

Comprehensive Progress Report

Mission: Our mission is to help Jones students develop higher-order thinking skills and become leaders in their community. Students will mature into global citizens, who value equality, unity and respect for all.

Vision: Jones Jaguars will achieve excellence in academics and character.

- Goals:**
- By the end of 2024-2025, increase 2023-2024 Reading proficiency by at least 3 percentage points to 53.9.
 - By the end of 2024-2025, increase 2023-2024 Math proficiency by at least 3 percentage points to 56.3.
 - By the end of 2024-2025, increase 2023-2024 Science proficiency by at least 3 percentage points to 69.7.
 - By the end of 2024-2025, decrease 2023-2024 Attendance proficiency by at least 3 percentage points to 19.8.
 - By the end of 2024-2025, decrease 2023-2024 Lost Instructional Time by at least 3 percentage points to 49.5.



! = Past Due Objectives			KEY = Key Indicator			
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:			We will reassess this indicator in the Fall of 2025.	No Development 10/11/2024		
How it will look when fully met:			We will reassess this indicator in the Fall of 2025.		Shanta Buchanan	09/30/2025
Actions				0 of 1 (0%)		
10/11/24		We will reassess this indicator in the Fall of 2025.			Shanta Buchanan	09/30/2025
Notes: We will reassess this indicator in the Fall of 2025.						

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The school has established a team structure among teachers with specific duties and time for instructional planning. Jones Elementary currently utilizes teaming structures in the following ways:</p> <p>PLC Meetings on Tuesday and Wednesday during planning (cultural arts).</p> <p>Allocated Tuesday afternoons 3:00pm for overflow planning if needed.</p> <p>The Master Schedule blocks cultural arts for grade levels at the same time allowing members to meet for approximately 35 minutes.</p> <p>English Teachers meet together as well as with their grade level teams.</p> <p>Pre-K teachers and assistants plan from 2:00 – 3:00 daily to plan.</p> <p>We have an attendance team that meets every Friday at 11.</p> <p>Curriculum team meets at Friday at 9:00am.</p> <p>IPS Team meets every 4th Monday.</p> <p>Mentors exist.</p> <p>PLC Agenda allows for documentation.</p> <p>Teacher created agendas are sent out prior to the meetings to teachers and instructional staff.</p> <p>Minutes are taken and turned into team and admin.</p> <p>Admin is present during PLCs.</p>	Limited Development 08/27/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Establish MTSS problem solving team that includes... • Rosters and roles • Agenda and minutes • Formal communication plan included in weekly reminders (Sunshine Letters). A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of effective practice. Teams meet on the Third Monday of each month			Katina Peace-Perry	06/06/2025
Actions			2 of 3 (67%)		
9/30/24	Create Rosters and Roles for each team	Complete 10/17/2024	Debbie Dozier-Gillis	10/17/2024	
Notes: Administrative team created a master schedule to include time for teachers to plan each day. Team also asked teams to sign up for teams.					
9/30/24	Establish an MTSS Problem Solving Team to address academics, behavior/SEL, attendance concerns.	Complete 10/17/2024	Amanda Robinson	10/17/2024	

Notes: Jones Elementary allocated Title I funds to have a Full-Time Social Worker. The Social Worker helps to identify and remove barriers that may affect student attendance She educates others on how factors may impact attendance and engagement. The Social Worker leads Weekly Attendance Team meeting with MTSS Leadership to discuss data collection and intervention plan updates.

The school-based MTSS Coordinator position is funded by Title I . The MTSS Coordinator at Jones Elementary provides training, consultation, and support to administrators, teachers, and school-based leadership teams. The MTSS Coordinator helps to develop structures and clear processes to guide decision making. The Coordinator analyses universal data sets to identify students at risk for negative academic, behavioral/social outcomes.

Title I funds were used to purchase a Teacher Assistant who has been trained by the MTSS Coordinator to be an Interventionist. The TA/Interventionist renders evidence-based Supplemental and Intensive Interventions with the MTSS Coordinator for students in Grades 1-5, traditional and Spanish Immersion (Grades 3-5).

Jones Elementary also allocated Title I funds (0.5 of position) for a Full Time Counselor to provide support to students with emotional, behavioral and social concerns that may affect academic success. The Counselor offers on-going support through prevention, assessments, interventions, and other groups identified on the quarterly needs assessment data.

9/30/24 Agenda and minutes are shared among departments and teams.

Katina Peace-Perry

06/06/2025

Notes: Agenda/Minutes Binder is located in PLC Room for appropriate staff to review at any time.
Agendas are shared on the school calendar each month.
Weekly MTSS Snippets and Curriculum Matters are included in School-wide weekly reminders.

Implementation:

09/30/2024

Evidence

5/6/2024 - Canvas courses, Meeting Schedule, Teachers are able to interpret data for mClass, dibels, NWEA, etc.

Experience

5/6/2024 - Teams have been meeting weekly on Tuesdays after school to plan and share ideas. PLC's meet weekly to analyze data, instructional coaching and share strategies.

Sustainability			5/6/2024 - Collaboration, Communication between team members, create opportunities for vertical planning and alignment			
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:			We will reassess this indicator in the Fall of 2025.	No Development 10/11/2024		
How it will look when fully met:			We will reassess this indicator in the Fall of 2025.		Shanta Buchanan	09/30/2025
Actions				0 of 1 (0%)		
		10/11/24	We will reassess this indicator in the Fall of 2025.		Shanta Buchanan	09/25/2025
Notes:			We will reassess this indicator in the Fall of 2025.			
	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
Initial Assessment:			Team will assess this indicator Fall of 2025.	Limited Development 10/26/2023		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			Team will assess this indicator Fall of 2025.		April Glover	09/30/2025
Actions				0 of 1 (0%)		
		10/3/24	Team will assess this indicator Fall of 2025.		April Glover	09/30/2025
Notes:						
Implementation:				09/30/2024		
Evidence			9/30/2024			
Experience			9/30/2024			
Sustainability			9/30/2024			

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:			This indicator will be accessed during the 2025-2026 school year.	No Development 09/30/2024		
How it will look when fully met:			This indicator will be accessed during the 2025-2026 school year.		Shanta Buchanan	09/30/2025
Actions				0 of 1 (0%)		
9/30/24		This indicator will be accessed during the 2025-2026 school year.			Shanta Buchanan	09/30/2025
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
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Initial Assessment:	<p>The Leadership team meets regularly to analyze school-wide improvement efforts. We use universal screeners to identify the students in need of supplemental and intensive supports.</p> <ul style="list-style-type: none"> • Using EOG and Interim data for 3-5 without specific demographics. • Looked at data weekly in PLCs for K-5 and used data to drive instruction. • Looked at data to cycle back to differentiate small-group instruction. • Shared DIBELS and Interim data during SIT meetings after each assessment. • Discussed Interim data during PLCs to dissect misconceptions. • Discussed DIBELS data during PLCs to create small groups for those measures. • Differentiated kindergarten small-groups across the entire grade-level based on BOY data. 	Limited Development 08/27/2016		
How it will look when fully met:	<p>When fully implemented we will have a catalogue of meeting minutes and strategies for assisting students. These meeting summaries will give us a running record of areas of concerns for each grade level, and the resulting strategies developed to address concerns. Once the strategies are implemented we will also be able to gauge best strategies to meet students' needs. These meeting minutes will allow us to develop a guide book that can be utilized moving forward and across grade levels as students matriculate to the next grade.</p> <p>The team has approved and implemented a PLC template that grade levels submit weekly. 11/4/2024</p>		Xinia Soto	06/06/2025
Actions		1 of 2 (50%)		
9/30/24	Create Genius Hour professional development sessions utilizing teacher leaders to support needs based on disaggregated data and teacher input surveys.	Complete 01/31/2025	Deborah Paul	01/31/2025

Notes: Notes: BOY, MOY, and Interim I and II data will be used to determine schoolwide needs for professional development choices along with information collected from teacher requests on professional development surveys.

Team sent out a Genius Hour Survey to staff on 11/26/2024.

Staff will submit input on the types of professional development they would like to see offered at our school. Surveys are due by December 6, 2024, so the team can plan sessions that will best support their professional growth. It is our hope that we will be able to offer these sessions during the second semester. Survey Link: <https://forms.office.com/r/3tqTmh7PZh>

9/30/24 Analyze and disaggregate data from Power BI after each Benchmark in PLCs to determine student needs.

April Glover

06/20/2025

Notes: Data is broken down by standard to determine where small groups are necessary for remediation, reinforcement and enrichment. Students will work with students during WIN time and during differentiated small group time.

The Title I funded MTSS Coordinator meets with grade level teams in PLCs monthly to discuss outcomes of Supplemental and Intensive Intervention data. Intensive Problem Solving Meetings occur on the 4th Wednesday of each month and Supplemental Problem Solving Meetings occur on the 3rd Monday of each month. During PLCs the Coordinator will disaggregate data and provide PD as needed.

Title I funds will be used to pay for After School tutors based on mid-year data.

Review for IA 1 Nov.13, 2024

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	Target Date
Initial Assessment:			This indicator will be accessed during the 2025-2026 school year.	No Development 09/30/2024		
How it will look when fully met:			This indicator will be accessed during the 2025-2026 school year.		April Glover	09/30/2025
Actions				0 of 1 (0%)		
		9/30/24	This indicator will be accessed during the 2025-2026 school year.		Shanta Buchanan	09/30/2025
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:			Team will assess this indicator Fall of 2025.	No Development 10/04/2024		
How it will look when fully met:			Team will assess this indicator Fall of 2025.		Shanta Buchanan	09/30/2025
Actions				0 of 1 (0%)		
		10/4/24	Team will assess this indicator Fall of 2025.		Shanta Buchanan	09/30/2025
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:			Team will assess this indicator Fall of 2025.	No Development 09/30/2024		
How it will look when fully met:			Team will assess this indicator Fall of 2025.		Shanta Buchanan	09/30/2025
Actions				0 of 1 (0%)		
		9/30/24	This indicator will be accessed during the 2025-2026 school year.		Shanta Buchanan	09/06/2025
Notes:						

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
<i>Initial Assessment:</i>			<p>In 2023-2024 David D. Jones Elementary will use the MTSS - FAM -S instructional support model as we continue developing goals and strategies that focus</p> <p>Our goal is to provide all students with strategies, both social and academic that allow them to flourish.</p>	Limited Development 10/13/2022		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			In 2023-2024 we will continue with our MTSS meeting schedule.	Objective Met 09/30/24	Xinia Soto	06/03/2024
Actions						
10/13/22			* We have a full time social worker who will work with our data manager to address attendance issues. She will also work with our school counselors to address issues related to family needs assessments and to coordinate support with outside agencies and volunteers as needed.	Complete 06/03/2024	Erin Young/Nina Haqq	06/03/2024
<i>Notes:</i> We have integrated the action steps with in other action steps for the 2024-2025 school year.						

10/13/22	* Grade levels K-5 will meet with the MTSS team weekly to discuss grade level intervention progress, and develop next steps for individual students.	Complete 06/03/2024	Michelle LeGrande/Endia Ogirri/Erin Young	06/03/2024
<i>Notes:</i> MTSS Grade level meeting are schedule on Thursday, weekly during grade level planning.				
10/23/23	We used our 2023-2024 Title I funds to hire a .5 counselor and a .5 social worker to support our ongoing SEL and MTSS initiatives.	Complete 06/03/2024	Michelle LeGrande/Endia Ogirri/Erin Young	06/03/2024
<i>Notes:</i> Dr .Buchanan hired a fulltime MTSS Coordinator and support staff to be trained to provide interventions				
Implementation:		09/30/2024		
Evidence	9/30/2024			
Experience	9/30/2024			
Sustainability	9/30/2024			

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:			This indicator will be accessed during the 2025-2026 school year.	No Development 09/30/2024		
How it will look when fully met:			This indicator will be accessed during the 2025-2026 school year.		Shanta Buchanan	09/30/2025
Actions				0 of 1 (0%)		
9/30/24		This indicator will be accessed during the 2025-2026 school year.			Shanta Buchanan	09/30/2025
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
<i>Initial Assessment:</i>			<ul style="list-style-type: none"> • Classroom Teachers send home weekly newsletters and various email reminders • PTA sends home monthly newsletters. • Weekly Connect Eds to parents and staff. • Canvas classroom pages are kept up to date. • Daily folders with printed information and homework helpers. • Class Dojo • Social Media • Two Curriculum Nights per year • Open House • Partnership Nights: Title One, PTA, STEM, Chorus, Book Fair, Spirit Nights • Parent Teacher Conferences • Interim Report and Report Cards • First 20 Days Positive Phone Calls • Community Partnerships and Volunteer Opportunities: Jaguar Jog, Field Day, Bring A Parent to PE, Book Fair, Fall Festivals, Principal for a Day • Book Buddies with Kontoor • Greensboro Bar Association – books for traditional students and 5th grade end of the year • School Choice Showcase and Magnet Tours 	Limited Development 09/30/2024		

How it will look when fully met:	The team members will present to staff each week our progress under all three focus areas. We will do this so that staff members understand the various areas. We will do this so that all staff members understand the needs, successes, and next steps needed to provide our community with ongoing support.		April Glover	06/06/2025
Actions		1 of 3 (33%)		
9/30/24	Global Passport Night: We will hold a Global Night that celebrates the multicultural aspects of our school.	Complete 02/06/2025	Jennifer Burton	04/17/2025
<i>Notes:</i> The school has allocated funds from the Title I budget to fund Curriculum Night food and supplies. Night #2 date Feb 6, 2025 6-7:30pm Box dinner to go. Parent Suggestion to add a Global Night theme to showcase different countries. Families will learn more about the diverse cultures. Food has been ordered. Passports will be developed for as food tickets. We have 14+ countries represented. SHOWCASE.				
9/30/24	A Student-Led Conference Night to showcase student learning to parents and stakeholders.		SuAnn Klawitter	06/06/2025
<i>Notes:</i> Night #2 date Feb 6, 2025 6-7:30pm Box dinner to go. Parent Suggestion to add a Global Night theme to showcase different countries. Families will learn more about the diverse cultures. Food has been ordered. Passports will be developed for as food tickets. We have 14+ countries represented. SHOWCASE.				
9/30/24	The school regularly communicates with parents 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.		April Glover	06/06/2025
<i>Notes:</i>				