


Comprehensive Progress Report

Mission: Engage, Enlighten, and Enrich

Vision: Our students are prepared to achieve their personal best as contributing members of their communities.

Goals:
 JCSA will maintain a graduation rate of 70% for the 2019 -2020 school year by ensuring all students are provided resources to overcome barriers to graduate.
 JCSA will improve performance grade calculation for 2019-2020 to above 50 by June 2020 by linking standards to instruction, focusing on social/emotional development, digital teaching and learning, and data evaluation.

 Activity in the last 12 months

! = 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	
<i>Initial Assessment:</i>		PBIS Professional Development for all staff Collaboration amongst teachers to provide a consistent learning environment for students Master schedule consideration/modification	Limited Development 09/20/2017			
<i>How it will look when fully met:</i>		All staff will be trained on PBIS Module 1 in school year 2016-2017and begin the implementation process. Data will be collected throughout the year. Teachers will work together at grade levels and across curriculums to create and improve consisten learning environment. The master schedule will be reviewed to determine if improvements and changes are needed. Data will be collected throughout the year. 2017-2018, PBIS Module 2 was completed and 2018-2019, PBIS module 3 was finished.		Nancy Harmon	01/20/2020	
Actions			4 of 5 (80%)			
	9/20/17	Teachers will work together at grade levels and across curriculums to develop strategies to improve learning environments for students.	Complete 09/28/2018	All teachers	06/15/2018	
<i>Notes:</i>						

10/4/17	All Staff will be trained in PBIS Module II during school year 2017-2018	Complete 06/15/2018	Nancy Harmon	06/01/2019
<i>Notes:</i>				
9/20/17	All staff will be trained in PBIS and begin the implementaion process.	Complete 06/14/2019	Nancy Harmon	06/15/2019
<i>Notes:</i> Professional Development will be offered monthly throughout the year.				
9/20/17	The master schedule will be reviewed quarterly to determine if additional or modification of courses would be beneficial for students. Also, to determine if the current schedule is formatted for maximum success.	Complete 06/14/2019	Nancy Harmon	06/18/2019
<i>Notes:</i>				
2/15/18	Class modifications based on core, which will not interfere with Meridian and the behavioral piece which prepares transitioning students back to their regular school. Focus on interventions of academic and social skills simultaneously.		Lindsay Button	01/01/2020
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers will provide evidence in lesson planning which is readily identifiable by an administrator or peer observer. Teachers will provide a weekly/daily essential question aligned to curriculum that requires students to retrieve and use prior knowledge.	Limited Development 09/10/2018		
How it will look when fully met:		The principal/peer observer will be able to identify this strategy during observations, and by viewing lessons.		Angela Lunsford	06/15/2020
Actions			0 of 1 (0%)		
10/8/19		The principal will support and advocate effective leadership, quality teaching, and student learning to continuously improve instruction		Angela Lunsford	06/09/2020
<i>Notes:</i>					

A2.07		ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers will include vocabulary instruction throughout the year and integrate vocabulary in daily lessons.	Limited Development 10/04/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Teachers will have information of the vocabulary taught and methods of teaching these terms.	Objective Met 07/31/19	Terry Clark	09/30/2019
Actions					
	9/11/18	School wide professional development on importance of vocabulary instruction across all grade levels and curriculums.	Complete 06/15/2019	Terry Clark	09/30/2019
<i>Notes:</i>					
Implementation:			07/31/2019		
	Evidence	7/31/2019			
	Experience	7/31/2019			
	Sustainability	7/31/2019			
A2.22		All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are currently researching the methods for creating and using Word Walls most effectively. Other teachers are considering Interactive Notebooks and Picture Vocabulary.	Limited Development 09/10/2018		
How it will look when fully met:		Word Walls, Interactive Notebooks and Picture Vocabulary evidences will be available for viewing along with being documented in teacher lesson plans.		Terry Clark	06/15/2019
Actions					
<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	
<i>Initial Assessment:</i>		SOA provided a full time counselor, Graduation Coach and support for our 4-12th staff.	Limited Development 03/22/2016			
		Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:		1. The School of Alternatives will have consistent full time support personnel. 2. A full time Graduation Coach who understands the philosophy of alternative education to facilitate transition from high school to post-secondary education or work, and to improve our graduation rate. 3. To utilize support personnel to support 3-8 teachers with an opportunity to teach a real- life skills and to enhance our students real-world development.		Kathryn Moses	06/09/2020	
Actions			7 of 13 (54%)			
	9/28/16	Full time counselor and Graduation Coach were added to the staff during summer 2016.	Complete 08/01/2016	JCPS	08/01/2016	
<i>Notes:</i>						
	9/28/16	Hold meetings to introduce Graduation Coach to all high school students and help develop a process in order to facilitate student success.	Complete 09/02/2016	Caroline Williamson	09/02/2016	
<i>Notes:</i>		Meetings with various high school administrators and students.				
	11/14/17	MTSS leadership Team will introduce and share components of the MTSS module 1 information with school staff during grade level meetings.	Complete 04/11/2018	Terry Clark	06/20/2018	
<i>Notes:</i>		2017-2018 school year-MTSS Leadership team participates in monthly district training				
	4/24/18	JCSA will provide PD in the fall utilizing True North Logic. MTSS Leadership team plans to provide PD sharing common language and emphasis on core. Using real-life scenarios as examples, MTSS team hopes to foster collaboration among teachers and support staff.	Complete 06/17/2019	Terry Clark	06/15/2019	
<i>Notes:</i>						
	11/14/17	JCSA will review data to establish the impact of PBIS implementation	Complete 09/17/2019	Nancy Harmon	06/17/2019	
<i>Notes:</i>						

9/28/16	Counselor teaches regular real-life application skills to grades 4-8 students.	Complete 06/17/2020	Nancy Harmon	06/16/2020
	<i>Notes:</i> Counselor has developed a schedule for meeting with 4-8 students and will adjust as needed.			
9/16/19	JCPS District leaders will provide MTSS Modules 2.1 -2.2 PD to SOA staff		Adam Holt /Kelly Doppke	06/17/2020
	<i>Notes:</i>			
9/16/19	School-wide student surveys and new student orientation facilitated by Graduation Coach to create data and inform students about expectations and opportunities.		Caroline Williamson	06/17/2020
	<i>Notes:</i>			
10/13/17	MTSS School Leadership team in place and will participate in JCPS MTSS Module 1 trainings	Complete 04/19/2018	Terry Clark	06/30/2020
	<i>Notes:</i>			
9/16/19	High School/elementary/ middle school PLC's meets monthly to discuss academic/behavior/events to engage students		Angela Lunsford	07/01/2020
	<i>Notes:</i>			
9/16/19	Increase proficiency in EOC and EOG's by 3 percent by June 2020		Angela Lunsford	09/17/2020
	<i>Notes:</i>			
9/16/19	To increase proficiency, Teachers will post an essential question in classroom linking standards to instruction		Classroom Teachers	06/17/2021
	<i>Notes:</i>			
9/16/19	Intervention Team reviews data weekly to assess academic/behavior/attendance goals.		Terry Clark	06/17/2021
	<i>Notes:</i> SOA graduation rate increased from 67 % to 79.5 percent Academic proficiency increased by 10 percent			
Implementation:		09/10/2019		
Evidence	9/28/2016 On staff and daily schedules 4/21/2017 Master schedule and student surveys.			

Experience		9/28/2016 Graduation Coach and Counselor are employed at JCSA.			
		4/21/2017 With outside family issues it took longer than expected to accomplish this task.			
Sustainability		9/28/2016 JCPS will continue to fund a Graduation Coach for the entire county school system.			
		4/21/2017 A full time counselor and master schedule adjustments will be needed to continue the progress for this goal.			
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:		We are implementing PBIS strategies and using "Fair Is Not Always Equal" strategies school wide.	Limited Development 03/22/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		All staff will be attentive to student needs, both mental and physical. When this occurs we will see a decrease in office referrals.		Terry Clark	06/15/2020
Actions			3 of 5 (60%)		
9/28/16	Read and develop lessons through "Fair Is Not Always Equal"		Complete 12/15/2016	Kristopher Reis	09/30/2016
<i>Notes:</i> Teacher interactions with students and lesson planning strategies.					
9/28/16	To attend and provide PBIS training to all staff at JCSA.		Complete 06/16/2017	Nancy Harmon	06/16/2017
<i>Notes:</i> Counselor provides continual PBIS training and information.					
11/14/17	JCSA will assess the effectiveness and improve our supports for students in the areas of social, emotional, and mental health: School Health Assessment Performance Evaluation (SHAPE) pilot.		Complete 03/01/2019	Nancy Harmon	03/01/2019
<i>Notes:</i>					
9/16/19	Student Support Services and LeadershipTeam will provide Resiliency PD to all staff			Nancy Harmon	06/17/2020
<i>Notes:</i>					
9/16/19	Staff will participate in Book Study-Restorative Justice			Angela Lunsford	06/17/2021

Notes:

Implementation:		04/05/2019		
Evidence	9/20/2017 Training attendance documentaion.			
Experience	9/20/2017 Staff were trained on PBIS Module I throughout the school year.			
Sustainability	9/20/2017 Staff will complete Module II training throughout the school year (2017-2018).			

	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
Initial Assessment:	JCSA holds an intervention Team meets weekly. Principal, Lead Teacher, Social Worker, Data Manager, Grad Coach, and School Counselor discuss attendance, discipline, retention, student needs. Agenda Topics encompass ensuring students are provided resources to overcome any barrier to graduate or to be successful in school. Our staff continuously contacts students and their families to ensure success and graduate.	Limited Development 09/11/2018			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	We plan to attain greater than 67% graduation rate this school year. JCSA will maintain a graduation rate of 79.5 and strive toward further growth. In order to maintain and exceed this rate, we will provide consistent contact with students and families, offer after school hours to allow students to recover courses, and complete new courses through the Edgenuity. Student Support Services and the Graduation Coach will monitor the progress of students and assist with removing barriers to graduation.		Angela Lunsford	06/15/2020	
Actions		5 of 6 (83%)			
11/14/18	The School Social Worker has provided calls and home visits when students are absent. A system of weekly incentive awards based on attendance has been developed and is announced school wide. Regular email correspondence with teachers concerning the reasons for absences has been initiated this year.	Complete 03/01/2019	Laura Brown	11/15/2018	
	<i>Notes:</i> Although the recurrence is stated as weekly, many of these activities occur daily.				
11/14/18	A math tutor has been hired for 15 hours per week. Students have participated in Career Day at SCC and been visited by military recruiters to provide post secondary options. A bulletin board has been purchased and strategically placed for high school students to view. The bulletin board has employment information, current events, and other pertinent information for the students.	Complete 03/19/2019	Angela Lunsford	11/15/2018	
	<i>Notes:</i> Scheduling of guest speakers, regular parent communication, home visits and monitoring of Edgenuity Progress is ongoing by the Graduation Specialist throughout the year.				

9/11/18	Two days per week, during the second nine weeks of each semester, our staff will operate the computer lab for students to complete recovery credits, earn new course credits and work on current course requirements.	Complete 07/15/2019	Angela Lunsford	06/15/2019
<i>Notes:</i> For the second nine weeks of the first semester, Fast Track has been available for students. Staff members are operating the lab and providing assistance to students.				
9/11/18	School Social Worker and Graduation Specialist will contact each student/parent who are absent each day. Home visits will be made if no contact is recorded. The School Social Worker will email the absence list with reason for absence to the teachers on a daily basis.	Complete 06/15/2019	Laura Brown	06/15/2019
<i>Notes:</i>				
9/11/18	Staff will participate in book study on poverty in an attempt to help staff understand our students and their family situations.	Complete 06/15/2019	Angela Lunsford	06/15/2019
<i>Notes:</i>				
10/9/19	Intervention Team will meet weekly to discuss attendance /graduation/course attainment data, disengaged students, and engaged students' needs for growth and learning.		Angela Lunsford	06/09/2020
<i>Notes:</i>				
Implementation:		07/31/2019		
Evidence	7/31/2019 Graduation rates increased from 67 percent to 79.5. JCSA met this objective through systemic strategies which included attendance focus; incentives, continuous contact with students and families, providing generational and situational poverty workshop/book study-Ruby Payne's A Framework for Poverty." JCSA improved collaboration among staff to create a team effort to support all students in their pursuit of academic achievement.			
Experience	7/31/2019 7/31/2019-The intervention team met weekly to focus on students at high risk of disengagement. By establishing a staff member to monitor individual students, the team experienced success in student engagement and increasing graduation rates. Successful strategies were interventions such as meeting with families of students who demonstrated chronic absenteeism; home visits, establishing goals with students, providing extra academic support, and creating an inviting school/classroom culture. JCSA implemented an afterschool program two days a week to provide students with an opportunity to make up class time absences and work one on one with staff.			

Sustainability	7/31/2019 7/31/2019-The intervention leadership team, staff members, will continue to provide a wrap around service to ensure students are met where they are in their journey. By maintaining consistent contact with students who are chronically absent and those who are disengaged, JCSA will provide resources such as counselling, academic tutoring, health and human services to ensure students have all resources needed to successfully complete academics. JCSA will provide career experiences to help provide a relevant correlation between graduating with a high school diploma and post-secondary goals. JCSA will establish certain days to create a bond and feeling of belonging in the school: new student orientation; building teamwork; day of service. For students who need academic support, "Fast Track"(Afterschool program) and tutoring will be provided.			
	A4.11 The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs). (5129)	Implementation Status	Assigned To	Target Date
Initial Assessment:	JCSA offers extended learning opportunities such as credit recovery through Edgenuity Lab courses; afterschool extended learning time, and enrichment through community partners.	Limited Development 10/07/2019		
How it will look when fully met:	Students will utilize opportunities such as our online learning lab to recover credits to progress toward on-time graduation. Students will access extended learning academic and enrichment opportunities to make up time to successfully achieve proficiency in course work. Attendance during afternoon opportunities will be monitored to show data determining if the objective meets successful implementation. Powerschool will also provide data showing the number of courses achieved and/or recovered successfully and behavioral improvement demonstrated through discipline data.		Caroline Williamson	06/12/2020
Actions		0 of 2 (0%)		
	10/7/19 Fall and Spring Semester, "Fast Track" after school online learning lab will be available two afternoons per week for high school students to make up time, receive academic tutoring to successfully complete courses.		Caroline Williamson	06/09/2020
Notes:				

10/7/19	JCSA will refer students who need supplemental support to achieve their educational goals to our partner "HIGHTS." HIGHTS is onsite at JCSA and offers cognitive behavior therapy to improve performance in achieving goals at school, in their community, and lives through service-learning opportunities. Successful implementation demonstrated by attendance records, referrals, and discipline data.		Student Support Services	07/01/2020	
<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>	Currently we are developing individual supports for transitions. Our elementary students are transitioned over a number of weeks and increasing the time at the students home school. Our high school are given homework and sign a contract for success at their regular high school.		Limited Development 09/29/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	We will have an outline with the steps for each grade level to follow and areas for creativity and individualization for our students. We tailor the transition to each student as they are ready to go from elementary to middle or middle to high school.		Objective Met 10/09/19	Terry Clark	06/06/2019
Actions					
9/29/17	Meet with Ms. Button in 4-6 classroom to understand past transitions process.		Complete 10/06/2017	Caroline Williamson	10/06/2017
<i>Notes:</i>					
9/29/17	Meet with Mr Reis to discuss the 7-12 to understand past transitions process.		Complete 10/13/2017	Caroline Williamson	10/13/2017
<i>Notes:</i>					
10/13/17	Develop a checklist for a systemic approach to each elementary and high school transition		Complete 06/14/2019	Phil Ayers	06/14/2019

Notes:

Implementation:		10/09/2019		
Evidence	10/13/2017 Met with Principal and Lindsay Button to discuss future goals and how to create process.			
Experience	10/13/2017 Discovered transition process in place and ways to improve			
Sustainability	10/13/2017 Early warning response systems in schools to help quickly identify students at risk and develop a process t			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	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 need to document our meetings in this program Document discussion and directions		Limited Development 03/22/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Meetings and agendas placed into NCStar		Objective Met 10/09/19	Angela Lunsford	06/21/2020
Actions						
	4/24/18	Leadership team meets weekly to update student success		Complete 05/17/2019	Angela Lunsford	06/12/2019
Notes:						
	9/29/17	To place all meetings in NCStar.		Complete 05/17/2019	Angela Lunsford	06/01/2020

Notes:

Implementation:		10/09/2019		
Evidence	6/13/2019			
Experience	6/13/2019			
Sustainability	6/13/2019			

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
Initial Assessment:		JCSA provides parents,caregivers, and guardians information about the curriculum and support needed at home through the website, letters homes, telephone contact, parent meetings, and graduation meetings.	Limited Development 03/22/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		Teachers will communicate weekly/bi-weekly with parents regarding the expectations of the school. The teachers and the school will have an ongoing dialogue as needed to support each student. High School graduation coach will communicate regularly with parents regarding course credit achievement, graduation process, post-secondary opportunities (College and work-based)		Angela Lunsford	06/15/2020
Actions			2 of 3 (67%)		
9/28/16	9/28/16	Welcome letters/demographic information and expectations sent home during the first week of school.	Complete 08/31/2016	Individual teachers	08/31/2016
		<i>Notes:</i> Provide notes of accomplishing this task to Kathryn Moses on a monthly basis.			
9/28/16	9/28/16	Set up specific communication logs for individual students, as needed to support the success of each student.	Complete 04/21/2017	Individual Teachers	06/16/2017
		<i>Notes:</i> Regular communication with parents, socail workers, Graduation Coach, counselor and other key players who are involved in the students lives.			

1/30/18	Communication extended to high school parents to provide course credit achievement progress, graduation process, and post-secondary opportunities		Caroline Williamson	06/15/2020
<p><i>Notes:</i> Dec. 2017-Graduation Coach Held Parent Meeting to explain the Post-secondary process. FAFSA Applications-College Applications-Graduation Process 2017</p> <p>Jan. 25, 2018-Held high school Parent Meeting -Explained Graduation Process and new work-force curriculum opportunity offered by Vocational Rehab-Webster Enterprises -Pre-Employability Training (PET) 18 students with Parent/Guardian permission responded positively to participate in a 3 module curriculum to foster soft skills and hands-on work-based experience.</p> <p>February 2019-Grad Coach met with 11th grade students about ACT. Grad Coach contacted all parents/guardians to explain when ACT would be administered and the importance of engagement and attendance. Ongoing-Grad Coach, Social Worker, School Counselors maintain contact and communication to parents/guardians for students who are chronically absent. Attendance improved for 3 students. Grad Coach maintains a communication log. Interventions include scheduling a parent /guardian meeting with students who are absent consistently.</p> <p>March and April-Parents/Guardians invited to attend presentations by Southwestern Community College and Graduation information meeting.</p> <p>Spring 2019-Parents invited to Coffee. SCC explained college application process and financial aid assistance. Students completed RDS, College Applications</p> <p>Fall 2019-SCC provided Career Assessments. College application and financial aid assistance to parents and students.</p>				
Implementation:		10/17/2017		
Evidence	4/21/2017 Guidance counselor, Graduation Coach, Computer/Online Facilitator and master schedule. Adjustments as needed per individual students.			
Experience	4/21/2017 This is ongoing continuous task, helping our staff understand and accept that this is a continual update and adjustment to meet the needs of out students.			

Sustainability

4/21/2017

We will continually focus on meeting the individual needs and have discussions regarding students. In addition a continued funding for a full time graduation coach.

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