

FY25 EJES Improvement Plan

Goal Area I: Student Achievement & Readiness

Performance Objective A: Increase mastery of standards in all content areas through high-quality curriculum, instruction, and assessment

Performance Objective B: Increase Student Engagement

Performance Objective C: Increase college, career, and life readiness

Overarching Need: Math

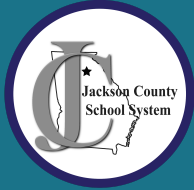
Root Cause(s):

- Need for ongoing professional development in intentionally using standards-aligned resources
- Need for ongoing professional development in teaching math (to the standard and with manipulatives)
- Lack of intentional planning in aligning independent work with standards
- Inconsistent use of assessment data and review
- Inconsistencies in implementing and planning for all components of the Math Workshop Instructional Expectations framework

Goal: At least 80% of students in grades K-5 will score in the 61st%ile or higher in Math Achievement as measured by MAP.

Action Step: Standards Aligned Math Curriculum (Ongoing professional learning in implementing)

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign-in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
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District funded	All	Coherent Instruction ▾	PLC agendas and sign-in Lesson plans	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Team, Teaching staff	MAP Math, Acadience Math, Progress Monitoring Data, Common Assessments, Classroom Assessment Data, Walkthrough Data
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Action Step: Weekly PLC to include understanding the standards by focusing on teaching math in small groups conceptually with manipulatives

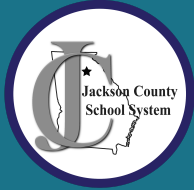
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Professional Learning Budget	All	Professional Capacity ▾	PLC agendas and sign-in	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Support, Teaching staff	MAP Math, Acadience Math, Progress Monitoring Data, Common Assessments, Classroom observation data

Action Step: Analyze student work and classroom assessment data weekly

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Professional Learning Budget	All	Professional Capacity ▾	PLC agendas and sign-in Classroom observations Lesson plans assessments	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Support Teaching staff	MAP Math, Acadience Math, Progress Monitoring Data, Common Assessments, Classroom observation data

Action Step: Include in PLCs planning that aligns with the Math Workshop Expectations framework document

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
No funding needed	All	Coherent Instruction ▾	PLC agendas and sign-in Lesson plans, formative	Principal, Assistant Principal, Instructional Coach, and	MAP Math, Acadience Math, Progress Monitoring Data,



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			assessments (exit tickets)	Teaching & Learning Team, Teaching staff	Common Assessments, Classroom Assessment Data, Walkthrough Data
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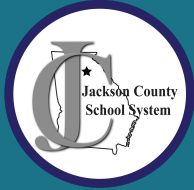
Overarching Need: Literacy

Root Cause(s):

- Tier 1 fidelity in phonics and phonological awareness instruction (ongoing)
- Lack of transference of phonics and PA skills to reading and writing
- Need for professional development in the 5 Pillars of Reading with cyclical PL
- Need of standards-aligned instruction across the grade levels

Goal: At least 80% of students in grades K-5 will score in the 61st%ile or higher in Reading Achievement as measured by MAP.

Action Step: Weekly PLCs focused on the level of literacy needs by grade level to include analyzing data from Foundations Class Tracker and Anecdotal Notes from small groups.



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Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
District Funding	All	Professional Capacity ▾	PLC agendas Lesson plans Classroom observations, Foundations Grade Level Tracker (Class Tracker), ESGI, anecdotal notes	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Support Teaching staff RESA support	MAP Reading and ELA, Acadience Reading, Common Assessments, Write Score, F & P Levels with Anecdotal Notes, Literacy Profile, End of Unit Assessment (Foundations)

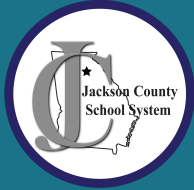
Action Step: Debrief Georgia Learns literacy modules in faculty meetings

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
No funding needed	All	Professional Capacity ▾	Book club interactive participation Faculty meeting agenda and sign-in PLC agendas and discussions	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Support RESA support	Classroom observation data Teacher self-reflection data Badges earned by teachers

Action Step: Participation in Growing Readers coaching by RESA (Year 2 of implementation)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
Professional learning	All	Coherent Instruction ▾	Coaching session feedback, classroom observation, lesson plans	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Support RESA support Teaching staff	Student engagement in reading

Action Step: Use of Write Score data to guide instruction.



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Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
District Funding	All	Coherent Instruction ▾	Student work Lesson plans PLC agendas and sign in	Principal, Assistant Principal, Instructional Coach, and Teaching & Learning Support	Writing scores

Goal Area V: Positive Culture and Climate

Performance Objective A: Create and maintain a safe, welcoming, inclusive and supportive environment for students, staff, parents, and community.

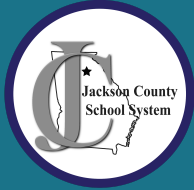
Performance Objective B: Promote social and emotional support for JCSS students and staff

Performance Objective C: Establish and maintain clear and high expectations of excellence for JCSS students and staff.

Overarching Need: Social/Emotional

Root Cause(s):

- We did not have a fully implemented robust counseling program.
- Lack of unstructured time for students to socialize in age-appropriate ways.
- Lack of continuous professional development and follow-up to identify and respond to the social/emotional needs of students including all staff



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members (teachers, paras, bus drivers, after school workers).

- Family systems lack the resources (financial, social-emotion, etc.) to support the mental health needs of students
- Online exposure to content inappropriate to age and the social dynamics that carry over into the school day (social networks)

Goal: Student attendance will improve by 3 %. Positive student responses on the Student Survey will increase by 25% (FY24 50%).

Action Step: Supporting new counseling program through trainings

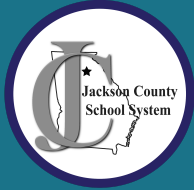
Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
District	All	Supportive Learning E... ▾	PBIS Data, Big 7	District admin. , Administration, Counselor	Counseling Survey Data

Action Step: Counselor to provide PL at faculty meetings and parent nights on SEL throughout the school year

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
District	All staff, all students, and families	Family and Communit... ▾	Agendas for Family Nights and Faculty Meetings, Sign-ins for PL	District admin., Administration, counselor	Parent Survey Data, Counseling Survey Data,

Action Step: Reboot PBIS school-wide to include all staff members (On-going)

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
PBIS funding	All	Supportive Learning E... ▾	Survey Big 7 repost Student survey PBIS walkthroughs	District admin. Principal, Asst. Principal, counselor	Walkthrough data Behavior data Student and teacher buy-in



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Action Step: Continue to implement an attendance incentive for students that includes opportunities for attendance make-up

Consolidated funds, donations	All	Effective Leadership ▾	Infinite Campus, monthly attendance reports,	Principal, Assistant Principal, counselor	Attendance data
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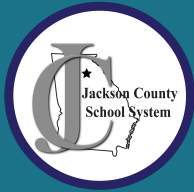
Performance Objective B: Promote social and emotional support for JCSS students and staff

Performance Objective C: Establish and maintain clear and high expectations of excellence for JCSS students and staff.

Overarching Need: Safety

Root Cause(s):

- Emergency exit plan on playground needs consistent training
- Need for on-going training for the After School Program in regards to emergency plan (staff without keys, training, etc.)
- Not all main doorways have badge swipe spots to allow for reentry
- Unsecured retention pond



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- Sun creates blindspots in some camera locations
- Implement clear protocols for restricted pick-up students

Goal: To ensure that the building and campus are secure and safe at all times.

Action Step: Ensure that all entrance and exit doors are locked and secure with an access system for teachers and staff

Funding	Sub-groups	Systems	Method of monitoring (i.e. sign in sheets, agendas, etc.)	Position/Person responsible for monitoring	Evidence-based indicator of effectiveness (data)
District	All	Supportive Learning E... ▾	walkthroughs, cameras	Administrators, EJES plant manager, safety director, Pat Schofield	School Safety survey

Action Step: Training All Staff Members (including After School workers)

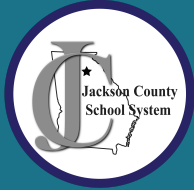
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
District, ASP Funds		Family and Communit... ▾			

Action Step: All students and staff know how to effectively evacuate the building in an emergency

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
		Effective Leadership ▾			

Action Step: Ensure fence opening is secure and that no gaps along the fence are accessible to children

Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator



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	All	Effective Leadership ▾	Consistent walkthroughs	Building admin., EJES plant manager, Pat Scofield	
Action Step: Identify which areas need additional resources and consider visability					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
School	All	Effective Leadership ▾	Consistent camera monitoring	Building admin. And Jason Kent	
Action Step: Create and implement a restricted pick-up protocol					
Funding	Sub-groups	Systems	Method of Monitoring	Position/Person responsible for monitoring	Evidence-based indicator
No funding needed	All	Effective Leadership ▾	Sign-in sheets from training and signed teacher documents	School admin.	