

Comprehensive Progress Report

Mission: Cultivate a community of leaders who rise to high standards in both academics and behaviors within our engaging and supportive environment.

#JumpstartingChildhoodSuccess

Vision: We envision a school where every learner is inspired to think critically, thrive academically and solve real world challenges through a global lens.

Goals:

- Every student at J.C. Sawyer will receive high quality instruction in order to prepare them to be global leaders.
- Every student at J.C. Sawyer, based on current data, will receive small group instruction relevant to their needs.
- 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.
- By the end of the 2025-2026 school year, 70% of students will demonstrate growth on End of Grade tests: 3-5 ELA, 3-5 math and 5th grade science. K-2 students will demonstrate growth on mClass and K-2 math assessments.
- By the end of the 2025-2026 school year, 70% of students in grades 3-5 will demonstrate proficiency as measured on End of grade tests: 3-5 ELA, 3-5 math, 5th science.
- JC Sawyer will focus on exceeding growth and increasing SPG by one letter grade from a C to a B.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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:			The Leadership Team currently meets monthly to measure data and review progress. 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.	Limited Development 10/11/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			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.	Objective Met 07/03/25	Kimberly Robertson	06/30/2025
Actions						
	10/9/22		SIT meetings will be setup monthly to discuss data and school's progress.	Complete 06/30/2025	Kimberly Robertson	06/30/2025
Notes:						
Implementation:				07/03/2025		
Evidence			9/8/2017. The School Improvement Team met twice a month to review and monitor the school improvement plan.			
Experience			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.			
Sustainability			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.			

	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
Initial Assessment:			Teachers at each grade level have common planning each day. They meet each Tuesday for PLC's. Teachers are required to be on one school committee (SIT, MTSS, Hospitality, AIG), and participate in Title I events.	Limited Development 10/11/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			All grade levels will meet regularly to analyze data, understand standards and work collaboratively to develop quality grade level lessons and participate in targeted professional development. Strategic planning times for vertical planning and increase parent involvement in planning and organizing Title I Events.	09/08/17	Dena' Banks	06/07/2022
Actions						
<i>Notes:</i>						
Implementation:				09/08/2017		
Evidence			9/8/2017. Staff met every Monday in cohorts after school and weekly in PLC teams to unpack grade-level standards and identify the ones of high priority.			
Experience			9/8/2017 Teachers worked collaboratively in teams to unpack grade-level standards and determine which standards are of highest priority and which standards support the instruction of those standards.			
Sustainability			9/8/2017. Teachers will need continued work in unpacking grade-level standards and developing specific learning goals in order to plan effective learning activities. Learning-Focused professional development will continue to happen monthly and support meetings in addition to grade level meetings will happen weekly.			

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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
Initial Assessment:			Lesson plans are turned in weekly and there is a guideline for teachers to follow. PLC's are weekly with the Principal 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	
How it will look when fully met:			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.	Objective Met 07/03/25	Kimberly Robertson	06/30/2025
Actions						
	10/11/16	Feedback will be given as a whole school as well as individual teachers regarding their implementation of "must have" tasks.		Complete 06/30/2025	Kimberly Robertson	06/30/2025
Notes:						
	10/11/16	The school leadership team will establish "must have" in every classroom every day; - 90 minute reading block		Complete 06/30/2025	Kimberly Robertson	06/30/2025
Notes:						
	10/11/16	The leadership team will perform a minimum of five classroom walk throughs each day.		Complete 06/30/2025	Bernadine Wood	06/30/2025
Notes:						
	10/9/22	Principal and Assistant Principal will conduct regular evaluations and will provide feedback to teachers such that classroom instruction may improve.		Complete 06/21/2025	Kimberly Robertson	06/30/2025
Notes:						

Implementation:		07/03/2025		
Evidence	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.			
Experience	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.			
Sustainability	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:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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:			All teachers are evaluated to determine their areas of strength and areas of improvement. School-level administrators follow district protocol for recruiting and replacing staff. Rewarding staff and recognizing positive accomplishments is an area in which we need to improve. Our LEA conducts job fairs, implements mentorship program for new teachers.	No Development 09/27/2017		
How it will look when fully met:			J.C. Sawyer will have less than 10% teacher turnover from year to year.		Dena' Banks	06/08/2023
Actions						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	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
Initial Assessment:			Grade level PLCs and common planning occur bi-weekly. Teachers are implementing backward design to assist with lesson planning. Formative assessments are used to monitor student learning. Data is reviewed and discussed during meetings to further make decisions about growth expectations and school improvement.	Limited Development 10/11/2016		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			Our school has created a 90 minute PLC meeting schedule for teachers to work together. During this time teachers unpack standards, create formative assessments, analyze data, and lesson plan using backward design. Classroom observation data will show teachers implementing data driven instruction including backwards design as evidenced in lesson plans. Performance assessments will show an increase in student achievement on NC Check Ins, district level mock EOGs, benchmarks, pre and post assessments, mClass assessments and EOGs. Professional development can be assigned through NCEES and recommended for individuals who are recognized as needing additional support. Individualized/personalized professional development opportunities are offered by the district on teacher workdays before school starts and during the IGNITE conference. District level leadership are available for PD as well. For the 2025-26 school year we are no longer having 90 minute PLC meetings, Grade levels meet biweekly for PLC/Data meetings and for common planning and unpacking/planning for NC standards.		Renee Braymiller	06/03/2026
Actions				0 of 3 (0%)		
10/5/24			Weekly PLCs (90 minutes) & common planning (45 minutes) Revised to bi-weekly PLC & Common planning		Kimberly Robertson	06/05/2026

<i>Notes:</i>				
10/5/24	Data digs - pre-post assessments, benchmark data, mClass, NC Check Ins, EOGs		Kimberly Robertson	06/05/2026
<i>Notes:</i>				
10/5/24	Professional development opportunities during PLCs and teacher workdays		Kimberly Robertson	06/05/2026
<i>Notes:</i>				
Implementation:		09/08/2017		
Evidence	9/8/2017. Teachers met one a month for district-wide professional development and once a week after-school for Learning-Focused unpacking standards and lesson plan development. Substitutes were hired for vertical and horizontal planning sessions.			
Experience	9/8/2017. The district provided mostly professional development on developing High-Performance Learning-Focused lessons and at the school-level, teacher worked on cohorts on developing and implementing the new instructional framework. Substitute teachers were hired in order for teachers to have one vertical and one horizontal planning session. Teachers also met weekly in cohorts to work on unpacking grade-level standards and developing high quality lessons.			
Sustainability	9/8/2017. Our staff will need to attend district-wide professional development meetings and school-level PLCs to continue work on Learning-Focused lessons and adding rigor and higher-order thinking skills. Early release days will need to be utilized for structured and specific school-level professional development based on teacher need.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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:			All teachers at JC Sawyer implement core instruction (whole group/small group) and intervention.(tier 2). We are still working on fully implementing tier 3 due to not having an interventionist.	Limited Development 10/09/2017		
How it will look when fully met:			Teachers will have data-driven instruction that includes scaffolding and differentiation during both whole groups and small groups. Teachers will use dolphin time to effectively work with students identified as tier 2. Tier 3 students will be identified and pulled for more intensive support. We will know this is working when fewer students are identified as tier 2 and tier 3. MTSS meetings will be scheduled as well as mid-year data will be reviewed to ensure that Tier 1 students meet their 80% expectations. If the expectations are not met then an intervention plan will be discussed and implemented. All grade levels will utilize formative assessments (pre and post) in order to drive instruction.		Tifani Bogue	06/05/2026
Actions				0 of 3 (0%)		
	10/5/24	Students who are not making progress will be referred to the MTSS process.			MTSS committee	06/03/2026
Notes:						
	10/5/24	Teachers are provided with professional development on incorporating differentiation and scaffolding in both core instruction (whole group) and small group instruction (independent work should be differentiated based on the students needs/ abilities) This can be addressed during bi-weekly grade level meetings and can include MTSS representative if needed.			MTSS Committee	06/05/2026
Notes:						
	10/5/24	Teachers will keep progress monitoring data on each tier 2 and tier 3 students with evidence on what they are working on and the students' progress. Student progress will be reviewed by the MTSS committee if requested by grade levels.			Grade level teachers	06/05/2026
Notes:						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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>			It is going good, but there are areas for improvement. We trained in NNN last year. Not all staff were here for that. There is an "in house" behavior management plan. Some teachers are using properly. There is room for improvement. For the 2025-26 school year teachers will utilize school-wide Class Dojo system, the PBIS Matrix and monitor behaviors and expectations through observation and data collected.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>			Our school cultivates a proactive learning environment where the student behavior expectations are taught and reinforced through positive recognition and error corrections as needed. The school creates and teaches behavior expectations for all areas of the school through the PBIS matrix. Teachers create engaging lessons, teach behavior expectations, and are prepared to address what is happening at all times in all areas. Teachers and staff model behavior expectations for all situations, reward appropriate behaviors, and issue consequences for inappropriate behaviors. To monitor our progress, there will be fewer behavior write-ups in the Educator's Handbook, K-1 clipchart data will show positive trends and the overall percentage of positive behaviors in Class Dojo will increase individually and as a whole school. Walkthrough data will indicate behavior expectations and consequences are posted in the classroom, improving overall classroom morale.		Amy Williams	06/05/2026
<i>Actions</i>				1 of 3 (33%)		
	10/5/24	Professional development training for staff - whole group and targeted groups. Teachers give positive narration/precise directions before the action. Recognizing positive behavior.		Complete 12/19/2024	Kimberly Robertson	12/19/2024
	<i>Notes:</i>					
	10/5/24	Positive tips and reminders located in the weekly HUB.			Kimberly Robertson	06/05/2026
	<i>Notes:</i>					
	10/5/24	Review of PBIX matrix and Classroom expectations.			Classroom teachers	06/05/2026
	<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
<i>Initial Assessment:</i>			Grade level instructional teams currently meet on a weekly basis during planning and after school to develop lesson plans based on lesson curriculum. Teachers have a general understanding of unpacking standards and developing learning goals, but need consistency and further support in developing common, rigorous assignments and learning activities to meet the standard. Grade levels meet weekly for 90-minute planning to develop lessons. Beginning to start common formative assessments although it is inconsistent throughout the building. We have not started the process of coordinating with the Exceptional program and connect teachers and support staff. Our guided reading resource room supplies differentiated materials for small group instruction to meet the needs of our diverse learners.	Limited Development 10/11/2016		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
<i>How it will look when fully met:</i>			By the end of the 2021-2022 school year, JC Sawyer will have increased its overall end of grade proficiency to 70%. The Student growth index will continue to improve with 90% of all teachers having a positive index score by meeting or exceeding growth as measured by EVAAS. Each grade level will have units of instruction for reading and math with science/social studies/arts integration. They will be developed collaboratively with classroom teachers, connect teachers, and appropriate support staff. Pretests and posttest will be designed and implemented for each unit per grade level. Student engagement, motivation, work efforts will increase ultimately increasing student achievement.	09/08/17	Lauren Williams	06/01/2022
Actions						
Notes:						
<i>Implementation:</i>				09/08/2017		

<i>Evidence</i>	9/8/2017 Funding was used to purchase nonfiction text. Staff met weekly in cohorts to work on unpacking and understanding grade-level standards. Staff also met after school every Monday in PLC meetings to review data, share progress, and develop lesson plans.			
<i>Experience</i>	9/8/2017 The teachers and administrative team worked effectively and consistently to meet during school-level and district-wide PLC meetings. Meetings were used to review data and develop standards-aligned lesson plans. Teachers worked in three cohorts to unpack standards and gain a better understanding of what students should know and be able to do. The use of informational text was increased in small group instruction due to the purchase of additional nonfiction materials.			
<i>Sustainability</i>	9/8/2017 Teachers will need continued work on writing standards-aligned units of instruction through PLC meetings and Learning Focused Micro-PD. In teams, we need to review and analyze more data to guide our instruction. Staff also need continued support in how to use informational materials with more intent in the classroom. We need continued work on effective instructional strategies - such as utilizing a graphic organizer and writing across the content.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	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
Initial Assessment:			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		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			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.	Objective Met 07/03/25	Kimberly Robertson	06/30/2025
Actions						
	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.		Complete 05/01/2025	Lori Abbott	06/10/2025
Notes: Coordinate with our feeder high school						
	10/9/22	Setup Kindergarten Orientation prior to start of the school year for all incoming K Students.		Complete 06/30/2025	Lori Abbott	06/30/2025
Notes:						
Implementation:				07/03/2025		
Evidence			7/3/2025			
Experience			7/3/2025			
Sustainability			7/3/2025			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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
<i>Initial Assessment:</i>			All teachers recognize students' emotional needs, but need further training on MTSS research-based practices in order to address those needs and manage them in an effective way. Teachers begin each day with morning meetings to help students learn to relate to each other and build social-emotional skills. All teachers greet students daily at the door to build relationships. Administrators regularly instruct teachers in using the guidance counselor and MTSS to help identify students in need of additional supports. Social skills groups and guidance classroom lessons occur monthly. Teachers were sent to a "Responsive Classroom" training and will continue with a 4 day training in June 2020.	Limited Development 10/09/2017		
<i>How it will look when fully met:</i>			Teachers will be implementing effective, research-based MTSS practices for behavior management which will result in a 20% decrease in office referrals throughout the school year. Teachers will be able to help students manage their emotions within classroom setting; regularly help students use conflict resolutions; problem-solving and emotional regulation; and consistent referral to counselor and support services when students continue to struggle with getting along with others, problem-solving and managing their emotions. Staff will be trained on restorative circles.		Lori Abbott	06/01/2023
<i>Actions</i>						
Notes:						

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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:			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			
How it will look when fully met:			*Attendance at parent conferences will improve by 30% based on attendance logs. *Parent volunteer hours will increase by 25% to help improve the instructional program as recorded by the PTO. *The hours parents spend with the JCS Title 1 and Improvement planning will increase by 20% based on attendance logs. *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.	Objective Met 07/03/25	Kimberly Robertson	06/30/2025
Actions						
	12/14/21	Update website and Facebook Page to connect parents with activities at school		Complete 06/30/2025	Ratanya Wiker	06/30/2025
Notes:			Facebook posts are pushed out almost every day. Website has link to Google Calendar which is updated regularly			
Implementation:				07/03/2025		
Evidence			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.			
Experience			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.			

<i>Sustainability</i>	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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