

Comprehensive Progress Report

**Mission:** At J.W. Coon we are dedicated to providing a quality education in a safe environment where all children can succeed.

**Vision:** As a school community, we will build trusting relationships through collaboration that empowers students to become successful lifelong learners.

**Goals:**

Each student at JW Coon Elementary will meet or exceed his or her expected growth annually.

In order to support all learners, we will increase reading proficiency of third graders from 36.5% to 51.5, fourth graders from 36.6% to 51.6, and fifth graders from 33.3% to 48.3 by May 2024, as measured by the Reading EOG.

In order to support all learners, we will increase math proficiency of third graders from 40.5% to 55%, fourth graders from 29.3% to 55%, and fifth graders from 20% to 50% by May 2024, as measured by the Math EOG.

In order to support all learners, we will increase science proficiency of fifth graders from 47% to 65% by May 2024, as measured by the Science EOG.



Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
	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:			<p>J. W. Coon Elementary is a PBIS school. We use Class Dojo to give points based on the PAWs Behavior Matrix. Students who consistently PAWs as evidenced by their Class Dojo Points are rewarded at the end of each quarter with a celebration.</p> <p>At the beginning of the school year, teachers provide direct instruction and modeling of the PBIS Matrix for all areas of the building.</p> <p>All teachers and staff follow the discipline plan to ensure that all students are disciplined fairly and equitably according to the severity of the offense.</p> <p>Teachers use ABE to document classroom and office referrals. Students will also use ABE to learn about replacement behaviors for code of conduct offenses.</p>	Limited Development 08/11/2022		
How it will look when fully met:			When this indicator has reached full implementation all students will clearly understand the school wide behavior matrix because teachers will have given direct instruction and modeling that is reinforced throughout the school year based on discipline data. All classroom level code of conduct offenses will be handled by the classroom teacher, student services department or through intervention. All office level code of conduct offenses will be handled by the administrative team. Discipline data will show a decrease in the number of incidents that lead to suspension.		Thema Glover	05/23/2025
Actions				0 of 7 (0%)		
	10/13/23	Developing teachers are placed on coaching cycle or referred to district PD			Tianna O'Brien	12/19/2023
Notes:						
	10/13/23	Review certain areas of the PBIS matrix expectations weekly with students.			Thema Glover	12/19/2023
Notes: 10/19/2023 Ms. Glover reviewed characteristics of positive behavior in the cafeteria.						

10/13/23	We will hold professional development staff meetings to ensure teachers understand equity and the importance of realizing ones own biases.		Tianna O'Brien	03/29/2024
<i>Notes:</i>				
10/6/22	The PBIS team will meet monthly to review ABE and suspension data.		Thema Glover	05/24/2024
<i>Notes:</i> 12/12/22 - The PBIS team met to discuss ABE and suspension data. The team revised the PBIS quarterly rewards. The PBIS team discussed moving back to a paper ticket instead of only using digital tickets.  2/27/23- The PBIS team is meeting to discuss tickets and awards incentives. Students should recieve tickets for appropriate behavior, not for above and beyond behavior. The PBIS system must be integrated with the whole school environment.  3/20/23- The SIT team was presented data at the SIT meeting. The team discussed ways to mitigate the rising office referrals. Teachers need to use Class Dojo and tickets with fidelity and not sporadically.				
9/8/23	All teachers will set up their class in Class Dojo and give up to 5 points per day based on the PBIS Matrix. Dr. Glover will monitor Class Dojo usage and points given.		Thema Glover	05/24/2024
<i>Notes:</i> 10/9/23 -The weekly class dojo monitoring shows that teachers are faithfully using classdojo. Teachers will reinforce PBIS expectations using Ms. Glover's powerpoint.				
9/8/23	Students will be rewarded for consistently implementing the PAWs Matrix during quarterly celebrations.		Thema Glover	05/24/2024
<i>Notes:</i> 10/19/2023 Students will received their first reward for PBIS.				
8/11/22	Teachers will complete professional development for PBIS and ABE in order to utilize both programs with fidelity.		Thema Glover	06/09/2024
<i>Notes:</i> 11/8/22- Teachers had PD on PBIS and the ABE system. The teachers reviewed how to use ABE and practiced. Teachers reviewed a flow chart for behavior management.				

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	<p>Currently at J. W. Coon Elementary grade level teams meet twice weekly. The current schedule includes PLC with the instructional coach. PLC meetings are centered around curriculum aligned instruction, high yield strategies, and data cycles to ensure the unit goals and objectives are taught on each grade level. Teachers use the unit planning and pacing guides for long range planning of the standards that are to be taught. Teachers will utilize the unpacking documents when planning with the instructional coach. The other meeting is facilitated by the grade level team. In this meeting teachers collaborate to finalize plans using county approved resources for whole group, small group, and independent practice.</p> <p>The CCS Academics Team provides unit plans for both ELA and Math. These plans ensure teachers are staying on pace with the standards and provide resources for whole group, small group, and independent practice.</p> <p>Teachers are entering year two of LETRs training in order to gain a deeper understanding of the Science of Reading. Teachers attend professional development in order to learn how to fully utilize the Wonders curriculum and its implementation practices. These professional learning opportunities will increase teachers capacity to plan and execute an effective literacy block for all learners.</p>	Limited Development 08/11/2022		
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<b>How it will look when fully met:</b>	<p>When this objective is fully met, teachers, Instructional Teams will organize the curriculum for a course ( or subject areas for a grade level). Teachers will collaboratively plan during PLCs and create standards based and aligned lessons. After plotting out the curriculum for the year, organizing it into chunks (units), and aligning it to standards, the instructional team develops the components for formative assessment, including specific objectives and criteria or mastery. Teachers will review the standards requirements which are taught in previous grade. In an effective system, teachers, working in teams, build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional teams organize the curriculum into unit plans that guide instruction for all students and for each student. Teachers will utilize the provided pacing and resources provided by the curriculum specialists via the CCS Canvas page. Teachers will create lesson plans that include differentiation for students with special needs and ELL students. The plan is shared by all teachers who teach that subject and grade level. The alignment process serves two related purposes: it serves as a check on guide/text/test congruence, and it provides teachers with an organizational structure for their own plans.</p>		Jessica Sims	05/24/2024
<b>Actions</b>		<b>1 of 5 (20%)</b>		
8/11/22	<p>Teachers will submit lesson plans on the Plan Book. The administrative team will monitor lesson plans for accuracy completion and appropriate pacing. The team will ensure that the plans are aligned and differentiated using approved resources. The team will ensure compliance with lesson plan due dates and that standards are taught with fidelity. The team will provide feedback for lesson plans and revisions.</p>		Jessica Sims	05/24/2024

*Notes:* 10/9/23 The admin team checks lesson plans weekly to ensure alignment and pacing. iRounds and Observations are done in order to ensure follow through.

3/20/23- Teachers need to submit lesson plans two weeks in advance so that the coach has time to review and offer feedback. We will discuss with whole staff the importance of compliance with this. Teachers are turning in plans on google forms but it is not until the night before for some teachers.

2/8/23- Teachers are submitting lesson plans. There have been problems with the google form however, all teachers are submitting lesson plans.

9/12/22- Teachers have began submitting lesson plans. Ms. Sims is reviewing lesson plans and offering feedback.

8/11/22 The leadership team will conduct IRounds in order to ensure implentation of the lesson plans that have been reviewed and to ensure standards are aligned. This will help the leadership team provide real time feedback.

*Notes:* 1/11/23- The leadership team revised the IRounds schedule and discussed what we are seeing in the classrooms. The team discussed PD on high yield instructional strategies. We will have a school wide focus on numbered heads.

9/12/22- The leadership team has began IRounds and has began sharing feedback with the staff.

8/11/22 The instructional coach will provide professional development for all CCS approved resources based on current staff needs. She will create unit maps at the beginning of each unit during PLC using the unit mapping template. The instructional coach will provide feedback and support during planning. The teacher and the instructional coach will develp weekly acitivities and lessons that are aligned and differentiated.

Complete 10/06/2023

Tianna O'Brien

05/24/2024

Tianna O'Brien

05/24/2024

*Notes:* 10/9/23 During the month of September, and moving forward, during PLC meetings, the instructional coach has been creating Unit Plans with each grade level and ensuring that independent practice, small group activities, and station work is aligned and rigorous.

10/3/22-The instructional coach presented to the staff on small groups and centers in the classroom. Teachers were able to share their ideas about small groups and discussed ways to make them run smoothly.

10/6/22 The instructional coach will upload agendas for each PLC meeting based on the needs of team that have been observed during IRounds, observations, etc.

Tianna O'Brien

05/24/2024

*Notes:* 10/9/23 PLC Meeting Agendas are uploaded weekly to the shared drive. PLC meeting agendas are driven by grade level and teacher needs observed during iRounds and classroom observations.

2/8/23- Ms. Sims has uploaded agendas and slides for each PLC meeting. She has provided professional development for all teachers based on the observations of admin during IRounds. The PLC meetings are shifting from "coach led" to "teacher led".

9/8/23 Adminstration and the instructional coach will meet with teachers to review data in a collaborative setting.

Jessica Sims

05/24/2024

*Notes:* 10/9/23 Weekly Data Meetings have been taking place and the instructional coach, school counselor, and administrators have been collaborating with teachers to help develop PEP Goals and select interventions that are prescriptive to the individual needs of the students in the MTSS process.

**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
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<b>Initial Assessment:</b>	<p>Currently teachers at J. W. Coon identify students who need extra support and intervention using beginning of the year data as well as formative assessments throughout the year. We meet in PLC with the SST team to discuss student concerns and how to support them with interventions. Students who still need support after documented tier 3 interventions are referred to the IEP team for further evaluation and possible development of an IEP.</p> <p>Students in Kindergarten through fifth grade have an intervention and enrichment block set apart from the subject area blocks. This time will be used to group students homogenously to receive intervention or enrichment based on their targeted needs.</p> <p>All students receive small group instruction with like students during Math and ELA blocks based on data (benchmarks, interim assessments, unit assessments, etc).</p>	Limited Development 09/27/2022		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	<p>When this indicator is fully met, J. W. Coon Elementary School will provide each student access to individualized learning opportunities that support the academic, behavioral and social emotional growth of students regardless of a child's race, thenicity, gender, socioeconomic status, language and/or abilities.</p> <p>This will be accomplished through documented interventions at both the tier 2 and tier 3 level in ALL classrooms. All teachers will use the SST process to ensure all students needs are met. All students will show at least one year of growth on both reading and math state assessments based on EVAAS projections.</p>		<b>Jessica Sims</b>	<b>05/24/2024</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
10/13/23	Based on IRR from previous school year, the remediation teacher will focus on small groups with black students and students with disabilities. We will monitor their progress through leadership and PLC meetings.		Jessica Sims	05/17/2024

<i>Notes:</i>				
10/13/23	The leadership team will provide professional development to all teachers, teacher assistants, and remediation teachers based on their level of need in the area of high yield instructional strategies, standards based instruction, classroom management, and working with children with special needs.		Jessica Sims	05/19/2024
<i>Notes:</i>				
9/8/23	The equity-based MTSS Leadership team will facilitate professional learning for teachers throughout the school year to help build their capacity and understanding of best practices that align with MTSS.		Shannon Sykes	05/24/2024
<i>Notes:</i> 10/9/23 The school counselor and instructional coach as well as the admin team met with the teachers during PLC and Data Meetings to ensure all students were placed in appropriate levels of interventions in the MTSS process.  9/18/23 - Teachers were trained on ABE, district-wide web-based tool to support the implementation of tiered support approach for student behavior.				
9/8/23	Students will receive targeted intervention and enrichment during the remediation block. The interventions will address gaps in learning that are preventing students from achieving proficiency on grade level standards.		Shannon Sykes	05/24/2024
<i>Notes:</i> 10/9/23 K-3 teachers met with instructional coach to discuss mClass data and mClass instruction that can be used as prescriptive interventions. The school counselor also assisted teachers with interventions and assisting teachers with seeing the correlation between mClass interventions and progress monitoring and how it relates to the MTSS process.  9/29/2023- TA's met with Ms. Glover to identify students who are performing below grade level. Intervention was pulled from MCLASS to help with addressing the learning gaps.				
9/8/23	Teachers will provide data-driven small group instruction during Math and ELA Blocks.		Shannon Sykes	05/24/2024
<i>Notes:</i> 10/9/23 The admin team checks lesson plans weekly to ensure allignment and pacing. iRounds and Observations are done in order to ensure follow through.  10/2/23- The admin team create a IRound schedule to observe small group instruction throughout the building to identify the need.				

<b>Implementation:</b>		05/30/2023		
<b><i>Evidence</i></b>	5/30/2023 It is evidenced by the actions that we have taken. The EC Teacher assistant attends PLC and the calendar and master schedule has been set for teachers. Teachers are turning in lesson plans which are being checked by administration. Administration is completing IRounds to ensure that the lesson plans that are submitted are being taught.			
<b><i>Experience</i></b>	5/30/2023 Our teachers and staff have successfully implemented this goal.			
<b><i>Sustainability</i></b>	5/30/2023 We will continue to give PLC and remediation uninterrupted time in the schedule. The administration will continue to monitor and provide feedback for the lessons that are taught.			

	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
<b>Initial Assessment:</b>			Currently at J. W. Coon Elementary School, all students receive weekly research based SEL instruction from our counselor. All classrooms have a calm down corner inside the classroom where students can safely deescalate from minor incidents. School counselors create homogenous counseling groups for students who need Tier 2 emotional support. Counselors also meet with students individually during acute trauma or personal crisis. Students are referred to the school behavioral health program when more intensive support is required. Teachers are encouraged to provide a flexible learning environment that meets the needs of individual students through the use of flexible seating.	Limited Development 09/08/2023		
<b>How it will look when fully met:</b>			Once this indicator is fully implemented, teachers and students will be versed in a variety of coping strategies. Teachers will be aware of what students require tier 2 and tier 3 social emotional interventions. Students will be able to recognize their triggers and verbalize their coping strategies. To accomplish this, all teachers will offer a calm down corner for students to use to help in the process de-escalation. Students will utilize calm down strategies learned through the weekly SEL lessons and curriculum to self-regulate their emotions. Students will receive daily SEL instruction from the classroom teacher to support weekly lessons from the school counselor. We will continue to use the school counselors as well as the school behavioral health program to provide support and intervention that is individualized to a students social and emotional needs. All classrooms will offer flexible seating to students based on their needs.		Thema Glover	05/24/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		
		9/9/23	Students will receive weekly research based SEL lessons from the classroom teacher.		Shannon Sykes	05/24/2024

Notes: 9/29/23- During morning meeting, students recieved weekly research based SEL lessons from the classroom teacher.

10/9/23 - During morning meeting, students recieved weekly research based SEL lessons from the classroom teacher.

The weekly class dojo monitoring shows that teachers are faithfully using classdojo. Teachers will reinforce PBIS expectations using Ms. Glover's powerpoint.

10/9/23- Administration model during monthly meetings, SEL teachings, teachers can employ at the start of the day.

Administration model strategies when they are called to a classroom with students that are having difficulty in the classroom.

10/18/23

School social worker provided additional SEL to students who were struggling with anger.

9/9/23 The school will include coping skills and calm down strategies to parents through the school newsletter, parent meetings or ClassDojo.

Shannon Sykes

05/24/2024

Notes: 10/9/23- PBIS expectations were reviewed in PBIS presentations. Ms. Glover will select a building area each week to be covered by the morning news. Students that meet the expectations will be monitored and rewarded by all parties involved.

9/29/23-Ms. Graves sent out a parent letter with SEL activities for parents.

9/29/23- Administration, teachers, and guidance counselor been using ABE interventions to teach children strategies to help in the classroom.

8/22/23- Administration model during monthly meetings, SEL teachings, teachers can employ at the start of the day.

8/22/23 Teachers received SEL training during Orientation.

10/19/23

Instructional provided additional Social emotional support to third graders. Focusing on their emotions , coping skills before getting angry.

	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
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<b>Initial Assessment:</b>	<p>At J. W. Coon Elementary School in the spring we host a Kindergarten showcase where incoming kindergarten students and their parents visit the school to tour the school and experience what kindergarten will be like. Parents are given the opportunity to register and ask questions of the administrative staff and registrar.</p> <p>Kindergarteners enter school on a staggered entry schedule. Students come to school one day during the first week. During that day students complete an informal kindergarten entry assessment on academic skills as well as social skills. The kindergarten team then works collaboratively with administration to create well balanced classrooms to begin the second week of school.</p> <p>Currently, grade level teachers work together at the end of the school year to group students for the next school year using a variety of data including demographics, behavior, and academics. This ensures a well balanced classroom and school. Students who are receiving interventions are tracked to the next years teacher through notification by the SST chair. Teachers are encouraged to gather information and data from student cumulative folders at the beginning of each school year.</p> <p>Our fifth grade students take a field trip to the middle school in the spring to preview middle school. This is sponsored and planned by the receiving middle school.</p>	Limited Development 09/09/2023		
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<b>How it will look when fully met:</b>		<p>When this objective is fully met, students will transition between grades and levels effectively.</p> <p>The kindergarten team will work collaboratively to create ways to find and encourage new families to attend the Kindergarten Showcase in order to boost attendance. This will give the team more data on students before open house and the first week of school. Kindergarten students will continue to stagger during the first week of school to complete BOY assessments and create well balanced classes.</p> <p>Grade level teams will continue to work together at the end of the school year to create balanced classrooms for the next school year based on teacher allotments. Teachers will use academic, behavior, and social emotional data to drive the decisions.</p> <p>Teachers will continue to review cumulative folders at the beginning of the school year in order to further understand their new students. Teachers will be made aware of incoming students who are receiving interventions by the SST chair.</p> <p>Students will continue to attend a preview of middle school through a field trip towards the end of the school year. This will help the exiting students understand the expectations and gain information about middle school.</p> <p>We will work with other schools (middle, high, community colleges, universities) to invite speakers or go for field trips so that our students can begin to understand long term goals and planning.</p>		Shannon Sykes	05/22/2026
<b>Actions</b>		<b>0 of 4 (0%)</b>			
9/9/23	Create and host Kindergarten showcase in the spring.		Sharonda Gardner	05/24/2024	
Notes:					
9/9/23	Fifth grade students attend middle school transition trip.		Bryn Steinke	05/24/2024	
Notes:					
9/9/23	Teachers work together to create balanced classes for the following school year based on data and allocations.		Sharonda Gardner	05/24/2024	
Notes:					
9/9/23	Teachers are given students SST Folders including intervention and PEP information by the SST Chair.		Shannon Sykes	05/24/2024	
Notes:					



Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	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:			At J. W. Coon Elementary School the schools leadership team includes the principal, teachers who lead the Instructional Teams, and other professional staff. The administrative team meets once per week in order to review walk through data. The SIP team meets once per month in order to review the work of the school improvement plan including actions for the 12 Key Indicators, the instructional practices of the school and relevant formative and summative data. Teachers meet with their grade level and instructional coach to review data, unpack standards, and collect standards based resources.	Limited Development 09/09/2023		
How it will look when fully met:			With a focus on student achievement, the school improvement team meets once a month in order to review the work of the School Improvement Plan, the instructional practices of the school, and all relevant summative and formativ data. The team will be comprised of teachers that represent each grade level and department, classified staff, leadership and outside stakeholders. The team utilizes the Wise Ways and root cause analysis to help improve student learning.  The instructional leadership team will meet weekly to discuss walk through data, create action plans to support teachers, and plan school wide events that support the SIP goals and indicators.  The work of the committees will align with the SIP indicators and goals. Committees will meet monthly.		Jessica Sims	05/23/2025
Actions				0 of 3 (0%)		
	9/9/23	The instructional leadership team will meet weekly to discuss walk through data, create action plans to support teachers, and plan school wide events that support the SIP goals and indicators.			Tianna O'Brien	05/24/2024
Notes:						
	9/9/23	Committees will meet monthly and plan events and actions that support the work of the school improvement team.			Tianna O'Brien	05/24/2024
Notes:						

9/9/23	The school improvement team will meet monthly to assess and monitor progress toward the school improvement goals and indicators. The team will be comprised of teachers that represent each grade level and department, classified staff, leadership, and outside stakeholders (parents and/or community members).		Jessica Sims	05/24/2024
Notes:				

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>			<p>Teachers will meet with their grade level teams twice a week for instructional planning purposes. They will meet wonce with the instructional coach and will focus on unpacking standards, disaggregating data and gathering county approved resources. The other meeting will be with the grade level team in order to use the county directed unit plan to finalize data driven, standards based instruction for the whole group, small group, and independent practice. Bother of the planning sessions occur during planning time during the school day.</p> <p>Teachers meet weekly with their instructional coach as a grade level for an extended PLC focused on data analysis and unit planning. The county curriculum specialists attend as allowable in their schedule.</p> <p>Teachers are divided into two committee teams that support continuous improvement of the school. Team 1 is lead by the assistant principal and Team 2 is lead by the instructional coach. Both teams are responsible for the work of the school improvement plan and include PBIS implementation, programming, family and community engagement, school clubs, awards, morale and events. These teams meet once a month after school.</p> <p>Our school improvement team meets monthly after school to monitor how each team is contributing to the overall continuous improvement of J. W. Coon Elementary</p>	Limited Development 09/09/2023		

<b>How it will look when fully met:</b>		When this objective is fully implemented, grade level teams will take ownership of their planning time. Grade level teams will work collaboratively to plan lessons aligned with the county unit plans and submit to the planbook.  Grade level teams will work with the instructional coach weekly during PLCs to analyze data, unpack standards, and review best practices aligned with CCS resources.  During monthly data dives, grade level teams will be led by their instructional coach through a data analysis that will drive future instruction as well as intervention and enrichment.  SIT committees will continue to meet monthly to plan events that contribute to the continuous improvement of the school related to family engagement, events, pbis, clubs and contributing to the overall climate and morale.		Tianna O'Brien	05/23/2025
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/9/23	Committees will meet once a month after school to plan events that contribute to the overall continuous improvement of the school.			Jessica Sims	05/24/2024
<i>Notes:</i>					
9/9/23	Grade level teams will meet weekly for an extended PLC with the instructional coach focused on data analysis and driving future instruction for intervention and enrichment.			Jessica Sims	05/24/2024
<i>Notes:</i>					
9/9/23	Grade level teams will meet weekly to plan whole group instruction that is aligned to the county unit plans and pacing using the county approved resources.			Jessica Sims	05/24/2024
<i>Notes:</i>					

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
Initial Assessment:			<p>Our instructional leadership team meets regularly to complete walk throughs individually and collaboratively to monitor curriculum and instruction. The administrative team also completes formal observations of teachers using NCEES. Feedback from walk throughs and observations are given in a variety of ways based on the level of support needed. Informal notes are left for teachers, emails to document glows and grows, coaching meetings with the instructional coach which may lead to a coaching cycle or eventually an action plan if needed.</p> <p>The instructional leadership team reviews and gives feedback to teachers on lesson plans to ensure alignment with county pacing and resources. The team then also uses those lesson plans during walk throughs to ensure fidelity and implementation.</p>	Limited Development 09/09/2023		
How it will look when fully met:			When fully implemented teachers will receive consistent feedback based on instruction as well as planning to increase student achievement. All members of the instructional leadership team will be actively visiting classrooms on a weekly basis to ensure alignment to the county pacing. Teachers will work collaboratively to plan instruction during grade level planning and submit minutes reflecting those discussions each week. Instructional coaches will continue to monitor instruction and data through weekly PLCs.		Tianna O'Brien	05/23/2025
Actions				0 of 1 (0%)		
	9/9/23	Grade level teams will meet weekly to discuss whole group math and ELA instruction for the upcoming weeks and submit weekly lesson plans in planbook.			Thema Glover	05/24/2024
Notes:						

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>			<p>The leadership team currently meets weekly to discuss school wide data. The leadership team meets with grade level teams after each benchmark assessment. The administrative team created the data playbook to compile all student data in one location.</p> <p>Teachers meet with the instructional coach weekly for a 90 minute PLC. The master schedule allows for teachers to be provided coverage during their meetings and it is an uninterrupted block of time. The master schedule has been created so that teachers have a common planning time and time to meet to review assessments.</p>	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>			<p>When this objective is fully met our instructional teams will dedicate and protect their meeting times. They will routinely meet at least twice monthly for durations of no less than 45 minutes. The teams will meet in order to calibrate and examine their efforts in the classroom to see what effect they are having on student achievement and learning. Teachers collaborating during PLC and meeting times is where teachers hone their skills, get the support and reinforcement they need, and learn from one another. The data will help lead the instruction for each individual lesson that is taught. Teachers will develop as reflective practionioners learning how to utilize the data to inform instruction on a continual basis. Test scores and student proficiency will increase to the school wide goal of 55% and an increase to a school letter grade of a C.</p>		Tianna O'Brien	05/24/2024
<b>Actions</b>				<b>0 of 7 (0%)</b>		
	8/3/23	Teachers will attend data meetings bimonthly to review data and assessments. Teachers will complete meeting agendas and will share their plans with administration. Administration will provide feedback to teachers and the instructional coach on the agenda and plans.			Thema Glover	12/01/2023

*Notes:* 9/18/23- Ms. Smith reviewed SST procedures, previous year data ,and provided feedback to teachers in regards to next steps for students.

9/1/23- Teachers have began to plan independently with their grade level team and turn in lesson plans to planbook.com. Teachers are working with the instructional coach on planning following CCS implementation guides.

8/3/23 The Instructional coach will create and run PLC meetings. The instructional coach will provide a space for collaboration, support, and feedback. The instructional coach will create PLC agendas. Administration will provide feedback to the instructional coach on the agenda and plc meetings.

Thema Glover

12/02/2023

*Notes:* September 1, 2023- PLC meetings have begun with teachers. Teachers have been introduced to the expectations and vision for the meetings through the instructional coach. Teachers are unit planning and using their data to support their decisions. The admin team reviews PLC afterward to determine the effectiveness of the meeting and next steps.

8/3/23 The master schedule will include a protected 90 minute PLC time frame which teachers will attend weekly. Teachers will attend on time weekly and be prepared for each PLC. The instructional coach will create agenda's and share with the team prior to the meeting. Administration will attend the meetings to ensure fidelity to the agenda by all members responsoible. Administration will give feedback during daily admin meetings.

Thema Glover

12/21/2023

*Notes:* 10/9/23- Admin team met to discuss the PLC structure and agenda for the week based on the notes that we had from the previous week's walk throughs. Team will continue to focus on independent work, small groups, and progress monitoring.

9/29/23 Teachers are unit planning and using their data to support their decisions. The admin team reviews PLC afterward to determine the effectiveness of the meeting and next steps.

10/13/23 Data dives are conducted after each benchmark assessment window and each mClass window.

Jessica Sims

05/19/2024

*Notes:*

10/13/23 Using Title II funds to secure substitute teachers for data days.

Tianna O'Brien

05/19/2024

*Notes:*

10/13/23	Teachers observe their peers for "ghost walks" as well as instructional rounds to see what effective instruction looks like for their vertical teams. Teachers view their peers during the first or final 15 minutes of the PLC block with the instructional coach.		Jessica Sims	05/19/2024
<i>Notes:</i>				
8/3/23	Teachers will meet weekly for independent grade level planning . Teacher leaders will complete lesson plans and share with administration. Administration will provide feedback on lesson plans.		Thema Glover	05/24/2024
<i>Notes:</i> 10/10/23- In reviewing lesson plans teachers need to work to get ahead of planning so that feedback can be given before the plans are taught. We will work in PLC to focus on this over the next two weeks. Teachers will be two weeks ahead by November utilizing the 2 work days.  9/29/23 Instructional coach met with teachers to provide ongoing support throughout the week.  9/13/23 Teachers met with the instructional coach to unit map.				

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Talent recruitment and retention</b>			
	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Recruiting- Currently at J. W. Coon Elementary we use the resouces provided by the district to recruit high quality teachers and staff to JWC. This included the in district trasfer process, supplements for highly qualified teachers, district vetted applicats and video interviews. To interview candidates, we use a collaborative team effort. Teachers, instructional leaders, and administration work together to interview and select the best candidate using an interview rubric. Questions require candidates to describe their previous impact they have had on students and leadership in previous roles.</p> <p>Evaluating- Currently at JWC, certified staff is formally evaluated using NCEES and the appropriate rubric for their position. Teachers receive 2-4 observations from an administrator throughout the school year based on status. Teachers receive a wealth of informal feedback by all members of the instructional leadership team throughout the school year. The instructional leadership teams works collaboratively with the district curriculum specialists to conduct school wide walkthroughs. During these visits, trends are discussed to determine next steps for individuals and groups of teachers.</p> <p>Rewarding- Teachers are able to be rewarded for their efforts by administration and their colleagues. There is a staff member of the month award as well as a kudos corner in the weekly newsletter. The administrative team works with faith partners and local businesses to provide gifts of appreciation to the staff and to create a positive culture.</p> <p>Replacing- When a teacher or staff member is showing performance concerns, we begin the process of intensive support for the staff member. This included coaching cycles with the instructional coach, lesson plan development and oversight by the instructional coach, peer observation, model lessons, and frequent classroom visits by members of the instructional leadership team. When performance concerns continue, administration follows the district protocols for alerting the staff member. This includes written notifications, action plans, and opportunity for growth letters. If performance concerns are still continuing, the administration works with human resources to discontinue their employment with the district.</p>	<p>Limited Development 09/09/2023</p>		
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<b>How it will look when fully met:</b>		When this objective is fully met, the retention rate for highly qualified staff will be 80%. This will not include staff who leave due to a military move, international teachers ending their contract, promotions, or staff who have documented performance concerns.  Teachers will feel that JWC and our community support them by acknowledging their hard work and providing tokens of appreciation.		Bryn Steinke	05/22/2026
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/9/23	Each week the administration will include a Kudos Corner in the weekly newsletter to staff. This will include giving a compliment for academic success or contributing to the overall climate of the school.		Bryn Steinke	05/24/2024
Notes:					

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	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:			At J. W. Coon Elementary the school improvement team works together to allocate all ESSER, Remediation, Title 1, State and Local funding. The team completes the funding and allocation spreadsheet for personelle as well as for all spending for the school year. The team completes a comprehensive needs assessment and root cause analysis in order to make the most equitable and financially sound decisions for the school. The team aligns the needs found in the comprehensive needs assessment and root cause analysis with how the money is then allocated. This is prioritized through the goals and actions of the school improvement plan and the school's instructional priorities.	Limited Development 09/09/2023		
How it will look when fully met:			When this objective is fully met the school improvement team will complete a root cause analysis and comprehensive needs assessment to determine the resources needed in order to best support student achievement and success. The school improvement team will allocate all resources allotted to the school for the benefit of student achievement and school turnaround. The school will equitably distribute resources, establish resource priorities through stakeholder input that are linked to student success, and will ensure maximized effectiveness of school improvement efforts through the procurement of additional resources and materials.		Tianna O'Brien	05/22/2026
Actions				0 of 3 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.			Jackie White	03/29/2024
Notes:						

9/9/23	Complete Comprehensive Needs Assessment as a School Improvement Team and determine how to allocate Title I, ESSER, Remediation, State Funds, and Local Funds.		Jessica Sims	05/24/2024
Notes:				
9/9/23	Send instructional resource survey to staff. Analyze as a School Improvement Team and allocate Instructional Funds accordingly.		Jessica Sims	05/24/2024
Notes:				

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>			<p>Currently at J. W. Coon Elementary, staff communicate with parents daily via our two way communication app, Class Dojo. Teachers are in constant communication with parents about their child's academic, behavioral, and social emotional growth through the direct message portion of the app. School-wide announcements are made on Class Dojo by administration as well as the student services team. Administration announces events (both school and community) and pertinent district wide communication. Student services provide a monthly update to students through a newsletter.</p> <p>We hold parent teacher conferences twice a year. During the conferences, students, parents, and teachers come together to discuss the student's academic, behavioral, and social emotional progress.</p> <p>We host, at a minimum, 2 family engagement events per semester. Events include open house, parent teacher conferences, Title 1 Curriculum Night, and other events as planned by our family and community engagement committee. During these nights we are purposeful in giving families strategies that can be used at home to support their child's progress in school.</p>	Limited Development 09/09/2023		
<i>How it will look when fully met:</i>			<p>When fully met, all families will be connected to the school through the Class Dojo app. All teachers will communicate regularly with all parents on their child's academic, behavioral, and social emotional progress. Administration and student services will continue to regularly post announcements on the school wide page.</p> <p>When fully met, 80% of parents will engage in the parent teacher conferences at least once during the year. All teachers will make contact with parents and set appointments for conferences.</p> <p>When fully met, at least 80% of families will have attended at least one family engagement event offered during the school year to increase their involvement in their child's academic, behavioral, and social emotional success.</p>		Carol Dunning	05/22/2026
<i>Actions</i>				0 of 5 (0%)		
	9/9/23	Teachers will connect all families to the school through Class Dojo.			Carol Dunning	05/24/2024

<i>Notes:</i>				
9/9/23	Family engagement events will be held at a minimum of twice per semester.		Carol Dunning	05/24/2024
<i>Notes:</i>				
9/9/23	Parent teacher conferences will be held twice a year. During the conferences students, parents, and teachers will come together to discuss the student's academic, behavioral, and social emotional progress.		Carol Dunning	05/24/2024
<i>Notes:</i>				
9/9/23	The administrative team and student services will post announcements regularly on the school wide page.		Sharonda Gardner	05/24/2024
<i>Notes:</i>				
9/9/23	All teachers will communicate regularly with all parents on their child's academic, behavioral, and social emotional progress.		Carol Dunning	05/24/2024
<i>Notes:</i>				