

Comprehensive Progress Report

Mission: Students will achieve academic success and become lifelong learners while reaching their full potential.

Jamestown Elementary School creates a nurturing environment that enhances student's self-esteem. The school provides a strong academic program and maintains close contact with parents and community. The school environment is characterized by respect, caring, and celebration. The faculty, staff, and PTA are committed to these goals.

Vision:

Goals:

- By June 2025, Jamestown Elementary will increase Reading proficiency in grades 3-5 from 42.5% to 45.5% according the End of Grade Test.
- By June 2025, Jamestown Elementary will increase Math proficiency in grades 3-5 from 58.5% to 61.5% according the End of Grade Test.
- JES will decrease the chronic absenteeism rate from 21.4 points to 16.4 points by June 2025.
- By June 2025, Jamestown Elementary will increase Science proficiency from 76.8% to 79.8% according the End of Grade Test.
- By June 2025, Jamestown Elementary will increase the use of social emotional practices from 66% to 100% as measured by FAM-S.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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 Jamestown Elementary School Improvement Team meets once a month, but other committees (MTSS, SEL/PBIS, Title I) which support our school improvement goals also meet monthly.	Limited Development 09/11/2024		
How it will look when fully met:			Meeting minutes will be available in NCSTAR and weekly staff newsletter.		Christa DiBonaventura	06/13/2025
Actions				0 of 2 (0%)		
		9/11/24	The leadership team will meet monthly.		Christa DiBonaventura	06/13/2025
Notes:						
		9/11/24	Committees (PBIS/SEL, MTSS, Title I) will meet monthly.		Christa DiBonaventura	06/13/2025
Notes:						
	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:			The master schedule is currently being revised due to the number of students enrolled.	Limited Development 09/11/2024		
How it will look when fully met:			A duty schedule will be created to share responsibilities among staff and a master schedule will include 45 minutes of non-instructional time for teachers.		Christa DiBonaventura	06/10/2025
Actions				0 of 2 (0%)		
		10/8/24	The master schedule will include a minimum of 45 minutes planning time for teachers.		Christa DiBonaventura	06/10/2025
Notes:						
		10/8/24	Teachers and staff will be assigned duties to support student safety and supervision.		Christa DiBonaventura	06/10/2025

Notes:

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
<i>Initial Assessment:</i>			The administrative team completes district walkthroughs in literacy and math three times a year.	Limited Development 09/11/2024		
<i>How it will look when fully met:</i>			The administrative team will complete monthly walkthroughs to monitor instruction in the classroom. Walkthroughs will also include district walkthrough tools three times a year.		Christa DiBonaventura	06/12/2025
Actions				0 of 1 (0%)		
	9/11/24	The administrative team will complete monthly walkthroughs using the JES walkthrough tool. The data will be shared with individual teachers.			Christa DiBonaventura	06/13/2025
<i>Notes:</i>						
!	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
<i>Initial Assessment:</i>			Use title I funds to hire intervention/coach.	Limited Development 10/13/2023		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			The Title I Interventionist and coach will work with students in reading on Tier 3 and Tier 2 in fourth and fifth grades. Tutors will also be used to support Tier 2 and some Tier 3 students in K-3 grades in math and reading. After school tutoring will occur in January in 3-5 grades.		Christa DiBonaventura	02/15/2025
Actions				2 of 6 (33%)		
	10/13/23	The Reading Interventionist will work with classroom teachers to strengthen core instruction and develop interventions to support student needs.		Complete 06/13/2025	Shannon Arnold	06/15/2024
<i>Notes:</i>						
	10/13/23	Use Title I Funding to hire a Reading Interventionist to serve students in 4th and 5th grade as well as students served at Tier 3 Interventions.		Complete 07/01/2024	Christa DiBonaventura	08/30/2024

<i>Notes:</i> 24-25 Title I funds are used to support this goal.				
10/18/24	Title I Funds will be used to purchase supplies and materials needed to support teaching and learning in the areas of math and literacy.		Stacy McKinney	03/31/2025
<i>Notes:</i>				
10/18/24	Title I Parental Involvement Funds will be used to purchase engaging resources to share with families throughout the year.		Stacy McKinney	05/31/2025
<i>Notes:</i>				
10/18/24	Title I Parental Involvement Funds will be used to purchase snacks, meals, etc. for Parent Family Engagement Nights.		Stacy McKinney	05/31/2025
<i>Notes:</i>				
10/18/24	Title I Funds will be used as needed to cover substitute pay when the teacher is absent.		Christa DiBonaventura	06/11/2025
<i>Notes:</i>				
Implementation:		09/16/2024		
Evidence	9/11/2024 Reading interventionist small group instruction schedule.			
Experience	9/11/2024 The reading interventionist was hired using Title I funds at the end of the 23-24 school year.			
Sustainability	9/11/2024 Reading Interventionist serves students with Tier 3 Interventions.			

Core Function:			Domain 2: Talent Development			
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:			Interview teams are assembled to meet with and select candidates based on a set criteria.	Limited Development 09/11/2024		
How it will look when fully met:			The administrative team will select the best and brightest applicants through applications and interview teams. Jamestown will be a positive work environment where staff, administration and students support one another.		Christa DiBonaventura	06/13/2025
Actions				0 of 1 (0%)		
	9/11/24		Continue to create a positive learning environment for all through positive interactions with others.		Benita Kluttz-Drye	06/13/2025
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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:			Teachers meet to plan instruction for students and review interim, assessment data	Limited Development 09/16/2024		
How it will look when fully met:			<ul style="list-style-type: none"> Teams meet consistently to review common formative assessments Teachers use the CFA to plan instruction for students Student needs are met at Tier 1 level Decrease in referrals to tiered intervention support 		Benita Kluttz-Drye	06/10/2026
Actions				0 of 3 (0%)		
	9/16/24		Schedule data coach professional development sessions throughout the year to support interim assessments		Shannon Arnold	05/10/2025
Notes:						
	9/16/24		Teachers access Power BI to review and analyze data		Shannon Arnold	05/10/2025

Notes:				
9/16/24	Teachers with the instructional leadership team develop common assessments to assess mastery of standards		Christa DiBonaventura	05/10/2025
Notes:				

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs		
	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
Initial Assessment:			Teachers are support staff are continuing to learn about a tiered framework for math, reading, behavior, and attendance. Tutors have been serving tier 2 and tier 3 students for the past several year.	Limited Development 09/11/2024	
How it will look when fully met:			Students will meet growth expectations according to NWEA Map Assessment Data and make progress towards their individual goals.		Dominique Wharton 06/13/2025
Actions				0 of 4 (0%)	
9/11/24			Teachers will collaborate in PLCs to customize curriculum to meet the needs of all tiers of students.		Shannon Arnold 05/31/2025
Notes:					
9/11/24			Teachers will utilize small group instruction to meet the needs of all tiers of students.		Dominique Wharton 06/13/2025
Notes:					
9/11/24			Teachers will conduct progress monitoring throughout the year to ensure students are making progress toward growth goals.		Rhonda Sepulveda 06/13/2025
Notes:					
9/11/24			Teachers will complete informal/formative assessments to ensure students are making progress toward growth goals.		Angie Dickerson 06/13/2025
Notes:					

Core Function:			Domain 3: Instructional Transformation			
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
Initial Assessment:			Jamestown will show a decrease in instructional days lost and fewer office referrals. There will also be an increase in student productivity.	Limited Development 09/11/2024		
How it will look when fully met:			Students will adhere to school and classroom expectations.		Brian Puckett	04/21/2025
Actions				0 of 4 (0%)		
	9/11/24	Rules, expectations, and consequences will be posted in classrooms.			Brooke Holder	10/31/2024
Notes:						
	9/11/24	Teachers will positively reinforce rules and expectations throughout the school year.			Angela Newton-White	03/03/2025
Notes:						
	9/11/24	Teachers will explicitly teach expectations and procedures			Brian Puckett	04/21/2025
Notes:						
	9/11/24	Teachers will submit classroom rules and expectations to the administration.			Brooke Holder	11/01/2025
Notes:						

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers use Eureka and CKLA curriculums for math and reading instruction. K-3 teachers also use UFLI and Soundwall, while 3-5 teachers implement Morpheme Magic as a support for literacy instruction.	Limited Development 09/11/2024		
How it will look when fully met:			Standards aligned units will be implemented for each grade level to create mastery for all based on CWA and benchmark assessments.		Shannon Arnold	06/13/2025
Actions				0 of 1 (0%)		
	9/11/24		Teachers will plan collaboratively to implement research based strategies for reading and math instruction.		Christa DiBonaventura	06/13/2025
<i>Notes:</i>						

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:			We currently hold parent nights to support transitions.	Limited Development 09/11/2024		
How it will look when fully met:			Students and parents will be more informed of grade level expectations for the upcoming school year.		Dominique Wharton	06/15/2027
Actions				0 of 2 (0%)		
	10/8/24		Welcome to Kindergarten Night		Angie Dickerson	06/10/2025
<i>Notes:</i>						
	10/8/24		Host a Title I Night where families and students meet with teachers and staff of the upcoming school year to learn about curriculum and expectations.		Keyona Watkins	06/10/2025
<i>Notes:</i> Title I funds are used to support this action step.						

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:			Teachers are currently implementing Harmony curriculum to support the social and emotional needs of students.	Limited Development 09/11/2024		
How it will look when fully met:			The social and emotional needs of students are met at school Students are provided tools to help them understand their emotional needs and communicate with school adults and peers		Raina Deno	06/10/2026
Actions				0 of 4 (0%)		
	9/16/24	The school crisis team will assist classrooms when behavioral issues occur.			Shannon Arnold	06/11/2025
Notes:						
	9/16/24	Students will receive consistent SEL lessons through their guidance specials			Lori Sugarman	06/11/2025
Notes:						
	9/16/24	Teachers will implement the harmony curriculum during their designated SEL block			Raina Deno	06/13/2025
Notes:						
	9/16/24	Teachers will utilize the zone of regulation each day to assess the emotional needs of students first thing in the morning			Amanda Austin	06/13/2025
Notes:						

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:			Title I information is shared with parents.	Limited Development 09/11/2024		
How it will look when fully met:			Parents will receive information about ways to help their student via email, Class Dojo, conferences, etc.		Keyona Watkins	06/10/2025
Actions				0 of 1 (0%)		
10/8/24		Provide information on ways to support learning at home to families on a regular basis.			Christa DiBonaventura	06/10/2027
Notes:						