

Comprehensive Progress Report

**Mission:** Working together to build a diverse and kind community that fosters the growth and leadership of the students and staff.

**Vision:** Excellence in education every day for every student.

**Goals:**

Increase individual student proficiency and meet or exceed individual growth based on EVAAS predictions.

Increase school performance from C to B; increase proficiency in all subjects/ subgroups by 5 percentage points per year over the next three years.

Teachers will use new knowledge and skills learned through professional development on best instructional practices and apply them to their daily instruction.



! = Past Due Objectives      KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>At the beginning of the school year, explicit classroom managements guidelines and expectations are shared with the teachers (see linked document <a href="#">Teaching Classroom Procedures Doc.</a> ). All teachers have to provide basic classroom management overview to the principal. Conversations about behavior/ classroom managements are on a needs based routine. Teachers review expectations and classroom rules to students frequently. Class Rules are visibly posted in their classroom.</p> <p>As part of our second step program, we address social/ emotional learning on a regular basis. Teachers are required to complete weekly lessons through Second Step.</p>	Limited Development 11/17/2022		
How it will look when fully met:			<p>At full implementation, students will be actively and respectfully working and contributing in their classrooms. Teachers will review expectations for each assignment and refer to rules daily. There will be a decrease in office referrals and principal- student conferences. There will be more time spent on instructional task versus re-directional behavior, which should create an increase across the board in academic areas.</p> <p>Evidence- Parent Contact Logs, Behavior Reports, ABE referral system, testing scores, MTSS behavior tracking</p>		Jenna Hardison	06/14/2024
Actions				1 of 2 (50%)		
	2/15/24	Create a PBIS matrix for schoolwide behavior management.		Complete 02/15/2024	Julia Ward	02/15/2024
	Notes: Team is working on SWIM matrix for PBIS. Matrix is in the final stage of editing before being sent to the printer for display.					
	6/28/23	Establish Problem solving team to assist and support teachers and students concerns.			Jenna Hardison	06/10/2024
	Notes: PST (Focus team) will be established to assist teachers with MTSS; interventions and data tracking/documentation.					

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Martin County Schools provides a pacing guide in all academic domains by grade level and subject. JES grade level teams are meeting weekly to examine the pacing guide, review learning targets and pull resources for their instructional unit. Teachers have been developing standards-aligned instructional units. Teachers have been unpacking standards and identifying essential standards. Martin County has recently held the first district wide PLC where grade level teams across the county meet and collaborate on student learning and instruction.	Limited Development 11/17/2022		
<i>How it will look when fully met:</i>			Teachers will have detailed lesson plans that are standards-aligned that are visible through Planbook.com. Teachers will be actively participating and utilizing the information created in district/ school-wide PLCs. This will create a sense of empowerment and collaborating between teachers and schools. Students in classrooms will be actively engaged in the lessons planned.  Evidence- Lesson plans on planbook.com, assessment data (formative and summative), decrease in behavior referrals		Michelle Mobley	06/14/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	6/28/23		Classroom walk through forms provided by the district; teachers will receive feedback on a regular basis.		Michelle Mobley	06/01/2024
<i>Notes:</i> Teachers will get regular feedback from admin.						
	12/9/23		Lesson plans are uploaded in Planbook weekly by teachers based on MCS pacing guides.		Michelle Mobley	06/01/2024
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	JES emphasizes to the staff that each of its teachers should be faithfully implementing effective teaching practices. The principal utilizes the same plan for having this type of difficult conversation (around instructional quality and necessary changes) as he does for other difficult conversations: caring discussion, based on data, and aimed at improving instruction for every student. Lesson plans and on-going, coach- and teacher-driven PLC's are routinely being produced/conducted to ensure alignment of instructional strategies and approaches. Sources of training and professional development are under constant review and made available to teachers who may be struggling themselves. Interventions in the general education setting (Tier I), i.e. peer tutoring and/or small group instruction, are available and implemented for students in need as a matter of course from the very first class of the very first day.	Limited Development 10/04/2016		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	(See above . . . AND . . .) The second and third tiers of support are/will be viewed as supplemental to, not in lieu of, the instruction of the general education classroom. Any issues with core instruction and curriculum are/will be addressed prior to focusing on new or additional interventions. Awareness is/will be heightened for all teachers so that they will distinguish between issues with the overall curriculum or the specific teaching practices within classrooms to determine which needs adjustment to better meet the needs of students. The strategies employed are/will be/will continue to be data driven and scientifically-proven to be effective BEFORE they are employed. Our teachers are/will be (more) aware of which strategies and materials to use and how to adjust them when they are not meeting student needs, as well as ensuring that implementation is consistently high across classrooms. The alignment of resources and practices will continue to be routinely reviewed to prevent struggling students from receiving different instructional approaches from their teachers in each tier, potentially causing more confusion and less progress for the students. Special educators and general educators will continue to collaborate to understand and coordinate the instruction occurring within the other tiers to maximize their effectiveness for students. JES teachers will seek to frame student performance in terms of classroom practices, as opposed to student ability, at all times attempting to focus the attention of educators on quality-of-instruction issues, rather than on learner deficits (in sharp contrast to a common approach to student intervention, in which students must be referred for services based on low performance or challenges, requiring a focus on determining	<b>Objective Met 10/25/22</b>	<b>Michelle Mobley</b>	<b>06/15/2022</b>

			<p>eligibility rather than identifying and monitoring instructional interventions. By choosing to focus on student responses to teachers' instructional practices, individual student deficits are only considered as factors for individualizing instructional interventions to meet their needs). [In this way, tiered interventions will simply be means of intensifying and tailoring instruction to support students with additional needs. The higher tiers of supports will simply adapt the educational services being provided – students have additional time, meet more frequently, or work in smaller groups of students as they receive more intensive supports, i.e., (further) intensifying and customizing current interventions before changing or discontinuing them for students who are not demonstrating progress. When students' academic achievement does not improve after these iterations, then a referral to special education will be considered. This process allows teachers to better determine if a student's academic challenges are/were due to other factors than a learning disability, such as motivation, cultural norms, or linguistic barriers. This process also allows students who do have a diagnosed learning disability to receive the appropriate special education services earlier in their academic careers and prevent patterns of failure and struggle.]</p>			
<b>Actions</b>						
	1/29/21	Review of MTSS procedures for JES with new administration (Mobley) and staff in new grade levels. Teachers will participate in PD with Leigh Ann Hudson/Mobley.	Complete 06/11/2021	Michelle Mobley	06/30/2021	
<i>Notes:</i>						
<b>Implementation:</b>			10/25/2022			
<b>Evidence</b>		5/17/21 An action will be added to the fall for further training and to ensure effective implementation.				
<b>Experience</b>		5/17/21 The newly formed MTSS committee met with Mrs. Hudson and completed the FAM-S.				
<b>Sustainability</b>		5/17/21 SIT will meet with Mrs. Hudson in the fall and complete the "Next Steps".				
	<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Teachers are teaching Second Step in their classrooms. Most teachers have Second Step in their weekly lesson plans. At the beginning of each school year teachers teach expectations and classroom/school procedures. At the end of the 22-23 SY, the SIT established a PBIS matrix to be implemented in the 23-24SY.</p> <p>Social-emotional needs of students will be addressed in summer planning by SIT.</p>	Limited Development 06/30/2023		
	<p>Priority Score: 2</p> <p>Opportunity Score: 2</p> <p>Index Score: 4</p>			
<b>How it will look when fully met:</b>	<p>Planning summer session for 23-24 SY</p> <p>Social worker has been hired for the 23-24 SY. She will be meeting with teachers and establishing new procedures for SEL for JES.</p>	<b>Objective Met 02/15/24</b>	<b>Joanna Latham</b>	<b>06/14/2024</b>
<b>Actions</b>				
6/30/23	Guidance counselor will meet with classes throughout the school for social-emotional learning.	Complete 02/15/2024	Joanna Latham	11/20/2024
	<p><i>Notes:</i> Miss Latham will meet with teachers and establish a plan for SEL in the classrooms. Some teachers are teaching Second Step in the classroom. Miss Latham is teaching Second Step to 4th grade classes. She is also working with students individually.</p>			
<b>Implementation:</b>		02/15/2024		
<b>Evidence</b>	<p>2/15/2024</p> <p>2/15/2024- See resource schedule and Joanna's documentation of classroom lessons.</p>			
<b>Experience</b>	<p>2/15/2024</p> <p>2/15/2024: Joanna has been incorporated into the resource schedule for fourth graders to incorporate SEL with the Second Step program. She also meets regularly with classes as needed/ recommended by the classroom teachers. Joanna meets with the EC classroom weekly.</p>			
<b>Sustainability</b>	<p>2/15/2024</p> <p>2/15/2024- Joanna will continue to pull classes throughout the resource schedule and meet with classrooms as needed. Joanna pulls students that teachers bring attention to that needs extra help or a counseling session.</p>			

	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>			Students are tracked on a data wall by grade level. JES will establish new procedures for the 23-24 SY. A SIT member will Chair the Problem Solving Team to support teachers and students.	Limited Development 06/30/2023		
<i>How it will look when fully met:</i>			Complete at 23-24 summer planning session.		Jenna Hardison	06/14/2024
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	6/30/23		Problem solving team will meet with teachers weekly to discuss concerns (academic and behavior).		Jenna Hardison	06/14/2024
<i>Notes:</i>						

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Strategic planning, mission, and vision</b>			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			New district staff in place for 23-24 SY	No Development 06/30/2023		
<i>How it will look when fully met:</i>			There is a new superintendent in Martin County and several district changes. JES will continue to update plan based on professional development, district updates, school and student data.		Christy Gardner	01/30/2024
<b>Actions</b>				<b>0 of 1 (0%)</b>		
	6/30/23		Update Comprehensive plan based on coaching feedback from the district.		Christy Gardner	05/30/2024
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>			JES SIT Team has all required members. We meet at a minimum of twice a month. Meeting minutes and agenda are documented through Google Docs.	Full Implementation 11/17/2022		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	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:			Teachers in the same grade level currently have common planning. PLCs with admin meet weekly to discuss curriculum pacing and student performance.  Data tracking is completed at all grade levels.	Limited Development 06/30/2023		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			When this objective is fully met, there will be common planning with PLCs scheduled at a consistent time. There will be PLCs with admin meeting weekly to discuss curriculum pacing and student performance. PLC Data Sheets will document standards, assessment and student performance.  CAT team meets twice a month to discuss student interventions and progress for the MTSS team.  Data tracking is completed at all grade levels, printed and shared amongst the teams.	Objective Met 01/18/24	Michelle Mobley	06/14/2024
Actions						
	1/18/24		PLC Agendas will be shared with admin to document staff attendance and objectives in review.	Complete 01/18/2024	Michelle Mobley	02/01/2024
Notes: PLC meetings and CAT meetings are on a weekly basis.						
Implementation:				01/18/2024		
Evidence			1/18/2024 See folder with PLC minutes attached.			
Experience			1/18/2024 Teacher teams meet in PLCs weekly to discuss data tracking and planning. CAT team meets weekly to monitor student progress using the MTSS interventions selected.			



<i>Sustainability</i>			1/18/2024 PLC meeting agendas/notes will be shared with admin on a weekly basis. Notes should include standards discussed, minutes from the meeting and staff in attendance.			
<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Monitoring instruction in school</b>			
	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 principal monitors classroom instruction regularly by completing informal walk-throughs and formal observation for each teacher. Informal walk-throughs are completed by Mrs. Mobley and Mrs. Hardison and are being documented on a "Walk Through Google Form" and formal observations are documented through NCEES. Principal and teachers discuss what is going on in the classroom on a weekly (if not daily) basis during their weekly PLCs.	Full Implementation 11/17/2022		

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers and admin. are meeting in weekly PLCs to discuss performance and classroom observation data. SIT meets twice a month (at least) to make decisions that will affect the school. Martin County Schools have started district wide PLCs.	Limited Development 11/17/2022		
How it will look when fully met:			PLCs will discuss student data; formative assessments, classroom observations, and best instructional practices. SIT will review the cumulative classroom and school data. District PLCs are monthly and will focus on best instructional practices and standards in focus. Monthly staff meetings will focus on needs based PD. At the end of the school year, we should see an increase in proficiency in all areas.		Christy Gardner	06/14/2024
Actions				1 of 2 (50%)		
		1/18/24	Select staff will attend the district engineering team planning committee.	Complete 01/18/2024	Christy Gardner	04/30/2024
		Notes: Lauryn and Jessy were selected for the district engineering team. First meeting is 1/19/24 at the innovation campus.				
		6/30/23	Weekly PLC meetings with teachers in same grade level		Christy Gardner	06/14/2024
		Notes: PLC meeting notes are shared with admin for documentation				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<p>We are planning a Reading Horizons Curriculum Night to invite K-2 parents to the building to show them what the program offers for students. This will include instruction, assessments and what they can do at home to support student success. Projected date of Reading Horizons Parent Night- 2/7/24</p> <p>We are planning a STEAM night along with the Book Fair Parent night to highlight cool things that students are doing in school and can do at home. Duke Energy project kits will be housed around the school in different stations and families can rotate throughout the building. Projected STEAM/ Book Fair Parent Night- 2/22/24</p>	Limited Development 01/18/2024		
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<b>How it will look when fully met:</b>			Jessica Dickerson	03/04/2024
<p>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)</p> <p>JES regularly communicates with parents about its expectations with them and the importance of the curriculum on a weekly basis through class newsletters, school webpage, announcement platforms such as Remind and Class Dojo and facebook updates. Teachers keep call logs and are expected to make one positive phone call to parents at least once a 9 weeks. JES makes a general call out once a week detailing to parents expectations of the students for the upcoming week. Once fully implemented, parents will be more knowledgeable about events, upcoming assignment dates and important announcements. Attendance rates of school functions will rise and be noted on sign in sheets.</p>				
<b>Actions</b>		<b>0 of 1 (0%)</b>		
2/15/24	Parent Involvement nights have been planned and dates pushed out to the parents/ community. Parent STEAM Night and Book Fair = Feb 22 Reading Horizons= March 4 Bases Loaded with Books= April 25		Jessica Dickerson	04/25/2024
<i>Notes:</i> Parents have been notified through weekly announcements, newsletters, DOJO, Remind, facebook and weekly call out messages.				