

District Name:	School Name:	School Code:	Year:
Wilson County	Jones Elementary	980344	2015-2016
Principal Name (or Designee)	Gavin Meiring	Principal Name (or Designee) Email	gavin.meiring@wilsonschoolsnc.net
School Mission	We will provide a safe and nurturing environment that fosters life-long learning skills for our students. These skills will be ingrained through high expectations for all our students. To this end, we must hire the most qualified teachers, administrators, and support staff members to prepare our students to become leaders in our community.		
School Vision	The mission of John W. Jones Elementary is to develop every student to become a progressive, positive, and productive member of our school community so that they can in turn become a successful individual in our rapidly changing global society.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

Jones Elementary School is the largest elementary school in Wilson County with 650 students enrolled for the 2014-2015 school year. Our school lies just within the western edge of the city limits of Wilson. Our community is a demographically diverse one with both urban and rural students. We are also socio-economically diverse in that 53.7% of our students receive free or reduced lunch status establishing our school for Title 1 status under the new federal guidelines. There are two large federally assisted housing sites within our district which accounts for a large number of our low wealth and minority students. In addition, there are a significant number of students who reside in the western, rural part of the county near or in the township of Sims. Our student demographics have remained relatively even for the past three years on average with our student body being comprised of 47% African American, 32% White, 12% Hispanic, and 8% classified in other categories. One of the changes that has affected our student population has to do with a decline in student enrollment during the summer months leaving Jones and enrolling in the charter schools or private schools in the county. Last summer, 2013-2014, we had 72 students withdraw. Fifty-two of these students stayed in county but 50% of them enrolled in charter or private school. This summer currently we have had 40 students withdraw from school, 60% of these students enrolled into either a charter or private school within our county. That being stated our student numbers remain stable as we receive a large number of students during the actual school year. This past year we enrolled 123 students after the first day of school. Many of these families moving into the Wilson area tour our school and choose to reside in the Jones School District. Much of this is due to the resources which are available through a new, more modern facility. We also house the Wilson Autism Spectrum Disorder Academy. This unique Exceptional Children's program allows the teaching staff to meet the needs of our Autistic students in a format that tailors the TEACCH Instructional Model for these students. We are currently at capacity for these classes. Our staff demographics are less diverse than our students, with 72% of our entire schools staff being Caucasian. Jones' teaching staff is a group of experienced teachers with 49% of them having 10+ years of teaching experience. We have 6 National Board Certified Teachers and over 23% of our teachers hold an advanced degree. Currently there is an interm principal in place at Jones Elementary due to the resignation of the principal who led the school over the past four years. In the past three years there has been a larger than normal percentage of teacher turnover of about 10% each school year. This has played a role in the decrease of student achievement especially in 4th grade. Last year we had 2 fourth grade math teachers leave and therefore our fourth grade students did not have the same math teacher all year. In the past three years we have also lost 4 teacher assistant positions due to loss in funding. Within the last year there has been a decrease in grades 3-5 math. Our 4th and 5th grades reading and 5th grade science did show an increase in the past year. Unfortunately our 5th grade Science teacher is no longer with us and through conversations I have learned that he was a great teacher who used schoolnet data to drive his instruction and achieved great results. Our GLP data shows inconsistency in all 3rd grades testing (Reading- 2009/2010- 73%, 2010/2011- 66%, 2011/2012- 50%, 2012/2013- 41%, 2013/2014- 62%, 2014/2015- 57%) (Math- 2009/2010- 83%, 2010/2011-78%, 2011/2012- 65%, 2012/2013- 33%, 2013/2014- 53%, and 2014/2015- 51%). Fourth grade EOG data has also shown instability in increasing scores (Reading- 2009/2010- 91%, 2010/2011- 87%, 2011/2012-73%, 2012/2013-26%, 2013/2014- 50%, 2014/2015- 52%)(Math- 2009/2010-94%, 2010/2011-91%, 2011/2012-94%, 2012/2013-18%, 2013/2014-39%, 2014/2015-32%). Our 5th grade has shown an increase in EOG testing proficiency within the last few years in most subject areas (Reading-2009/2010-72%, 2010/2011-80%, 2011/2012-78%, 2012/2013-32%, 2013/2014-41%, 2014/2015-46%)(Math- 2009/2010-82%, 2010/2011-92%, 2011/2012-87%, 2012/2013-41%, 2013/2014-46%, 2014/2015-43%) (Science- 2012/2013-36%, 2013/2014-56%, 2014/2015-78%). Looking at all the various results as a team, it has been determined that the lack of utilizing data to drive instruction has caused test scores to decline. Attendance has not played a role in the decline of test scores as it has stayed consistent between 96%-97% each year (2010/2011-97%, 2011/2012-97%, 2012/2013-96%, 2013/2014-97%, 2014/2015-96%). The achievement gap between black and white male students in both math and reading is becoming greater. We have addressed this by adding a goal to our SIP which states that by June 2016, we will decrease the performance gap on Math and Reading EOG assessments in grades 3-5 by 10% percent among black and white males, which will result in a difference of 33% proficiency gap. Our data indicates a 25.9% achievement gap in reading between our black and white students in 2012 -2013 and a 37.4% gap in 2014-2015. Our data indicates a 20.3% achievement gap in math between our black and white students in 2012 -2013 and a 39.1% gap in 2014-2015. The overall data in K-2 for Jones Elem. for the years 2013-14 to 2014-15 shows a 12% average decrease of proficient students in reading and a 17% average increase of proficient students in math.

While looking at the Kindergarten data in reading, the overall percentage of student at or above grade level has fallen by 6% going from 93% in 2013-14 to 87% in 2014-15. The area where we did see growth was the students who were Above Proficiency rose by 7% from 56% in 2013-14 to 63% in 2014-15. The students performing At Proficiency fell by 13% from 37% in 2013-14 to 24% in 2014-15. In math, there was an 8% growth of the students performing at or above proficiency from 82% in 2013-14 to 90% in 2014-15.

While looking at the 1st grade data in reading, the overall percentage of student at or above grade level has fallen by 13% going from 92% in

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GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, we will increase the percentatge of third graders scoring proficient or higher on the reading beginning of grade, end of grade, portfolio, or alternative assessment by 2% which will lead to an overall percentage of 98% of third graders proficient.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, we will increase grade level student performance on EOG assessments for reading by 4% which will result in 55% proficient. We will increase performance on Math EOG assessments by 4%, which will result in 45% proficient. We will also increaase performance on Science by 2%, which will result in 80% proficient.</i>		
	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.	
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<i>By June 2016, we will decrease the performance gap on math and reading EOG assessments in grades 3-5 by 10% percent among African American and Caucasian males, which will result in a difference of 33% proficeincy gap.</i>		

	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Partially Implemented
	<i>By June 2016, we will decrease the amount of suspensions by 20%, which will result in our suspensions being less than 138.</i>	
GOAL #4: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	SBE Goal Alignment:	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
	LEA Goal Alignment:	Every Wilson County Schools student receives a personalized education in order to graduate from high school prepared for work, further education and citizenship.
	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Partially Implemented

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GOAL #1:	<i>By June 2016, we will increase the percentage of third graders scoring proficient or higher on the reading beginning of grade, end of grade, portfolio, or alternative assessment by 2%, which will lead to an overall percentage of 98% of third graders proficient.</i>			
Strategy #1: Describe the strategy that will support this goal	<i>Use the curriculum guides and frameworks in grade level planning to map the instructional direction for the year for 3rd grade reading. Utilize Reading 3D data to support at-risk students through small group instruction in the classroom and the use of the reading focused intervention teacher. Develop grade level instructional plans and processes in order to increase 3rd grade reading scores.</i>			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Evidence: (Identify documents and artifacts)	Curriculum Frameworks, Lesson Plans, Curriculum Guides, Reading 3D data reports, Focus Intervention Schedule and lesson plans		
	Person(s) Responsible:	3rd grade teachers, School Administrators, Curriculum Facilitator, Interventionists		
	Timeline:	August-June		
	Budge Amount: (if applic		Budget Source: (if applicable)	
	Strategy #2: Describe the strategy that will support this goal	<i>Utilize PLC's to analyze data from testing results from SchoolNet and alternate assessments to develop an instructional plan that will increase student achievement.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented		

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Create common quarterly benchmark assessments through SchoolNet, for the purpose of instructional planning and academic direction. Disaggregate data from SchoolNet assessment to develop and implement common instructional lessons to enhance student achievement and growth. Establish a timeline to teach and review data gathered from Read to Achieve portfolio passage information and assessment.		
	Evidence: (Identify documents and artifacts)	Assessment data, lesson plans, PLC minutes, cycle of inquiry protocol	
	Person(s) Responsible:	3rd grade teachers, School Administration, Curriculum Facilitator	
	Timeline:	Periodic common assessments.	
	Budge Amount: (if applic	Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	Attend professional development opportunites to support the planning process for improving student achievement.		
Progress:	Progress Monitoring Status:	Partially implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Through professional development opportunities, enhance and increase teacher knowledge, understanding, and implementation of current research based reading practices. (Reading Foundations, Reading 3D, etc.) Complete Thinking Maps Training on Academic Vocabulary to implement Thinking Maps across core academic areas.		
	Evidence: (Identify documents and artifacts)	Thinking Maps completion certificate, sign in sheet for offered professional development, lesson plans	
	Person(s) Responsible:	3rd grade teachers, School Administration, Curriculum Facilitator, Organizational Development, Thinking Maps Trainer	
	Timeline:	August - June	
	Budge Amount: (if applic	Budget Source: (if applicable)	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	Through professional development opportunities, enhance and increase teacher knowledge, understanding, and implementation of the PBIS program.		
	Evidence: (Identify documents and artifacts)	Decrease in referrals and suspensions, PBIS completion certificate, sign in sheet for offered professional development, lesson plans, EdClick data	
	Person(s) Responsible:	Organizational Development, PBIS Trainer	
	Timeline:	Periodic EdClick data reports on total number of referrals, by teacher, by setting, by time of day, and amount of suspensions.	

Budge Amount: (if applic		Budget Source: (if applicable)	
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GOAL #2:	<i>By June 2016, we will increase student performance on EOG assessments for reading by 4%, which will result in 55% proficient. We will increase performance on Math EOG assessments by 4%, which will result in 45% proficient. We will also increase performance on science by 2%, which will result in 80% proficient.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Progress in math will be measured and monitored by formative and summative assessments, with focused instructional strategies including guided math and math talks.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Create a SchoolNet assessment program to establish a baseline for grades 2nd-5th. In correlation with assessments, create objective based lesson plans based on individual student needs. Make use of professional development opportunities to enhance and increase teacher knowledge, understanding and implementation of current math practices (Thinking Maps). Utilize PLC's to analyze data from Mobymax and SchoolNet.</i>		
	Evidence: (Identify documents and artifacts)	SchoolNet data, Mobymax usage and progress report, student work samples	
	Person(s) Responsible:	2nd-5th grade teachers, School Administration, Curriculum Facilitators	
	Timeline:	Periodically	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Progress in reading will be measured and monitored by formative and summative assessments, with focused instructional strategies including guided reading and vocabulary in context activities.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Create a SchoolNet assessment program to establish a baseline for grades 3rd-5th. In correlation with assessments, create objective based lesson plans based on individual student needs. Make use of professional development opportunities to enhance and increase teacher knowledge, understanding and implementation of current reading practices (Thinking Maps). Utilize PLC's to analyze data from Mobymax, SchoolNet, Porfolio passages, Reading 3D, and iReady.</i>		
	Evidence: (Identify documents and artifacts)	Assessment data, Mobymax usage and progress report, student work samples	
	Person(s) Responsible:	3rd - 5th grade teachers, School Administration, Curriculum Facilitator	
	Timeline:	Periodically	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	<i>Progress in Science will be measured and monitored by formative and summative assessments, including hands on small group instruction.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Create a SchoolNet assessment program to establish a baseline for grades 3rd-5th. In correlation with assessments, create objective based lesson plans based on individual student needs. Make use of professional development opportunities to enhance and increase teacher knowledge, understanding and implementation of current science practices. Utilize PLC's to analyze data from Mobymax and Schoolnet, while following the WCS Curriculum Framework.</i>		
	Evidence: (Identify documents and artifacts)	Partially Implemented	
	Person(s) Responsible:	3rd- 5th teachers, School Administration, Curriculum Facilitator	
	Timeline:	Periodically	
	Budge Amount: (if applicable)		Budget Source: (if applicable)

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GOAL #3:	<i>By June 2016, we will decrease the performance gap on math and reading EOG assessments in grades 3-5 by 10% among African American and Caucasian males, which will result in a difference of 33% proficiency gap.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide professional development utilizing a book study of Teaching with Poverty in Mind by Eric Jensen.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Monthly meetings will be attended that provides activities and deep discussion interaction in small groups with text.</i>		
	Evidence: (Identify documents and artifacts)	Sign in sheet from meeting, minutes from PLCs, study guide completion, eleot data	
	Person(s) Responsible:	Classroom Teachers, Administrators, Curriculum Facilitator, Teacher Leaders	
	Timeline:	October-June	
	Budge Amount: (if applicable)	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Analyze data looking closely at subgroups and creating lessons specific to closing the gap.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Using data to identify students at need within the African American males subgroup. Using scheduled time to review best practices identified within text, grade level teams create an action step to adjust instruction based on a collaboative committment.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, action step plan, grade level meeting minutes, student work samples	

	Person(s) Responsible:	Classroom Teachers, Administrators, Curriculum Facilitator, Teacher Leaders		
	Timeline:	Periodic data comparisons		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>Use PLCs to adjust instruction based on action step implemented from book study commitment.</i>			
Progress:	Progress Monitoring Status:	Has begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Create common grade level team minutes template that focuses on student subgroups, action steps committment plan, and student needs to impact instruction.</i>			
	Evidence: (Identify documents and artifacts)	Grade level team meeting minutes, action step plan, student needs assessment		
	Person(s) Responsible:	Classroom Teachers, Administrators, Curriculum Facilitator, Teacher Leaders		
	Timeline:	Periodic data camparisons		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	

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GOAL #4:	<i>By June 2016, we will decrease the amount of suspensions by 20%, which will result in our suspensions being less than 138.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Implement positive behavior intervention strategies at the school level.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>School-wide expectations will be taught, evaluated and refined to better meet the needs of all students at our school. Data will be used to increase positive behavior in the school.</i>		
	Evidence: (Identify documents and artifacts)	PBIS training, Evidence of PBIS strategies used in the classroom, weekly rewards, EdClick data, Eleot observation notes, PBIS behavior matrix	
	Person(s) Responsible:	PBIS Coach, Administration, School Counselor, Classroom teachers	
	Timeline:	Monthly discipline reports	
	Budge Amount: (if appli	Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Increase positive climate in every classroom through individual student rewards.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>Positive behavior expectations will be rewarded, and the counselor will promote positive student interactions through the use of character education</i>		
	Evidence: (Identify documents and artifacts)	PBIS Meeting Minutes, rewards schedule, posted plans, ELEOT data, My View Walk Through form, student groups log, behavior plans, behavior contracts, behavior charts, classroom student Jaguars, award winners	
	Person(s) Responsible:	PBIS Coach, Administration, School Counselor, Classroom teachers	
	Timeline:	Monthly discipline data reports	
	Budge Amount: (if appli	Budget Source: (if applicable)	

Jones Elementary 3rd Grade Reading Data							
3rd Graders	Passed EOG	Passed BOG 3	GCE LEP	GCE SWD	Portfolio passing	Passed Reading 3D	Percent to Pass 3rd Grade
96	56	1	1	6	5	25	94/98 = 96

Jones Elementary			
2009-2015			
Grade 3 Reading			
	Jones	LEA	State
2008-2009			
2009-2010	73.30%	81.30%	81.90%
2010-2011	65.80%	81.00%	82.10%
2011-2012	50.00%	81.40%	82.80%
2012-2013	40.70%	40.30%	45.20%
2013-2014	61.60%	51.70%	60.20%
2014-2015	57.70%	51.90%	

Jones Elementary			
2009-2015			
Grade 3 Math			
	Jones	LEA	State
2008-2009			
2009-2010	83.30%	81.30%	81.90%
2010-2011	78.40%	81.00%	82.10%
2011-2012	65.50%	81.40%	82.80%
2012-2013	32.70%	38.40%	46.80%
2013-2014	52.50%	51.90%	60.90%
2014-2015	51.00%	55.10%	

Jones Elementary			
2009-2015			
Grade 4 Reading			
	Jones	LEA	State
2008-2009			
2009-2010	90.70%	78.20%	71.60%
2010-2011	86.50%	79.20%	71.60%
2011-2012	73.60%	70.50%	71.60%
2012-2013	26.00%	36.50%	43.70%
2013-2014	49.50%	51.00%	55.60%
2014-2015	51.90%	49.20%	

Jones Elementary			
2009-2015			
Grade 4 Math			
	Jones	LEA	State
2008-2009			
2009-2010	93.50%	85.90%	83.00%
2010-2011	91.00%	89.20%	83.80%
2011-2012	93.60%	86.50%	85.10%
2012-2013	18.30%	36.50%	47.60%
2013-2014	39.00%	43.80%	54.30%
2014-2015	32.10%	40.80%	

Jones Elementary			
2009-2015			
Grade 5 Reading			
	Jones	LEA	State
2008-2009			
2009-2010	72.80%	70.20%	71.10%
2010-2011	80.20%	78.60%	72.30%
2011-2012	78.30%	75.60%	72.30%
2012-2013	31.80%	31.50%	39.50%
2013-2014	41.30%	47.90%	53.80%
2014-2015	46.10%	45.70%	

Jones Elementary			
2009-2015			
Grade 5 Math			
	Jones	LEA	State
2008-2009			
2009-2010	81.60%	78.50%	81.20%
2010-2011	92.20%	87.40%	82.00%
2011-2012	87.50%	85.10%	82.10%
2012-2013	41.10%	40.70%	47.70%
2013-2014	46.70%	48.30%	56.40%
2014-2015	43.10%	50.30%	

Jones Elementary			
2012-2015			
Grade 5 Science			
	Jones	LEA	State
2012-2013	36.40%	35.50%	45.40%
2013-2014	56.50%	56.70%	64.20%
2014-2015	77.50%	61.90%	

2014 - 2015 Teacher Absences	
September	42
October	82
November	61
December	54
January	69
February	57
March	61
April	77
May	72
June	33
Total	608

Jones Elementary African American Males vs White Males Proficiency

Year	Subject	AA Males	W Males	Percent Difference
2012-2013	All	16.3	47.2	-30.9
	Reading	16.3	45.3	-29
	Math	16.3	49.1	-32.8
2013-2014	All	33.7	67	-33.3
	Reading	33.3	69.6	-36.3
	Math	28.2	60.9	-32.7
2015-2016	All	33.7	71.8	-38.1
	Reading	33.8	74	-40.2
	Math	20	66	-46

Jones Elementary		
Year	Referrals	Suspensions
2011-2012	325	61
2012-2013	235	80
2013-2014	113	81
2014-2015	266	172

Reading 3D -TRC Year		Blue	Green	Yellow	Red	% Proficien	Growth
Kindergarten	13-14	56%	37%	3%	4%	93%	
	14-15	63%	24%	7%	6%	87%	-6%
1st Grade	13-14	37%	55%	3%	5%	92%	
	14-15	42%	37%	12%	9%	79%	-13%
2nd Grade	13-14	78%	17%	1%	4%	95%	
	14-15	37%	40%	8%	15%	77%	-18%

Math		% Above	% Below	% Proficient	Growth	WCS Avg
Kindergarten	13-14	82%	18%	82%		
	14-15	90%	10%	90%	8%	90%
1st Grade	13-14	43%	57%	43%		
	14-15	71%	29%	71%	28%	77%
2nd Grade	13-14	27%	73%	27%		
	14-15	43%	56%	43%	16%	64%