

Comprehensive Progress Report

Mission: Our Mission: We are dedicated to providing a safe, positive and nurturing learning environment where students can achieve their full academic, social and personal potential to become contributing members of society.

- Vision:**
1. Work collaboratively with parents and community members

2. Incorporate hands-on technology

3. Encourage problem-solving by implementing a rigorous curriculum

4. Emphasize strong character and a deep sense of individual responsibility.

Goals:

Math (grades 3rd - 8th) By June 2025, math (grades 3rd - 8th) proficiency will increase by three percentage points, from 70.9% in 2023/2024 to 73.9% in 2024/2025.

Reading (grades 3rd - 8th) - By June 2025, reading (grades 3rd - 8th) proficiency will increase by three percentage points, from 63.1% in 2023/2024 to 66.1% in 2024/2025.

Lost Instructional Days - By June 2025, the number of lost instructional days due to In-School Suspension (ISS) and Out-of-School Suspensions will be decreased by 10% from 8 days in 2023/2024 to 7 days in 2024/2025.

Chronic Absences - By June 2025, the percentage of students who were chronically absent will decrease by five percentage points, from 18.8% (106 students) in 2023/2024 to 13.8% (67 students) in 2024/2025.

Science (5th & 8th grades) - By June 2025, science (5th & 8th grades) proficiency will increase by three percentage points, from 76.6% in 2023/2024 to 79.6% in 2024/2025.



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| Core Function: | | | Domain 1: Turnaround Leadership | | |
| Effective Practice: | | | Practice 1A: Prioritize improvement and communicate its urgency | | |
| | | A2.01 | Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091) | Implementation Status | Assigned To |
| <i>Initial Assessment:</i> | | | Instructional teams currently meet once a week for 45 minutes to review and disaggregate performance data, design engaging and rigorous instructional practices, and discuss culturally responsive instruction. Data is collected from standardized, formal, and informal assessments and entered into digital spreadsheets that are conditionally formatted to show students at risk. Using this data, grade levels discuss horizontally and vertically how to address gaps in learning and share instructional practices to better align from grade to grade. Grade levels meet every other week in a problem solving groups PSG, Goal Teams, and Vertical PLCs to discuss specific student needs and intensive problem solving. | Limited Development 11/18/2020 | |
| | | | Priority Score: 3 Opportunity Score: 2 Index Score: 6 | | |
| How it will look when fully met: | | | Instructional teams are able to self-facilitate and monitor conversations surrounding data, instruction, and student progress with minimal guidance. Teams will triangulate and utilize data to make sound decisions to best support student learning. | Objective Met 10/04/23 | Frances Jarrell |
| Actions | | | | | |
| | 11/18/20 | PLCs will take place once a week for 45 minutes. Teams will meet as just a grade level or vertically with other grade levels. | Complete 08/09/2021 | Adam Dovico | 06/10/2021 |
| <i>Notes:</i> | | | | | |
| | 9/15/21 | Teachers are leading implementation of student data notebooks. Students will monitor and record their data (e.g. NWEA, DIBELS, Snapshots), set personal goals, and reflect on progress on a regular basis. These notebooks will be utilized during PSG meetings as an evidence toward growth and mastery. | Complete 05/16/2022 | Adam Dovico | 06/10/2022 |
| <i>Notes:</i> | | | | | |
| | 11/18/20 | Instructional teams will meet weekly (twice a week bi-weekly) to discuss, plan, and evaluate the effectiveness of instructional strategies and practices. PLC meetings will support core instruction, while PSG meetings will focus on core support and individualized interventions. | Complete 01/10/2023 | Adam Dovico | 12/17/2022 |

Notes: Tier 2 systems were in place 2020-2021, but the district will be adding additional structures in 2021-2022 that will allow to continue to improve the system.

| Implementation: | | | | 10/04/2023 | | |
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| Evidence | | | 10/4/2023 | | | |
| Experience | | | 10/4/2023 | | | |
| Sustainability | | | 10/4/2023 | | | |
| ! | 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: | | | A leadership team consisting of the principal, curriculum facilitator, grade level representatives, and school support leaders meet twice a month to review and discuss school practices. These notes are reflected in Indistar and shared to the entire staff to review. At the current time, these meetings involve discussions around instructional practices, however, with new instructional practices being implemented this year, these meetings will benefit from future discussions on the effectiveness of these efforts. | Limited Development 10/31/2022 | | |
| How it will look when fully met: | | | When this objective is fully met, these meetings will include a robust discussion around implementation efforts for a wide range of instructional and data-driven practices, including behavioral, social and emotional, and attendance. The team will demonstrate a self-sustaining model of teacher-driven leadership that leads and drives the conversations in these meetings. We will utilize meeting notes in order to determine the effectiveness of the completion of this objective. | | Merrie Conaway | 06/09/2024 |
| Actions | | | | 3 of 4 (75%) | | |
| 10/31/22 | | Leadership team discusses and evaluates the effectiveness of discourse efforts across the school. | | Complete 03/09/2023 | Merrie Conaway | 02/17/2023 |
| Notes: Discourse development has been marked as the primary focus of coaching, professional development, and feedback this year. Evaluation of the implementation of this will be measured through feedback and walk through observations. | | | | | | |

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| | 3/9/23 | Teachers will examine and analyze data, and create next steps for the implementation of discourse across classrooms. | Complete 05/16/2023 | Adam Dovico | 05/11/2023 |
| | <i>Notes:</i> This work will be primarily done in PLC using data collecting and analysis. | | | | |
| | 5/16/23 | Teachers and school leaders will meet regularly (at least twice a month) to discuss effective strategies to utilize discourse within small group setting. Previous work included discourse strategies for whole group setting, and these will now be shown in small group. | Complete 11/08/2023 | Adam Dovico | 12/12/2023 |
| | <i>Notes:</i> | | | | |
| | 5/16/23 | Teachers across grade levels will use the training executed in PLCs and coaching sessions (in Fall 2023), focusing on discourse in small group, to implement regularly in small group setting. Discourse strategies should be visible in whole group and small group setting, which may include elements like SPOTS Discourse, activities/games, open conversation, and student-centered opportunities. | | Adam Dovico | 03/15/2024 |
| | <i>Notes:</i> | | | | |
| ! | 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 |
| <i>Initial Assessment:</i> | | While we have structures in place for instructional planning and reviewing data to further student success, we do not have formal bylaws or statements of purpose for much of the work that is accomplished. Additionally, we do not have reciprocal communication with school teams and the school improvement team. There is not a documented plan in place for accomplishing instructional support activities. | Limited Development 01/10/2023 | | |
| <i>How it will look when fully met:</i> | | There will be a documentation of all school teams, departments, and grade levels, as well as a diagram that shows how communication flows between these entities. There will also be clear goal statements for each of the entities to establish how each is responsible for ensuring that all school activities are standards-aligned and well-rounded in order to provide students with the academic, social, and emotional needs of students. Additionally, there will be a calendar of meetings and events so that all members of our school community know our plans and recognize ways they contribute. | Add Actions | Teddy Wohlgemuth | 06/30/2024 |
| <i>Actions</i> | | | 1 of 2 (50%) | | |
| | 3/21/23 | Take existing contacts, committees, and activities list and organize into themes or teams. | Complete 11/13/2023 | Merrie Conaway | 11/12/2023 |

Notes:

3/21/23 Create a comprehensive list of all teams, committees, groups, and activities that require planning and staff involvement by surveying staff members.

Merrie Conaway

06/01/2024

Notes: Work to be done over the summer.

| Core Function: | | | Domain 1: Turnaround Leadership | | | |
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| Effective Practice: | | | Practice 1B: Monitor short-and long-term goals | | | |
| | 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 |
| Initial Assessment: | | | The principal and assistant principal provide instructional feedback to staff members through a variety of methods based on the needs of staff members: formal observations are completed based on the experience and performance of staff (with staff needing more support receiving more frequent feedback). Additionally, the administration works with the CF (the instructional leadership team) to participate in district-level coaching for ELA and math. After observations and feedback, the team determines how best to provide continuous improvement feedback. For example, new teachers struggling with instructional routines will be provided with support by the CF. Whole staff needs or grade level specific needs are addressed during professional learning community meetings and whole staff meetings. For staff members functioning below the proficient rating, individual supports are provided by the instructional leadership team and human resources. | Full Implementation 10/04/2023 | | |
| | KEY | D1.02 | The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171) | Implementation Status | Assigned To | Target Date |

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| <p>Initial Assessment:</p> | <p>Our school is located in a large school district that is able to provide considerable resources at the system level which otherwise would need to be purchased by individual schools. For example, we have all ELA, Math, Science, Social Studies, and Exceptional Children's curricula, student materials, professional coaching, and interim assessments provided by our district. Because of the district's role in purchasing these items in bulk, we have less resources to allocate at the individual school level. Our school does not qualify for Title I funding or other sources of financial support based on need. We receive enough district financial support to purchase classroom and office supplies that are most needed to run our school. Our Parent Teacher Association fundraises extensively and has purchased items such as instructional technology, playground equipment, and teacher grants. The principal works with human resources each year to ensure that staffing needs are met and maximized.</p> | <p>Full Implementation 10/04/2023</p> | | |
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| Core Function: | | | Domain 2: Talent Development | | | |
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| Effective Practice: | | | Practice 2A: Recruit, develop, retain, and sustain talent | | | |
| | 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 |
| Initial Assessment: | | | <ul style="list-style-type: none">Administration routinely attends career fairs to seek out new talentStaff is shown appreciation by providing meals and tokens of appreciationStaff is show encouragement and support through hospitalityThere is an onboarding process for welcoming new staffAdministration provides "temperature" check-ins with small groups of staff members to address questions and concernsThere is a process for staff members to get support (instructional, supplies, etc.)Staff members are provided with feedback on evaluations and check ins between evaluationsCollaboration within the school community is encouraged | Limited Development 01/10/2023 | | |
| | | | Priority Score: 2 Opportunity Score: 2 Index Score: 4 | | | |
| How it will look when fully met: | | | When this objective is fully met, the school will have a defined system in conjunction with the school district in order to have clear and defined processes and procedures for recruit, retain, reward, and replacing staff. Staff will look to remain at the school and have satisfactory results on the NC Teacher Working Conditions Survey. | Objective Met 06/21/23 | Merrie Conaway | 06/07/2024 |
| Actions | | | | | | |
| | 3/21/23 | At least once a quarter, staff is shown appreciation by PTA and/or administration delivery of tokens of appreciation. | | Complete 06/09/2023 | SIT Team | 06/09/2023 |
| Notes: | | | | | | |
| | 3/21/23 | Once each semester, teachers will have an opportunity to observe peers, leave meaningful feedback and collaborate on instructional strategies. | | Complete 06/09/2023 | SIT Team | 06/09/2023 |
| Notes: | | | | | | |
| | 3/21/23 | Staff members have access to a digital form to have efficient access to instructional materials and supplies. | | Complete 06/09/2023 | SIT | 06/09/2023 |
| Notes: | | | | | | |

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| Implementation: | | 06/21/2023 | | |
| <i>Evidence</i> | 6/21/2023 | | | |
| <i>Experience</i> | 6/21/2023 | | | |
| <i>Sustainability</i> | 6/21/2023 | | | |

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| Core Function: | Domain 2: Talent Development |
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| Effective Practice: | Practice 2B: Target professional learning opportunities |
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| | 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 |
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| Initial Assessment: | Current practices towards looking at school performance data and aggregated classroom observation data include discussing formative, local, and state assessment data in PLCs and PSGs. In addition, classroom walk through data is collected and discussed with leadership team and district coaches. To date, we have leveraged observation and formative data to focus on student discuss, which has been a schoolwide focus for Eureka and CKLA coaching visits, along with PLCs. A deep analysis of current data was executed by grade levels to determine students who are not projected to meet their projected growth scores. With that data, small groups have been adjusted and growth goals have been reset to reflect a more accurate depiction of desired growth scores. | Limited Development 01/10/2023 | | |
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| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | |
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| How it will look when fully met: | When this objective is fully met, teachers, grade levels, and the school will have the opportunity to attend and take part in professional development that meets the needs of their students and subgroups. This will align to the data that is collected and aggregated within PLC and PSG meetings. | Objective Met 06/21/23 | Teddy Wohlgemuth | 12/15/2023 |
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| Actions | | | | |
| 3/21/23 | The school will utilize district coaches (CKLA and Eureka) to provide feedback that stems from classroom observations and school level data trends. This feedback will be followed up in coaching cycles. | Complete 04/25/2023 | Adam Dovico | 04/18/2023 |

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| Notes: | | | | | | |
| 3/21/23 | | Teachers will use school level data and align it to professional development opportunities (e.g. LETRS) to modify and improve classroom instruction that will meet the individual needs of students, through small group instruction. | | Complete 06/09/2023 | Adam Dovico | 06/09/2023 |
| Notes: This will be executed in PLCs during data discussions. | | | | | | |
| Implementation: | | | | 06/21/2023 | | |
| Evidence | | 6/21/2023 | | | | |
| Experience | | 6/21/2023 | | | | |
| Sustainability | | 6/21/2023 | | | | |
| ! | | C2.04 | The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | During the 2021-2022 school year, problem solving group meetings were held every other week for grade levels in order to address academic concerns. These meetings will need to be expanded to also include behavior, attendance, and social and emotional issues. The district/LEA is currently constructing a standard treatment protocol that will assist schools in the implementation of a proper MTSS tiered approach toward addressing student concerns. | | Limited Development 05/12/2022 | | |
| How it will look when fully met: | | When this objective is fully met, problem solving groups will have fluid conversations surrounding academic, behavioral, social and emotional, and attendance concerns. There will be clear and concise interventions and expectations for each tier in each area. Teams will progress monitor in order to measure effectiveness at each tier. | | | Frances Jarrell | 06/07/2024 |
| Actions | | | | 1 of 3 (33%) | | |
| 5/12/22 | | Administrators, student support, and select teachers will participate in restorative practice training in order to support core student behavior (tier 1). This will provide a foundation for modeling to other teachers and staff. | | Complete 01/10/2023 | Kerrie Douglas | 12/30/2022 |
| Notes: | | | | | | |

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| 5/12/22 | Administration and student support will participate in supplemental (tier 2) behavior training, focusing on check-in/check-out systems. School psychologist will provide training and guided implementation for the execution and collection of check in/check out data. | | Merrie Conaway | 06/01/2024 |
| <i>Notes:</i> While certain teachers have done training, but we have not had schoolwide training yet. | | | | |
| 5/12/22 | Problem solving group meetings will provide professional development and coaching on systems of support across behavior, attendance, and social and emotional standard treatment protocols. | | Merrie Conaway | 06/30/2024 |
| <i>Notes:</i> There has not been district directives on Tiered interventions for behavior, SEL, and attendance. | | | | |

| Core Function: | | | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | | | Practice 3A: Diagnose and respond to student learning needs | | | |
| | | A3.01 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Teachers meet with the curriculum facilitator and principal weekly to discuss student's academic performance and next steps to increasing student achievement. Teachers discuss data in PLCs and identify students in multiple target groups quarterly. | Limited Development 09/12/2016 | | |
| | | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| How it will look when fully met: | | | All staff members will know which students have been identified as at risk of performing below grade level in different subgroups and subject areas. Teacher will use data to re-teach and re-assess and monitor progress toward growth as part of an on-going cycle. | Objective Met 02/10/22 | Teddy Wohlgemuth | 06/12/2023 |
| Actions | | | | | | |
| | 6/13/18 | | Curriculum facilitator will share data sheets with certified staff following district-mandated assessments. | Complete 01/13/2020 | Tamara Clarida | 12/01/2019 |
| Notes: | | | Data sheets are due 11/12/19 and will be shared with support staff. Data sheets should include all BOY assessments and the first interim for 3-5 classrooms. | | | |
| | | | A3.01 Curriculum facilitator will share data sheets with certified staff following district-mandated assessments. | | | |
| | 6/13/18 | | Certified staff will be responsible for reviewing data sheets and identified struggling students in order to reinforce core curriculum objectives and give specialists a list so they can integrate vocabulary and other activities during their instruction. | Complete 01/13/2020 | Julie Pendegraph | 04/20/2020 |

Notes: The curriculum facilitator will be working with core teachers to identified struggling students and vocabulary words that may be used to reinforce during specials time. A student list will be created and given to the specialists during their PLC.

Data sheets were shared with all supporting staff on 11/22/19 after interim assessment one data was received.

9/12/17 Support staff will be assigned Tier II students to work with based on BOY screeners and teacher input. Curriculum Facilitator will ensure that Tier II team understands how to select effective interventions and progress monitor

Complete 10/05/2020

Adam Dovico

10/01/2020

Notes: The purpose is to increase positive relationships which is critical for increasing student achievement. Staff members began meeting with students in November and continue to provide emotional and academic support.

Staff members have been assigned classrooms with at risk students for academic support this year.

10/7/21 PSG's will utilize available data to identify students who are in need of supplemental (Tier 2) reading or math supports. Every 8-10 weeks (one cycle) PSGs will review Tier 2 students in order to use data-informed decision making for next steps.

Complete 02/10/2022

Adam Dovico

12/21/2021

Notes:

Implementation:

02/10/2022

Evidence

2/10/2022

Experience

2/10/2022

Sustainability

2/10/2022

| | | A4.17 | The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856) | Implementation Status | Assigned To | Target Date |
|--|--------|--|---|-----------------------------------|--------------------|-------------------|
| | | Initial Assessment: | Currently, students take unit assessments, quarterly assessments and teacher made test. Grade levels analyze the data and teachers use the data to make instructional decisions. | Limited Development 09/06/2019 | | |
| | | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| | | How it will look when fully met: | The school will utilize an early warning system such as discipline data, formative assessments, classroom grades, attendance, and support services including EC, AL and IST referrals to screen students with academics and behavior multiple times per year and make informed decision that will benefit the students needing targeted intervention. | Objective Met 05/12/22 | Adam Dovico | 06/11/2023 |
| | | Actions | | | | |
| | 9/6/19 | We will use the district assessment calendar to set specific testing dates for reading and math interim assessments. | | Complete 05/16/2022 | Tamara Clarida | 06/10/2022 |
| | | <p><i>Notes:</i> The district gives a window for interim assessments. Jesse Wharton abides by the window. Specific dates were set for the first window, but at this time dates have not been set for interims two and three.</p> <p>The 1st interim assessments has been given. We will review attendance, discipline data, MTSS interventions, and interim assessments quarterly.</p> <p>The district gives a window for interim assessments in which Jesse Wharton follows. Interim two assessments will take place on 1/14-1/16 with make-ups taking place until 1/24 if need.</p> <p>Dates for the last interim have been set. Reading will take place on March 24th, Math March 25th and fifth grade will test all three subjects each day, one per class through March 26th.</p> | | | | |
| | 9/6/19 | Using the curriculum pacing guides for reading and math. Common Formative Assessments will be administer weekly. | | Complete 05/16/2022 | Erika Schantz | 06/10/2022 |

Notes: Teachers will be using creating common assessments weekly.

Beginning January 10, 17 or 24, k-5 CFA's will be created and administered as a grade level weekly. CFA data will be reviewed during PLC Data Day and grade level planning time. CFA's will be used to individualize instruction for students.

| Implementation: | | 05/12/2022 | | |
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| Evidence | 5/12/2022 | | | |
| Experience | 5/12/2022 | | | |
| Sustainability | 5/12/2022 | | | |

| Core Function: | | | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | | | Practice 3B: Provide rigorous evidence-based instruction | | | |
| ! | 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> | | | In previous years, leadership used an in-house created positive behavior system based on respect, kindness, safety, situational awareness and responsibility (SPOTS) to the students and staff. Individual students and classrooms were recognized for positive behavior. In reviewing Educator's Handbook trends from 2019-20, 97% of all Office Discipline Referrals (ODR) were males, but males represent 52% of enrollment. African American males represent 15% of the total enrollment, but they represent 35% of total ODR's. White males represent 50% of ODR's, but account for 28% of enrollment. Of the 45 unique "offenders" from the 2019-20 school year 20 (44%) have 2+ ODR's. Of the 23 unique "offenders" from the 21-22 school year, 9 (39%) have 2+ ODR's. | Limited Development 08/31/2017 | | |
| | | | Priority Score: 3 | Opportunity Score: 3 | Index Score: 9 | |
| <i>How it will look when fully met:</i> | | | Jesse Wharton Elementary will decrease instructional time lost by reducing the number of students with more than 2 Office Discipline Referrals. | | Teddy Wohlgemuth | 06/07/2024 |
| <i>Actions</i> | | | | 5 of 7 (71%) | | |
| 11/6/20 | | | Students who are identified as repeat offenders from the 2019-2020 school year, and remain at Jesse Wharton, will be supported through conversations held during PSG meetings. The team will create systems, interventions, and procedures for how these students will be supported. These may include a check in-check out system, rewards and incentives, and behavior goal setting. | Complete 11/04/2021 | Aimee Denny | 12/19/2021 |
| <i>Notes:</i> | | | | | | |
| 11/6/20 | | | Teachers will take part in conversations and activities surrounding best instructional practices to promote high levels of student engagement. This work will be primarily done in PLCs and provided feedback through snapshot and observation feedback. | Complete 05/11/2023 | Adam Dovico | 05/11/2023 |

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| | <p><i>Notes:</i> This date is the conclusion of the 2nd quarter. This will serve as a check-in date for this action step. The action will be extended if the action is not fully met.</p> | | | |
| 11/6/20 | The school will implement a consistent school behavior flow chart to handle situations dealing with behavior concerns. The flow chart has been shared and posted in the Giraffe Hub and allow for teachers to have consistent language and equitable outcomes for students across grade levels. The posters have been added to classroom walls as a visual reminder to teachers and students. | Complete 10/04/2023 | Kerrie Douglas | 12/20/2023 |
| | <p><i>Notes:</i> Progress on this is discussed every week in our Student Support PSG. The school Social Worker brings a absentee and tardy report each time that is discussed and reviewed by team members.</p> <p>This date is the conclusion of the 2nd quarter. This will serve as a check-in date for this action step. The action will be extended if the action is not fully met.</p> <p>This action item will be extended into the 2023-2024 school year due to inconsistent practices this year. We will be realigning procedures and practices which will hopefully improve our model.</p> | | | |
| 5/12/22 | Administration, student support, and select classroom teachers will participate in restorative practices training, along with Tier 1 Core behavior professional development. Restorative practices will be reinforced in PLCs. | Complete 08/21/2023 | Kerrie Douglas | 12/20/2023 |
| | <p><i>Notes:</i> After training has been completed, a new action will be added that will specify next steps.</p> <p>While teachers did receive training, there was not a sufficient core program to support this implementation. We are hopeful that more guidance from the district will help put this into place for the next school year.</p> | | | |
| 9/10/23 | All staff members will develop procedures for instructional participation and other classroom routines. Once developed, staff members will teach these to students. | Complete 12/04/2023 | Merrie Conaway | 12/23/2023 |
| | <i>Notes:</i> | | | |
| 9/10/23 | Staff members will work together to create expectations for common areas. | | Merrie Conaway | 06/01/2024 |
| | <i>Notes:</i> | | | |
| 9/10/23 | Staff members will learn GCS's Tier 2 behavior plans for implementation. | | Merrie Conaway | 12/01/2024 |

Notes:

| Implementation: | | | 09/05/2019 | | |
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| Evidence | | | 6/13/2018 Our chart of SPOTS achievements shows how many SPOTS each classroom earned throughout the year. Office referrals were decreased by more than 10% 6/13/2018 | | |
| Experience | | | 6/13/2018 Faculty and staff taught the expectations on the first and second day of school. Students watched videos explaining the general expectations and videos and demonstrations of specific expectations in different areas of the school. Throughout the year expectations were reinforced daily as students earned class rewards and accomplishments were announced to the school. 6/13/2018 | | |
| Sustainability | | | 6/13/2018 We will need to continue to teach and reinforce the school-wide expectations at the start of each year and throughout the year. 6/13/2018 | | |
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To |
| Initial Assessment: | | | On a weekly basis, grade levels work together to review district-required curricula and align the materials to NCSCoS. We continue to work with district-provided coaches to implement new versions of curricula but keep the standards at the forefront of the planning process. | Full Implementation 10/04/2023 | |

| Core Function: | | | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | | | Practice 3C: Remove barriers and provide opportunities | | | |
| | 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> | | | Teachers work together to create proposed class rosters for the upcoming year that pair students and teachers according to student need. Principal collaborates with teachers, EC teachers and counselor to finalize placements. Fifth grade students take a field trip to Mendenhall Middle School. Kindergarten teachers host a special open house for incoming families. The kindergarten registration packet collects information on the student's prior academic setting. Kindergarten teachers collect information on student personalities, challenges and strengths. The school seeks input from parents yearly to determine best placement for the next school year. | Limited Development 08/31/2017 | | |
| | | | Priority Score: 1 Opportunity Score: 3 Index Score: 3 | | | |
| <i>How it will look when fully met:</i> | | | Students will be confident and prepared for the upcoming grade level. | Objective Met 05/11/23 | Adam Dovico | 06/11/2023 |
| <i>Actions</i> | | | | | | |
| | 7/12/18 | Principal will meet with vertical team chairs to discuss expectations for vertical team meetings. | | Complete 09/06/2018 | Angella Hauser | 09/30/2018 |
| <i>Notes:</i> Vertical teams should be focused on curriculum. | | | | | | |
| | 9/10/18 | Teachers will utilize the assessment and reteaching plan to ensure all students are prepared for the next grade. | | Complete 05/13/2019 | Tamara Clarida | 06/07/2019 |
| <i>Notes:</i> 11/13/18: Teachers discussed plans for re-teaching non-mastered standards in PLCs 11/6/18. After each quarterly assessment, teachers worked together to create a plan for reteaching and corrective instruction. | | | | | | |
| | 8/31/17 | Vertical teams will meet monthly to discuss the curriculum alignment across the grade levels. | | Complete 06/08/2018 | Tamara Clarida | 06/14/2019 |
| <i>Notes:</i> Vertical teams continue to meet to discuss trends across the grade levels regarding behavior and curriculum. 11/13/18 Vertical Teams met during the month of October to collaborate and discuss what is happening across the grade levels. ELA Vertical team is in the process of collecting various strategies/activities to work with students on key reading standards. | | | | | | |

| | | | | |
|------------------------|---|---------------------|-------------|------------|
| 10/8/19 | Elementary counselor will work in conjunction with middle school counselors in order to provide a smooth transition from elementary to middle school. | Complete 05/11/2023 | Aimee Denny | 05/10/2023 |
| <i>Notes:</i> | | | | |
| Implementation: | | 05/11/2023 | | |
| Evidence | 5/11/2023 Student data and teacher efforts on ensuring smooth transitions will be provided. | | | |
| Experience | 5/11/2023 Teachers meeting on grade level and vertical teams to discuss student's data and creating a plan for corrective instruction. School counselor has arranged conversations with middle schools to provide smooth transition for 5th graders. | | | |
| Sustainability | 5/11/2023 It is necessary for all teachers to look at cohort data when identifying student growth and achievement. | | | |

| Core Function: | | | Domain 4: Culture Shift | | | |
|----------------------------------|-----|-------|--|-----------------------------------|----------------|-------------|
| Effective Practice: | | | Practice 4A: Build a strong community intensely focused on student learning | | | |
| ! | 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 |
| Initial Assessment: | | | We have a full time counselor and part time social worker on staff that serves as a resource to students and teachers. The counselor utilizes a specific schedule in which he meets with every classroom bi-weekly. In addition, the counselor meets with small groups of students to address their social and emotional needs. The social worker provides teachers and parents with community agencies to support specific family needs. All teachers have access to the social worker and counselor as needed. The counselor and social worker collaborate with the PTA and community resources to provide a food pantry and access to clothing and supplies for students in need. | Limited Development 09/15/2016 | | |
| | | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | | As teachers identify or are informed of students needing emotional support. Teachers work proactively by contacting the guidance counselor or social worker when concerns arise. In doing so, it results the counselor and or social worker are able to intervene sooner which results in decreased office referrals due to emotional outbursts and fewer suicide interventions. | | Kerrie Douglas | 06/07/2024 |
| Actions | | | | 0 of 2 (0%) | | |
| 8/31/17 | | | Classroom teachers will work in conjunction with administration, EC staff, counselor, school psychologist to implement the tiered MTSS framework for behavior and SEL. | | Kerrie Douglas | 06/30/2024 |

Notes: All JW classrooms utilize Positivity Project as a daily core system to teach and reinforce positive character and behavior. The JW counselor conducts bi-weekly classroom lessons for all K-5 students to reinforce social emotional learning behaviors. Students who struggle beyond core with social emotional and behavioral actions are discussed in Student Support meetings. Actions from there may include working with the school counselor, implementing a core support, or entering Tier 2 for supplemental behavior interventions.

This date is the conclusion of the 2nd quarter. This will serve as a check-in date for this action step. The action will be extended if the action is not fully met.

Update: this action item will be extended due to lack of guidance on core procedures.

9/11/23 Staff members will participate in professional development on screening students for Tiers I, II, and III for SEL, Behavior, and attendance.

Kerrie Douglas

06/30/2024

Notes:

Implementation:

06/13/2018

Evidence

6/13/2018
Our counselor keeps a log of his meetings with students. Office referrals have decreased as a result of this and other interventions.
6/13/2018

Experience

6/13/2018
The school counselor meets with various groups weekly to address areas of concern. He intervenes in behavioral issues as needed, contacting parents and agencies outside the school as needed.
6/13/2018

Sustainability

6/13/2018
Counselor and social worker will continue to provide social and emotional support as needed. 6/13/2018

| Core Function: | | | Domain 4: Culture Shift | | | |
|----------------------------------|---------|--|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Practice 4C: Engage students and families in pursuing education goals | | | |
| | 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 |
| Initial Assessment: | | | Teachers will communicate with parents through regularly scheduled newsletters, ConnectEds, social media, Canvas, emails, phone calls, conferences, Dojo, progress reports, announcements. | Limited Development 09/15/2016 | | |
| | | | Priority Score: 2 Opportunity Score: 3 Index Score: 6 | | | |
| How it will look when fully met: | | | Staff members will establish and maintain positive relationships with parents so that all students make at least a year's worth of growth. All parents will have clear and consistent communication and understanding of school activities and classroom expectations and events. | Objective Met 03/11/24 | Kerrie Douglas | 06/07/2024 |
| Actions | | | | | | |
| | 8/9/21 | Jesse Wharton staff and administration will utilize various modalities of communication to keep parents, families, and community informed about school-based activities, news, curriculum, and changes. | | Complete 05/16/2022 | Merrie Conaway | 06/11/2022 |
| Notes: | | | | | | |
| | 9/5/19 | Teachers meet with parents the 1st and 3rd quarter and other times as needed. | | Complete 05/16/2022 | Kerrie Douglas | 06/15/2022 |
| Notes: | | | | | | |
| | 12/9/21 | Each grade level will send home a monthly newsletter that provides an overview of current and upcoming curriculum, grade level events, and helpful tips towards supporting their child's academic success. | | Complete 04/25/2023 | Adam Dovico | 02/17/2023 |
| Notes: | | | | | | |
| | 5/12/22 | Problem solving teams will identify and track students who are placed into Tier 2 and 3 in regards to behavior and attendance, in addition to existing protocols under academic tiered systems. Parents will be contacted regularly through letters and teacher communication regarding student progress. Parents will be invited to join in on IPS referrals. | | Complete 03/11/2024 | Frances Jarrell | 06/30/2024 |
| Notes: | | | We are in need of the standard treatment protocol for behavior and attendance to best implement this problem solving. | | | |

| Implementation: | | 03/11/2024 | | |
|------------------------------|--|------------|--|--|
| <i>Evidence</i> | 5/13/2019 - ConnectEd Message will be provided. | | | |
| <i>Experience</i> | 5/13/2019 - This communication tool is very positive as it has helped to ensure that parents and staff receive helpful reminders throughout the school year. | | | |
| <i>Sustainability</i> | 5/13/2019 - A preplanned yearlong calendar containing school and district-wide events is very helpful in providing parents with accurate information. | | | |