

Comprehensive Progress Report

Mission: Our mission is to help Jones Elementary students develop higher-order thinking skills and become leaders in their community. Students will mature into global citizens, who value equality, unity and respect for all.

Vision: Jones Jaguars will achieve excellence in academics and character.

Goals:

By the of the 2025-2026 school year, we will increase the percentage of students demonstrating a deep understanding of 5th grade Math content as measured by common formative assessments. A baseline will be established first quarter, we will increase proficiency by at least 3 percentage points.

By the end of the 2025-2026 school year, we will expose all Pre-K-5 students to a minimum of three opportunities that will excite our scholars about future careers. * Guilford Guarantee

By the end of the 2025-2026 School Year, Jones Elementary will achieve a rating of "Operationalizing (2)" on FAM-S Item #31. We will reach this by implementing the Ron Clark Academy (RCA) House System to build a positive school culture and climate, promote student engagement, increase attendance, decrease negative behaviors and foster social-emotional learning (SEL) as evidenced by actively integrating House activities, positive recognition systems, and community-building practices throughout the school year. Aligns with SEL & Student Engagement FAM-S #31



! = Past Due Objectives		KEY = Key Indicator		
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:

- The Leadership team meets regularly to analyze school-wide improvement efforts. We use universal screeners to identify the students in need of supplemental and intensive supports.
- Using EOG and Interim data for 3-5 without specific demographics.
 - Looked at data weekly in PLCs for K-5 and used data to drive instruction.
 - Looked at data to cycle back to differentiate small-group instruction.
 - Shared DIBELS and Interim data during SIT meetings after each assessment.
 - Discussed Interim data during PLCs to dissect misconceptions.
 - Discussed DIBELS data during PLCs to create small groups for those measures.
 - Differentiated kindergarten small-groups across the entire grade-level based on BOY data.

Limited Development
08/27/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully implemented we will have a catalogue of meeting minutes and strategies for assisting students. These meeting summaries will give us a running record of areas of concerns for each grade level, and the resulting strategies developed to address concerns. Once the strategies are implemented we will also be able to gauge best strategies to meet students' needs. These meeting minutes will allow us to develop a guide book that can be utilized moving forward and across grade levels as students matriculate to the next grade. The team has approved and implemented a PLC template that grade levels submit weekly. 11/4/2024 See Evidences in Priority Items #21 and # 23		Objective Met 06/06/25	Xinia Soto (Permanent Position)	06/06/2025
Actions					
9/30/24	Analyze and disaggregate data from Power BI after each Benchmark in PLCs to determine student needs.		Complete 06/06/2025	April Glover	06/20/2025
<i>Notes:</i> Data is broken down by standard to determine where small groups are necessary for remediation, reinforcement and enrichment. Students will work with students during WIN time and during differentiated small group time. The Title I funded MTSS Coordinator meets with grade level teams in PLCs monthly to discuss outcomes of Supplemental and Intensive Intervention data. Intensive Problem Solving Meetings occur on the 4th Wednesday of each month and Supplemental Problem Solving Meetings occur on the 3rd Monday of each month. During PLCs the Coordinator will disaggregate data and provide PD as needed. Title I funds will be used to pay for After School tutors based on mid-year data. Review for IA 1 Nov.13, 2024					
9/30/24	Create Genius Hour professional development sessions utilizing teacher leaders to support needs based on disaggregated data and teacher input surveys.		Complete 01/31/2025	Deborah Paul	01/31/2026

<i>Notes:</i> BOY, MOY, and Interim I and II data will be used to determine schoolwide needs for professional development choices along with information collected from teacher requests on professional development surveys. Team sent out a Genius Hour Survey to staff on 11/26/2024. Staff will submit input on the types of professional development they would like to see offered at our school. Surveys are due by December 6, 2024, so the team can plan sessions that will best support their professional growth. It is our hope that we will be able to offer these sessions during the second semester. Survey Link: https://forms.office.com/r/3tqTmh7PZh Team decided to roll Genius Hour to next school year.				
Implementation:			06/06/2025	
Evidence	6/6/2025 Evidences in Priority Items #21 and # 23 Link to Data used for Jones University-Extended learning opportunities https://drive.google.com/drive/folders/1gmklIaBRXeD0pmrXWFih_Ct0viq2v-3z?usp=sharing			
Experience	6/6/2025 Grade Levels and teams use data to inform instruction weekly during PLCs. We analyze Universal Screener Data, Unit/Module Assessments, as well as District Interim Assessments. We triangulate data to ensure that we have a accurate learning profile for each student across multiple areas. The Admin team also meets quarterly to review data to improve instruction based on student performance and to evaluate Core practices.			
Sustainability	6/6/2025 The Admin team will continue quarterly to review data to improve instruction based on student performance and to evaluate Core practices.			
Domain 3: Instructional Transformation				
Practice 3B: Provide rigorous evidence-based instruction				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To
				Target Date

Initial Assessment:	Jones ES has used district provided pacing guided, day by day planners to strengthen the alignment of instruction among teams. We also utilize District provided online resources for our curriculum (Science, Caminos, CKLA, and Eureka. We have bi-weekly PLCs to work on aligning instruction to the curriculum and standards. During this time of collaboration, teams work to produce units of instruction and teachers learn from each other to engage in evidence based best practices. Aligns with 2. Strong Academics	Limited Development 09/30/2024	
----------------------------	--	-----------------------------------	--

***How it will look
when fully met:***

The Instructional Team will develop unit plans to define a unit of instruction and outline the standards and target objectives (typically grade level) addressed in the unit of instruction. Standards and target objectives addressed in the unit of instruction for each Grade Level Team

Each Instructional Team will

1. Determine the concepts, principles, and skills that will be covered within the unit.
2. Identify and unpack the standards/benchmarks that apply to the grade level and unit topic.
3. Develop all objectives/I Can Statements that clearly align to the selected standards/benchmarks.

4. Arrange the objectives in sequential order to track the learning progressions.

5. Identify the most appropriate elements for mastery and constructs criteria for mastery.

6. Develops pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.

Data is broken down by standard to determine where small groups are necessary for remediation, reinforcement and enrichment. Tutors will work with students during WIN time and during differentiated small group time.

The Title I funded MTSS Coordinator meets with grade level teams in PLCs monthly to discuss outcomes of Supplemental and Intensive Intervention data. Intensive Problem Solving Meetings occur on the 4th Tuesday of each month and Supplemental Problem Solving Meetings occur on the 4th Wednesday of each month. During PLCs the Coordinator will help disaggregate data and provide PD as needed.

Title I funds will be used to pay for Day Time and After School tutors based on mid-year data.

**Deborah Paul
(Permanent
Position)**

06/12/2026

Actions		2 of 5 (40%)		
10/1/25	Provide \$1000 of Title I funds to give all students a standards aligned real world field trip opportunity that directly connects classroom instruction to authentic learning experiences.	Complete 10/31/2025	Shanta Buchanan (Permanent Position)	11/01/2025
Notes: The principle will distribute Title I funds to all grade levels to meet action steps. We will add the field trip evidences in the notes as well as they occur.				
9/30/24	Choose 1 teacher workday in October or November as a planning meeting with teams to develop a 9-week plan for the 2nd Quarter	Complete 11/03/2025	Diana Aguilar	11/03/2025
Notes: 3rd Quarter planning date January 26, 2026 4th Quarter planning date April 6, 2026 Update 11/6/2025 although a team member suggested it, and all seemed on board, team wanted Dr. Buchanan to provide subs so it could be done on a regular school day. We do not have that kind of money anymore. Mandated Days are busy with grade reports or district trainings. We will be creative and use 1/2 days, if we can get adequate coverage.				
9/24/25	Based on Mid-Year data, we will use allocated Title I funds to hire Daytime Tutors and After School tutors.		Xinia Soto (Permanent Position)	01/16/2026
Notes: Data is broken down by standard to determine where small groups are necessary for remediation, reinforcement and enrichment. Title I funded tutors will work with students during WIN time and during differentiated small group time. Students will also be identified to be invited to participate in extended learning after school. where the instructors are Title I funded after school tutors.				
9/9/25	Create and give a common assessment (Spanish and English) to at least once per quarter for K-2 and bi-weekly for Grades 3-5 for Literacy & Math.		Diana Veloza	04/07/2026
Notes: Develop CFAs November 3, 2025, January 26, 2026, and April 6, 2026 The first CFA will be administered the week of November 10, 2025.				
9/9/25	Implement Check for Understanding Parent Workshops. Jones Staff will hold workshops where staff will explain the variety of ways that we check for understanding. We will share with parents the "important work" for each grade level and standards so that parents can better support their scholars.		Cintia Chavez Lopez	06/12/2026

Notes: This action step aligns with our biannual Curriculum Night. We plan to create a Grade Level Guide for Parents and we will send home to parents who were unable to attend.		
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
--	-----	-------	---	-----------------------	-------------	-------------

Initial Assessment:	2025-2026 Teachers set clear expectations for all students, guiding them in recognizing and understanding their emotions. They utilize resources like PBIS World to teach effective strategies for emotional management. During SEL WIN time lessons and at the start of the academic year, teachers model appropriate self-expression, laying the groundwork before implementing interventions. Additionally, we celebrate student achievements through quarterly Dojo events, small group activities, and monthly recognitions for those who exemplify the character trait of the month.	Limited Development 09/30/2024		
How it will look when fully met:	They recommend that teachers focus on the following principles: 1. Children must know that different emotions are prompted by different situations. Our youngest Scholars in Pre-K develop emotional awareness about themselves and others, and most of them will understand a simple distinction between how they feel and what caused them to feel that way As they grow older and experience more and different situations, they will build upon these strategies to help them understand more complex emotions and their causes. 2. Children will learn that there are different ways to express emotions and they how to use those different ways. Teachers will model and guide children to express themselves in socially acceptable ways. 3. Children will understand that other people may not feel the same way that they do. Fully understanding the perspectives of others can be difficult for many young children. However, they are capable of identifying emotional states of others and the context of a situation that may cause those emotional states. 4. Finally, children must understand that they can do things to affect how they feel and how others feel. This kind of self-management of their own emotion and impact on the emotions of others is the goal of emotional learning.		April Glover (Permanent Position)	06/11/2027
Actions		1 of 6 (17%)		
9/26/25	Staff will use a lottery system to be placed in one of the 6 RCA Houses. The House system requires excitement and teacher buy-in to be successful.	Complete 10/29/2025	April Glover (Permanent Position)	10/30/2025

<i>Notes:</i> Each grade level went to the cafeteria during their Cultural Arts time to chose a scroll. The students and staff were excited to learn which house chose them. Teachers received house t shirts and students selected scrolls and received their lanyard. We will upload pictures to our Evidences folder.			
9/26/25	Students will be invited to a House Pep Rally even where they will use a lottery system to be placed in one of the 6 RCA Houses. The House system requires excitement and buy-in to be successful. They will join teachers and staff who have already been sorted to build more positive school-wide community and culture.	April Glover (Permanent Position)	12/19/2025
<i>Notes:</i> As new students are enrolled, they will be placed in a house. We will utilize Title I funds from Supplies and Materials to promote the RCA House systems to students, parents, and other community partners.			
9/12/25	Utilize GCS Customer service quick win strategies. Teachers will ensure that our school culture and climate is exciting and inviting.	April Glover (Permanent Position)	06/12/2026
<i>Notes:</i> We will consider the 5 senses that a customer will encounter when they enter our classrooms, offices, and campus. We have seasonal themed decor in our common areas. We can honor the first impression of our community by: 1. Updating our entryway spaces to display inviting student work 2. Clearly marking entryways with a message that all visitors must report to the main office. 3. Considering the stimuli competing for the attention of a customer's first interaction with your site. 4. Removing clutter, and organizing visitor entry spaces. 5. Create a plan on how to support your families' language needs. 6. Adjusting school, department, and classroom entry signage to a welcoming tone with updated GCS/School branding.			
9/12/25	Utilize the Ron Clark Academy House System	April Glover (Permanent Position)	06/12/2026
<i>Notes:</i> See the Jones House System Handbook (link here when published). We will use Title I funds needed to purchase RCA App and print materials needed to support our school-wide SEL/Behavior program.			
9/12/25	Implement whole class rewards at the end of each quarter.	April Glover (Permanent Position)	06/12/2026

Notes: Grade levels decide the fun event for a "Fun Friday" . We will use Title I funds to purchase supplies and materials to include non-food rewards and prizes that will motivate our learners.				
9/12/25	Each class and office will have a calming center.		April Glover (Permanent Position)	06/12/2026
Notes: Teachers will get materials and training from the support staff, differentiated by grade levels. Title I funds have been allocated to purchase supplies and posters for teachers to use.				
Domain 4: Culture Shift				
Practice 4C: Engage students and families in pursuing education goals				
E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date

Initial Assessment:

At Jones Elementary, our staff prioritizes regular communication with parents and guardians regarding our expectations for both them and their children. We utilize ClassDojo as a platform for parents to reach out to teachers, while also allowing educators to share timely reminders and academic resources. Our team understands that research highlights the importance of actively involving parents in their children's education to enhance learning outcomes. To support this engagement, we provide numerous opportunities for parents to participate in our school improvement initiatives:

Meet face to face with each family at the beginning of the year

Sent families materials and resources to help their scholars at home via Take Home Folders or in Student Canvas

Send positive communications home

Host School-wide showcases: Curriculum Nights, Art Shows, Read Across America. We will utilize Title I Funds to make food purchases to feed our families after night-time events.

Community Partnerships such as Fall Festival, Jaguar Jog, Community Readers

Jones Social Media hosted by PTA

Monthly dinner meetings with one of our Faith-based partners to discuss school needs and explore additional ways they can provide support.

Limited Development
09/12/2025

How it will look when fully met:	By leveraging opportunities to inform families about how they can enhance their children's learning and where to access additional resources, we strengthen the connections between home and school. We actively encourage feedback from families on the most effective ways to educate parents and community stakeholders regarding student learning.			Xinia Soto (Permanent Position)	06/12/2026
Actions		2 of 7 (29%)			
9/26/25	Schedule and Plan Future Fridays events.	Complete 10/30/2025	Endia Ogirri (Elected in 2025)		10/30/2025
<i>Notes:</i> Future Friday school event ideas include fun, engaging, and educational activities such as outdoor movie nights, science fairs, talent shows, STEM days, game days, art events, culture nights, service projects, and career themed spirit days to boost school spirit and inspire students to dream big. Some Themes Generated include: College and Career Exploration PreK-5 Career Day Writing in Guidance and AG If I were a Teacher Day-spirit day + writing/Drawing Activity for students We observe school staff Appreciation national observances throughout the year aligned with the efforts of our Sunshine Committee Play Who Am I during the month September for Labor Day observance					
9/26/25	Plan Future Friday Monthly Events	Complete 11/03/2025	Olivia Henderson (Elected in 2025)		11/03/2025
<i>Notes:</i> Some Themes Generated include: College and Career Exploration PreK-5 Career Day Writing in Guidance and AG If I were a Teacher Day-spirit day + writing/Drawing Activity for students We observe school staff Appreciation national observances throughout the year aligned with the efforts of our Sunshine Committee Play Who Am I during the month September for Labor Day observance					
9/26/25	Plan Career Fair for students and parents to inspire and inform young students about diverse professional paths, connecting them with community role models and families with potential employers in an engaging way.		Katina Peace-Perry (Permanent Position)		02/28/2026

<i>Notes:</i> Our Career Fair's purpose is to broaden career awareness beyond typical movie portrayals, help students begin exploring interests, build connections with professionals, and demystify career planning for their future. We hope that one of the outcomes of our Fair will be a positive networking opportunity for parents.			
9/12/25	Career Day : Host career exploration workshops with family and community involvement, using tools like career readiness software, interest inventories, and online resources, and share these at parent nights.	Endia Ogirri	06/12/2026
<i>Notes:</i> We will work on inviting companies in our community and jobs of interest to our families.			
9/12/25	Incorporate postsecondary concepts into school assemblies, reading challenges, and themed spirit weeks (e.g., "Dress for Success" days) to make college and career topics tangible.	Jazmine Cofield	06/12/2026
<i>Notes:</i> Aligns with our Future Fridays activities coordinated by our counselors (Title I funds were used to pay for 0.5 of a counselor position).			
9/12/25	Two-Communication opportunities. Regularly update families with newsletters, texts, and school sites highlighting internships, dual enrollment, apprenticeships, and credential programs, making information easy to access via teacher and staff webpages.	Erin Young, SW	06/12/2027
<i>Notes:</i> Our Title I funded 0.5 Social Worker position is utilized to meet the needs of our families. The Social Worker serves as the school liaison for volunteers and various community partners. She communicates with families to share community resources such as Back Pack Beginnings and job fair opportunities for parents by posting flyers and sending ClassDojo announcements. Parents reach out to our Social Worker via face to face, school visits, phone, or ClassDojo.			
9/26/25	Our RCA Implementation team will receive training at the Ron Clark Academy. Our Social Worker serves on our Ron Clark Academy Implementation Team. Her role is integral to school and family buy-in for our RCA program communications and branding.	Endia Ogirri (Elected in 2025)	06/12/2027

Notes: The RCA House Points app is a dynamic tool designed to track and reward student behavior through a fun, competitive house system. Teachers can easily award points to students who demonstrate leadership, kindness, or academic excellence. Students can view their house rankings and even redeem their points for rewards through the app. Our 0.5 Title I SW position utilize app features for parent-teacher communication, event tracking, and school-wide engagement.

Ms. Young has created a Jones House Handbook that can be found in our Weekly Newsletters.
11/6/2025 House Competition to fight food insecurity for our community. Each House has a specific food group to bring to our donation boxes. Ex. Isibindi brings shelf stable cereals and grain products.