

## Comprehensive Progress Report

**Mission:** Ira B Jones Elementary is learning community committed to empowering students to become highly successful global citizens.

**Vision:**

**Goals:**

Ira B. Jones Elementary School will expand access to district preschool programs and ensure preschool students meet district achievement goals

Ira B. Jones Elementary School will strengthen core instruction so that students in all subgroup are successful without the need for supplemental instruction

Ira B. Jones Elementary School will assess and restructure operational systems to address the needs of the whole child so that all students graduate resilient, adaptive and successful.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
A1.04		ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Professional Learning Communities meet weekly to share data around student performance, grade strengths, and areas for growth. Currently there is an expectation that grade level teachers will have student data trackers which record student mastery of standards-based assignments and assessments. This is not uniformly completed and teachers are working to better understand and utilize these trackers to inform their instructional practice. There is a disparity in how staff see and value common formative assessments. Some grade levels are more collaborative than others.	Limited Development 10/22/2018		
<i>How it will look when fully met:</i>		We want to see all grade level teachers attend PLC's on a weekly basis and have open discourse around student data, specifically using student performance data to improve instruction. Every grade level will utilize data trackers to show student mastery of the standards and build instructional responses in proportion to student need. Staff will connect student performance to their own profession practice and reflect on ways to improve that practice.		Sarah Cain	06/14/2020
<b>Actions</b>			<b>1 of 6 (17%)</b>		
10/22/18	Instructional staff will be trained on how to develop effective rubrics and exemplars.		Complete 04/03/2019	Cathy Sorensen	06/15/2019
<i>Notes:</i>					
7/30/19	Every grade level will identify a list of grading practices and examine each practice for alignment and effectiveness.			Molly Bivins	06/15/2020
<i>Notes:</i>					
10/22/18	Teachers will explore the impact of Common Formative Assessments and integrate effective CFA into their standards-aligned units of study.			Sarah Cain	06/15/2020
<i>Notes:</i>					
10/22/18	Instructional staff will participate in Professional Learning Communities with coaching supports and use Tier 1 Problem Solving models to disaggregate data, building instructional responses, and reflect on teacher impact.			Sarah Cain	06/15/2020
<i>Notes:</i>					

	5/3/19	Grade level PLC's will complete a self assessment three times a year to reflect on their practice with as well as outcomes in order to identify professional development and coaching needs. (see FAM-S #8)		Molly Bivins	06/19/2020	
<i>Notes:</i>						
	7/30/19	Teachers will be trained on using "Data 2.0" (a framework for assessing, analyzing data and reteaching) based "Driven By Data 2.0" by Paul Bambrick-Santoyo.		Molly Bivins	06/15/2021	
<i>Notes:</i>						
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Professional Development on Culturally Relevant Practices De-escalation training from Central Office Ongoing ICS work PBIS Grade level PLC All stakeholders involved in supporting children Morning Meeting k-3 Character education Targeted curriculum 2nd Grade Goal Setting Growth Mindset Clarity on expectations (transparency!)	Limited Development 10/03/2017			
<i>How it will look when fully met:</i>		100 % of students will receive a positive referral each month The volume of overall discipline referrals school wide will decrease by 10%. The number of Tier II/III behavioral interventions should be less than 20 % of our student population; our goal is to decrease the number at each tier by 5% for subgroups.		<b>Jo Landreth</b>	<b>06/14/2020</b>	
<b>Actions</b>			<b>4 of 10 (40%)</b>			
	10/17/17	We will use the PBIS tracking sheet to track students receiving referrals, with the ability to sort by grade, gender, and race.	Complete 06/15/2018	Jo Landreth	06/15/2018	
<i>Notes:</i>						
	8/16/18	100% of staff will be trained on the Community Resiliency Model	Complete 02/04/2019	Kiffin Queen	06/15/2019	
<i>Notes:</i>						
	1/11/19	Students and families will receive a copy of the ACS Student Code of Conduct annually.	Complete 02/04/2019	Kiffin Queen	06/15/2019	
<i>Notes:</i>						
	11/19/18	Specialists (Art, PE, Music, Spanish, Guidance, Media) will recognize whole class positive behaviors through an incentive system. Classes will be recognized at the monthly PBIS Assembly for earning the most stars.	Complete 06/17/2019	Kiffin Queen	06/15/2019	
<i>Notes:</i>						
	11/19/18	The PBIS Team will provide every classroom with a class copy of the CUBS Matrix and lesson plans so classroom teachers will facilitate weekly focus/refocus class community meetings about the expected behaviors.		Jo Landreth	12/22/2019	

	<i>Notes:</i> This will occur every nine-weeks. These lesson swill address all areas of the school (classroom, Auditorium, cafeteria, recess).			
7/15/19	Students of the month will be recognized by the Climate Committee on a common-wall in the school.		Loring Smith	06/15/2020
	<i>Notes:</i>			
11/19/18	PBIS will create a student behavior goal sheet, rubric and exemplar for every grade and students will complete this each nine weeks. Teachers will submit their class list and completed goal sheets to the PBIS committee.		Jo Landreth	06/15/2020
	<i>Notes:</i> This will occur following the monthly assembly for each nine weeks.			
11/19/18	Teachers will recognize students for using one of the four CUBS rules (Choose to be Responsible, Use Kind Words and Actions, Be Respectful, Stay Safe) by writing Positive Referrals, with a limit of one per day but to include 100% of all students each month.		Jo Landreth	06/15/2020
	<i>Notes:</i> These are tallied each week and each month the data will shared to all staff at the Faculty Meeting.			
11/5/18	Staff will be recruited to serve as CUBS BUDDIES for at-risk (academic, behavior, subgroup) students.		Daniel Crone	06/15/2020
	<i>Notes:</i>			
7/15/19	Classroom teachers and grade level teams will develop and share management plans within the first week of school that includes: teacher (and TA) introduction, expectation for student participation, opportunities for student recognition, student consequences, and formal communication plan that does not rely on students as the messenger.		Grade level Reps	10/01/2020
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Most Instructional teams developed standards-aligned units of instruction based on the district's Standard's Based Grading Proficiency Scales and curriculum maps (Year at a Glance). These are shared in grade level PLCS and planning times, and posted in shared folder systems for easy access by team members, administration, and support staff.	Limited Development 03/03/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Standards-aligned units of instruction will be developed and used by 100% of grade level teachers. Reading, writing, science, and social studies will have organized unit plans following the school's template and fidelity tool. Math units will follow investigations pacing and monitoring.	<b>Objective Met 08/16/18</b>	<b>Sarah Cain</b>	<b>06/12/2018</b>
<b>Actions</b>					
	3/3/16	Distribution of proficiency scales, curriculum maps, quarterly and weekly planning documents, and other planning resources.	Complete 08/30/2016	Molly Bivins	08/26/2016
<i>Notes:</i>		Resources should be posted in shared data folders and hard copies provided as needed in Curriculum and Instruction notebooks.  District Year at a Glance documents only contained accurate information for the first nine weeks.			
	11/4/16	A school-based unit plan template will include: Vocabulary, material, standards, activities/lessons, differentiation, enrichment/intervention opportunities, formative assessment, and tracking tools.	Complete 01/17/2017	Grade Level Teams, SIT Chairs	01/17/2017
<i>Notes:</i>		This template will guide the timeline for implementation and provide consistency through clear expectations.			
	5/4/17	Vertical alignment of NCES will occur in reference to ELA curriculum (Wit and Wisdom and Reading and Writing Workshop).	Complete 06/12/2017	Cathy Sorensen	05/29/2017
<i>Notes:</i>		Cathy will work on creating a vertical alignment of science and social studies standards.			
	4/14/16	Some staff will be trained on "Using Common Formative Assessment for PLCs that Work" through book studies and site-based professional development.	Complete 05/04/2017	Molly Bivins	06/12/2017

	<i>Notes:</i> This book establishes a framework for using Common Formative Assessments and is essential to evaluating student mastery and improving student achievement.			
11/4/16	Grade levels will be provided planning sessions to develop unit plans and common planning opportunities to review/reflect on the effectiveness of every unit.	Complete 06/12/2017	Grade Level Teams, SIT Chairs	06/12/2017
	<i>Notes:</i> Our timeline for this year would begin with the template being finalized by January and one complete unit of study prepared, implemented, and evaluated by the end of fourth quarter (EOY). Third quarter of this year will be used to develop fourth quarter unit(s).			
6/23/17	All teams will be provided time for long-range planning of units and prior to the start of the year will submit first quarter unit plans to the unit plan review committee.	Complete 08/28/2017	Cathy Sorensen	08/28/2017
	<i>Notes:</i> Time was given to teams over the summer for long range planning and unit planning for quarter 1			
6/23/17	The Unit Planning Review Committee, composed administration, literacy coach, and Digital Lead Teacher will review, evaluate, and provide feedback in order to ensure high quality, rigorous unit plans.	Complete 08/30/2017	Marvin Smith	08/30/2017
	<i>Notes:</i> Feedback could be provided in the PLC setting			
6/23/17	During the BOY window, pacing/curriculum materials and resources will be distributed to all classroom teachers.	Complete 09/05/2017	Molly Bivins	09/05/2017
	<i>Notes:</i>			
6/23/17	Teachers will have dedicated time for Quarter 2 Unit Planning for Science and Social Studies (with literacy goal embedded). Feedback forms will be provided from the Unit Planning Review Committee.	Complete 11/03/2017	Sarah Cain	10/31/2017
	<i>Notes:</i> Unit plans will be evaluated by administration and the SIT using a fidelity tool focused on standards-based instruction and compliance with the outlined components. Feedback will be provided in a debrief with administration after Unit Plans have been created and evaluated.			
6/23/17	Teachers will have dedicated time for Quarter3 Unit Planning for Science and Social Studies (with literacy goal embedded). Feedback forms will be provided from the Unit Planning Review Committee	Complete 12/18/2017	Sarah Cain	01/24/2018

	<i>Notes:</i> Unit plans will be evaluated by administration and the SIT using a fidelity tool focused on standards-based instruction and compliance with the outlined components. Feedback will be provided in a debrief with administration after Unit Plans have been created and evaluated.			
6/23/17	Teachers will have dedicated time for Quarter4 Unit Planning for Science and Social Studies (with literacy goal embedded). Feedback forms will be provided from the Unit Planning Review Committee	Complete 03/26/2018	Sarah Cain	03/28/2018
	<i>Notes:</i> Unit plans will be evaluated by administration and the SIT using a fidelity tool focused on standards-based instruction and compliance with the outlined components. Feedback will be provided in a debrief with administration after Unit Plans have been created and evaluated.			
11/4/16	Unit plans will be evaluated by administration and the SIT using a fidelity tool focused on standards-based instruction and compliance with the outlined components. Feedback will be provided in a debrief with administration after Unit Plans have been created and evaluated.	Complete 01/17/2017	Sarah Cain	06/11/2018
	<i>Notes:</i> During the construction of the unit plan template, a fidelity tool will be designed as an accompaniment - they should be hand in hand so staff clearly understand how plans will be evaluated.			
9/13/17	Grade levels will create a field trip schedule with trips aligned to units of instruction and state standards.	Complete 06/15/2018	Sarah Cain	06/15/2018
	<i>Notes:</i> Grade levels will build a schedule and plan in advance for trips throughout the year.			
<b>Implementation:</b>		08/16/2018		
<b>Evidence</b>	8/16/2018			
<b>Experience</b>	8/16/2018 We believe the focus on standards-aligned units has been transformative and helped teachers to feel more empowered in the development of curriculum.			
<b>Sustainability</b>	8/16/2018 We are continuing to enrich our units and aligning professional development to the units.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		We utilize a three-tier system of support, with fidelity to strong core instruction provided to all students. In order to strengthen our core we use fidelity checks with feedback (Literacy Coach), teachers observing teachers, modeled lessons, resource allocation, collaborative planning, and support staff. Grade level teachers problem-solve around data to look for strengths, opportunities for growth, and then develop instructional plans based on those needs.	Limited Development 03/03/2016		
<i>How it will look when fully met:</i>		100% of general education teachers will be able to readily identify and track Tier 1, 2, and 3 students referencing the Moving Through the Tiers guideline as needed. Our school focus will be on reducing the number of students receiving supplemental support at Tier 2 or Tier 3. We will increase the number of students responding to Core instruction by 5% per grade level for all subgroups between the beginning and end of the year through the use of strong, effective, and diagnostic Tier 1 (core) instruction. Weekly team agendas will consistently begin and end with data. As a Title 1 school we are focused on calibrating Tier 2 and Tier 3 interventions with core instruction (core plus more). Check in dates - February 2, 2019- June 1, 2019		Molly Bivins	06/14/2020
<b>Actions</b>			<b>16 of 20 (80%)</b>		
	5/18/16	During our staff retreat our MTSS team will share the states information MTSS video (from Amy Joblonski). Then have notetaking sheet (with the 6 critical components of MTSS- so that those can be defined and understood by all staff), Tier 1 document, Tier 2 document, Tier 3 document, Jones Tiered flowchart. Have teams go into their team folder on Google Drive and preview what their students need (PEP's and Tier 3 documents).	Complete 08/22/2016	MTSS team	08/10/2016
<i>Notes:</i>					
	5/18/16	MTSS team creates a Tiered checklist clarifying the steps taken at each Tier and the transitions between the Tiers to share with staff.	Complete 08/26/2016	MTSS team	08/10/2016
<i>Notes:</i>					
	5/18/16	MTSS team creates a timeline of support for Tier 1, 2, 3 services for 2016-2017.	Complete 08/26/2016	Molly Bivins	08/31/2016



*Notes:* This timeline will better clarify the process of support around the "tiers" and help teachers understand best practice for high, quality core instruction and intervention.

11/14/16	Grade level teams will be given dedicated time to participate in Tier 1 problem solving, analyzing grade level trends and needs, and responding through core instructional shifts. Goals will be revisited after a six week implementation period and teachers will reflect on their instructional impact.	Complete 06/09/2017	Molly Bivins	05/16/2017
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*Notes:* It is critical for teachers to understand their impact on student achievement and be able to problem solve around student deficits with detailed, measurable goals.

11/14/16	The MTSS team will utilize district tools for counting students at each tier and analyzing the number of students in each subgroup successful at Tier 1 without supplemental support.	Complete 06/09/2017	Daniel Crone	06/12/2017
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*Notes:* We want to make sure we are honoring district strategic goals and that the data looks at each subgroup for student success.

11/14/16	All classroom teachers will be trained on how to complete a high quality Personal Education Plan (PEP) for at-risk students. The Title 1 Interventionist will coordinate training of staff and overall organization of the documents in order to guarantee: 1) appropriate, measurable goals 2) identify classroom and supplemental interventions, 3) prioritized time to revisit PEP goals and progress monitoring data.	Complete 06/09/2017	Daniel Crone	06/13/2017
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*Notes:* Teachers have varying degrees of experience in writing effective PEPs. In order to educate and require compliance, staff need to be trained and then held accountable for completing PEPs. The monitoring component is critical.

6/23/17	Staff will be trained on the school wide problem solving model	Complete 09/22/2017	Molly Bivins	09/13/2017
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*Notes:*

6/23/17	MTSS team will analyze BOY data to inform grade level problem solving	Complete 09/30/2017	Molly Bivins	09/30/2017
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*Notes:*

6/23/17	All grade levels will participate in a Fall Data Dive with a focus on Tier 1 problem solving/ coaching session.	Complete 10/23/2017	Molly Bivins	10/18/2017
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*Notes:* Product from these meetings will be shared Tier 1 Problem Solving and Action Plans.

6/23/17	All grade levels will complete a BOY check-in on their Tier 1 Problem-Solving Action Plan. They will measure progress and discuss the impact of their work.	Complete 12/19/2017	Molly Bivins	12/20/2017
<i>Notes:</i>				
6/23/17	MTSS team will meet mid-year to use BOY> MOY data to evaluate the impact of CORE instruction and establish goals and priorities for second semester.	Complete 02/01/2018	Molly Bivins	01/31/2018
<i>Notes:</i>				
6/23/17	Winter Data Dive: Tier 1 problem solving/ coaching session	Complete 02/08/2018	Molly Bivins	02/08/2018
<i>Notes:</i>				
6/23/17	All grade levels will complete a MOY check-in on their Tier 1 Problem-Solving Action Plan. They will measure progress and discuss the impact of their work.	Complete 02/22/2018	Molly Bivins	03/22/2018
<i>Notes:</i>				
6/23/17	MTSS team will meet within the last nine-weeks to use MOY to EOY data to evaluate the impact of CORE instruction and establish goals and priorities for next year.	Complete 06/07/2018	Molly Bivins	12/21/2018
<i>Notes:</i>				
10/23/18	MTSS leadership, School Improvement Team, and Grade level teams will analyze benchmark data (ELA, Math, Attendance, and Behavior) three times a year to identify school, grade level, and classroom trends. Based on this outcome data instructional and structural shifts will occur to foster student success.	Complete 06/17/2019	Molly Bivins	06/05/2019
<i>Notes:</i> These "data dives" will take place three times a year and guide the weekly work that grade levels do each week in PLC's while analyzing formative data to drive instruction.				

5/18/16	Grade levels will participate effective professional learning communities (PLC) as outlined in "Learning By Doing". Time will be given to each PLC to create shared/data-driven goals, collective teacher efficacy, formative assessment, and reflective practice around Tier 1 instruction.	Complete 06/17/2019	Sarah Cain	06/12/2019
<i>Notes:</i> In order to fully utilized data, teachers need to be instructed in the use of common formative assessment and be trained in how to effectively use and process that data.				
10/23/18	All classroom teachers will be trained on how to complete a high quality Personal Education Plan (PEP) for at-risk students. The Title 1 Interventionist will coordinate training of staff and overall organization of the documents in order to guarantee: 1) appropriate, measurable goals 2) identify classroom and supplemental interventions, 3) prioritized time to revisit PEP goals and progress monitoring data.		Student Equity Specialist	06/05/2020
<i>Notes:</i> SAM data from 17-18 identified Tier 2/PEP work as a need for staff. Focus will be on strengthening SMART goal setting and progress monitoring as well as implementing high quality interventions with fidelity.				
10/23/18	Instructional Facilitator and Interventionist will develop an intervention coaching plan in which teachers will be trained on the delivery of a research based intervention (through coaching, training, or modeling). The fidelity of the implementation of these interventions will then be monitored and feedback will be provided to increase the impact of intervention.		Student Equity Specialist	06/05/2020
<i>Notes:</i>				
10/23/18	The school based MTSS leadership team will participate in professional development from the state MTSS modules to increase their capacity for data based problem solving and deepen their own knowledge of data systems, practices, and implementation research.		Molly Bivins	06/05/2020
<i>Notes:</i>				
8/20/19	The MTSS leadership team and the PBIS team will work on developing an intervention matrix for ELA, Reading, and Math. These Standard Treatment Protocols will include: areas for intervention, diagnostic assessment tools, research based interventions, and progress monitoring tools.		Molly Bivins	06/12/2021
<i>Notes:</i> During the 19-20 school year we will work on a few key areas for intervention to start the STP. Then during the 20-21 school year we will revise and refine these protocols, adding in new areas for intervention.				

	A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	We are in our third year of equity work with the Integrated Comprehensive Systems. As a priority goal we have promoted two ideas to support more students through CORE instruction. One based around building stronger teams of co-teachers so that inclusion services is our norm and all students benefit from shared knowledge. Our second move has been to decrease a pull-out model, and have focused our instructional supports around embedding layers of resources into CORE instruction in the general educational classroom. Over half of our staff have been trained in Universal Design of Learning (UDL) and we are continuing to prioritize the idea of points of access so all learners have their unique needs better met.	Limited Development 10/22/2018			
<b>How it will look when fully met:</b>	Staff will have knowledge of ICS for Equity principles around Co-Plan to Co-Serve. Teams will utilize a shared-expertise model, whereby staff will collaborate to build lessons which honor the assets and learning styles of all students. Planning will involve specialists representing (Special Education, General Education, AIG, ESL, Title 1) and other support staff as needed. Learning will take place in the general education setting and staff expertise will be leveraged to support cohorts of students or where indicated by performance data.		Sarah Cain	06/15/2020	
<b>Actions</b>			<b>4 of 5 (80%)</b>		
10/22/18	A team of staff will participate in the Co-Plan Co-Serve Academy in 2018-2019 and lead all staff in a year of focused professional development.	Complete 10/01/2018	Molly Bivins	06/15/2019	
	<i>Notes:</i> The Academy will occur once in September 2018 and school-based PD will follow for the year.				
10/22/18	All staff will review ACS Equity Non-Negotiable and be able to identify what these look like in the classroom and whole-school setting.	Complete 12/18/2018	Sarah Cain	06/15/2019	
	<i>Notes:</i>				
10/22/18	Teams of general education and special education teachers will attend a co-teaching training with Marilyn Friend during the 2018-2019 school year.	Complete 02/28/2019	Sarah Cain	06/15/2019	
	<i>Notes:</i>				

10/22/18	At least ninety percent of staff will be trained on Universal Design of Learning (UDL) by the end of the 2018-2019 school year and have a basic knowledge of UDL vocabulary and lesson planning.	Complete 03/20/2019	Sarah Cain	06/15/2019	
<i>Notes:</i>					
1/8/19	The Jones Excellence with Equity Team will create and share with all staff an annual timeline of action steps and professional development.		Sarah Cain	06/15/2020	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		We have had school-wide training on the Trauma-Informed School Model, with training for Student Service staff focused on aspects of student social/emotional well-being. Our Positive Behavior Interventions and Support Team work with classroom teachers to educate and problem-solve supports and interventions when/where necessary. Most classrooms have tools for students to manage their emotions, but we lack the uniformity or complete compliance.	Limited Development 03/03/2016		
<i>How it will look when fully met:</i>		100% of teachers, teacher assistants and support staff will be trained on the social/emotional needs of students. 100% of classrooms will have Tiered Interventions in place, including social/emotional supports. The PBIS team will collaborate with all staff to ensure appropriate training and guidance needs are addressed. Data will be collected using a Crisis Response Tracker and analyzed for trend data and a overall reduction in Tier 2/3 responses by month, teacher, grade. Student success at Tier 1 will be monitored by the PBIS and MTSS teams by using the Jones PEP Population Count Document and the School-Wide Information System (SWIS).		Rachel Herrick	06/12/2020
<b>Actions</b>			<b>9 of 19 (47%)</b>		
3/7/16	Create a school-wide survey for all staff focused on determining individual needs for supporting students' emotional well-being. Include feedback about resources needed (human, material, school-based, district, community, etc).	Complete 10/31/2016	Rachel Herrick	10/31/2016	
<i>Notes:</i> We discussed how to survey teachers and that there may or may not be consistency. This is high priority goal given the mental health needs of our students and the high level of children in crisis AND low staff- child ration. Our PBIS teams will help to create this survey so we can better secure resources. We need to know what staff really need in order to implement the goal.					
2/14/17	The PBIS Team will distribute and discuss the behavior matrix and discipline flow chart with all staff.	Complete 12/08/2016	Marvin Smith	12/19/2016	

<i>Notes:</i>				
4/28/16	During BOY retreat, PBIS will present to staff to introduce/review school-wide expectations, in class procedures for regulating emotions (calm corner), classroom consequences for negative behavior (blue time-out chair) and procedures for office referrals.	Complete 08/22/2016	PBIS Team	04/17/2017
<i>Notes:</i> Review of CUBS Rules (especially for new staff) Direct modeling of how to use calming corner--student initiated when feeling strong emotions; share materials for this space Direct modeling of how to use time-out--teacher initiated when student is in need of immediate consequence Explain procedures for In-Class Referrals and Office Referrals using matrix created by PBIS with input from teachers				
11/4/16	The Title 1 Interventionist will train Teacher Assistants to offer tools for deescalation in the classroom.	Complete 03/23/2017	Daniel Crone	05/16/2017
<i>Notes:</i>				
4/28/16	Staff training on emotional regulation (could be trauma, poverty, toxic stress, resiliency models) possibly through outside agency or district support	Complete 10/21/2016	Rachel Herrick	06/04/2017
<i>Notes:</i> Training on emotional regulation and resiliency to happen at staff meetings throughout year and gather feedback from staff--A Caring Alternative to help with training??? Using in-district support to share information pertaining to recognizing and helping students regulate emotions Use Triple P for training on changing behaviors				
2/14/17	The PBIS Team will hold monthly PBIS assemblies to reemphasize the behavior matrix, introduce monthly behavior traits, and positive behavior expectations.	Complete 05/02/2017	Marvin Smith	06/15/2017
<i>Notes:</i>				
2/14/17	PBIS Team will conduct a new employee orientation for new hires, offer continued strategies, support and staff development throughout the year.	Complete 08/23/2017	Marvin Smith	09/08/2017
<i>Notes:</i>				
2/14/17	The PBIS team will look at behavioral data in order to assess behavior trends and address needs within the building directly with teachers during conferences and PLC meetings.	Complete 06/15/2018	Marvin Smith	06/13/2018

	<i>Notes:</i> PBIS team will differentiated between Tier 1 and Tier 2 supports and interventions.			
8/16/18	95 of all staff will attend training on the Community Resiliency Model and begin to use principles of CRM for staff self-care.	Complete 08/31/2018	Rachel Herrick	06/15/2019
	<i>Notes:</i>			
7/15/19	At the BOY, Grade levels will create unified lesson plans for the first four weeks of school that outline social emotional instruction.		Rachel Herrick	10/12/2019
	<i>Notes:</i>			
8/19/19	During the 19-20 school year the PBIS team will work to develop behavior interventions for 4 of the most frequently occurring behaviors. The supplemental level of support will be defined within an intervention matrix (Standard Treatment Protocol). FAM-s item 33		Daniel Crone	06/10/2020
	<i>Notes:</i> Interventions matrix should include: Instruction, goals, formative assessment, size guidelines for small group instruction, clear data decision rules for intervention entry/exit.			
8/23/19	The School's Climate Committee will develop and survey all students three times a year around climate indicators and social/emotional factors.		Loring Smith	06/12/2020
	<i>Notes:</i>			
7/15/19	All grade levels will have a designated "community meeting" with at least 25% of the time dedicated to social emotional instruction.		Sarah Cain	06/15/2020
	<i>Notes:</i>			
7/15/19	All classrooms will have a "calming corner" with provided calming tools. Teachers will teach how to use the calming corner within the first week of school (Community Meeting Lesson).		Rachel Herrick	06/15/2020
	<i>Notes:</i>			
7/15/19	Grade levels will create grade lists on Educator Handbook in order to monitor behavior data at monthly PLC's.		Jo Landreth	06/15/2020
	<i>Notes:</i>			
2/14/17	PBIS Team will communicate discipline and attendance data to staff during full-staff meetings or PLCs, and we will find ways to celebrate successes.		Rachel Herrick	06/15/2020
	<i>Notes:</i> BS Reps, positive referrals, staff attendance celebration (½ day coupons) Presented data at staff meetings, staff surveys			

2/14/17	The PBIS Team will offer after-school problem-solving sessions in order to provide all teachers with assistance implementing behavioral modifications, understanding Functional Behavior Assessments, and developing measure tools.		Jo Landreth	06/15/2020	
<i>Notes:</i>					
11/19/18	The PBIS Team will follow a bi-weekly schedule, meeting the first of the month as team to discuss progress toward goals, data, and school-wide trends. The third week of the month they will meet as a problem-solving team with teachers struggling with classroom behaviors. Staff will be able to schedule time with the PBIS team.		Jo Landreth	06/15/2020	
<i>Notes:</i>					
11/19/18	Each month the PBIS team will share behavior strategies in the weekly newsletter and post behavioral resources in the Team Drive.		Jo Landreth	06/15/2020	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Currently we have vertical alignment meetings scheduled prior to each academic quarter.We collaborate with the preschool and middle school to assist in transitions to kindergarten and middle school. District supports these transitions through leadership. Students with higher levels of needs are provided a transition team from both educational settings.	Limited Development 07/31/2017		
<b>How it will look when fully met:</b>		At kindergarten and fifth grade teachers will meet with staff from the feeder schools to discuss incoming students, levels of performance, and individual academic/behavior plans. Within school-based teams, teachers will create transitional feedback plans to inform instruction and management. These will be updated and/or reviewed during the first two weeks of school. Copies will be shared with the Student Service Wrap Around Team for review by administration and student services for follow-up support.		<b>Sarah Cain</b>	<b>06/19/2020</b>
<b>Actions</b>			<b>7 of 11 (64%)</b>		
9/22/17	Incoming Kindergartners will receive a back-to-school countdown calendar in order to promote the transition to kindergarten.		Complete 08/28/2017	Sarah Cain	08/25/2017
<i>Notes:</i> This will be provided during Registration and any summer assessments.					
9/22/17	Kindergarten teachers will conduct home visits for incoming students prior to the beginning of the year.		Complete 09/15/2017	Dina Streeter	09/08/2017
<i>Notes:</i> Teachers will contact families and set up home visits for every child.					



9/22/17	Kindergarten Jumpstart will be hosted during the summer for any student needing additional literacy or social/emotional supports.	Complete 08/18/2017	Sarah Cain	09/22/2017
<i>Notes:</i> Yearly self-assessment will guide improvements for the following year. Students will be universally screened for needs.				
9/22/17	All students in grades 1-4 will be provided a summer enrichment calendar with literacy and math-based activities. This will be sent home at the end of each school year.	Complete 06/15/2018	Sarah Cain	06/08/2018
<i>Notes:</i> This provides a "count-down" and enrichment tool.				
9/22/17	Students Placement Cards will be created annually to help build equitable classroom enrollment lists and then be shared with staff at the beginning of the year.	Complete 08/16/2018	James Trombley	09/28/2018
<i>Notes:</i> In order to be fully implemented this must be in place - currently cards are used for sorting but in the future will be shared with teachers.				
12/7/17	Use school-based social media to promote district initiatives around preparing students for the academic and behavioral demands of kindergarten.	Complete 06/15/2018	Sarah Cain	12/21/2018
<i>Notes:</i> Starting Kindergarten is a huge milestone for both our students and their parents. Join Asheville City Schools for an exciting afternoon of tips and takeaways to help ensure they're on track before they even start.				
Featuring breakout sessions from Jenn Gallivan of Ira B. Jones Elementary and Katie Cannington of Hall Fletcher Elementary, the event will dive deeper into how to prepare students for Kindergarten Reading and Math.				
It will take place in Asheville City Schools' Central Office Training Room, located at 85 Mountain Street, from 4:30-5:30 PM.				
The event is FREE and open to all parents of rising 2018-2019 ACS Kindergarteners!				
4/10/19	The Curriculum and Instruction team will develop a place value pacing document for each grade level. The document will consist of number talks and activities that can be done throughout the year to support place value standards at each grade level. Train staff over summer or beg 19-20 school year.	Complete 08/12/2019	Angela Tesauro	08/12/2019
<i>Notes:</i>				
9/22/17	Jones will communicate annually with pre-schools in the area to advertise Open Enrollment and Registration .		Jones Data Manager	04/30/2020

<i>Notes:</i>				
9/22/17	A transition night, called "Moving On Up" will be scheduled each spring in order to allow students and parents the opportunity to learn about their future grade and expectations for academic, behavioral, and social/emotional supports.		Parent Involvement Committee	06/08/2020
<i>Notes:</i>				
10/12/18	Before summer transition, teachers will review behavior PEP's with the preceding grade level in a formal transition meeting. The focus will be on implemented interventions, data collection, and student strengths.		Daniel Crone	06/08/2020
<i>Notes:</i> Transition meetings will happen between 2 grade levels all classroom teachers				
10/12/18	Rising students in Grade 3-5 will be provided with a shadow experience, where they participate in a ELA or Math block during the Spring semester.		Grade level Reps from Grades 3-5	06/08/2020
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		tbd	Limited Development 04/28/2016		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
<b>How it will look when fully met:</b>		The LEA support and improvement team has been formed. On the team currently are Title 1 coordinator, testing and accountability director, MTSS district coordinator, executive director of teaching and learning, and secondary coordinator of teaching and learning. The team will meet periodically to review SIP's of schools in the district	<b>Objective Met 09/22/17</b>	<b>Jeanne Tyner</b>	<b>12/31/2016</b>
<b>Actions</b>					
4/4/17		The Support and Improvement Team will consist of the Teaching and Learning K – 12 Lead, Secondary Curriculum Lead, Elementary Curriculum Director, Director of Testing and Accountability, and Title I Coordinator.	Complete 09/22/2017	Jeanne Tyner	10/11/2016
<i>Notes:</i>					
4/4/17		The Team will meet twice during the 2016 – 17 school year and quarterly in subsequent school years.	Complete 09/22/2017	Jeanne Tyner	05/09/2018

<i>Notes:</i>				
4/4/17	The Team will examine data to support schools in reaching LEA Desired Outcome, “ By 2020, at least 80% of a subgroup will respond to core instruction without interventions.”	Complete 09/22/2017	Jeanne Tyner	06/10/2020
<i>Notes:</i>				
<b>Implementation:</b>		09/22/2017		
<b>Evidence</b>	9/22/2017 District Evidence			
<b>Experience</b>	9/22/2017 District Goal			
<b>Sustainability</b>	9/22/2017 District Work			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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
<i>Initial Assessment:</i>		At Jones we have created a master schedule with specific duties for all staff and protected time for instructional planning (including PLCs and grade level team planning). In order to increase instructional planning, grade levels and individuals have the option of adding dedicated time each week to plan and access resources. All staff have duty lunch free lunch options which increase opportunities for planning or other responsibilities. Our School Improvement meets twice a month, grade level teams meet weekly for collaborative PLC work but have extended planning times as set by grade. In addition we have collaborative planning quarterly so each grade can dig deeper into their quarterly planning and student data. Twice a year all grades meet to specifically review data with administration and support staff. The MTSS and PBIS teams meet to review data and share back with the Leadership/SIT - this has not been consistent and most grades are looking at data within their grade level teams.	Limited Development 03/03/2016		
<i>How it will look when fully met:</i>		There will be an established school infrastructure of teams, including a team for leadership, instruction, and school-home community issues. The leadership team will be our School Improvement Team, with the MTSS serving as the Instructional Team. Supporting committees will distribute leadership and address indicators from the School Improvement Plan. These committees, aligned to the indicators, include: Equity Steering Team, MTSS, PBIS, Curriculum and Instruction, Parent and Family Involvement, Digital Learning, and School Climate. These committees will meet monthly to work on the assigned NC Star Indicators.		Sarah Cain	06/14/2020
<b>Actions</b>			<b>8 of 9 (89%)</b>		
	5/18/16	Create a school-based flow chart of committees and staff assignments/representation.	Complete 10/03/2016	Sarah Cain	10/18/2016
<i>Notes:</i>		This will be a collaborative effort for next year and will describe each committee, what happens, who serves, and when they meet.			
	5/18/16	Administration and the SIT will create and share a duty schedule for equitable assignments with attention to instructional planning.	Complete 08/29/2016	Sarah Cain	10/30/2016
<i>Notes:</i>					
	5/18/16	Using the Decision Making Indicator Rubric, evaluate the schools use of teams in order to generate a task list for improvement.	Complete 11/10/2016	Molly Bivins	11/01/2016

	<i>Notes:</i> In order have more effective teams we need to look at what we have in place, what we lack, and then set goals around building those teams.			
11/4/16	Each year committees will be formed based on staff strengths, skill sets, and Professional Growth Plan goals.	Complete 12/07/2017	Sarah Cain	12/19/2017
	<i>Notes:</i> Staff will be given options for participating in different committees/team.			
11/4/16	Grade level instructional teams, student support services, and MTSS-related teams will develop and maintain agendas and minutes for all meetings. Agendas should be developed and shared prior to the meetings and housed in shared-document system (GoogleDoc). After meetings a link will be sent to both administrators and members of the committees/teams for review.	Complete 06/15/2018	Sarah Cain	06/15/2018
	<i>Notes:</i> Grade levels meet weekly and it is important that administration is aware of content and problem solving at meetings. Grades all have folders provided in GoogleDoc so agendas and minutes can easily be uploaded. This not only address Title needs but the Decision Making Rubric guidelines for best practices in PLCs.			
10/12/18	Starting at the beginning of the school year, grade levels will be provided extended time one day per week by matching teacher assistants from a partner grade to cover classes. This will begin with 30 minutes of extended planning and increase to up to 60 minutes per week.	Complete 06/17/2019	Sarah Cain	06/08/2019
	<i>Notes:</i>			
10/12/18	Administration will publish at the beginning of the year a Duty Free Lunch schedule with established routines for coverage.	Complete 07/15/2019	Sarah Cain	06/08/2019
	<i>Notes:</i>			
8/16/18	The SIT/Leadership Team Chair will meet with administration prior to SIT meetings to prioritize the agenda	Complete 06/17/2019	Sarah Cain	06/15/2019
	<i>Notes:</i>			
7/30/19	The School Improvement Team will create a communication protocol between committees and the leadership teams (SIT, MTSS, (PLCs).		School Improvement Team Reps	06/15/2020
	<i>Notes:</i> FAM-S item #-3: Develop a formal communication protocol between committees and teams with overlapping membership. Determine who is responsible for sharing information and how information will be shared.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Monitoring occurs but timely, clear and constructive feedback is not organized through any specific tool. The district has shared various instructional walk-through instruments administration has borrowed but there is a need for a more consistent, school-based walk-through schedule and feedback tool.	Limited Development 03/03/2016		
<i>How it will look when fully met:</i>		The Walk-Through Leadership Team will conduct consistent walk-throughs of all classrooms, using a uniform tracking tool to offer immediate constructive feedback of the class visit and monitor the frequency of observations in all classrooms.		Sarah Cain	06/01/2020
<b>Actions</b>			<b>4 of 8 (50%)</b>		
5/18/16		Administration will read The Feedback Process: Transforming Feedback for Professional Learning by Joellen Killion.	Complete 06/06/2017	Sarah Cain	05/16/2017
		<i>Notes:</i> Administration will do a shared book study on how to offer authentic, meaningful, and dynamic feedback.			
5/18/16		The Walk-Through Leadership Team will meet to develop a purposeful walk-through instrument around best practices in teaching and learning.	Complete 10/09/2018	Sarah Cain	12/19/2018
		<i>Notes:</i> This will happen at least twice weekly with a schedule shared by administration.			
2/4/19		The Walk-Through Leadership Team will create an Pineapple Board which lists exemplar teaching on site and opportunities for peer observations based on strengths and needs.	Complete 04/10/2019	Molly Bivins	06/14/2019
		<i>Notes:</i>			
1/11/19		The leadership team will identify teacher/class exemplars on a common display board in order to offer observation opportunities for professional growth and learning. Exemplars will be identified based on observations and classroom data generated by our Walk-through Leadership team.	Complete 04/10/2019	Molly Bivins	06/15/2019
		<i>Notes:</i>			
10/12/18		A school-based Walk-Through Leadership Team will be created with representation from administration, counseling, digital learning, and curriculum and instruction. The team will meet monthly to review data and update the instrument as needed.		Sarah Cain	06/08/2020
		<i>Notes:</i>			

10/12/18	Walk-through feedback will be shared out with stakeholders after observations and included in our School Data Plan.		Sarah Cain	06/08/2020
<i>Notes:</i>				
1/11/19	Two times per year all instructional staff will complete a peer observation using our Teachers Observing Teachers protocol. Cross-grade, cross-curricular connections will be promoted.		Molly Bivins	06/15/2020
<i>Notes:</i>				
7/30/19	School Improvement Team will create a timeline for "Observations and Feedback" as part of our Walk-through Team objectives.		Sarah Cain	06/15/2020
<i>Notes:</i> August- September teachers getting settled and individual support October: Pineapple Challenge November/December: Walkthroughs February: Pineapple Challenge March/April : Walkthroughs				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		Currently our school looks at student performance data, walk-through data, and staff feedback in order to make decisions about professional development and planning needs. This has been part of our Title 1 Comprehensive Needs Assessment and the results used to generate our Title 1 Prioritized Plan and both our school's Strategic Plan and School Improvement Plan.	Limited Development 03/03/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The Leadership and MTSS team will collect, analyze, and evaluate data after each benchmark window. Deficits will determine allocation of resources for school transformation (School Improvement, Professional Development, and scheduling). Additionally, the MTSS team will meet for Tier 1 problem solving with each grade level. The team will meet at least three times year to review aggregate data for growth and set goals for grade instructional teams. We will increase the number of students responding to Core instruction by 5% per grade level for all subgroups.	<b>Objective Met 09/22/17</b>	<b>Molly Bivins</b>	<b>06/12/2018</b>
<b>Actions</b>					
	5/18/16	The MTSS team will look at aggregated data, including subgroup data, monthly and use this to inform School Improvement, Professional Development, and scheduling. Data sources will include: mClass, iReady, Foundations test tracking, standards-based tracking sheet.	Complete 06/09/2017	Molly Bivins	05/16/2017
<i>Notes:</i>					
	2/9/17	The Leadership Team will identify teacher/class exemplars on a common display board in order to offer observation opportunities for professional growth and learning. Exemplars will be identified based on teacher evaluations and classroom data. Funding will be made available through district allotments if staff request time/coverage to observe in other classrooms.	Complete 06/09/2017	Sarah Cain	12/22/2017
<i>Notes:</i> Administration will collaborate with our Literacy Coach and School Improvement Team to identify exemplars of best practice in our building and create a bulletin board in the staff lounge so others can schedule observations of model classrooms.					



11/14/16	Prior to grade level data dives (twice per year), the Leadership Team will meet to review applicable data, establish school-wide data-driven goals , and create a detailed agenda for grade level use. The team will use the data to guide decisions around school improvement, professional development, and scheduling.	Complete 02/07/2017	Molly Bivins	06/12/2018
<i>Notes:</i> The Leadership Team needs to take the lead on looking at data for trends and areas for growth, especially when looking at school improvement, professional development, and scheduling.				
<b>Implementation:</b>		09/22/2017		
<b>Evidence</b>	9/22/2017 Our MTSS Timeline reflects multiple data dives, retreats, and schedule shifts. Our PD plan is aligned to our MTSS goals and meeting agendas document this work.			
<b>Experience</b>	9/22/2017 Having an MTSS Leadership Team helped to prioritize and maximize the data-base problem solving.			
<b>Sustainability</b>	9/22/2017 The Leadership Team model/framework will continue to disaggregate data in order to make decisions around scheduling, professional development, and school improvement.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>				
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>				
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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
<b>Initial Assessment:</b>		Currently we have staff serve on interview teams and attend district job satisfaction forums. Administration works with district leadership to identify allotments and match teaching resources to student groups.	Limited Development 03/03/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Jones will have clear procedures mirroring district policy which outline the hiring process. The school will have a committee which participates in recruiting opportunities and the actual hiring process. On a yearly basis School Improvement Team will evaluate systems for employee recognition to reward performance and student progress.	<b>Objective Met 08/16/18</b>	<b>Sarah Cain</b>	<b>06/15/2018</b>
<b>Actions</b>					
4/28/16		Create recruitment flyer highlighting the positives of Jones Elementary, with a focus on the resources and community aspects of our school.	Complete 03/23/2017	Jennifer McIntosh	09/20/2016

	<i>Notes:</i> We want to use a "brag list " about all the great qualities for working at our school.			
10/28/16	Administration will meet with all beginning and new to Jones teachers to review school-based procedures and will publish the "ABCs of Getting Your Year Underway." This will outline support information	Complete 03/23/2017	Sarah Cain	09/20/2016
	<i>Notes:</i> Open communication will help new staff have a successful transition and contribute to job retention.			
10/28/16	The PTO will prioritize classroom grants to provide new staff with a higher rate of monetary assistance.	Complete 10/28/2016	PTO President	10/18/2016
	<i>Notes:</i> Administration will advocate for the PTO to increase funding/allotment checks for all teachers new to Jones.			
4/28/16	A recruitment team will attend the ACS Job Fair to recruit possible candidates.	Complete 03/21/2017	Gretchen Ross, Dina Streeter, Marvin Smith, Eliss	05/13/2017
	<i>Notes:</i> It is important to have teachers present and able to speak about teaching and learning within the school. A diverse committee will be an important criteria.			
9/17/17	Administration will create an on-boarding plan annually to support new hires in their transition to Jones Elementary. It will be submitted to the HR Director and be reevaluated through mid-year and end of year reviews.	Complete 08/31/2017	Marvin Smith	08/01/2017
	<i>Notes:</i>			
4/28/16	An interview team will be created each year that will consistently interview and reflect on potential candidates. The committee will be comprised of certified and classified staff as appropriate.	Complete 07/14/2017	Sarah Cain, Dina Streeter, Marvin Smith, Gretche	03/01/2018
	<i>Notes:</i> This committee will follow district guidelines and represent the faculty makeup of Jones.			
4/28/16	The PTO will create "welcome gift" and/or personalized greeting for prospective employees.	Complete 03/21/2017	Dina Streeter	10/30/2018
	<i>Notes:</i> We believe it is important for PTO to help show hospitality and to help our school showcase our best qualities.			
4/28/16	A staff member will be assigned to potential hires and extend an offer to meet for follow-up questions, school tours, or shadowing opportunities.	Complete 08/17/2018	Sarah Cain	10/30/2018
	<i>Notes:</i> We are not sure how often this will occur. It is dependent on the amount of staff to hire and the success of each "connection." We believe this will offer a personal touch to selecting high quality teachers.			

<b>Implementation:</b>		08/16/2018		
<b>Evidence</b>	8/16/2018 Our retention rate has increased in the last year. WE have an onboarding plan.			
<b>Experience</b>	8/16/2018 We have created a strong on-boarding plan in an effort to increase retention way .			
<b>Sustainability</b>	8/16/2018 We need to continue to focus on continued wrap-around support for our staff, with a focus on new staff.			

<b>Core Function:</b>	<b>Dimension D - Planning and Operational Effectiveness</b>			
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<b>Effective Practice:</b>	<b>Facilities and technology</b>			
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	D2.02	ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.(5174)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	At Jones we have very few teachers currently using a digital portfolio to collect and exhibit student work. Teachers that are using portfolios are using See Saw or Google suite for students to build 21st century technology skills.	Limited Development 10/24/2018		
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<b>How it will look when fully met:</b>	All teachers K-5 will use a digital platform to house student work. Evidence that these platforms are being universally used will be: parent showcase including portfolio work and or virtual parent communication (See Saw) and use of portfolio entry to determine a standards based grade from a common rubric. Portfolios will (at times) be connected back to larger Unit Plan work.	<b>Objective Met 05/22/19</b>	<b>Cathy Sorensen</b>	<b>06/20/2020</b>
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<b>Actions</b>				
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10/24/18	The Digital Learning Committee will explore digital platform options throughout the 18-19 school year. Platforms will include: See Saw, Flipgrid, Google suite, and Classroom Dojo with a focus on determining which best platform best meets the needs of teachers and students.	Complete 05/22/2019	Cathy Sorensen	06/05/2019
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*Notes:* Digital Learning Committee will make a rubric to evaluate the different digital platforms.

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At the beginning of each year we evaluate our Title 1 Compact and revise as needed for our school stakeholders. The compact outlines the importance of student and parent engagement. Curriculum resources are shared via website, social media, curriculum nights, take home packets, parent-engagement newsletters, community-nights, and district events.	Limited Development 03/03/2016		
<i>How it will look when fully met:</i>		Parent Engagement efforts and responsibilities will be articulated through Title 1 Parent Engagement Plan and NC Star tasks. On a monthly basis efforts will result in higher parent involvement at the school level as evidenced by parent rosters with a participation or attendance goal of 80%. Community events will have a participation goal of 50% for targeted families. We will increase access to school information through digital tools, with a focus on connecting parents to what students are doing and increasing parents' knowledge of learning strategies. Our goal for parent subscriptions to digital communication tools (YouTube and Blackboard App) will increase from 10% to 50% within two years.		Sarah Cain	06/12/2020
<b>Actions</b>			<b>5 of 9 (56%)</b>		
4/6/16	Evaluate school data (attendance, Free/Reduced Lunch participation, student achievement needs) and identify shared responsibilities for students, parents, and staff which will address school-wide deficits. Use this information to create a Title 1 Compact each fall.	Complete 09/27/2016	Cathy Sorensen	09/20/2016	
<i>Notes:</i> We will be able to evaluate the effectiveness and relevance of our current Title 1 compact and adjust depending on yearly needs and feedback. All students and parents will be required to sign.					
4/6/16	Annually hold a Title 1 Informational Meeting for parents.	Complete 09/27/2016	Sarah Cain	09/20/2016	
<i>Notes:</i> We need to Review ESSA requirements, parent involvement policy, strategies for learning, and test results.					
4/5/16	Parent Engagement Newsletters will be sent home each month to offer advice and suggestions on parenting AND parent engagement.	Complete 03/21/2017	Penny Kole, Rachel Herrick	05/16/2017	

*Notes:* This is a great practice for reaching families and focusing on parenting skills with engagement tips. We've used these in the past - do a better job sending the digital version. Good informaon

4/3/19	All teachers will be trained on communication tools to enhance how we communication instructional practices to families (DOJO, Seesaw, Twitter, blogs, etc). By May of 2019, staff will share one communication strategy that is focused on sharing our classroom instruction.	Complete 03/19/2019	Family Engagement Committee	04/03/2019
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*Notes:*

9/27/17	A Family Engagement Committee will be formed to monitor and strengthen Family Engagement and establish meaningful home-school partnerships.	Complete 04/01/2019	Katie Leppard	06/08/2020
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*Notes:*

4/5/16	Each grade level will offer at least one daytime curriculum showcase during the year as an alternative to evening events. Attendance will be tracked with classroom rosters or sign-in sheets with a target participation rate of 80%.		Sarah Cain	06/08/2020
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*Notes:* We want grade levels to communicate to the grade chair to set a calendar based on the year at a glance. The idea is to get parents into the school to see the great work and curriculum in every classroom. This should be recorded on master schedule for building and attendance tracked through rosters. The grade level chair will be responsible for gathering attendance data.

4/5/16	Develop a collection of digital/interactive resources for teachers to use with parents to increase support and engagement around homework.		Cathy Sorensen	06/08/2020
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*Notes:* This would help parents promote homework, increase student engagement, and increase PARENT engagement with their student's homework. We want to explore apps which tracking student reading and homework time.

4/10/16	Using the First School Model for building Home-School Connections, our Student Service Team will build and distribute a School-wide Parent Questionnaire. The data will be used to increase staff knowledge around developing effective relationships with parents.		Rachel Herrick	06/08/2020
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*Notes:* Improving our relationships with parents is a priority - staff frequently express concern around being able to reach parents or mutual discomfort during conferences. The First School Model offers strong suggestions on how to reach out to parents and build respectful, effective relationships. We cannot increase student performance and buy-in unless we can build relationships with parents.

4/5/16 Use digital tools to communicate information at each grade level. Track the number of families who subscribe (Remind or DOJO) and utilize promotional strategies with a target subscription/sign up rate of 80%.

Digital Learning  
Committee

06/15/2020

*Notes:*