

Comprehensive Progress Report

Mission:

Jones Elementary School students and staff will become lifelong learners through rigorous and relevant instruction.

Goals:

Jones Elementary School will increase their overall school accountability growth for all students in grades 3-5 from -1.1 to 0 by June 2018 evidenced by our EVAAS results.

Jones Elementary School will increase student reading achievement for students in grades 3 -5 from 48% to 53% by June 2018 evidenced by our NC EOG results.

Jones Elementary School will increase student math achievement for students in grades 3 -5 from 59% to 65% by June 2018 evidenced by our NC EOG

Jones Elementary School will increase student science achievement for students in grades 5 from 52% to 57% by June 2018 evidenced by our NC EOG Science results. .



! = Past Due Actions KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are not implementing Positive Behavior Intervention Support (PBIS) guidelines to fidelity	Limited Development 09/14/2017		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		By June of 2018, all teachers implemented a classroom management plan that maximized instructional time and decreased the previous 292 classroom referrals by 50% .		Tonja Harris	06/06/2018
Action(s)	Created Date			1 of 6 (17%)	
1	9/14/17	PBIS team will plan and present the school wide matrix		Complete 08/21/2017	Annette Jones 08/21/2017

		Notes: evidence agenda action items compelled staff meeting agenda			
2	9/14/17	PBIS team will meet monthly to review data from ed click		Tonja Harris	06/06/2018
		Notes: evidence agendas from PBIS meetings			
3	9/29/17	The PBIS team will develop a kickoff for students, parents, and staff		Zachery Temple	06/06/2018
		Notes: Evidence Flyers Agendas			
4	9/29/17	Positive Behavior Intervention Support team will plan quarterly celebrations for students.		Annette Jones	06/06/2018
		Notes: Evidence Celebration plan Pictures List of those who qualified			
5	9/29/17	Positive Behavior Intervention Support team will decide on school wide targets to focus on each quarter based on data from edclick.		Tonja Harris	06/06/2018
		Notes:			
6	9/29/17	All teachers will use Dojo to track individual behavior and communicate with parents.		Carla Baker	06/06/2018
		Notes: Evidence Dojo charts			
Implementation:			09/14/2017		
Evidence	9/14/2017	Training was presented to the staff and the opening meeting on August 21, 2017			
Experience	9/14/2017	PBIS team used the SET review from the previous year to set to revise the matrix			
Sustainability	9/14/2017	Student kick off and parent kick off is needed. Teachers should follow PBIS guidelines and teach them to their students modeling expectations daily.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently using curriculum frameworks in all grade levels. Lesson plans are required weekly, reviewed by the instructional team, and feedback is given. Grade levels are meeting weekly in grade level meetings as well as Professional Learning Communities (PLCs) to plan together as well as analyzing data to adjust instruction. The School Improvement Coach plays an important role as she is modeling lessons, collaborating with teachers, and conducts weekly walk throughs as well as giving feedback. Teachers are using weekly common assessments to evaluate student learning.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		By June 2020, all teachers will work together to create standards-aligned units of study in each grade level content area. Student benchmark results will increase from an average of 50% to 55%.		Tonja Harris	06/08/2020
Action(s)	Created Date		0 of 6 (0%)		
1	12/4/16	Determine the concepts, principles, and skills that will be covered within each unit.		Susan Perry	09/27/2019
<i>Notes:</i>					
2	12/4/16	Identify the standards/ benchmarks that apply to the grade level and unit topic.		Kristin Lamond	01/31/2020
<i>Notes:</i>					
3	12/4/16	Develop all objectives that clearly align to the selected standards/benchmarks and arrange them in sequential order.		Susan Perry	12/13/2019
<i>Notes:</i>					
4	12/4/16	Consider the most appropriate elements for mastery and construct final assignments for each lesson.		Susan Perry	09/27/2019
<i>Notes:</i>					
5	12/4/16	Create Essential Questions for entire unit of study, aligning one question per lesson that is answered in the final assignment.		Susan Perry	12/13/2019
<i>Notes:</i>					
6	12/4/16	Design lesson plans ranging over 3-5 days containing an essential question and a mastery assignment.		Susan Perry	02/21/2020
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are expected to differentiate instruction based on student need. Whole group, Small group and work stations are a part of the uninterrupted Literacy, Math and Science block.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		By June 2020, all teachers will use evidence-based instructional strategies to increase the effectiveness of multiple tiers indicated by 80% proficiency on various data sources.		Tonja Harris	06/06/2018
Action(s)	Created Date		1 of 10 (10%)		
1	12/4/16	Administration will create a school-wide schedule to ensure each class receives 90 minutes of uninterrupted reading and math instruction. This schedule will be revisited quarterly to ensure that the needs of all students are being met in both reading and math within the 90-minute block structure.	Complete 06/12/2017	Gavin Meiring	06/12/2017
<i>Notes:</i>		Master schedule Classroom schedule			
2	12/4/16	Analyze assessment data and adjust instruction based on individual student needs.		Zachery Temple	06/06/2018
<i>Notes:</i>		Evidence PLC Data Analysis Records Adapted lesson plans/student groups			
3	12/4/16	Collaborate in grade level teams to recommend research based interventions to support a wide variety of learners.		Wendy Blackmon	05/30/2018

<i>Notes:</i>					
Evidence Grade-level intervention team records School-level intervention team records					
4	9/7/17	Administration will complete a walk through in all classrooms to monitor effective Tier 1 instruction		Liz Jenkins	05/30/2018
<i>Notes:</i>					
5	9/7/17	Professional Development will be provided for staff on MTSS and Thinking Maps		Tonja Harris	01/24/2018
<i>Notes:</i>					
6	9/7/17	Common Assessments will be created by each grade level and used to monitor effective Tier 1 instruction.		Susan Webb	05/30/2018
<i>Notes:</i>					
7	9/7/17	Teachers will receive guidance on creating a learning focused lesson		Tonja Harris	06/06/2018
<i>Notes:</i>					
8	10/12/17	Our school will utilize funds from the title 1 budget to purchase books for classroom libraries and the book room.		Liz Jenkins	10/31/2017
<i>Notes:</i>					
9	10/12/17	Our school will utilize Title I funds to purchase Math manipulatives for all classrooms.		Liz Jenkins	10/31/2017
<i>Notes:</i>					
10	10/12/17	The School Improvement Coach will provide differentiated professional development in evidenced based instructional strategies.		Tonja Harris	06/06/2018
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are making parent contacts as they continue to focus on building positive relationships. The Positive Behavior Intervention Support (PBIS) system is in the beginning stages.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		By June 2018, teachers will work to implement a positive behavior intervention support system (PBIS) as well as a multi-tiered system of student support (MTSS) to reduce discipline referrals by 10% evidenced by Edclick.		Tonja Harris	06/15/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	12/4/16	Implement and follow a Positive Behavior Intervention Support program at Jones Elementary School with fidelity.		Annette Jones	06/06/2019
		Notes: Evidence ROAR expectations/rewards Jaguar Pledge Daily Classroom management plans PBIS Kick-Off Plans (student, parent, staff) Student achievement data from various data sources			
2	12/4/16	Implement the problem solving process with participation from grade-level representatives with fidelity.		Tonja Harris	06/05/2019
		Notes: Evidence Weekly meeting minutes for intervention team Student support plans			
3	9/14/17	Train staff in effective implementation of MTSS		Tonja Harris	01/31/2018
		Notes: Evidence Training agenda and materials Sign In sheet			
4	9/29/17	The MTSS team will meet to discuss students who are seen as at-risk as evidenced by triangulated data sources.		Tonja Harris	06/06/2018
		Notes:			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our school hosts open house to enroll new kindergarten and preschool students.	Limited Development 09/14/2017		
<i>How it will look when fully met:</i>			By June 2020, we have intentional plans that describe how we foster students' grade-to-grade, as well as level-to-level transitions as evidenced by 80% proficiency as measured by EVAAS and 20% or less of our total population referred through Edclick.		Kristin Lamond	06/05/2020
<i>Action(s)</i>	<i>Created Date</i>			0 of 1 (0%)		
1	9/14/17	Each grade level will create a transition plan for students entering their grade level and work with the grade level teams their current students will enter to ease transition.			Christine Gilmore	06/05/2020
<i>Notes:</i>			Evidence Transition Plan for each grade level Material from transitional plans			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Wilson County Schools has organized an 11 member Low Performing District Coach Team. Each member has no more than three school assignments. Two Executive Directors oversee the team and plan monthly meetings and offer trainings on an as needed basis. Coaches are required to make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. All coaches have been trained in Indistar and in writing SMART goals.	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>			The Executive Directors will hold monthly trainings to give district coaches support and guidance. Coaches will make comments on the school plans at least twice a month and attend School Improvement Team meetings at least twice a year. Coaches will monitor plans for effectiveness and ensure deadlines are met and agendas and minutes are kept. They will assist school teams in setting SMART goals, creating tasks in order to meet the goals, and monitoring progress to meet the goals. In the event that goals aren't met, the district team will provide additional resources and support for improvement. We will lead the necessary change for improvement. Each school will have a School Improvement Coach who serves as the Indistar process manager. In addition, our priority schools will have a School Improvement Grant Coach who will also play a vital role by ensuring the School Improvement Grant goals are achieved. They will analyze data on a regular basis and provide support to teachers for improved instruction. We have provided teachers with a K-12 district Curriculum Frameworks for all core content areas. An online curriculum resource is available for parents. The District Coach Team will meet on a consistent basis with a focus on instructional progress. We will analyze data both by school and district and give schools feedback and provide resources for support. We will continue to ensure that School Improvement Plans are transformational documents with SMART goals that result in all students learning. We will focus on core instruction, monitoring progress, assessing and analyzing data in order to gain desired outcomes.		Liz Jenkins	08/25/2017
<i>Action(s)</i>			<i>Created Date</i>	0 of 3 (0%)		
1		10/12/17	The LEA will require all district team members to attend monthly meetings and training.		Liz Jenkins	08/25/2017

Notes: District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.					
2	10/12/17	District team members will comment on school plans at least once a month and attend School Improvement Team meetings at least twice a year.		Liz Jenkins	06/06/2018
Notes:					
3	10/12/17	School Improvement/MTSS Coaches will serve as the Indistar process manager and will keep progress and artifacts current in the system.		Liz Jenkins	06/06/2018
Notes:					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The leadership team meets at least twice a month and an agenda and meeting minutes are always provided and prepared.	Limited Development 09/24/2016		
How it will look when fully met:		The leadership team will meet twice each month to ensure communication and coordination among departments in the school aimed at improving student achievement. Each meeting will operate with an agenda, meeting minutes, and action items to guarantee fidelity in implementation of plans made to produce positive outcomes for students. This communication across the school will increase student performance from 54% to 55% school wide.		Susan Webb	06/06/2018
Action(s)	Created Date		1 of 4 (25%)		
1	11/8/16	Create agendas for meetings with a focus on student-centered instruction and increased communication across the school.		Susan Webb	06/06/2018
Notes: Mrs. Webb will meet with administration to develop an agenda 2 days prior to the meeting.					
2	12/4/16	Record detailed minutes at each meeting with a list of notes and action steps for teacher leaders.		Susan Webb	06/06/2018
Notes: Evidence Leadership Notes					
3	12/4/16	Collaborate with grade level teams to ensure implementation of decisions made at leadership meetings.	Complete 01/31/2017	Susan Webb	01/31/2017
Notes: Evidence Leadership Notes shared with team members					

4	12/4/16	Team representatives will follow-up with their teams to answer questions and provide feedback to leadership team about action items.		Susan Webb	06/06/2018
		Notes: Evidence Feedback at next leadership meeting regarding action items			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration created and implemented a new schedule which allows all grade levels to have a common planning time each day of the week. Tuesdays and Thursdays are reserved for grade level meetings and PLCs.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		Every grade level will meet weekly to establish structures to address instructional practice, whole school improvement, and family community connections evidenced by our School Planning calendar.		Tonja Harris	06/05/2019
Action(s)	Created Date		0 of 1 (0%)		
1	12/4/16	Establish structures to ensure that instructional planning is collaborative and engaging to produce positive outcomes for students.		Carla Baker	06/03/2020
		Notes: Evidence Master Schedule PLC minutes and agenda			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Curriculum is monitored regularly through looking at lesson plans as well as classroom visits. The instructional team consisting of the Principal, Assistant Principal, and Curriculum Facilitator reviews lesson plans as well as provides feedback on a weekly basis.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The administration will utilize 50% their schedule to observe all classrooms providing feedback throughout the 2017-2018 in order to increase rigorous instruction.		Zachery Temple	06/06/2018
Action(s)	Created Date		1 of 6 (17%)		
1	11/23/16	Create a collaborative planning schedule focused on common planning, data analysis, and discussion of effective instructional practice	Complete 08/21/2017	Liz Jenkins	08/21/2017
<i>Notes:</i>		Evidence Master Schedule PLC meeting minutes NCEES/ELEOT evaluations/conference notes			
2	11/23/16	Provide descriptive feedback on lesson plans focused on engaging instruction and differentiated learning for students		Zachery Temple	06/06/2018
<i>Notes:</i>		Evidence Cognito Forms lesson plans			
3	11/23/16	Evaluate teachers on effective implementation of instruction using both formal and informal measures		Liz Jenkins	06/06/2018
<i>Notes:</i>		Evidence NCEES/Cognito data Observation feedback notes			
4	9/13/17	Schedule pre and post conferences for observations of all certified teachers		Liz Jenkins	06/06/2018

Notes:					
5	9/13/17	Monitor purposeful planning using lesson plan portion of the walk through form		Liz Jenkins	06/06/2018
Notes:					
6	9/13/17	Administration will provide timely feedback from classroom observations and walkthroughs		Liz Jenkins	06/06/2018
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The school's instructional team regularly reviews the school performance data to address areas of strength as well as areas of concern. The data is shared with staff in PLCs and interventions are put in place. Teachers meet weekly in grade levels to collaborate as well as plan for the upcoming week.	Limited Development 09/24/2016		
How it will look when fully met:		By June 2018 the leadership team will meet twice a month to analyze aggregated student outcome data and data on instructional practices from walk throughs looking for patterns that suggest a need for professional development and plan a session on the top need each quarter throughout the 2017-2018 school year. Evidence of completion would be material from Professional Development sessions, increased student achievement as measured by various data sources and evidence to support the need for the PD.		Tonja Harris	06/06/2018
Action(s)	Created Date		1 of 6 (17%)		
1	11/23/16	Create a leadership retreat aimed at designing an instructional framework for Jones that will focus on student achievement.	Complete 08/31/2016	Frank Adamkiewicz	09/01/2016
Notes: Evidence Curriculum plan for retreat Agenda/minutes from meetings					
2	11/23/16	Collaborate weekly to analyze student performance data and adjust instruction to meet student need.		Zachery Temple	06/06/2018

		Notes: Evidence PLC Agenda Adjusted lesson plans Retooling plans			
3	12/4/16	Collaborate in vertical planning teams to determine best practices to enable students to access curriculum at various levels of ability.		Tonja Harris	06/06/2018
		Notes: Evidence Vertical teaming agenda/notes			
4	12/4/16	Evaluate teacher performance using a variety of classroom visit data, including formal and informal observation data.		Liz Jenkins	06/06/2018
		Notes: Evidence Cognito walk through form & NCEES			
5	12/4/16	Leadership team will analyze various data sources to recommend individualized professional development to staff members based on needs discovered in patterns of professional practices .		Liz Jenkins	01/23/2018
		Notes: Evidence Value Added Data (EVAAS) Benchmark Data Analysis Edclick Cognito Walk through Form Read 3D data PDP's			
6	12/4/16	Implement flexible grouping during retooling period to match teacher performance to the needs of students.		Tonja Harris	06/05/2019
		Notes: Evidence Flexible Grouping Lists Retooling lesson plans			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration has developed and implemented an induction plan for new hires as well as a plan to recognize staff for contributions, excellence performance, and attendance. A mentor program is also in place to provide the needed guidance for all BT1, BT2, BT3 and transfer teachers .	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The school will have a 75% staff retention rate by having a positive environment for all staff at Jones Elementary. All new staff will participate in an orientation introducing them to the procedures and best practices our teachers use school wide for planning and instruction.		Zachery Temple	06/06/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	12/4/16	Plan new teacher orientation sessions for new staff and their mentors		Zachery Temple	06/06/2018
		Notes: Evidence Agenda Evaluation			
2	9/29/17	Monthly meetings held between new teachers and their mentors.		Zachery Temple	06/06/2018
		Notes: Evidence Agenda			
3	9/29/17	Differentiated training for new staff		Zachery Temple	06/06/2018
		Notes: Evidence Agenda			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians 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).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently hosting numerous Parent Engagement events. Parent receive information and resources to better help their students to be successful at home. The school is continuing to find ways to improve parent communication by using strategies such as report card pick up, webpages, newsletters, Dojo, connect ed calls and emails, parent conferences, and open house events. Parent participation is low at these events.	Limited Development 09/24/2016		
<i>How it will look when fully met:</i>		The school holds monthly parent engagement sessions aimed at communicating the importance of helping parents become fully engaged in the learning lives of their children. This connection between the efforts of home and school will be built upon purpose, communication, education, and association resulting in an increase of student achievement and efficacy evidenced by decreased student behavior and increased academic achievement data for the 2017-2018 school year.		Christine Gilmore	06/06/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	12/4/16	Schedule parental outreach events, such as Open House, Report Card pick-up, Title I events, and parent conferences to work collectively to produce positive outcomes for students.		Christine Gilmore	06/06/2018
<i>Notes:</i>		Evidence Outreach event outlines Agendas/Sign-in sheets			
2	12/4/16	Create and send weekly Connect Ed messages to parents to ensure clear, consistent communication about parent engagement sessions.		Liz Jenkins	06/06/2018
<i>Notes:</i>		Heather Moody Tamara Cooper Evidence Connect Ed transcript			
3	9/14/17	School will utilize our social media accounts to market parent events		Christine Gilmore	06/06/2018

Notes: Screen shots from school facebook, instagram, twitter, and the website