

## Comprehensive Progress Report

**Mission:** Our mission is to cultivate a community of learners and leaders who rise to high standards of academic achievement and behavioral expectations within our engaging and nurturing environment.

**Vision:** We envision a school where confident, responsible, innovative 21st Century problem solvers can learn, thrive and excel.

**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 work hard, act responsibly, be very respectful, and keep everyone 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			
	A1.05	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
<i>Initial Assessment:</i>		Teachers will provide data-driven instruction as needed to increase overall proficiency to at least 55% in all EOG tested areas. Interventionists, additional teachers, additional teacher assistants, and instructional resources will be implemented to reduce <a href="#">teacher:student</a> instructional ratios, increase teacher affectiveness, and increase student performance results.	Limited Development 10/13/2023		
<i>How it will look when fully met:</i>		<ol style="list-style-type: none"> <li>1. Data-driven instruction in all K-5 classrooms</li> <li>2. Min. 55% in all EOG tested areas.</li> <li>3. Interventionists, additional teachers, additional teacher assistants, and instructional resources will be fully implemented to reduce teacher:student instructional ratios, increase teacher affectiveness, and increase student performance results.</li> </ol>		Kimberly Robertson	06/30/2025
<i>Actions</i>					
Notes:					

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>	Teachers will provide data-driven instruction in classrooms that have consistent & effective classroom management as needed to increase overall proficiency to at least 55% in all EOG tested areas. Classroom management training & oversight as well as Interventionists, additional teachers, additional teacher assistants, and instructional resources will be implemented to reduce teacher:student instructional ratios, increase teacher affectiveness, and increase student performance results.	Limited Development 09/27/2017			
<i>How it will look when fully met:</i>	<ol style="list-style-type: none"> <li>1. Teachers will provide data-driven instruction in classrooms that have consistent &amp; effective classroom management as needed to increase overall proficiency to at least 55% in all EOG tested areas.</li> <li>2. Classroom management training &amp; oversight as needed to reduce teacher:student instructional ratios, increase teacher affectiveness, and increase student performance results.</li> </ol>		Kimberly Robertson	06/30/2025	
<b>Actions</b>					
<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. Professional development will be provided to ensure that research-based techniques and strategies are effectively used to promote teacher effectiveness and student performance results.  Teachers will provide data-driven instruction in classrooms as needed to increase overall proficiency to at least 55% in all EOG tested areas.		Ratanya Wiker	06/30/2025
<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	Ratanya Wiker	06/30/2025
<i>Notes:</i>					
	10/9/22	Conduct observations of teacher to determine effectiveness of cooperative groups		Kimberly Robertson	06/30/2025
<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 55% proficient on the EOG in reading, math, and science.		<b>Bernadine Wood</b>	<b>06/30/2025</b>
<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>06/30/2025</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	06/10/2025
<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	06/30/2025
<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 monthly 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		
		<p>Priority Score: 3</p> <p>Opportunity Score: 3</p>	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>Bernadine Wood</b>	<b>06/30/2025</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.		Kimberly Robertson	06/30/2025
<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>Bernadine Wood</b>	<b>06/30/2025</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/11/16	Feedback will be given as a whole school as well as individual teachers regarding their implementation of "must have" tasks.		Kimberly Robertson	06/30/2025
<i>Notes:</i>					
	10/11/16	The school leadership team will establish "must have" in every classroom every day; - 90 minute reading block		Kimberly Robertson	06/30/2025
<i>Notes:</i>					
	10/11/16	The leadership team will perform a minimum of five classroom walk throughs each day.		Bernadine Wood	06/30/2025
<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.		Kimberly Robertson	06/30/2025
<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.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
	C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		All teachers will have lesson plans created and will use these strategies to improve classroom performance and teaching.  Teachers will provide data-driven instruction in classrooms that have consistent & effective classroom management as needed to increase overall proficiency to at least 55% in all EOG tested areas.		<b>Bernadine Wood</b>	<b>06/30/2025</b>
<i>Actions</i>			<b>1 of 2 (50%)</b>		
	10/9/22	Require all teachers to complete professional development plans		Kimberly Robertson	06/30/2025
		<i>Notes:</i>			
	10/9/22	Conduct review of professional development plans with all teachers and discuss progress.	Complete 09/16/2022	Kimberly Robertson	06/30/2025
		<i>Notes:</i>			
<i>Implementation:</i>			11/04/2022		
<i>Evidence</i>		11/4/2022			
<i>Experience</i>		11/4/2022			
<i>Sustainability</i>		11/4/2022			

<b>Core Function:</b>		<b>Dimension D - Planning and Operational Effectiveness</b>			
<b>Effective Practice:</b>		<b>Facilities and technology</b>			
	<b>D2.09</b>	<b>All students receive adequate, up-to-date equitable access to technology. (6828)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<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>Kimberly Robertson</b>	<b>10/17/2022</b>
<b>Actions</b>					
	10/9/22	Schedule and implement computer signouts	Complete 09/16/2022	Kim Robertson	09/13/2022
	<i>Notes:</i>				
<b>Implementation:</b>			11/02/2022		
<b>Evidence</b>	11/2/2022	Computer logs are now on file			
<b>Experience</b>	11/2/2022	Computers have been issued			
<b>Sustainability</b>	11/2/2022	Planning and issuing computers			

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	06/30/2025
<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	06/30/2025
		<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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