

## Comprehensive Progress Report

**Mission:** Our mission is to create a community of learners and leaders who rise to high standards of academic achievement and behavioral expectations within our engaging and nurturing environment. Each student will be challenged and encouraged to reach their highest potential to achieve the goal of being a scholar and leader especially in the areas of math and science.

**Vision:** We envision an engaging school that challenges our learners to compete.

**Goals:**

Every student at J.C. Sawyer will receive high quality instruction in order to prepare them for further education and citizenship.

Every student at J.C. Sawyer, based on current data, will receive small group instruction relevant to their needs.

At J.C. Sawyer, all certified staff will be given professional development opportunities based on their needs in order to increase student achievement.

Every student at J.C. Sawyer will be responsible, respectful, and safe.

J.C. Sawyer Staff will create an educational program that will prepare students to meet and exceed the academic standards for career and college readiness.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	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	Target Date
<i>Initial Assessment:</i>		The teachers will conduct multiple assessments of each student during the school year. The school conducted the BOG Assessments of students in K-3 during the month of September with an additional BOG Assessment planned for April-May 2023. Students in Grades K-5 received an initial I-Ready Assessment. Additional I-Ready Assessments are planned for January 2023 and May 2023. Teacher assessments will be used throughout the school year to evaluate student work. NC Check-Ins will be used quarterly and the data from each of the assessments will be used to determine student growth and progress towards this standard.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		100% of JCS students will take the scheduled exams as indicated by testing rosters. The BOG will show an increase of 1.5 years of growth. I-Ready data will also show 1.5 years of growth. NC Check-In will show growth of 50% based on initial assessment.		Kim Robertson	05/19/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/9/22	Schedule the 2nd Round of the I-Ready Assessment for teachers to place on calendar		Kim Robertson	01/12/2023
	<i>Notes:</i>				
	10/9/22	Schedule BOG additional assessment and ensure that all students receive their small group assignments.		Kim Robertson	02/02/2023
	<i>Notes:</i>				
	11/1/22	Complete the Check-Ins		Ron Boykins	06/15/2023
	<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
	A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers will create professional plans that include creating cooperative groups. Teachers must establish goals for their cooperative groups and base these groupings on assessment data. Teachers will also receive periodic staff development and feedback from observations on the use of these groups to improve student achievement.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		Students will be placed in cooperative groups in each classroom. Teachers will create leadership assignments for students in each group. Classwork and assignments will be differentiated based on these groups.		Ron Boykins	06/02/2023
<b>Actions</b>			<b>1 of 2 (50%)</b>		
	10/9/22	Require teachers to create cooperative groups as a part of their plan for improvement prior to start of school year.	Complete 09/02/2022	Ron Boykins	09/01/2022
		<i>Notes:</i>			
	10/9/22	Conduct observations of teacher to determine effectiveness of cooperative groups		Ron Boykins	05/01/2023
		<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will conduct baseline and periodic assessments and will participate in data meetings with the school's administrative team. Data walls will be created and individual student data will be shared with students and parents at least twice per year for standardized measures.	Limited Development 11/02/2022		
<i>How it will look when fully met:</i>		The school will use data from the NC Check-ins, BOG, and other standardized measures to determine mastery of this standard. The periodic data will be used to modify daily assignments and supports that are necessary to ensure student success. Parents and teachers will have periodic meetings to discuss data and develop necessary supports for each child. Students will be aware of their progress and will adjust their behavior and performance accordingly. School resources will be targeted based on the needs of all students. Based on the measures above, the school will meet a proficiency of at least 45% proficient on the EOG in reading, math, and science.		Ron Boykins	06/09/2023
<b>Actions</b>					
Notes:					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		The teachers develop plans and collaborate with one another that will allow for consistency and intentional strategies for our student transitions. The 5th grade will visit the middle school to gain insight and set goals for the next level of their learning experience. Summer reading camp and 2nd chance summer opportunities will be implemented to prepare students for the next grade level. Transitional plans from Pre-K to K, second to third, and then fifth to middle school will be created and shared with students, teachers, and parents to ensure smooth transitions.	Limited Development 10/09/2017		
<i>How it will look when fully met:</i>		Transitional planning from grade-to-grade will be observed regularly throughout the building. There will be a set transition plans in place for our fifth graders transitioning to middle school and students moving from Kindergarten into First Grade.		<b>Lori Abbott</b>	<b>06/08/2023</b>
<i>Actions</i>			<b>0 of 2 (0%)</b>		
10/9/22	Setup 6th Grade Orientation such that students in 5th Grade will visit a middle school to learn the necessary steps for success at this level and learn more about successful transition.			Lori Abbott	05/10/2023
<i>Notes:</i> Coordinate with our feeder high school					
10/9/22	Setup Kindergarten Orientation prior to start of the school year for all incoming K Students.			Lori Abbott	05/13/2023
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		<p>The Leadership Team currently meets twice a month to measure data and review progress.</p> <p>Our team consists of the principal, assistant principal, instructional coach, a representative of each grade level team (grade level chairs), connect staff, teacher assistant, and a parent representative. We integrate professional development opportunities throughout the year based on staff needs and data meetings occur after benchmark testing.</p>	Limited Development 10/11/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The SIT will meet monthly to review academic and discipline data and monitor our plan to make necessary adjustments and/or additions. Agendas will be created and protocols will be in place to keep the meeting focused on school-level goals.		<b>Lori Abbott</b>	<b>06/02/2023</b>
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/9/22	SIT meetings will be setup monthly to discuss data and school's progress.		Lori Abbott	06/01/2023
<i>Notes:</i>					
<i>Implementation:</i>			09/08/2017		
<i>Evidence</i>		9/8/2017. The School Improvement Team met twice a month to review and monitor the school improvement plan.			
<i>Experience</i>		9/8/2017. The School Improvement Team twice each month to review and monitor the school improvement plan. The team reviewed data (testing, discipline, etc.) in order to make necessary adjustment and additions.			
<i>Sustainability</i>		9/8/2017. We will need to continue meeting twice a month to review our plan, look at data, discuss the progress towards our tasks and goals.			

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>		Lesson plans are turned in weekly and there is a guideline for teachers to follow. PLC's are weekly with the Instructional Coach and/or Assistant Principal. We have grade level planning weekly for collaboration. We have data meetings monthly. Our Administrative Team conducts daily walk throughs and observations.	Limited Development 10/11/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Principal and Assistant Principal will regularly be in classrooms, monitoring classroom instruction while providing feedback. The Administrative Team will also provide support when needed and design targeted professional development to increase student performance. Instructional delivery will improve and curricular supports will be adjusted as needed for student success. Classrooms will be engaging and student centered to maximize instructional time. Teachers will use data to plan and create lessons that are appropriate for our learners.		<b>Ron Boykins</b>	<b>06/07/2023</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/11/16	The school leadership team will establish "must have" in every classroom every day; - 90 minute reading block		Ron Boykins	12/01/2022
<i>Notes:</i>					
	10/11/16	Feedback will be given as a whole school as well as individual teachers regarding their implementation of "must have" tasks.		Kim Robertson	01/13/2023
<i>Notes:</i>					
	10/11/16	The leadership team will perform a minimum of five classroom walk throughs each day.		Ron Boykins	06/01/2023
<i>Notes:</i>					
	10/9/22	Principal and Assistant Principal will conduct regular evaluations and will provide feedback to teachers such that classroom instruction may improve.		Kim Robertson	10/14/2023
<i>Notes:</i>					

<b>Implementation:</b>		09/08/2017		
<b>Evidence</b>	9/8/2017. Teachers worked effectively to implement non-negotiable strategies in their classrooms. Walk-throughs, formal observations, and feedback were given and completed by the end of the year. Lessons were turned in to administrative team and feedback was provided. Lesson plans and implementation of instructional strategies were monitored.			
<b>Experience</b>	9/8/2017 The school leadership team established a non-negotiable list of instructional strategies that should be happening in every classroom, every day. A checklist was developed for the administrative team to conduct walk-throughs each day in order to collect data. The goal was 5 classrooms for 5 minutes each. Formal observations were completed on each teacher and feedback was provided.			
<b>Sustainability</b>	9/8/2017 Our school non-negotiable items may need to be adjusted based on the current school goals for the year. The administrative team will need to communicate expectations and model (if necessary) what they are looking for during classroom walk-throughs. A schedule needs to be set up for conducting formal observations and feedback needs to be given in a timely manner. Teachers will need to turn in lessons on the Learning-Focused Template - in parts, with administrative feedback.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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!	C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	All teachers will create professional development plans the reflect their ideas for needs and growth in pd. Specific focus will be placed on the development with the use of cooperative groups.	Limited Development 10/09/2022		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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<b>How it will look when fully met:</b>	All teachers will have plans created and will use these strategies to improve classroom performance and teaching.	<b>Add Actions</b>	<b>Ron Boykins</b>	<b>09/13/2022</b>
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<b>Actions</b>		<b>1 of 2 (50%)</b>		
	10/9/22 Conduct review of professional development plans with all teachers and discuss progress.	Complete 09/16/2022	Ron Boykins	09/13/2022



<i>Notes:</i>				
10/9/22	Require all teachers to complete professional development plans		Ron Boykins	01/23/2023
<i>Notes:</i>				
<b>Implementation:</b>		11/04/2022		
<b>Evidence</b>	11/4/2022			
<b>Experience</b>	11/4/2022			
<b>Sustainability</b>	11/4/2022			

<b>Core Function:</b>	<b>Dimension D - Planning and Operational Effectiveness</b>			
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<b>Effective Practice:</b>	<b>Facilities and technology</b>			
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D2.09	All students receive adequate, up-to-date equitable access to technology. (6828)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	All students will be assigned and issued a computer with passwords and login which provide access to instructional support programs.	Limited Development 10/09/2022		
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	Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
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<b>How it will look when fully met:</b>	All students will have an assigned computer with their name placed on the device. Students should also receive their usernames and passwords that will allow access to all instructional support programs.	<b>Objective Met 11/02/22</b>	<b>Kim Robertson</b>	<b>10/17/2022</b>
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<b>Actions</b>				
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10/9/22	Schedule and implement computer signouts	Complete 09/16/2022	Kim Robertson	09/13/2022
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<i>Notes:</i>				
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<b>Implementation:</b>		11/02/2022		
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<b>Evidence</b>	11/2/2022 Computer logs are now on file			
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<b>Experience</b>	11/2/2022 Computers have been issued			
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<b>Sustainability</b>	11/2/2022 Planning and issuing computers			
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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
<i>Initial Assessment:</i>		Dolphin folders, connect calls, flyers, PTO Facebook page, JCS social media site, school website. class newsletters, Parent Square, quarterly parent-teacher conferences, and Title I Events will be used to maintain strong communication with parents and the community.	Limited Development 10/11/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>*Attendance at parent conferences will improve by 30% based on attendance logs.</p> <p>*Parent volunteer hours will increase by 25% to help improve the instructional program as recorded by the PTO.</p> <p>*The hours parents spend with the JCS Title 1 and Improvement planning will increase by 20% based on attendance logs.</p> <p>*Parents/guardians will improve their instructional support at home. Parent surveys will show an increase of 20% for parents who felt empowered based on parent sessions and training.</p>		Lori Abbott	06/02/2023
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	12/14/21	Update website and Facebook Page to connect parents with activities at school		Paul Foreman	06/13/2023
<i>Notes:</i>					
<i>Implementation:</i>			09/08/2017		
<i>Evidence</i>		9/8/2017. Parent nights were established throughout the year and surveys were completed and turned in. Information was shared in a variety of ways: School Connect calls, social media, flyers, etc.			
<i>Experience</i>		9/8/2017. Parents participated in school-level surveys through Title 1 parent nights. Parents nights were used to educate and inform parents about academic strategies and supports that are in place to help their child. Community partners came to the school for presentations and activities with classes of students.			

***Sustainability***

9/8/2017. As a team, we need to think about our next steps for family and community involvement. Our future parent nights need to be more educational, rather than a presentation and/or showcase. Also, looking at how we can reach more families.

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