the building, and for students in their classrooms. (Office Staff, Principal, Building Staff participate in ongoing learning around Culturally Relevant Teaching)
- ❑ Culturally relevant teaching PD at staff meetings provided by Principal and the Jefferson Leadership Team.

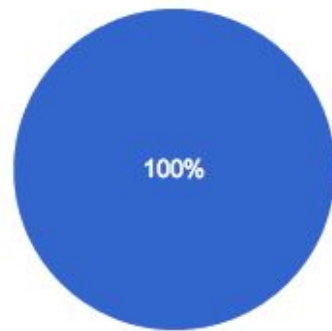
Improvement Efforts: Strategic Direction E

- ❑ Quarterly PD in the MN Math Standards. CIC and grade level teams will meet to plan instruction and formative assessments around the Standards.
- ❑ Culturally relevant teaching PD at staff meetings provided by Principal and JLT.
- ❑ PD around the MN ELA Standards. District Literacy Coordinator, CIC, and principal lead sessions targeting Writers' Workshop and other components of Balanced Literacy Instruction.

Office Visitor Survey Results

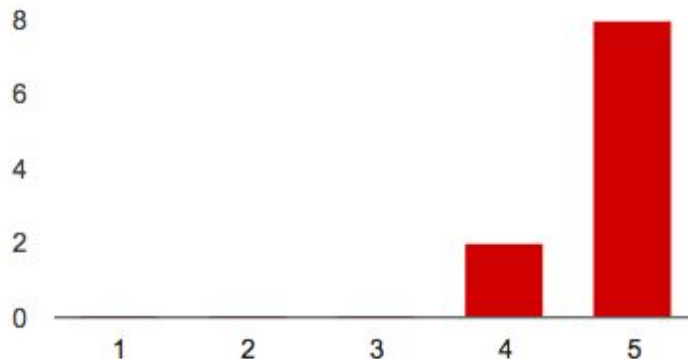
– Jefferson Visitor Survey

I received a friendly greeting when I arrived.



Yes	10	100%
No	0	0%

During my visit I felt welcome at Jefferson School.



Not at all: 1	0	0%
2	0	0%
3	0	0%
4	2	20%
Very much: 5	8	80%

Office Visitor Survey Results

Based on this visit, do you have any other feedback to share?

We transferred to Jefferson when my oldest was in 3rd grade. I am so pleased with the school size and the extra mile everyone goes to make jefferson a wonderful school! Keep up the good work! Thank you!

I really enjoy being a part of Jerfferson Elementary. I appreciate Mr. Johnson being outside greeting the children each morning!

I liked when the principal said he is checking all the classes if they have some thing showing different cultures in the classes.

No, always is easy but yet I feel the school is secure so I (or anyone else) couldn't just stroll in.

Jefferson School has had a welcoming atmosphere every time I have visited over the past couple of years. All staff whether they know me or not, make sure to greet me with a smile and welcoming hello. I even get a little wave from some students when passing through the hall.

Environmental Scans

Culturally Relevant Classroom Survey

Professional Learning Community

Collaborative Teams

- Collaborative Teams meet a minimum of twice each month to make instructional decisions based on formative data. Teams use an agenda template housed on our Jefferson Google Site to guide the decision-making process.
- [Jefferson World Google Site](#)

Jefferson PBIS Highlights

- JAGS acronym used to teach positive behavior expectations
- Monday Morning Message (videos and/or weekly themes used to remind everyone of behavior expectations)
- JAGS Spotlight Awards presented monthly to students who are observed “showing JAGS behavior” in an exemplary manner
- PBIS team meets monthly to examine building behavior referral data and plan building-wide strategies to respond to this data

Unique to Jefferson Elementary...

- Jefferson SAFE (Student Adult Friendship Exchange) Groups
 - Multi-age groups of students who meet with their SAFE teacher (one licensed teacher / about 17–18 students) every Friday afternoon for 30 minutes
 - Students have the same SAFE teacher and group for all 6 years at Jefferson
 - Lessons focus on Jefferson School community-building activities, PBIS, community service projects, safety, and conflict resolution.

Unique to Jefferson Elementary...

- Jefferson Peacemakers
 - 4th and 5th grade student leaders apply and are selected by classmates and teachers to work as conflict resolution resources on the playground and in the cafeteria
 - Students receive a one day training in September from our school counselor, SSC supervisor, and sometimes a “behavior specialist” guest speaker or two
 - Students work as peacemakers on the playground or in the cafeteria once or twice each month
 - These leaders receive a Peacemaker t-shirt and participate in our end-of-the year Peacemaker picnic as thanks for their dedication throughout the school year

QUESTIONS?

THANK YOU!