

Comprehensive Progress Report

**Mission:** I do my part because we all matter, and we are better together.

**Vision:** All students will read on or above grade level.

- Goals:**
- By June 2025, 3-5th grade ELA will increase by 3 percentage points from 43.2 to 46.2%.
  - By June 2025, chronic absences will decrease by 5 percentage points from 22.3% to 17.3%.
  - By June 2025, the number of instructional days lost due to in-school and out-of-school suspensions will decrease by 10% from 70 to 63.
  - By June 2025, 3-5th grade MATH will increase by 3 percentage points from 58.2 to 61.2%.
  - By June 2025, 5th grade SCIENCE will increase by 3 percentage points from 59.3% to 62.3%.



! = Past Due Objectives      KEY = Key Indicator						
Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
		B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"><li>Our Leadership team includes the principal, key administrators, teacher leaders from each grade level, support teams, classified staff and parents.</li><li>Teams work in isolation of each other.</li><li>Communication among teams is not effectively supporting our school-wide vision, mission and core values.</li></ul>	Limited Development 08/27/2022		
How it will look when fully met:			A linked teaming structure exists that demonstrates: <ul style="list-style-type: none"><li>teams meet regularly and have regular meeting formats/agendas. minutes. and defined meeting roles.</li></ul>		Katie Davis	12/09/2025

	<ul style="list-style-type: none"> <li>Team members have expertise in the area being problem solved, administrative authority, knowledge of the student(s), and knowledge of the school operations.</li> <li>Team members include family, community, and multi-agency support when appropriate.</li> <li>District or school contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions when appropriate.</li> </ul>			
<b>Actions</b>		<b>1 of 9 (11%)</b>		
9/27/24	Grade level teams will create quarterly data goals for math and reading.	Complete 10/10/2024	Eddi Johnson	10/10/2024
	<i>Notes:</i>			
9/27/24	All meetings will have assigned roles. Roles will be reviewed at each meeting.		Candy Lathery	11/20/2024
	<i>Notes:</i>			
9/8/22	Collecting and analyzing data: -PLC - share data amongst grade level -Analyze school trends, brainstorm strategies -Vertical FIT teams -Collaboration among curriculum facilitator, instructional coach, tutors, and teachers		Eddi Johnson	11/22/2024
	<i>Notes:</i>			
10/26/23	All meeting agendas will be developed and sent out or posted in One Note prior to the meeting.		Eddi Johnson	12/10/2024
	<i>Notes:</i>			
9/27/24	Each team will have develop their team vision, mission and core values (JES WAYS).		Susan Villarrubia	12/20/2024
	<i>Notes:</i>			
9/27/24	Extend invitation to church partners, community, college liaisons, etc. to our monthly leadership meetings.		Samantha Zawistowski	03/26/2025
	<i>Notes:</i> 20% of the social worker position is being funded with Title One dollars.			
9/27/24	Daytime tutors will focus on reading interventions for our students meeting the Tier 3 criteria.		Stacey Beringer	05/10/2025
	<i>Notes:</i> Lead tutor position will be funded with Title One dollars.			
9/27/24	MTSS Leadership Team members will share FIT Team data during staff meetings.		Kaitlyn Wilbourne	06/10/2025

Notes:						
9/27/24			Structure how/when team meetings are held - TA's, EC, speech, EL, office, custodial teams.		Donna Harper	11/04/2025
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:			<p>Leadership Team meets 1 time per month.</p> <p>FIT Teams meet 1-2 times per month. (Attendance; IPS; SEL/BEH)</p> <p>Whole staff meets 1 time per month.</p> <p>Grade level teams meet in PLC/SPS meetings with admin 2x's per week.</p> <p>Grade Level teams meet without admin a minimum of 1 time per week.</p> <p>Student Support Team meets weekly.</p>	Limited Development 10/11/2020		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
How it will look when fully met:			<p>Leadership Team is the decision-making body of our school. Our Leadership Team will plan and deliver monthly faculty meetings. Leadership team members will work closely with FIT team facilitators to ensure that our School Improvement Plan is aligned to our school-wide vision, mission and core values.</p> <p>All our teams function in alignment with our school-wide vision, mission and core values. All of our decisions are filtered through our mission to determine if it aligns with our vision. Our core values drive the behaviors and actions of the members of each team to ensure all decisions are in alignment with our vision, mission and core values.</p>		Donna Harper	02/20/2025
Actions				0 of 3 (0%)		
10/25/23			Every team uses the JES WAYS to write their meeting norms.		Samantha Zawistowski	10/24/2024
Notes:						

11/3/21			Increase parent participation in Leadership Team through increasing the dialogue around community building.		Samantha Zawistowski	12/10/2024
Notes:						
9/27/24			All teams will revisit their vision, mission and core values at the beginning of each meeting to stay focused on our yearlong goals.		Nidhi Kumar	03/26/2025
Notes:						
Implementation:				06/21/2021		
Evidence			6/21/2021			
Experience			6/21/2021			
Sustainability			6/21/2021			
	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
Initial Assessment:			<p>Our master schedule is created to allow for daily collaborative planning for each grade level as well as specialists. EC and EL teachers attend PLCs when their schedule allows.</p> <p>We have a clear vision and are working towards co-creating our new mission aligned with our vision.</p>	Limited Development 10/10/2020		
			Priority Score: 3           Opportunity Score: 2           Index Score: 6			
How it will look when fully met:			1. Incorporate team structures into the school improvement plan.  2. Develop written norms and goals aligned with our school vision, mission and core values.  3. Teams develop year-long plans to map periodic progress towards their goals to hold themselves accountable.  4. All teams prepare agendas for their meetings, maintain minutes, and catalog their work products.		Susan Villarrubia	06/10/2025

<p>5. Maintain a file of the agendas, work products, and minutes of the all teams on One Note.</p> <p>6. Provide adequate time for teams to meet, conduct business, and meet the expectations of district and school policy.</p> <p>7. Insure that teams receive timely access to information, including student progress data and summaries of classroom observations.</p> <p>8. Provide professional development on effective teaming practices.</p> <p>The master schedule provides opportunities for collaborative, data-based problem-solving and decision making among staff to occur in all team settings.</p>				
<b>Actions</b>		<b>0 of 1 (0%)</b>		
2/11/24	All teams will post weekly agendas and minutes in Staff One Note.		All team members	06/10/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/21/2021		
<i>Evidence</i>	6/21/2021			
<i>Experience</i>	6/21/2021			
<i>Sustainability</i>	6/21/2021			

Core Function:			Domain 1: Turnaround Leadership			
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:			All classroom teachers upload their lesson plans in our Staff One Note by Sunday each week. Each staff member has a section in One Note for	Limited Development 10/09/2020		

	<p>walk-thru feedback from our instructional leadership team.</p> <p>We have tiered our teachers based on experience and need to determine level of coaching needs.</p>			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	<p>A strategic, year-long plan for professional development, leadership team meetings, PLC/SPS, FIT Team meetings is developed and implemented.</p> <p>All meetings have an agenda that is aligned to our vision, mission and core values. Meeting agendas are sent out to participants no less than 48 hours prior to the meeting.</p> <p>Data is analyzed and used to make decisions that are aligned with our vision, mission and core values.</p> <p>Data sources may include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Classroom walkthrough data</li><li>• Staff, student, and family survey data</li><li>• Student outcome data</li><li>• Fidelity tools</li><li>• Evaluation data</li></ul>		Susan Villarrubia	06/10/2026
<b>Actions</b>		0 of 3 (0%)		
10/25/23	All teams create norms aligned to our vision, mission and core values.		Susan Villarrubia	02/01/2025
Notes:				
3/5/22	Data sources are monitored for consistency, accuracy, and timeliness in collection and entry procedures.		Susan Villarrubia	04/20/2025
Notes:				
10/25/23	Data is analyzed by the instructional leadership team, shared with leadership team and presented during staff meetings.		Susan Villarrubia	06/04/2025
Notes:				

<b>Implementation:</b>			06/21/2021		
<i>Evidence</i>			6/21/2021		
<i>Experience</i>			6/21/2021		
<i>Sustainability</i>			6/21/2021		
		<b>B3.04</b>	<b>The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			As a school we are having PLC meetings two times per week; one is based on data and the other is based on instruction. Data is fluid and professional development is being offered at a rapid and steady pace throughout the quarters. We are having quarterly English Language Learner meetings to help our staff in instructing our high percentage of EL students; these meetings will assist our staff in bringing our three academic focus areas to the forefront of school-wide instruction. These three focus areas are vocabulary, questioning, and student accountable talk. We are hosting seven Eureka Math Squared coaching visits and five CKLA coaching visits; throughout these visits we are looking for building trends that will assist teachers in strengthening Core instruction. Weekly grade level meetings are being utilized to look at common formative assessment data while bringing progress monitoring data to the forefront of every meeting so that classroom teachers can convey what they need in PLC meetings. Our decision making process that was developed with our MTSS Leadership Team will guide the decisions that are being made by our team after data from our FIT teams is shared and disseminated at our monthly staff meetings.	Limited Development 09/24/2024	
<b>How it will look when fully met:</b>			Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continues improvement.		<b>Eddi Johnson</b> <b>10/05/2025</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	9/28/24	FIT Team Facilitators will meet monthly to ensure the teams are maintaining a shared vision and mission.			Susan Villarrubia 02/02/2025
<i>Notes:</i>					
	9/28/24	Grade level team leaders will ensure weekly grade level meetings are being held and minutes are being uploaded into One Note for other			Katie Davis 04/01/2025

			staff to access.			
			<i>Notes:</i>			
	9/28/24		Data will be shared during each staff meeting - attendance, SEL/BEH, core academics and IPS.		Stacey Beringer	05/01/2025
			<i>Notes:</i>			
	9/28/24		We will hold EL meetings Quarterly to support staff and students.		Nancy Van Duin	05/29/2025
			<i>Notes:</i>			
	9/28/24		Engage in six CKLA coaching visits with consultant from TNTP.		Eddi Johnson	06/01/2025
			<i>Notes:</i>			
	9/28/24		MTSS Leadership will utilize the decision making process consistently to make decisions that are equitable for staff and students.		Katie Davis	06/10/2025
			<i>Notes:</i>			
	<b>KEY</b>	<b>D1.02</b>	<b>The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
	<i>Initial Assessment:</i>		We monitor short and long term goals through our MTSS Leadership Team and our MTSS FIT Teams.	Limited Development 10/10/2024		
	<i>How it will look when fully met:</i>		This key indicator will be assessed during the 2025-26 school year.		Stacey Beringer	06/10/2026
	<i>Actions</i>			0 of 1 (0%)		
	10/10/24		This indicator will be assessed during the 2025-26 school year.		Stacey Beringer	06/11/2026
			<i>Notes:</i>			

<b>Core Function:</b>			<b>Domain 2: Talent Development</b>			
<b>Effective Practice:</b>			<b>Practice 2A: Recruit, develop, retain, and sustain talent</b>			
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
	<i>Initial Assessment:</i>		We use the NCEES platform from DPI to evaluate staff formally. We use a walk-thru format to informally evaluate staff. We use our social media - Facebook, Instagram, Twitter and JES Website to market our school. Our culture and climate goal team create strategic ways to celebrate staff as well as create ways to build a collaborative, positive working environment.	Limited Development 10/10/2020		



	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	We will use Staff Onenote as a place to provide walk-thru feedback so staff can get immediate feedback from walk-thrus. Our culture and climate committee will collaborate with our SEL representative to increase morale among the staff to build a positive staff working environment. Our positive working environment will allow staff to focus on the needs of students and our JES school community.			<b>Donna Harper</b>	<b>05/20/2026</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
9/28/24	Indicator will be assessed during the 2025-26 school year.			Donna Harper	12/15/2026
Notes:					
<b>Implementation:</b>			04/26/2021		
<b>Evidence</b>	4/26/2021 Staff OneNotebook contents.				
<b>Experience</b>	4/26/2021 Staff One Notebook was created this year and utilized by all staff.				
<b>Sustainability</b>	4/26/2021 We will continue to use the Staff OneNotebook; refine folders in the summer time and also challenge staff to implement student onenotebooks for data documentation.				

<b>Core Function:</b>			<b>Domain 2: Talent Development</b>		
<b>Effective Practice:</b>			<b>Practice 2B: Target professional learning opportunities</b>		
	<b>KEY</b>	<b>C2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Currently we are utilizing our coaches that the district provides for us through CKLA and Eureka math. Coaches are working with our administrative team, as well as classroom teachers in areas where our instructional needs are the highest.  The admin team looks for standards based and student focused instruction during walkthroughs. They meet regularly to discuss their findings and look for trends across grade levels and the school. Our instructional coach works with teachers in specific areas of need,	Limited Development 10/09/2020	

	<p>whether it be instructional delivery or classroom management. Instructional coach provides model lessons.</p> <p>The instructional coach utilizes student data from universal screeners and skills diagnostics to assist teachers in grouping students in for interventions.</p>			
	<p>Priority Score: 3</p> <p>Opportunity Score: 2</p> <p>Index Score: 6</p>			
<b>How it will look when fully met:</b>	<p>The MTSS Leadership and FIT teams will take a broad view of the data available to make decisions on the focus and direction of the school. They will assess where there are strengths to be celebrated and weaknesses that need to be addressed. Professional development will be determined based on the analysis of the data. The MTSS Leadership Team will use information in order to make wise decisions on where best to allocate our resources - financial and human. The MTSS Leadership Team will collect the data from the FIT Team meetings and share with the entire staff during staff meetings, answering questions, as needed.</p> <p>The MTSS Leadership team and staff will collaboratively evaluate and adjust assessment practices to ensure availability of accurate and useful data to inform instruction, and assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness.</p>		<b>Stacey Beringer</b>	<b>06/10/2025</b>
<b>Actions</b>		<b>0 of 6 (0%)</b>		
10/9/20	The Instructional Leadership Team will complete classroom walkthroughs in order to make sure standards are vertically aligned across grade levels and across county-based programs.		Harper; Johnson; Beringer; Villarrubia	04/10/2025
<i>Notes:</i> Instructional lead teacher position was funded using Title One dollars.				
11/3/21	Integrated data-based problem-solving for student attendance, behavior, social-emotional, and academic outcomes occurs across areas and grade levels.		Melissa Norman	04/10/2025
<i>Notes:</i> 0.2 of the Social Worker position was funded with Title One dollars. Social worker is the lead facilitator of the FIT Attendance Team.				
9/27/24	IPS FIT Team will meet twice per month to determine if Tier 3 goals are being met or if there are additional students that need further interventions and support.		Stacey Beringer	04/10/2025

	<i>Notes:</i>				
10/9/20	Develop a way for teachers to reflect on their practices. Teachers will reflect on their content, management, and how their relationships with students impact student success.			Susan Villarrubia	04/20/2025
	<i>Notes:</i> The Instructional Leadership Team will assist with this ongoing process.				
9/27/24	Progress Monitoring data will be analyzed weekly to determine the effectiveness of our Tier 2 and Tier 3 interventions.			Stacey Beringer	05/20/2025
	<i>Notes:</i> Instructional lead teacher will pull the data. This position was funded using Title One dollars.				
10/9/20	MTSS Leadership Team will use the Teacher Working Conditions Survey to support our School Improvement Plan			Katie Davis	12/05/2025
	<i>Notes:</i>				
<b>Implementation:</b>			06/21/2021		
<b>Evidence</b>	6/21/2021				
<b>Experience</b>	6/21/2021				
<b>Sustainability</b>	6/21/2021				

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	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
<b>Initial Assessment:</b>			Our leadership team has been trained in MTSS. All teachers have been trained in MTSS. Each of our FIT teams that align with our SIP goals are focused on one of the core areas in MTSS - attendance; core academics; SEL/BEH; Tier 2/3 academics.	Limited Development 10/06/2020		
			Priority Score: 3      Opportunity Score: 1      Index Score: 3			
<b>How it will look when fully met:</b>			All teachers will be fully trained on MTSS. All teachers will understand the different Tiers of Learning through MTSS. Teachers will understand the data collection process for each tier. Teachers will have a clear		Sandrine Burton	05/10/2026

	<p>understanding of how to effectively reach each tier group of students.</p> <p>All students are capable of grade-level learning with adequate support.</p> <ul style="list-style-type: none"> <li>• MTSS is rooted in proactivity and prevention.</li> <li>• The system utilizes evidence-based practices.</li> <li>• Decisions and procedures are driven by school and student data.</li> <li>• The degree of support given to students is based on their needs.</li> <li>• Implementation occurs school-wide and requires stakeholder collaboration.</li> </ul>			
<b>Actions</b>		<b>1 of 10 (10%)</b>		
11/3/21	<p>Supplemental behavior and social-emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum and environment (ICE). These practices are specified in standard treatment intervention protocols.</p> <p>These practices are refined based on both student outcome and implementation data for continuous improvement.</p>	Complete 10/09/2024	Melissa Norman	10/14/2024
<i>Notes:</i>				
3/5/22	Data sources are monitored for consistency, accuracy, and timeliness in collection and entry procedures.		Andrea Nix	12/01/2024
<i>Notes:</i>				
11/3/21	ACROSS ALL TIERS, specific instructional/ intervention plans are developed and implemented based on verified reasons why students are not meeting attendance, behavior, social-emotional, and academic expectations.		Melissa Norman	12/25/2024
<i>Notes:</i>				
11/3/21	Staff is provided data on MTSS implementation and student outcomes at all tiers at staff meetings.		Nancy Van Duin	04/01/2025
<i>Notes:</i>				
10/27/23	All students will go home with a book on their independent reading level every day.		Andrea Nix	06/01/2025
<i>Notes:</i>				
9/17/21	Tutors will support students receiving Tier 3 interventions.		Jenn Cassidy	06/05/2025
<i>Notes:</i>				

	district tutor funding.			
10/23/23	Social worker will facilitate our weekly attendance team meetings.		Samantha Zawistowski	06/06/2025
<i>Notes:</i>	Title One funds were used to fund the other 20% of our social worker position.			
10/19/24	Data of AG students will be monitored quarterly to ensure growth of all AG students.		Stacey Beringer	09/10/2025
<i>Notes:</i>				
3/5/22	A comprehensive assessment system is utilized and staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: 1) identify students at-risk academically, socially, and/or emotionally 2) determine why students are at-risk 3) monitor student academic and social-emotional growth/progress 4) Inform academic and social-emotional instructional planning 5) determine student attainment of academic/behavioral outcomes.		Christine Layton	09/30/2025
<i>Notes:</i>				
3/5/22	Intensive academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner. These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.		Eddi Johnson	11/12/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/21/2021		
<b>Evidence</b>	6/21/2021			
<b>Experience</b>	6/21/2021			
<b>Sustainability</b>	6/21/2021			

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>				
	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

<b>Initial Assessment:</b>	<p>We use classroom and school-wide procedures. This summer we used Title One funds to have the print shop make updated classroom procedures for each teacher. We also use 10 JES Core Habits as our monthly character traits. The print shop updated these this summer as well. We also created The JES WAYS - W for words matter; A-actions matter; Y-you matter; and S-safety matters.</p> <p>We use each of these in our daily morning announcements, mindful moments and teachers incorporate them into their daily instruction.</p>	Limited Development 09/21/2020		
	Priority Score: 3           Opportunity Score: 2           Index Score: 6			
<b>How it will look when fully met:</b>	<p>All staff and students will -</p> <ul style="list-style-type: none"> <li>• Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors;</li> <li>• Manage emotions—regulate feels so that they aid rather than impede the handling of situations;</li> <li>• Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans;</li> <li>• Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity;</li> <li>• Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others;</li> <li>• Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups;</li> <li>• Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned;</li> <li>• Refuse provocations—conveying and following through effectively</li> </ul>		Melissa Norman	06/14/2025

			with one’s decision not to engage in unwanted, unsafe, unethical behavior;  • Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals;  • Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct.			
<b>Actions</b>				<b>0 of 6 (0%)</b>		
10/25/23		Staff will be trained by the Student Services Team on effective use of Educator's Handbook.		Melissa Norman	11/01/2024	
Notes:						
10/25/23		Teachers will implement morning meeting.		Eddi Johnson	11/30/2024	
Notes:						
9/12/22		All classrooms will utilize the JES WAYS procedure chart daily.		Melissa Norman	11/30/2024	
Notes:						
10/26/23		Desks will be purchased to create and increase safety in classrooms.		Susan Villarrubia	12/05/2024	
Notes:		Title One funds will be used to purchase desks for the remaining fifth grade classrooms.				
10/26/23		School-wide procedures will be updated to reflect the JES WAYS.		Melissa Norman	01/05/2025	
Notes:		Title One dollars will be used to purchase the updated posters.				
9/17/21		Teachers will utilize the audio enhancement systems daily to support student learning.		Andrea Nix	02/10/2025	
Notes:		Title 1 funds will be used to purchase audio enhancement systems for remaining classroom spaces.				
Implementation:			06/21/2021			
Evidence		6/21/2021				
Experience		6/21/2021				
Sustainability		6/21/2021				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date	

<b>Initial Assessment:</b>	All teachers utilize the curriculum provided by the district - Eureka for math K-5 and CKLA for K-5. Each grade level meets twice per week for planning PLC meetings and once after school each week for deep core planning. All teachers are focusing on questioning, vocabulary and student accountable talk.	Limited Development 10/11/2020		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	<p>All teachers will use the district pacing guides and curriculum materials to design standards-based assessments that will determine student mastery of all concepts. Teachers will administer common pre and post assessments to all students to plan differentiated instruction according to each student's individual needs. Teachers will work collaboratively to group students within and across the grade level to ensure the strengths of each teacher are utilized during instructional delivery.</p> <p>All instruction will be aligned with the NCSCOS. Instruction will be explicitly taught, model and a gradual release model will be used to ensure students master the standards.</p> <p>Teachers will explicitly plan their questions, vocabulary and strategies to increase student accountable talk.</p> <p>EL and EC teachers will join in PLCs, as well as work with students and teachers during inclusion service times.</p>		Jenn Cassidy	04/28/2025
<b>Actions</b>		<b>0 of 1 (0%)</b>		
3/5/22	Data sources are monitored for consistency, accuracy, and timeliness in collection and entry procedures and is reviewed during weekly PLC meetings with the Instructional Team.		Eddi Johnson	12/23/2024
Notes:	Our Remedial Reading teacher will collaborate with our Curriculum Facilitator and Lead Tutor to gather the most recent data that will facilitate our meetings. Our most current and live data will aid teachers moving our students instructionally in a systematic approach.			
<b>Implementation:</b>		04/26/2021		
<b>Evidence</b>	4/26/2021 All coaching days agendas are located in the documents folder; along with feedback from the coaches.			
<b>Experience</b>	4/26/2021			



	We engaged staff in differentiated PD with the EUREKA, CKLA and ARC coaches throughout the year.			
<b>Sustainability</b>	4/26/2021 We will need to continue communication with the coaches as we move into next year and determine our next step goals for each subject curriculum.			

Core Function:			Domain 3: Instructional Transformation			
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
Initial Assessment:			<p>PREK to KINDER - We host a kinder orientation in the spring and walk parents through a typical day in the life of a JES Kindergartener.</p> <p>FIFTH to SIXTH - We do a visit to WGMS in the Spring coordinated by the guidance counselor. WGMS orchestra and band also come and visit JES to perform and answer students' questions. The counselor from WGMS also comes for a visit to answer questions that students have about their transition to middle school.</p>	Limited Development 10/10/2020		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			<p>We need to develop, implement, and evaluate explicit and ongoing plans to support student transitions across grades and levels of schooling. Elementary schools should access data on incoming children’s early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children’s transition to elementary school settings.</p> <p>Students transitioning to middle school have a variety of developmental needs, and must deal with procedural, social and academic changes; effective transition programs must foster communication and be responsive to stakeholder needs. High schools should monitor incoming students for early</p>		Andrea Nix	06/06/2025

	<p>warning indicators and provide appropriate supports;</p> <p>ninth grade academies, personalizing learning, and ensuring students have access to highly effective faculty are supportive structures for this transition. Closing the social capital gap between low-income students and their peers through</p> <p>early college programs, college/career advising, and predictive analytics system have proven effective for students transitioning out of high school into college/career.</p> <p>Does your school have an explicitly stated transition</p>			
<b>Actions</b>		<b>0 of 1 (0%)</b>		
	9/28/24 Indicator will be assessed in the 2025-26 school year.		LaToya Robinson	06/10/2026
	Notes:			
<b>Implementation:</b>		09/28/2024		
<b>Evidence</b>	9/28/2024			
<b>Experience</b>	9/28/2024			
<b>Sustainability</b>	9/28/2024			

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:			Jefferson has been a PBIS school for more than 6 years. We adopted Second Step three years ago. We are currently implementing a school-wide plan that encompasses both programs. The JES Way includes our JES WAYS; Habits; and Procedures (Classroom and School-wide). Every classroom has the JES WAYS poster, classroom procedure posters and receive the character habit of the month, by the month.	Limited Development 10/09/2020		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	

<b>How it will look when fully met:</b>	All staff will display the JES Core Values; Habits and Procedures in their classroom. School-wide procedures will be posted in locations around the building. Teachers will use "target talk" on a daily basis to encourage students to know what the JES Core Values and Habits look like, feel like and sound like. The goal is to build the skills in our students to where these become habits in their lives inside and outside of school.		Melissa Norman	06/10/2026
<b>Actions</b>		<b>0 of 1 (0%)</b>		
9/28/24	This indicator will be assessed during the 2025-26 school year.		Susan Villarrubia	06/08/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/28/2024		
<b>Evidence</b>	6/21/2021			
<b>Experience</b>	6/21/2021			
<b>Sustainability</b>	6/21/2021			

<b>Core Function:</b>			<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>			<b>Practice 4C: Engage students and families in pursuing education goals</b>			
	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
<b>Initial Assessment:</b>			<ul style="list-style-type: none"> <li>Weekly connected - weekly</li> <li>Grade level newsletter- weekly</li> <li>Community newsletter - weekly</li> <li>Beginning of Year - Open House</li> <li>Curriculum Nights</li> <li>Staff support of PTO events</li> <li>Go Far - Fall and Spring</li> <li>Greeting students by name each morning</li> <li>JES Store - community funded and supplied</li> <li>Academic and Character Habit Awards Program - Monthly awards</li> </ul>	Limited Development 10/10/2020		
			Priority Score: 3	Opportunity Score: 1	Index Score: 3	

<b>How it will look when fully met:</b>	<p>Family and community engagement are:</p> <ul style="list-style-type: none"> <li>defined and monitored with data</li> <li>linked to school goals in MTSS plan</li> <li>include documented procedures for facilitating 2-way communication</li> </ul> <p>Other additions to work towards:</p> <ul style="list-style-type: none"> <li>Routine reports on behavior and academics</li> <li>Increase parent access of Parent Portal</li> <li>Weekly helpful hints for parents</li> <li>Reach out to community for volunteers in RIME Time</li> <li>MTSS Parent Info in the Community Newsletter- 2 times/month</li> <li>Weekly positive student reports from teachers (minimum of 1 student)</li> <li>100% of families will be connected through Remind, Connect Ed, Newsletter, etc.</li> <li>Connect Ed, Parent Info - translated - collect data to see if participation increases from year 1 to year 2.</li> <li>Share community partnerships and donations with staff at monthly staff meetings.</li> <li>Goal of increasing parent participation by 25%.</li> </ul>		<b>Samantha Zawistowski</b>	<b>06/10/2025</b>
<b>Actions</b>		<b>0 of 10 (0%)</b>		
10/25/23	Principal will send Community Newsletter through email, Facebook, Twitter and GCS App.		Susan Villarrubia	11/30/2024
<i>Notes:</i>	Remind.com was purchased using Title One funds - parent engagement - to increase communication between school and home.			
9/28/24	Have all Connect Ed and Parent Info - translated into our top 3 languages.		Nancy Van Duin	01/15/2025
<i>Notes:</i>				
9/28/24	MTSS Parent Info will be included in the Community Newsletter.		Stacey Beringer	02/18/2025
<i>Notes:</i>	Instructional lead teacher's position is funded with Title One dollars.			
9/27/22	EL Parent Information Meeting to share resources - Remind; GCS App; Newsletter - translation option for each.		Nancy Van Duin	02/20/2025
<i>Notes:</i>	Title One funds will be used to purchase snacks for this event.			
9/28/24	Share community partnerships and donations with staff at monthly staff meetings.		Samantha Zawistowski	03/14/2025

	<i>Notes:</i>			
9/28/24	Increase parent access of Parent Portal to encourage parents to consistently look at their child's grades and attendance.		Donna Harper	04/18/2025
	<i>Notes:</i>			
11/3/21	Increase staff participation in Jefferson PTO events.		Andrea Nix	04/20/2025
	<i>Notes:</i> Remind.com was purchased using Title One funds - parent engagement - to increase communication between school and home.			
10/25/23	Leadership Team will update the live parent/community handbook throughout the year, as needed.		Jenn Cassidy	05/20/2025
	<i>Notes:</i>			
10/25/23	Our social worker will send out a survey to families to collect feedback on our processes, procedures and programs.		Samantha Zawistowski	06/21/2025
	<i>Notes:</i> Title One funds were used to increase our social worker position from 80% to 100%.			
9/28/24	Send out weekly helpful hints to parents through Remind.		Aimee Crum	12/19/2025
	<i>Notes:</i>			
<b>Implementation:</b>		06/23/2021		
<b>Evidence</b>	6/23/2021			
<b>Experience</b>	6/23/2021			
<b>Sustainability</b>	6/23/2021			