

Our Direction

Jacksonville Commons Elem

Date of Report: 11/22/2020

Vision:

Lifelong achievement. Limitless opportunities.

Values:

Mission:

Mission: To build a school community with high expectations for every student.

Goals:

- Goal #1: Every student at Jacksonville Commons Elementary School has a personalized education plan and graduates from high school prepared for work, further education, and citizenship.

Performance Measure(s)

Performance Indicator: Instructional Framework [Instruction, Assessment]: The performance rate of economically disadvantaged students (EDS) will increase 3% each year, from 50% to 56% by June 2022 [Note: no data available for 2019-20; school closure in March 2020 due to COVID-19 pandemic]

Data Source: EOG data	Baseline Year: 2017-18	Baseline: 50%
Target Date: 2018-19	Target: 53%	Actual: 50%
Target Date: 2019-20	Target: 54%	Actual:

Target Date: 2020-21	Target: 55	Actual:
Target Date: 2021-22	Target: 56	Actual:

Performance Indicator: Instructional Framework [Instruction, Assessment]: The performance rate of students with disabilities (SWD) will increase from 29% to 36%, by June 2022 [Note: no data available for 2019-20; school closure in March 2020 due to COVID-19 pandemic]

Data Source: EOG data	Baseline Year: 2017-18	Baseline: 29%
Target Date: 2018-19	Target: 32%	Actual: 30%
Target Date: 2019-20	Target: 34%	Actual:
Target Date: 2020-21	Target: 34%	Actual:
Target Date: 2021-22	Target: 36	Actual:

- Goal #2: Every student at Jacksonville Commons Elementary School has excellent educators, every day.

Performance Measure(s)

Performance Indicator: Instructional Framework [Instruction, Assessment]: JCE will meet overall growth status with an achievement level increasing 2 percentage points yearly, from 51.9% to 58.9 % by June 2022 [Note: no data available for 2019-20; school closure in March 2020 due to COVID-19 pandemic]

Data Source: EOG data	Baseline Year: 2018	Baseline: 51.9%
Target Date: 2018-19	Target: 54.9%	Actual: 53%
Target Date: 2019-20	Target: 56.9%	Actual:
Target Date: 2020-21	Target: 56.9%	Actual:
Target Date: 2021-22	Target: 58.9%	Actual:

- Goal #3: Jacksonville Commons Elementary School has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators

Performance Measure(s)

Performance Indicator: Instructional Framework [Instruction, Assessment]: JCE will use Ready/iReady math, supplemented with weekly data teams analysis and student data notebooks, to increase math proficiency an average of 2 percentage points each year, from 59% to 65.0% by 2022 [Note: no data available for 2019-20; school closure in March 2020 due to COVID-19 pandemic]

Data Source: EOG data, benchmark data, CFAs	Baseline Year: 2017-18	Baseline: 59%
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Target Date: 2018-19	Target: 61%	Actual: 55%
Target Date: 2019-20	Target: 63%	Actual:
Target Date: 2020-21	Target: 63%	Actual:
Target Date: 2021-22	Target: 65%	Actual:

- Goal #4: Every student at Jacksonville Commons Elementary School is healthy, safe, and responsible.

Performance Measure(s)

Performance Indicator: Instructional Framework [Culture]: Student office referrals will decrease 10% each year (from 574 office referrals to 465) by 2022 [Note: no data available for 2019-20; school closure in March 2020 due to COVID-19 pandemic]		
Data Source: discipline data, Educator's Handbook, PowerSchool	Baseline Year: 2017-18	Baseline: 574
Target Date: 2018-19	Target: 517	Actual: 460
Target Date: 2019-20	Target: 465	Actual:
Target Date: 2020-21	Target: 465	Actual:
Target Date: 2021-22	Target: 420	Actual:

Selected Indicators:

Curriculum and instructional alignment

- A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)
- A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (5094)

Data analysis and instructional planning

- A3.03 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (5112)

Distributed leadership and collaboration

- B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning. (5143)

Family Engagement

- 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)
- E1.07 The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (5183)

E1.10 The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)

High expectations for all staff and students

A1.03 The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all. (5084)

A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)

A1.05 ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)

A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

Quality of professional development

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)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team. (5135)

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)

Student support services

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)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (5168)

Teacher quality and experience

C1.02 The principal plans opportunities for teachers to share their strengths with other teachers. (5153)

! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<ul style="list-style-type: none"> We're holding discussions about the feasibility about transitioning from Leader in Me to AVID We're discussing the steps we will need to take to be acknowledged as an AVID Demonstration site, in order to be aligned with our feeder schools (Middle and High) We're in the process of making sure that a large majority of staff are AVID trained either through campus training or the Summer Institute Administration has been given the modules that can be used to train staff on campus through campus PD 	Limited Development 10/17/2018		
How it will look when fully met:	<ul style="list-style-type: none"> Teachers will utilize AVID instructional strategies throughout their instruction K-5 teachers will fluidly use AVID strategies We will be identified as a Demonstration Site Our students will effectively use AVID strategies Our environment will clearly express our use of AVID strategies Parents, students, and teachers will be able to articulate the advantages of their children using AVID Teachers and students will recognize academic improvement 		Octavia Thomas	01/30/2021
Actions		11 of 13 (85%)		
10/17/18	Administer a survey to determine who is certified and who still needs to be certified/re-certified	Complete 10/29/2018	Sandra Adams	10/31/2018
<i>Notes:</i> Survey should occur at the beginning of every school year as new staff is hired				
1/31/19	Invite district and state AVID personnel to conduct a soft audit of current practices	Complete 01/31/2019	Octavia Thomas	02/28/2019
<i>Notes:</i>				
1/31/19	Use feedback from AVID site visit to review current practices	Complete 07/03/2019	Octavia Thomas	08/01/2019
<i>Notes:</i>				
1/31/19	Admin staff will attend AVID training	Complete 07/31/2019	Deborah Hoffman	09/30/2019
<i>Notes:</i>				
10/17/18	Implement specific AVID strategies that all teachers should be using in their instruction (non-negotiable)	Complete 09/24/2019	Octavia Thomas	10/15/2019
<i>Notes:</i> With guidance, staff will submit monthly evidence of AVID strategies used in the classroom.				
9/24/19	Complete the AVID certification instrument to determine campus needs as they relate to AVID Elementary showcase status	Complete 09/02/2019	Octavia Thomas	10/31/2019

<i>Notes:</i>				
9/24/19	Discuss feasibility of merging the AVID site team and SPT	Complete 09/03/2019	Sandra Adams	10/31/2019
<i>Notes:</i>				
10/17/18	Develop a list of specific AVID strategies that all teachers should be using in their instruction (non-negotiable)	Complete 09/24/2019	Christine Francis	12/30/2019
<i>Notes:</i> This development will require a team with reps from AVID, 3-5, and K-2				
9/24/19	Officially merge the AVID site team and SPT	Complete 08/21/2019	Sandra Adams	12/31/2019
<i>Notes:</i>				
11/16/20	Train teachers and TA staff in AVID digital teaching PD	Complete 07/27/2020	Deborah Hoffman	08/01/2020
<i>Notes:</i>				
9/24/19	Review vision, mission and value statements to determine if revisions are needed to align with AVID and OCS Instructional Framework	Complete 09/30/2020	Sandra Adams	12/30/2020
<i>Notes:</i>				
11/19/20	Create marketing to inform community of edits/changes to vision, mission		Jennifer Cunningham	03/30/2021
<i>Notes:</i>				
11/19/20	Create new logo to reflect culture, vision, mission		Jennifer Cunningham	03/30/2021
<i>Notes:</i>				
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> We plan to collaborate with colleagues to use the Data Teams process to enhance our skills in creating and administering CFAs and benchmarks based on unwrapped priority standards, then analyze assessment data/use it to plan and implement interventions that improve student learning and academic growth. 	Limited Development 10/17/2018	
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> Data teams will meet during weekly PLCs All instruction will be data driven All instruction will be differentiated to meet the needs of diverse learners All instruction is rigorous and is directly aligned to the priority standards Instructional framework & AVID strategies will be incorporated and monitored through a random collection of WICOR 		Donna Chadwick 07/31/2021

	strategies			
Actions		11 of 15 (73%)		
10/17/18	All staff will be data teams trained	Complete 08/26/2019	Donna Chadwick	08/30/2019
	<i>Notes:</i>			
10/17/18	Grade level teams will unpack the priority standards	Complete 09/24/2019	Donna Chadwick	10/31/2019
	<i>Notes:</i> Priority standards should be unpacked at the start of each quarter, as that is when the priority standard changes.			
9/24/19	Each grade level K-5 will have an assigned data teams leader in math	Complete 10/28/2019	Donna Chadwick	10/31/2019
	<i>Notes:</i>			
9/24/19	Each grade level will have an assigned ELA data teams leader	Complete 10/07/2019	Donna Chadwick	10/31/2019
	<i>Notes:</i>			
9/24/19	Fifth grade will have an assigned data team leader for science	Complete 10/07/2019	Sandra Adams	10/31/2019
	<i>Notes:</i>			
9/24/19	We will research resources for 5th grade science	Complete 10/01/2019	Sandra Adams	10/31/2019
	<i>Notes:</i>			
10/17/18	All staff will attend weekly data team meetings during PLCs	Complete 09/24/2019	Donna Chadwick	12/31/2019
	<i>Notes:</i>			
11/19/20	Create and provide template containing meal schedules, recess, planning, PLCs, and specials to grade levels and to EC. Each group will use the template to develop grade level instructional schedule	Complete 11/18/2020	Deborah Hoffman	11/30/2020
	<i>Notes:</i>			
11/19/20	Grade levels and EC will use template to provide instructional schedule that includes double planning PLC/data teams		Elizabeth Neuendorff	12/15/2020
	<i>Notes:</i>			
11/19/20	Edit bell schedule so that 2nd grade and 5th grade IE periods do not overlap to make it easier for tutors and EC to pull groups without interrupting core instruction	Complete 11/19/2020	Deborah Hoffman	01/01/2021
	<i>Notes:</i>			
11/19/20	Purchase supplemental F&P resources to add to current kits so teachers can conduct small groups and tutors/TAs can conduct small groups	Complete 11/02/2020	Elizabeth Neuendorff	02/15/2021
	<i>Notes:</i>			
9/24/19	Purchase science instructional materials for 5th grade science	Complete 10/12/2020	Deborah Hoffman	03/15/2021

Notes: Consulted with district personnel. Followed recommendations for science workbooks and resources.

9/24/19 Grade levels will create and use exit tickets to gather data on progress of each standard

Octavia Thomas

06/30/2021

Notes:

10/17/18 Grade levels will create CFAs based on the unpacked priority standard (Math and ELA)

Grade level IST member

07/31/2021

Notes: Math - to be completed by 2019
ELA - to be completed by 2020

10/17/18 Grade levels will differentiate instruction based on data collected in CFA assessments

Octavia Thomas

07/31/2021

Notes:

A1.05

ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)

Implementation Status

Assigned To

Target Date

Initial Assessment:

- We hold data team meetings to evaluate assessment data
- We have academic clubs in place to challenge students
- We offer after school tutoring/Saturday academy/neighborhood academy
- We have volunteers from the high school, middle school, and military
- Title 1 Tutoring programs - specifically, leveled literacy intervention
- AIG and EC teachers team teach with gen-ed teachers to address needs of subgroups
- Teachers use flexible grouping to address all learning needs

Limited Development
10/17/2018

How it will look when fully met:

- All teachers will document groups of students that are determined based on data collected from pre-assessments
- All teachers will differentiate and scaffold independent practice activities
- Teachers will use administration provided, IST directed, specific school-wide resources that have been implemented with the goal of differentiation
- General education teachers will collaborate with EC and AIG educators when planning
- Teachers frequently co-teach and collaborate with specialists, tutors, and TA's
- All subgroups will show academic growth of at least 6%

Donna Chadwick

07/31/2021

Actions			2 of 9 (22%)		
10/17/18	Teachers should begin to document their guided instruction plans	Complete 11/16/2020	Donna Chadwick	02/25/2021	
<i>Notes:</i>					
10/17/18	Teachers should provide dated documentation	Complete 11/16/2020	Elizabeth Neuendorff	02/25/2021	
<i>Notes:</i>					
10/17/18	Teachers will differentiate centers/stations based on student's academic needs. To the same effect, independent practice activities should be differentiated based on student's academic needs.		Donna Chadwick	02/25/2021	
<i>Notes:</i>					
10/17/18	Invite, encourage, and implement co-teaching opportunities to enhance instruction for EC students and differentiated opportunities for all students in the Gen-Ed classroom		Donna Chadwick	02/25/2021	
<i>Notes:</i>					
10/17/18	Invite, encourage, and implement co-teaching opportunities to enhance instruction for AIG students and differentiated opportunities for all students in the Gen-Ed classroom		Donna Chadwick	02/25/2021	
<i>Notes:</i>					
10/17/18	Identify common academic vocabulary		Donna Chadwick	02/25/2021	
<i>Notes:</i>					
10/17/18	With fidelity, use Ready/iReady curriculum and resources for math instruction and assessment		Deborah Hoffman	02/25/2021	
<i>Notes:</i>					
10/17/18	Conduct mini-lessons in small group instruction to enhance instruction for EC, at-risk students, and AIG students		Donna Chadwick	02/25/2021	
<i>Notes:</i>					
10/17/18	Collaborate with specialists when identifying at-risk students to implement research-based interventions		Elizabeth Neuendorff	02/25/2021	
<i>Notes:</i>					
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:		JCE uses a tiered level of discipline (PBIS) which is reinforced via PBIS celebrations and points that can be accumulated, then "spent" for items from the PBIS store. Discipline is tracked in the Educator's	Limited Development 11/19/2020		

	Handbook website. Discipline data is shared weekly with staff.			
How it will look when fully met:	<ul style="list-style-type: none"> Discipline data will be widely understood by all staff and students and parents Office referrals will decrease 10% annually Cross training for staff and students will be conducted by the school counselor, teachers and support staff All classrooms have a universal communication platform to reach out to parents (Class Dojo) All teacher assistants are trained in de-escalation strategies All staff are trained in SES All staff participate in personality trait PD 		Octavia Thomas	05/31/2022
Actions		5 of 7 (71%)		
11/20/20	Staff PD: personality traits	Complete 11/06/2020	Maiti Sherman	12/30/2020
	Notes:			
11/20/20	Staff SES PD/mental health awareness	Complete 10/30/2020	Maiti Sherman	12/30/2020
	Notes:			
11/20/20	"Wellness Wednesday" activities during staff meetings	Complete 11/06/2020	Maiti Sherman	12/30/2020
	Notes:			
11/20/20	Phase out PBIS Rewards; transition to Class Dojo for PBIS points and data collection	Complete 10/02/2020	Aisha Gilchrist	12/30/2020
	Notes:			
11/20/20	Create cart distribution system for PBIS point "cash in" opportunities for students	Complete 10/02/2020	Aisha Gilchrist	01/30/2021
	Notes:			
11/20/20	Staff PBIS PD refresher		Aisha Gilchrist	03/02/2021
	Notes:			
11/20/20	PBIS meet monthly to review discipline data and discuss next steps		Aisha Gilchrist	12/30/2021
	Notes:			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	Curriculum and instructional alignment			
A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice	Implementation Status	Assigned To	Target Date

		and student progress.(5091)				
Initial Assessment:		<ul style="list-style-type: none"> IST members are assigned as coaches to each grade level to support planning and data analysis The bell schedule has been designed to allow for three 45-minute planning sessions each week for grade levels, and a 90-minute double planning once weekly. The double planning is dedicated to data analysis and MTSS, and is supported by the IST coach 		Limited Development 11/16/2020		
How it will look when fully met:		<ul style="list-style-type: none"> the double planning session will foster interdependence among team members the teams will be fully engaged in data analysis during double planning sessions MTSS referrals will be thorough and include strong data as a result of consistent, data-driven interventions 			Elizabeth Neuendorff	03/31/2021
Actions				2 of 5 (40%)		
	11/16/20	Create 4-day schedule to support Plan B (students virtual on Wednesdays)		Complete 09/14/2020	Deborah Hoffman	09/20/2020
<i>Notes:</i>						
	11/16/20	Create Wednesday schedule for Plan B virtual learning day to provide continuity in expectations and planning periods for all grade levels		Complete 09/21/2020	Deborah Hoffman	09/30/2020
<i>Notes:</i>						
	11/16/20	Revise school bell schedule to align with additional time needed for lunch and breakfast transitions due to COVID-19 restrictions			Deborah Hoffman	12/30/2020
<i>Notes:</i>						
	11/16/20	Assign meeting locations for grade levels			Donna Chadwick	12/30/2020
<i>Notes:</i>						
	11/16/20	Provide PD refresher on data teams			Donna Chadwick	01/30/2021
<i>Notes:</i>						
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:		<ul style="list-style-type: none"> All teachers create lesson plans in the PlanBook website Teachers currently plan on Wednesdays (4 day school week); when school resumes to 5 days, we will resume the data teams double planning once weekly for each grade level There is an IE period in each grade level's schedule which is designed for EC, specialists, Title 1 tutors and specialists to pull 		Limited Development 11/19/2020		

	<ul style="list-style-type: none"> students without interrupting core instruction The instructional coach is using the coaching cycle to work with teachers and the IST 			
How it will look when fully met:	<ul style="list-style-type: none"> Vertical planning will occur monthly Data teams will be based on CFA and iReady data At least 50% of students will achieve stretch growth in iReady math by May 2021 Grade levels will increase 6% in proficiency by May 2021 students will use data notebooks to track progress and goals 		Elizabeth Neuendorff	03/31/2022
Actions		0 of 3 (0%)		
11/19/20	Share iReady progress with grade levels each week		Elizabeth Neuendorff	03/30/2021
<i>Notes:</i>				
11/19/20	IST and instructional coach will meet with grade levels weekly to support planning and standards alignment		Elizabeth Neuendorff	03/30/2021
<i>Notes:</i>				
11/19/20	The AVID/SPT team will meet monthly to assess school priorities and next steps		Octavia Thomas	06/30/2021
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
Initial Assessment:		A walk thru instrument was developed. It will be used by the IST to conduct weekly walk thru observations. Each IST member is required to conduct at least two walk thru observations each week	Limited Development 10/27/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	A scoreboard will be developed to track progress and trends found in observations. The IST will develop strategies to support teachers based on the data.			Crissie Brown	06/30/2021
Actions			6 of 7 (86%)		

10/27/17	Develop and distribute walk thru instrument	Complete 07/17/2017	Deborah Hoffman	08/31/2017
<i>Notes:</i>				
10/27/17	Decide on scoreboard process for walk thrus	Complete 01/01/2018	Deborah Hoffman	11/30/2017
<i>Notes:</i>				
10/27/17	At each IST meeting (or at least once monthly) discuss observation data and determine needs for instructional support and PD	Complete 04/06/2018	Jaime Marks	06/30/2018
<i>Notes:</i>				
10/27/17	Share data on strengths and opportunities with teachers via staff meetings and the weekly staff newsletter	Complete 04/06/2018	Deborah Hoffman	06/30/2018
<i>Notes:</i>				
3/4/19	IST will meet with grade level teachers to discuss data (PLCs)	Complete 03/29/2019	Deborah Hoffman	03/30/2019
<i>Notes:</i>				
5/11/18	Explore alternate versions of the scoreboard	Complete 04/01/2019	Jaime Marks	04/01/2019
<i>Notes:</i>				
5/11/18	Create opportunities for all classroom teachers to observe other teachers		Donna Chadwick	04/30/2021
<i>Notes:</i>				
Implementation:		04/06/2018		
Evidence	4/6/2018 copies of walk thru forms, observation data, PLC minutes, IST minutes, teacher survey comments.			
Experience	4/6/2018 A walk thru forms was developed and several versions were tested with the staff/IST before deciding on a final form. The IST developed a chart to use to track which rooms were visited. Copies of the completed forms are given to the teachers -- forms contain feedback and next steps. IST meetings were increased to once weekly thru March so that team members could hold observation feedback conversations more frequently. Based on observation data, the IST assigned themselves to grade levels as "coaches". This process gives more contact time with teachers and creates a level of comfort in providing targeting support.			
Sustainability	4/6/2018 Continue walk thru observations. The form was sent to the print shop and padded so that it is easier to use.			

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
Initial Assessment:			JCE has identified its Tier 1 instructional practices. More training to include notes forms, transition plans, merging with PBIS, and continued work with identifying Core 1 and Core 2 instructional practices that align with the OCS instructional framework and AVID	Limited Development 11/20/2020		
How it will look when fully met:			Staff will be trained in MTSS, AVID and PBIS. PLCs will use the problem solving processes to identify tier 2 students and track their progress. Title 1 tutors will provide additional support for tier 2 students. Tier 1 students will be identified and supported with 1:1 and small group instruction, behavior intervention.		Donna Chadwick	06/30/2022
Actions				5 of 10 (50%)		
	11/20/20	Provide staff PD in MTSS as it aligns with data collection and analysis		Complete 09/07/2020	Kevin Barry	10/31/2020
<i>Notes:</i>						
	11/20/20	Hold PD about classroom management as it relates to MTSS		Complete 09/07/2020	Maiti Sherman	10/31/2020
<i>Notes:</i>						
	11/20/20	Conduct PD about PBIS and the whole-school reward system		Complete 09/07/2020	Aisha Gilchrist	10/31/2020
<i>Notes:</i>						
	11/20/20	Instructional coach will conduct PD and coaching regarding data collection and the MTSS tiers		Complete 09/07/2020	Elizabeth Neuendorff	10/31/2020
<i>Notes:</i>						
	11/20/20	The bell schedule will be revised to remove the overlap of the IE periods for 2nd and 5th grades		Complete 11/18/2020	Deborah Hoffman	11/30/2020
<i>Notes:</i>						
	11/20/20	Grade levels will use the revised bell schedule template to design instructional blocks that facilitate co-teaching and small group instruction			Elizabeth Neuendorff	12/15/2020
<i>Notes:</i>						
	11/20/20	School psychologist/EC coach will conduct PD regarding changing requirements for EC referral and qualification/categories			Gisele Ashford	06/30/2021
<i>Notes:</i>						

11/20/20	Admin will participate in EC weekly meetings		Deborah Hoffman	06/30/2021	
<i>Notes:</i>					
11/20/20	All grade levels will use the data teams process to analyze student achievement data and determine which students need additional support		Elizabeth Neuendorff	06/30/2021	
<i>Notes:</i>					
11/20/20	IST members will attend data teams PLCs to provide support and ensure integrity of the process		Deborah Hoffman	06/30/2021	
<i>Notes:</i>					
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:		<p>SES PD conducted by the school psychologist has been provided to multiple grade levels. Additionally, whole-school PD has also been conducted (on a small scale). PD has also been conducted on "culturally relevant classrooms". PBIS and MTSS have been implemented.</p> <p>The past 2 school years have been interrupted (Hurricane Florence, then COVID pandemic forced shut down in March 2020) combined with the current school year in a partial attendance status due to continued COVID health challenges. Due to the intensity of this stressful year, consistent SES for both students and staff is required.</p>	Limited Development 11/20/2020		
How it will look when fully met:		<ul style="list-style-type: none"> • Students and staff will be in tune to the social-emotional health • Resources will have been identified • Teachers will know how to appropriately de-escalate student behavior • Teachers will know how to identify mental health decline (ie: depression, anxiety) • Social worker and school counselor will work to provide resources and communication to the community • The community will use the school as a dependable source of information on resources 		Octavia Thomas	06/30/2021
Actions			2 of 6 (33%)		
11/20/20	Social worker/counselor develop a newsletter for parents		Complete 11/02/2020	Shannon Centinkaya	06/30/2020
<i>Notes:</i>					
11/20/20	SES and whole brain PD for staff		Complete 11/02/2020	Maiti Sherman	12/30/2020

		<i>Notes:</i>				
	11/20/20	Refresher: Culturally-relevant teaching			Octavia Thomas	03/30/2021
		<i>Notes:</i>				
	11/20/20	Coordinate with community agencies for resources that can be provided to families in need			Shannon Centinkaya	06/30/2021
		<i>Notes:</i>				
	11/20/20	Use social stories and guest speakers to connect SES topics			Maiti Sherman	06/30/2021
		<i>Notes:</i>				
	11/20/20	Wellness activities embedded in staff meetings and PLCs			Maiti Sherman	06/30/2021
		<i>Notes:</i>				
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>		Ensure students and families are knowledgeable of requirements for progression from one grade level to the next by holding parent conferences, sending information to families, posting on the website and urging parent sign up for PowerSchool. We will also ensure students are exposed to colleges and next level schools.		Limited Development 11/20/2020		
<i>How it will look when fully met:</i>		When surveyed informally and formally, students and parents will have a working knowledge of grade level requirements and resources. They will also acknowledge access to teachers and administration for answers to questions about transitions. JCE staff will ensure 5th grade students are exposed to the middle school, high school and colleges. AVID will be embedded in all grade levels.			Octavia Thomas	06/30/2022
Actions				2 of 6 (33%)		
	11/20/20	Blend AVID site team and Strategic Planning Teams		Complete 03/31/2020	Deborah Hoffman	06/30/2020
		<i>Notes:</i>				
	11/20/20	Develop a tracking tool and process for AVID strategies/WICOR		Complete 03/31/2020	Deborah Hoffman	06/30/2020
		<i>Notes:</i>				
	11/20/20	Track WOCOR strategies being used throughout the campus			Deborah Hoffman	06/30/2021
		<i>Notes:</i>				
	11/20/20	Share instructional best practices via staff and parent newsletter (and			Donna Chadwick	06/30/2021

	staff meetings)			
	<i>Notes:</i>			
11/20/20	Conduct ongoing PD on AVID for teachers and TAs		Octavia Thomas	12/31/2021
	<i>Notes:</i>			
11/20/20	Provide resources and PD on teaching with technology/embedding tech as a resource to differentiate instruction and increase engagement		Octavia Thomas	06/30/2022
	<i>Notes:</i>			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has assigned a district level team to oversee our progress as a TSI school (need: EC students). JCE has focused on areas that need to improve and uses the data teams process. JCE has also transitioned to an AVID school (all grade levels(Limited Development 11/20/2020		
<i>How it will look when fully met:</i>		The JCE Strategic Planning Team has been merged with the AVID Site TEam to create a unified group with representatives from each constituency group on the campus. The team meets monthly. Evidence will include meeting notes, minutes, agendas. JCE admin will also attend the district Low-Performing Growth Action Team. Dr. Bulris is assigned to JCE as the mentor.		Deborah Hoffman	06/30/2021
Actions			3 of 4 (75%)		
11/20/20		Use the data teams process to ensure the school maintains focus on student achievement	Complete 11/02/2020	Elizabeth Neuendorff	06/30/2021
		<i>Notes:</i>			
11/20/20		Ensure minutes of AVID/SPT meetings are posted in Indistar so they can be shared with the district and with constituents	Complete 11/02/2020	Deborah Hoffman	06/30/2021
		<i>Notes:</i>			
11/20/20		Ensure minutes of Instructional Support Team meetings are posted in Indistar so they can be shared with the district and with constituents	Complete 11/02/2020	Deborah Hoffman	06/30/2021
		<i>Notes:</i>			

11/20/20		Respond to coaching comments		Deborah Hoffman	06/30/2021
<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>		<ul style="list-style-type: none"> The Instructional Support Team meets weekly The AVID/SPT meets monthly Minutes are housed in the Indistar website The PBIS team meets monthly 	Limited Development 11/20/2020		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> The Instructional Support Team meets weekly The AVID/SPT meets monthly Minutes are housed in the Indistar website and shared with all staff and parents The PBIS team meets monthly BT meetings held monthly 		Deborah Hoffman	01/31/2021
Actions			4 of 6 (67%)		
11/20/20	Staff select representatives to serve on leadership teams		Complete 08/31/2020	Donna Chadwick	09/01/2020
<i>Notes:</i>					
11/20/20	Set dates/rotations for 2020-21 leadership team meetings		Complete 08/31/2020	Deborah Hoffman	09/15/2020
<i>Notes:</i>					
11/20/20	Assign IST members to coach each grade level and attend meetings/events		Complete 08/17/2020	Deborah Hoffman	09/15/2020
<i>Notes:</i>					
11/20/20	Elect members of SPT; hold vote		Complete 11/16/2020	Deborah Hoffman	11/30/2020
<i>Notes:</i>					
11/20/20	IST work with grade levels to create new 5-day instructional schedule			Elizabeth Neuendorff	12/15/2020
<i>Notes:</i>					
11/20/20	IST monitor grade level COVID hygiene compliance			Deborah Hoffman	04/30/2021
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		We are currently revamping the bell schedule to remove the overlap of IE periods with 2nd and 5th grades (to make it easier for them to pull small groups and for EC to serve students without interrupting core instruction). A day for double planning/data teams will remain, and grade levels will continue to have planning and lunch	Limited Development 11/19/2020		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> No overlap in IE periods Double planning period once weekly for grade levels Duty free lunch for teachers Consistent duty schedules (car rider, bus riders, dismissal, cafeteria supervision, etc) 		Deborah Hoffman	12/31/2020
Actions			2 of 4 (50%)		
11/19/20	Create "dismissal team" to oversee and plan/edits dismissal processes	Complete 04/06/2020	Jennifer Cunningham	08/01/2020	
<i>Notes:</i>					
11/19/20	Revamp bell schedule, providing a template that teachers can use to build their instructional schedule	Complete 11/18/2020	Deborah Hoffman	11/30/2020	
<i>Notes:</i>					
11/19/20	Teachers create instructional schedule on the revised template		Elizabeth Neuendorff	12/15/2020	
<i>Notes:</i>					
11/19/20	Specials teachers build specials rotations on the revised template		Crissie Brown	12/15/2020	
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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>		Admin and IST members are assigned to coach grade levels. Informal and formal observations are conducted weekly. Admin and IST attend grade level planning sessions.	Limited Development 11/19/2020		

How it will look when fully met:	<ul style="list-style-type: none"> Objectives will be posted on each classroom board Students will understand the purpose and goal of instruction Students will set and make progress towards individual goals Teachers will feel supported and well-trained to conduct engaging instruction 		Donna Chadwick	05/31/2021
Actions		2 of 5 (40%)		
11/19/20	Train teacher assistants to conduct small group instruction, using high yield strategies	Complete 10/12/2020	Elizabeth Neuendorff	12/30/2020
<i>Notes:</i>				
11/19/20	Use iReady data to create small groups for tutors and TAs to supplement the teacher's lessons	Complete 11/09/2020	Corinne Owens	12/30/2020
<i>Notes:</i>				
11/19/20	Admin will use the walk thru form to provide feedback for informal observations		Deborah Hoffman	03/30/2021
<i>Notes:</i>				
11/19/20	Lesson plans will be monitored in the Planbook site		Elizabeth Neuendorff	03/30/2021
<i>Notes:</i>				
11/19/20	Conduct classroom observations and post-conferences with teachers		Deborah Hoffman	06/30/2021
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	Teacher quality and experience			
C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers facilitate PD sessions for their grade level colleagues and for the entire staff during early Release PD sessions (and on teacher work days). PD sessions are developed based on staff survey data, classroom observations, and feedback on PD Exit Tickets. Once topics are developed, staff talents are matched with the topic and the teachers create the PD session with their peers as the audience.	Limited Development 10/28/2017		
How it will look when fully met:	Teachers facilitate PD sessions for their grade level colleagues and for the entire staff during early Release PD sessions (and on teacher work days). PD sessions are developed based on staff survey data, classroom		Deborah Hoffman	06/30/2021

observations, and feedback on PD Exit Tickets. Once topics are developed, staff talents are matched with the topic and the teachers create the PD session with their peers as the audience.

Actions

10 of 12 (83%)

10/28/17	Create a collection tool and survey tool for teacher feedback on PD areas of need	Complete 08/04/2017	Deborah Hoffman	08/31/2017
<i>Notes:</i>				
10/28/17	Assign each member of the IST to grade levels based on their areas of expertise to support the Data Teams process. IST members will serve as coaches.	Complete 09/15/2017	Deborah Hoffman	09/30/2017
<i>Notes:</i>				
10/28/17	Create a list of PD ideas and match the ideas to staff who are fluent on the topics	Complete 10/28/2017	Deborah Hoffman	10/31/2017
<i>Notes:</i>				
10/28/17	Coach teachers who will be presenting at PD sessions on effective PD facilitation strategies	Complete 04/06/2018	Deborah Hoffman	05/30/2018
<i>Notes:</i>				
4/6/18	Provide National Board support and coaching to teacher(s) who are in the process	Complete 04/06/2018	Deborah Hoffman	06/30/2018
<i>Notes:</i>				
4/6/18	Ensure teachers are aware of licensure renewal requirements, and provide opportunities for them to acquire needed PD or present PD to colleagues	Complete 05/09/2018	Jaime Marks	06/30/2018
<i>Notes:</i>				
10/28/17	Design monthly PD schedules for the requested/recommended topics	Complete 04/06/2018	Deborah Hoffman	06/30/2018
<i>Notes:</i>				
5/9/18	Create PD opportunities for staff aligned with the new renewal requirements: 1 in digital/technology, 1 in literacy, and 1 in math	Complete 10/19/2018	Jaime Marks	10/30/2018
<i>Notes:</i>				
5/9/18	2018-19 Ensure teachers are aware of licensure renewal requirements, and provide opportunities for them to acquire needed PD or present PD to colleagues. PD will complement the new requirements for 2 technology, 3 literacy and 3 content. Send renewal info via email and staff newsletter	Complete 11/19/2018	Deborah Hoffman	12/30/2018

<i>Notes:</i>				
9/24/19	Hold discussions on the feasibility of merging the AVID site team and the Strategic Planning team	Complete 09/24/2019	Octavia Thomas	01/15/2020
<i>Notes:</i>				
5/9/18	Create a survey platform to collect license expiration data for each certified staff member.		Octavia Thomas	06/30/2021
<i>Notes:</i>				
7/31/19	Conduct on-going AVID PD for all staff		Octavia Thomas	06/30/2021
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		All grade levels analyze data via the data teams process. The IST meets weekly to discuss data and next steps.	Limited Development 11/19/2020		
<i>How it will look when fully met:</i>		All students will benefit from differentiated instruction based on data. Student engagement will be maximized. The number of students in the MTSS process will be reduced because their needs will be met earlier in the instructional process.		Elizabeth Neuendorff	05/31/2021
Actions			3 of 5 (60%)		
11/20/20	Data teams PD refresher		Complete 11/02/2020	Donna Chadwick	03/30/2020
<i>Notes:</i>					
11/20/20	MTSS tracking system for JCE developed		Complete 09/04/2020	Elizabeth Neuendorff	09/30/2020
<i>Notes:</i>					
11/20/20	Instructional support team members assigned as coaches to each grade level, and attend grade level PLCs		Complete 08/03/2020	Deborah Hoffman	12/30/2020
<i>Notes:</i>					
11/20/20	Administer CFAs and analyze data. Data reported in the data teams			Elizabeth	06/30/2021

	template		Neuendorff	
<i>Notes:</i>				
11/20/20	Vertical teams planning held 3-4 times each year		Elizabeth Neuendorff	06/30/2022
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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:		Current efforts include: <ul style="list-style-type: none"> Interviews are conducted by 3-5 person teams that include staff from the vacancy area (ie: Gr3 or teacher assistant) and Instructional Support Team members Questions are aligned with the position and all applicants for the position are asked the same questions. Recommendations are made by the interviewing team Principal attends multiple recruiting events throughout the year at NC colleges/universities, job fairs, etc Principal sits on district level interview panels The IST and mentor teachers conduct walk-thru observations and provides feedback The campus hosts student teachers from ECU, CCCC, Pembroke, UNC-W and other local colleges Teacher Assistants interested in becoming certified are supported and coached Certified teachers interested in becoming National Board certified (or renewing) are coached by the principal who is a certified NBPTS coach 	Limited Development 09/25/2019		
How it will look when fully met:		<ul style="list-style-type: none"> Staff engaged in the recruitment and interviewing process Low staff turnover Increased teacher job satisfaction Increased pursuit of National Board and advanced degrees 		Deborah Hoffman	05/31/2021
Actions			2 of 4 (50%)		
11/19/20		Create interview teams that include teachers from grade levels and support staff who would be peers of the candidate		Donna Chadwick	11/30/2020
<i>Notes:</i>					

11/19/20	Create process for virtual interviews	Complete 09/07/2020	Donna Chadwick	11/30/2020
<i>Notes:</i>				
11/19/20	Promote National Board (full certification and partial)	Complete 11/16/2020	Deborah Hoffman	01/31/2021
<i>Notes:</i>				
11/19/20	Attend recruiting events at UNCW, Pembroke, ECU, etc.		Deborah Hoffman	06/30/2021
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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>		Parents will receive regular, valuable communication from the school: teachers, admin, Title 1, etc. in the form of Class DoJo messages, parent phone calls, text messages, Remind messages, newsletters, school website, and social media	Limited Development 11/19/2020		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> • Newsletter for parents • Parent workshop on topics noted to be relevant to parents • Custom-designed tutorials for parents • Predictable, accessible set resources • Celebrations of successes 		Octavia Thomas	05/31/2022
Actions			1 of 5 (20%)		
11/20/20	JCE Community texting group created to provide real-time info to parents		Complete 07/17/2020	Deborah Hoffman	09/01/2020
<i>Notes:</i>					
11/20/20	Design virtual awards ceremonies and other opportunities for parents to participate in school activities virtually			Deborah Hoffman	06/30/2021
<i>Notes:</i>					
11/20/20	Guidance/social worker: create parent newsletter in the Smore platform			Deborah Hoffman	12/30/2021
<i>Notes:</i>					
11/20/20	AIG newsletter for parents			Laura Thompson	12/30/2021

<i>Notes:</i>				
11/20/20	Resources posted to website for reading, math and science		Ashley Rhodes	06/30/2022
<i>Notes:</i>				
E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students.(5183)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	At the beginning of each school year -- and throughout the year as the need arises -- forms are updated, streamlined, and printed for distribution to families. The student handbook is printed for all kindergarten students, and is embedded in the student planner of all students in grades 1-5. The JCE website is regularly updated with policies, procedures, guidelines, current resources, forms, and upcoming events. Admin collaborates with PTO to ensure events are posted on the JCE PTO website.	Limited Development 10/28/2017		
<i>How it will look when fully met:</i>	At the beginning of each school year -- and throughout the year as the need arises -- forms are updated, streamlined, and printed for distribution to families. The student handbook is printed for all kindergarten students, and is embedded in the student planner of all students in grades 1-5. The JCE website is regularly updated with policies, procedures, guidelines, current resources, forms, and upcoming events. Admin collaborates with PTO to ensure events are posted on the JCE PTO website.		Deborah Hoffman	12/28/2020
Actions		8 of 9 (89%)		
10/28/17	Set up the JCE Community Remind texting group 2017-18 that will be used to communicate with families. Retire the 2016-17 group.	Complete 07/03/2017	Deborah Hoffman	07/15/2017
<i>Notes:</i>				
10/28/17	Update forms and student handbook for the 2017-18 school year.	Complete 07/10/2017	Deborah Hoffman	07/31/2017
<i>Notes:</i>				
10/28/17	Schedule the BOY Open House. Distribute forms to families at Open House	Complete 08/19/2017	Deborah Hoffman	08/31/2017
<i>Notes:</i>				
10/28/17	All teachers will complete contacts and submit Positive Phone Call logs	Complete 08/04/2017	Deborah Hoffman	12/01/2017

	to admin 2x before the Thanksgiving Break				
<i>Notes:</i>					
10/28/17	Schedule Title 1 parent meetings, PTO meetings, parent breakfast sessions, and Open House sessions so that parents can visit classrooms, interact with staff, and schedule conferences with teachers.	Complete 03/26/2018	Deborah Hoffman	03/30/2018	
<i>Notes:</i>					
10/28/17	Migrate school website to the new Blackboard platform	Complete 04/06/2018	Crissie Brown	04/30/2018	
<i>Notes:</i>					
4/6/18	Set up and communicate the JCE texting group for staff and the one for community will be retired in mid-June and new ones will be established for the 2018-19 school year.	Complete 06/25/2018	Deborah Hoffman	06/30/2018	
<i>Notes:</i>					
10/28/17	Post updated materials on the school webpage	Complete 04/06/2018	Deborah Hoffman	06/30/2018	
<i>Notes:</i>					
11/26/18	Implement monthly parent newsletter using the Smore platform.		Corinne Owens	12/30/2020	
<i>Notes:</i>					
	E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<ul style="list-style-type: none"> Title 1 staff conduct workshops for parents 2-3 times each year Admin produces a parent newsletter containing tips and strategies Some grade levels conduct sessions for parents (no consistent) Flyers and info are sent home regularly containing tips and strategies 	Limited Development 11/19/2020		
How it will look when fully met:		<ul style="list-style-type: none"> There will be a systematic, predictable calendar of events for parents that provides resources, instruction, and support in reading and math for students of all ability levels 		Corinne Owens	12/31/2021
Actions			0 of 1 (0%)		
11/19/20	Create a choice board for parent resources			Andrea Jackson	12/30/2021
<i>Notes:</i>					