Comprehensive Progress Report

Mission: To prepare students for life in a diverse and ever-changing world through challenging and engaging teaching focused on critical thinking and character development.

Vision: Students will leave JMS prepared to be successful in any opportunity they choose. The vision and mission of Jamestown Middle School reflect the belief that all students are capable of learning and becoming productive members of society.

Goals:

By June 2027, JMS will increase math proficiency among students (grades 6-8) from 53.7 in 2025-26 to 56.

By June 2027, Jamestown Middle School will reduce chronic absenteeism by an additional 5 percentage points and decrease instructional days lost to suspension by 10% through intentional efforts to strengthen student connectedness, attendance interventions, and positive behavior supports.

By June 2027, Jamestown Middle School will increase overall Reading proficiency from 56.9% to 60.0% as measured by NC End-of-Grade assessments while increasing proficiency among historically underperforming student groups and reducing achievement gaps.

By June 2027, Jamestown Middle School will increase student and family engagement in career exploration, academic planning, and future readiness opportunities by increasing participation in Guilford Guarantee events by 25% and ensuring 100% of students complete career interest inventories and academic pathway planning activities.



! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team is responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus School.	Limited Development 10/05/2020		
How it will look when fully met:	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team is responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus School.	**Objective Met**	**Brittany Wells**	**06/09/2022**
Actions		**1 of 1 (100%)**		
10/31/22	Each spring, school leadership team representatives will be elected by their peers to serve on the school leadership team.	Complete 08/20/2022	Sherri Callahan	05/02/2023
Notes:				

	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:			Jamestown Middle operates with a Leadership Team that works effectively and efficiently. The members share a common vision for school improvement and student success. The Leadership Team works collaboratively to monitor the SIP and to make decisions that forward the goals and vision therein.	Limited Development 10/05/2020		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			The School Leadership Team (SLT) meets monthly and as needed to align actions to the SIP through reports from staff committees, feedback from a variety of stakeholders, and objective analysis of school data. The SLT disseminates information to school stakeholders and works as a forum for distributive leadership for school administration. SLT and other leadership teams (including administrative team, instructional teams, and staff committees) meet at least two times per month as evidenced by meeting minutes.	**Objective Met 06/22/23**	**Jan Ertzberger**	**06/07/2024**
Actions						
10/5/20			The Leadership team will continue to meet monthly to discuss progress towards goals	Complete 06/09/2023	Jan Ertzberger	06/09/2023
Notes:						
10/5/20			The team will continue to catalog their work and give regular updates to the stakeholders through meeting minutes	Complete 06/09/2023	Jan Ertzberger	06/09/2023
Notes:						
Implementation:				06/22/2023		
Evidence			6/22/2023			
Experience			6/22/2023			
Sustainability			6/22/2023			

	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:			JMS has incorporated team structures into the school improvement team. The leadership team is comprised of the principal, assistant principals, the Math and ELA Curriculum Leaders, and team leaders from each grade level (Instructional Teams) to include exceptional children, school social worker, guidance counselor, and community member/parent. The team follows meeting norms and meets regularly. The Leadership Team at JMS seeks input and shares information with faculty and staff through Instructional Teams. This ensures that all stakeholders are represented. The team shares in the decision making for curriculum, instruction, assessment, and professional development that is driven through the regular analysis of school performance data. Teachers are organized into grade-level and subject-area Instructional Teams. The teams meet weekly to discuss units of instruction and review student assessment. In addition, the PTSA at JMS includes administration, teacher representatives from each grade level and parents. The PTSA meets regularly and prepares agendas for their meetings. All teams are provided adequate time to meet and receive timely access to information.	Limited Development 10/05/2020		
How it will look when fully met:			A linked teaming structure exists (e.g., school leadership team, school improvement team, grade-level teams). A formal communication protocol between teams and overlapping membership across teams exists. Evidence of teaming structure includes: Team rosters and roles • Teams' meeting agendas/minutes • Formal communication plan • School organizational chart • Meeting role descriptions		**Trent Vernon**	**06/11/2027**
Actions				**2 of 3 (67%)**		
	10/5/20		Leadership team will continue to provide information to stakeholders on progress toward goals by making meeting minutes available.	Complete 06/09/2023	Allison Finch	06/11/2025
	Notes:					
	6/22/23		PLCs will meet weekly 2 times/month for data analysis and problem-solving and 2 times/month for common planning and designing formative assessments.	Complete 01/30/2024	Allison Finch	06/11/2025
	Notes:					
	6/22/23		Leadership Team representatives will report about SIP indicators and goals, student data, and MTSS implementation as part of regular grade-level meetings, once a week.		Jan Ertzberger	06/11/2027

		Notes:			

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:			The principal completes both formal and informal walkthroughs on a daily basis and also delegates this task to other administrators, teachers and the curriculum facilitator. Walkthroughs/classroom visits are both informal and formal. Feedback is given in a timely manner for all formal observations through NCEES. Feedback will be given on a regular and timely basis for informal walkthroughs.	Limited Development 10/05/2020		
How it will look when fully met:			Administration will spend at least 40% of the instructional day in classrooms monitoring instruction and offering feedback. Feedback will be timely, specific, and focused on improving student learning, alignment, and rigor. Evidence of success will include data from walk-thoughs shared at grade-level meetings and PLCs as well as consistent individual feedback to teachers through formal and informal processes.		**Trent Vernon**	**06/11/2027**
Actions				**2 of 3 (67%)**		
		10/5/20	Administration will provide clear and consistent feedback for teacher development.	Complete 06/09/2023	Kimberly Scales	06/11/2025
		Notes:				
		10/5/20	Admin and Instructional Leadership team will modify the walk-though form to highlight instructional priorities for the 2024-2025 school year in line with our current SIP.	Complete 09/06/2022	Trent Vernon	09/11/2025
		Notes:				
		10/5/20	Admin and Instructional leadership team use the data collected through walkthoughs to adddress school wide trends..both poisitive and negative to frame conversations and plan PD .		Trent Vernon	06/11/2027
		Notes:				

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			JMS seeks to allocate Title 1 funds and resources to support SIP goals and performance measures.	Limited Development 10/24/2023		
How it will look when fully met:			CSI and ATSI School Annual Resource Allocation Review Self-Assessment Upon full implementation, JMS will utilize fiscal and human resources to support SIP goals and performance indicators.		**Trent Vernon**	**06/11/2027**
Actions				**0 of 7 (0%)**		
10/11/24			Title 1 funds will be used to purchase supplies and materials for the purpose of supporting instructional goals.		Allison Finch	06/10/2027
Notes:						
10/11/24			Title 1 funds will be used to purchase library materials in support of our literacy goals.		Anissa Lanzas	06/10/2027
Notes:						
10/11/24			Title 1 funds will be used to purchase computer hardware that will support research-based high-yield instructional strategies.		Anissa Lanzas	06/10/2027
Notes:						
10/24/23			Within the 2025-2026 school year, our school identified an inequity regarding attendance. As a result, our school plans to mitigate this inequity by using Title 1 funds to support a full time social worker.		Trent Vernon	06/10/2027
Notes:						
10/24/23			Within the 2025-2026 school year, our school identified an inequity regarding literacy instruction and proficiency. As a result, our school plans to mitigate this inequity by using Title 1 funds to support a full time reading interventionist.		Trent Vernon	06/10/2027
Notes:						
10/24/23			Within the 2025-2026 school year, our school identified an inequity regarding EOG proficiency. As a result, our school plans to mitigate this inequity by using Title 1 funds to support tutoring afterschool.		Trent Vernon	06/10/2027
Notes:						

10/24/23	Within the 2025-2026 school year, our school identified an inequity regarding parental involvement. As a result, our school plans to mitigate this inequity by using Title 1 funds to support parent nights and parent communication as well as food during parent events.		Trent Vernon	06/11/2027
Notes:				

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:	Jamestown Middle School follows all district procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Limited Development 10/31/2022		
	Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	Jamestown Middle School will have a clearly articulated system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	**Objective Met 01/25/24**	**Trent Vernon**	**09/11/2023**
Actions				
10/31/22	Hiring protocols and procedures will be included in the staff handbook.	Complete 01/25/2024	Trent Vernon	09/11/2023
Notes:				
Implementation:		01/25/2024		
Evidence	1/25/2024			
Experience	1/25/2024			
Sustainability	1/25/2024			

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:			LEA: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School: JMS looks regularly at school performance data and student formative data from NWEA and other measures including attendance and behavior. PLC teams evaluate core instruction by examining CFAs and individual student data. Staff teams exist to evaluate and disaggregate data for core, supplemental and intensive supports, but a clear and consistent process for using data to enhance MTSS implementation is not streamlined. MTSS implementation data informs school-wide PD decisions.	Limited Development 10/05/2020		
How it will look when fully met:			Staff is provided data on MTSS implementation and student outcomes at all tiers. Staff uses multiple sources of data and integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes. Administration uses data from teams and classroom observations to inform PD opportunities. Evidences of data-based problem solving and decision making include student progress monitoring data, feedback from teachers and other stakeholders, meeting agendas and minutes from PLCs, committees, grade-level meetings, and Leadership Team that include a clear protocol consistently followed for data-based problem solving and decision making by teacher, support staff, and administrators.		**Laura Gonzalez**	**06/11/2027**
Actions				**5 of 6 (83%)**		
		10/5/20	Data teams will be supplied with relevant content student performance data.	Complete 10/27/2022	Pamela Herndon	10/27/2022

Notes:	Data teams are using current benchmark data along with classroom formative and summative assessment data to develop appropriate strategies for supporting and remediating the core curriculum.			
8/1/22	Administration will design PD for MTSS implementation based on data from staff teams.	Complete 01/10/2023	Gregory Bowman	10/31/2022
Notes:	PD will be available during the mandated teacher workday.			
10/5/20	Data teams will make recommendations for student groupings for supplemental and intensive supports in addition to monitoring and adjusting core instruction to differentiate to enhance student access to grade-level content.	Complete 01/03/2023	Pamela Herndon	01/27/2023
Notes:				
6/21/23	ELA PLCs will meet with district support specialists and attend training related to implementation of Core ELA curriculum.	Complete 01/30/2024	Pamela Herndon	01/30/2024
Notes:				
10/5/20	Math and ELA data teams will meet weekly as part of the ongoing PLC meetings. We will ask for additional support from our district math specialist to support growth for Math 8 teachers.	Complete 10/27/2024	Allison Finch	10/27/2024
Notes:	An ELA data team is currently meeting as part of an ELA vertical alignment team that reviews and develops strategies supporting our new ARC reading curriculum. Math data teams are currently meeting as grade level professional learning communities.			
6/21/23	Data teams will make recommendations for student groupings for supplemental and intensive supports in addition to monitoring and adjusting core instruction to differentiate to enhance student access to grade-level content.		Gonzalez Laura	06/11/2027
Notes:				

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:	Teachers at JMS provide rigorous, grade-level instruction for core classes. Through weekly PLC meetings, teachers interrogate their classroom practices for unfinished teaching and evaluate student progress to inform discussions that enhance teaching and learning. JMS uses a flexible "Tiger Time" Intervention period from 9:25-9:55, daily, to provide acceleration and supplemental and/or intensive interventions as appropriate for students as the result of analysis of student data from multiple sources. To provide the Standard Treatment Protocol for supplemental interventions with progress monitoring on district provided tools (FastBridge), additional teachers or other support staff will need to be trained to instruct small groups for ELA and math. Those trained interventionists will meet small groups, progress monitor individual students, and work through the data with colleagues to make subsequent decisions about intervention and support. In addition, supplemental problem solving will move to grade-level team meetings 1 X/month and the Intensive Problem Solving Team will convene monthly to follow data for student recommended for or receiving intensive supports.	Limited Development 10/05/2020		

	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	ACROSS ALL TIERS, integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes occur across areas and grade levels. ACROSS ALL TIERS, multiple sources of data are used to identify the difference or "gap" between expected and current student outcomes relative to attendance, academic, behavior, and social and emotional goals. Teachers provide rigorous, grade-level core instruction using best practices, materials, and scaffolds for support identified through PLC data analysis and collaboration with student support staff, EC teachers, and ELL teachers. Tiers of instruction using the Standard Treatment Protocol and prescribed progress monitoring with Fastbridge are provided to students for supplemental and intensive academic intervention and data collection. Tiers of intervention for attendance, behavior, and SEL are provided in small group settings during Tiger Time. Evidences may include: Meeting minutes from data-based problem-solving meetings (i.e., SIT, MTSS leadership team, PLC/grade level/department meetings, Individual Student problem-solving Team meetings, etc.) indicate problem-solving is occurring. • MTSS Implementation Plans document procedures aligned with the model • Observation of data-based problem solving occurring with fidelity • Instruction and intervention plans show use of measures that inform "root cause" or answer the reason why students are not meeting expectations (i.e., diagnostic assessments/processes) Tiers of intervention will include supplemental and intensive supports for students with disabilities, a TSI identified subgroup.	**Objective Met 04/05/24**	**Laura Gonzalez**	**06/10/2024**
Actions				
7/21/22	Create a schedule that includes intervention opportunities for students.	Complete 07/21/2022	Trent Vernon	08/16/2022
Notes:	Tiger Time will be included in the master schedule.			
10/5/20	PLCs act as supplemental problem-solving teams to identify students for supplemental intervention using PowerBI and a convergence of classroom data.	Complete 01/03/2023	Pamela Herndon	01/03/2023
Notes:	Power BI is updated quarterly.			

10/5/20	Lead teachers and admin. will design fluid groups for remediation, intervention, maintenance and enrichment determined using student data and PLC team recommendations. Re-evaluation/assignment of groupings will take place at regular intervals during grade-level team meetings based on progress monitoring and student data from NWEA and classroom assessments.	Complete 01/03/2023	Pamela Herndon	01/06/2023
Notes:	August, October, January, March			
10/5/20	IPS team will meet monthly to identify and create plans for students in need of intensive interventions in academics, behavior, attendance, and SEL.	Complete 01/08/2023	Gregory Bowman	01/08/2023
Notes:				
10/5/20	Teachers will use common formative assessment data to regularly evaluate core instruction and design scaffolds for support for students to access grade-level content. Particular attention will be paid to students with disabilities, our TSI-identified subgroup.	Complete 06/08/2023	Allison Finch	06/08/2023
Notes:				
10/5/20	MTSS implementation as a school-wide framework for success will be reinforced through ongoing staff trainings and newsletters.	Complete 06/08/2023	Gregory Bowman	06/08/2023
Notes:				
10/25/22	An MTSS specialist will be funded using Title I dollars to coach teachers and work with students to support tiered instruction for academics and behavior.	Complete 06/09/2023	Brittany Wells	06/09/2023
Notes:	The Lead ELA teacher takes on the role of MTSS implementation specialist.			
10/25/22	A reading impact teacher will be funded using Title I dollars to facilitate tiered instruction and support for students in ELA.	Complete 06/09/2023	Pamela Herndon	06/09/2023
Notes:				
10/25/22	The school social worker will be funded at 100% using Title I dollars to support MTSS protocols with attendance and social and emotional support.	Complete 06/09/2023	Brittany Wells	06/09/2023
Notes:				
6/22/23	Hire district tutors to provide supplemental and intensive interventions during the school day and to progress monitor with Fastbridge.	Complete 10/01/2023	Allison Finch	10/01/2023
Notes:				
6/22/23	Increase/formalize walk-through observations of supplemental interventions to measure the fidelity of standard treatment protocol.	Complete 01/01/2024	Trent Vernon	01/01/2024

Notes:				
6/22/23	IPS meetings with standard agenda to explore needs of students not growing in supplemental groups based on Fastbridge data.	Complete 01/01/2024	Pamela Herndon	01/01/2024
Notes:				
Implementation:		04/05/2024		
Evidence	4/5/2024			
Experience	4/5/2024			
Sustainability	4/5/2024			

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
Initial Assessment:			The evidence we have observed for this indicator is the school-wide implementation of Positive Behavior Interventions and Support (PBIS). In previous years, we consistently used PAWS (Practice Self-Discipline, Always Honor Diversity, Work with Integrity, and Strive for Excellence). This was initiated at the administrative level then filtered throughout our faculty and school. In addition to the initial implementation, PBIS was reinforced at critical times of transition throughout the year. For example, students return from extended breaks. All faculty have classroom rules and expectations posted as a visual for all students. We also employed a strategy of using an Alternative Learning Center with our certified teacher/behavior specialist. ALC designed restorative practices replaced punitive, exclusionary practices . Data indicates that most students who went to ALC did not return. We still have work to do to increase teacher consistency with PBIS programming and evaluating data that measures the effectiveness of PBIS through EH and ALC surveys.	Limited Development 10/05/2020		
How it will look when fully met:			When this indicator is fully implemented, each staff member and student will be able to identify and carry out behaviors related to the PAWS PBIS plan. All staff and students will be assigned in the house system, and school calendar will reflect positive behavior incentives streamlined to reflect PAWS and house accomplishments on a regular basis. The Behavior/SEL team will report data related to PBIS implementation to the Leadership Team on a monthly basis. Walk-though procedures for administrative and peer feedback will provide data for continuous improvement for positive behavior management processes throughout the school.		**Kimberly Scales**	**06/10/2027**
Actions				**4 of 5 (80%)**		
		8/1/22	Administration will review PBIS expectations, tools, and data at monthly staff meetings.	Complete 08/16/2022	Trent Vernon	08/16/2022
		Notes:				
		10/5/20	A Behavior/SEL team will meet monthly to review and update procedures for school-wide expectations.	Complete 10/18/2022	Jan Ertzberger	10/18/2022

Notes:	Monthly meeting will include data evaluation and report for the Leadership Team.			
10/5/20	Funds will be allocated to support the implementation of the school House system to improve culture and climate within the school. The principal will ensure that these funds are used to support school goals.	Complete 11/01/2022	Trent Vernon	11/01/2022
Notes:				
8/1/22	Walk-though data aligned to PBIS framework and expectations is used to provide individualized and group feedback to teachers and teacher teams.	Complete 10/30/2023	TaWuana Cook	10/30/2023
Notes:				
6/21/23	Data from ALC and EH is presented monthly at Leadership Meetings and at Staff Meetings.		Gary Gonzalez	06/10/2027
Notes:				

	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:			Jamestown Middle School has in place both horizontal and vertical frameworks to align instruction to the curriculum and standards. Common planning time is set aside weekly on a designated schedule for grade level content areas. Content planning time is designed for teams of teachers to share the load in planning units that follow the NCSCoS and district curriculum guides, sharing of strategies, gathering resources, creating common assessments, reviewing data, and reevaluating their units of instruction. We build on best practices for data evaluation and planning exhibited by some veteran teams and model teachers throughout the building by fostering collaboration, mentoring, and teacher leadership. We use workdays and staff development opportunities to allow same subject area teachers across all grade levels to meet, share, plan, and refine targeted objectives. EC teachers are also included in content PLC's and well as our English language learner's teacher. We continue to strive to meet pacing and curriculum guidelines for district alignment.	Limited Development 10/05/2020		
How it will look when fully met:			When fully implemented JMS teachers will monitor and implement the North Carolina Standard Course of Study and utilize GCS units, grade level scope and sequences, and/or pacing guides. All teachers and students in grades 6-8 will be using Canvas Learning Management System (LMS) as the platform to support instruction. Instructional teams will develop PLC's that will both horizontally and vertically align curriculum and instruction across subject areas and grade levels. PLC's will be informed by data from a common formative assessment model to improve core instruction and identify gaps in instruction and student learning. A sense of community and teamwork will exist across all curriculum areas to enhance MTSS implementation by distributing responsibility for student improvement and supplemental problem-solving and intervention. Collaboration between core teachers, interventionists, and EC and ELL teachers will ensure all students have access to scaffolded, grade-level curriculum.		**Allison Finch**	**06/11/2027**
Actions				**7 of 8 (88%)**		
		10/5/20	Staff will be trained in the effective use of common formative assessments.	Complete 10/31/2022	Trent Vernon	10/31/2022
		Notes:	Mandatory staff meeting PD			

10/5/20	PLCs will be data focused with a common planning a reporting procedure.	Complete 01/03/2023	Pamela Herndon	01/03/2023
Notes:				
10/5/20	Instructional funds will be allotted for each teacher to ensure that necessary instructional materials are available for student success. The CF will review all materials to ensure alignment.	Complete 06/08/2023	Trent Vernon	06/08/2023
Notes:				
10/5/20	ELA and Math teachers will collaborate with coaches (ARC and NTN) on best practices and utilizing the provided resources effectively	Complete 06/08/2023	Trent Vernon	06/08/2023
Notes:				
10/25/22	Title I dollars will be used to purchase media materials such as library books to support student literacy and MTSS efforts.	Complete 06/09/2023	Anissa Lanzas	06/09/2023
Notes:				
6/20/23	ELA, Math, and Tiger Time teachers will utilize district provided resources to implement supplemental reading (Achieve 3000) and Math (Zearn) interventions with fidelity.	Complete 10/30/2023	Allison Finch	10/30/2023
Notes:				
6/20/23	Math, ELA, SS, and Science PLCs will meet weekly to design/evaluate standards-aligned common assessments, review data, and problem solve for student groups and individual students.	Complete 10/30/2023	Trent Vernon	10/30/2023
Notes:				
6/20/23	ELA and Math teachers will collaborate with their respective CF/ Lead Teacher on best practices and utilizing the provided resources effectively.		Gonzalez Laura	06/10/2027
Notes:	A focus this year will be on the continued implementation of the EL curriculum for ELA and expanding the impact of that core curriculum by pairing it with MTSS supplemental and intensive literacy resources to increase foundational and fluency skills for students who are not thriving in core.			

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:			Teachers meet weekly to develop and refine their instructional units. Teachers work from a common template. Lesson plans are made available for review. All content areas give tests and/or quizzes to determine student mastery and to guide next steps. While this is a goal and an expectation for all teachers, teachers are at various levels of proficiency with this expectation.	Limited Development 10/05/2020		
How it will look when fully met:			PLC meetings will operate efficiently using a detailed agenda. Each teacher will be an active and contributing member of their PLC. PLC's will be driven by data using a common formative assessment model.	**Objective Met**	**Allison Finch**	**01/01/2025**
Actions				**6 of 6 (100%)**		
		10/5/20	Teachers will be trained in effective use of DuFour's model for PLCs.	Complete 06/04/2021	Trent Vernon	06/04/2021
		Notes:				
		10/5/20	Teachers will work together to create common formative assessments	Complete 06/09/2023	Trent Vernon	06/09/2023
		Notes:				
		8/2/22	Teachers will be trained in effective use of PLCs to evaluate data from a variety of sources, to provide a forum for supplemental problem solving, and to provide collaborative planning support for teachers through careful evaluation of student needs and potential gaps in teaching and learning. This will enhance MTSS implementation.	Complete 06/09/2023	Allison Finch	06/09/2023
		Notes:				
		6/22/23	Goal teams for ELA and Math meet monthly to review priority and prerequisite standards for student success in grade transitions.	Complete 01/01/2024	Pamela Herndon	01/01/2024
		Notes:				
		6/22/23	A teacher leadership team for science will create an action plan for the vertical progression of standards to increase student proficiency on the 8th grade EOG.	Complete 01/01/2024	Caitlyn Tyler	01/01/2024
		Notes:				

6/22/23	The school social worker will work with grade-level assistant principals to identify students who are at risk of retention based on attendance. They will work together to create a communication plan beginning the first semester which is designed to emphasize early communication and intervention.	Complete 01/01/2025	Brittany Wells	01/01/2025
Notes:				

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:			The indicator A4.06 is partially implemented at Jamestown Middle School. Teachers and support staff promote SEL for students in a variety of ways. The support staff includes the front office staff, administration, social worker, nurse, curriculum facilitator, guidance counselors, and psychologist. This team has regular meetings with administrative staff to design individualized plans for students needing intensive SEL, behavior, and attendance supports. The Physical Education/Health teachers teach emotional health to all grade levels via their curriculum and essential standards. The guidance counselors come into the PE/Health classes and teach guidance lessons. Teachers work together through PLCs and grade-level teams to identify students in need of supports, and they work to give agency and voice to parents and students in the process of creating student support plans. The JMS House system connects students to one another helps reduce bullying, creates a sense of camaraderie, friendship and ownership and adds opportunity for positive behavior supports with friendly competition. The school-wide Positive Behavior Intervention System (PBIS) follows the PAWS acronym: Practice self-discipline, Always honor diversity, Work with integrity, and Strive for excellence. Each classroom and all common areas have behavior expectations for students to meet based on the PAWS. Despite the programs and practices in place, the TWCS indicates that teachers perceive bullying as an issue in the school. There is a systematic small-group SEL program for students needing supplemental or intensive supports, at this time, but we need a way to assess growth with formative surveys and progress monitoring. Teachers still need additional training on how to integrate SEL strategies into core instruction as a daily practice.	Limited Development 10/05/2020		

How it will look when fully met:	The school-wide House system and the PBIS system provide a framework for positive behavior supports with shared language and expectations among all stakeholders and a common vision for climate and culture. The School Leadership Team uses data from the Climate and Culture Committee, Educator's Handbook, and feedback surveys to identify and provide PD experiences for all teachers that address school-wide opportunities for growth in pedagogy and practice to enhance school environment and student SEL during core instruction. Supplemental problem solving teams work during grade-level meetings to identify students who need supplemental and intensive supports for SEL and behavior. Those students are served during Tiger Time small groups with explicit instruction in self-management, self-awareness, social-awareness, relationship skills, and responsible decision making. In contrast to ISS and as a means to reframe the negative impact of exclusionary discipline, JMS will institute a Alternative Learning Center where students who must be removed from class can receive immediate, intensive behavior and SEL support from a certified, trained staff member. The Intensive Problem Solving Team meets monthly to design action plans for students for whom supplemental attendance, behavior, and SEL supports show to be inadequate based on progress monitoring. Full implementation of this measure can be evaluated through the FAM-S process where JMS should rate as Operationalizing or Optimizing on items 22, 23, and 33: ACROSS ALL TIERS, integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes occurs across areas and grade levels. ACROSS ALL TIERS, multiple sources of data are used to identify the difference or "gap" between expected and current student outcomes relative to attendance, academic, behavior, and social and emotional goals. Supplemental behavior and social and emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum, and environment. These practices are specified in standard treatment intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.		**Jan Ertzberger**	**06/11/2027**
Actions		**12 of 13 (92%)**		
10/5/20	JMS will expand the House system	Complete 06/04/2021	Trent Vernon	06/04/2021

Notes:				
10/5/20	Teachers will reinforce PAWS procedures for classroom and building behaviors to add consistency for school-wide behavior expectations and consequences.	Complete 09/30/2022	Jan Ertzberger	09/30/2022
Notes:	Title 1 budget			
8/2/22	Student support staff meets with small groups of students to provide supplemental supports during Tiger Time.	Complete 01/03/2023	TaWuana Cook	09/30/2022
Notes:				
10/20/20	Teachers will be trained on how to look at data from Educator's Handbook to use during grade-level meetings to identify students for supplemental behavior and SEL groups.	Complete 10/05/2022	Gregory Bowman	09/30/2022
Notes:				
10/5/20	The Culture and Climate Committee will meet monthly to review data and update policies and procedures related to SEL, attendance and behavior.	Complete 06/09/2023	Brittany Wells	06/08/2023
Notes:				
8/2/22	Student services team meetings will take place weekly.	Complete 06/09/2023	Brittany Wells	06/09/2023
Notes:				
8/2/22	IPS team meets monthly to review data and design intensive SEL, attendance, and behavior supports for students.	Complete 06/09/2023	Gregory Bowman	06/09/2023
Notes:				
8/2/22	Climate and Culture Committee shares data with Leadership Team about trends in attendance, behavior, and SEL practices.	Complete 06/09/2023	Brittany Wells	06/09/2023
Notes:				
8/2/22	SEL and behavior supports are provided to students through Alternative Learning Center programming.	Complete 06/09/2023	TaWuana Cook	06/09/2023
Notes:				
6/22/23	Identify/create SMART goals for mentoring program.	Complete 11/01/2023	Anthony Freeman	11/01/2023
Notes:				
6/22/23	Utilize formative assessments and progress monitoring to identify students for and expand flexibility of SEL supplemental groups.	Complete 11/01/2023	Anthony Freeman	11/01/2023
Notes:				
6/22/23	Identify/create assessment plan for SEL supplemental groups.	Complete 01/01/2024	Anthony Freeman	01/01/2024
Notes:				

6/22/23	Utilize formative assessments and progress monitoring to measure effectiveness of supplemental SEL groups (Tiger Time/Counseling Groups).		Trent Vernon	06/10/2027
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:			Administration sends out weekly ConnectEd messages to parents. Most teachers use email, newsletters or Class Dojo to send weekly updates home to parents. Often though, emails bounce back. Teachers use their school websites to update parents of current events, assignments and upcoming events. Again, many parents do not receive or check this information. JMS does have walk the schedule night, parent conferences, rising 6th grade night, band, chorus, orchestra performances that draw parents in, but lacks in communicating the importance of "curriculum of the home". JMS does offer Parent Academy events with the Guilford Parent Academy that offers parents the opportunity to become involved in the school and county at large. In the 2025-2026 school year, JMS hosted several parent and community events including a Color Run, student-led conferences, and an Art Show/Culture Fair. We want to expand attendance in those events and enlist further community involvement.	Limited Development 10/05/2020		
How it will look when fully met:			We will develop regular opportunities for parents to visit and volunteer in the school including quarterly student-led-conferences, monthly student recognition breakfast events, and whole-school community service-learning opportunities three times per year. We increase PTSA involvement through outreach to parents from diverse demographic groups to include low SES parents, ELL parents, and parents from all of our served communities. Administration, teacher and parent attendance at PTSA meetings fosters open communication and a forum for feedback and action based on stakeholder voice as evidenced by meeting attendance data, feedback forms collected via Google Forms, and NC Teacher Working Conditions Survey responses related to community and parent involvement.		**Trent Vernon**	**06/10/2026**
Actions				**8 of 10 (80%)**		
		8/2/22	JMS will increase school community service-learning opportunities.	Complete 01/26/2023	Gregory Bowman	01/26/2023
		Notes:				

8/2/22	JMS will explicitly recruit parents from under-represented groups to join/attend PTSA events.	Complete 01/26/2023	Gregory Bowman	01/26/2023
Notes:				
10/5/20	JMS will increase opportunities for parents to engage with the school through after-school events and in-school volunteering and celebration opportunities.	Complete 01/26/2023	TaWuana Cook	01/26/2023
Notes:				
10/5/20	JMS will use weekly communications (ConnectEd, weekly emails, teacher communications, etc.) to keep parents informed about school events and curriculum.	Complete 06/08/2023	Anissa Lanzas	06/08/2023
Notes:				
11/9/20	JMS will continue to use social media as a way to keep students and parents up to date and informed.	Complete 06/08/2023	Anissa Lanzas	06/08/2023
Notes:				
10/25/22	Title I funds will be used to support parent and family engagement activities.	Complete 06/09/2023	TaWuana Cook	06/09/2023
Notes:				
6/22/23	JMS will continue to use social media as a way to keep students and parents up to date and informed.	Complete 10/30/2023	Anissa Lanzas	10/30/2023
Notes:				
6/22/23	JMS will use weekly communications (ConnectEd, weekly emails, teacher communications, etc.) to keep parents informed about school events and curriculum	Complete 01/30/2024	Anissa Lanzas	01/30/2024
Notes:				
6/22/23	JMS will increase opportunities for parents to engage with the school through after-school events and in-school volunteering and celebration opportunities. We will increase attendance at these events.		Trent Vernon	06/10/2027
Notes:				
6/22/23	Title I funds will be used to support parent and family engagement activities in the 2026-2027school year.		Trent Vernon	06/10/2027
Notes:				