

Comprehensive Progress Report

Mission: At J C Sawyer we strive to educate all students by creating experiences that produce lifelong learners

Vision:

Goals:

Every student in ECPPS will graduate from high school prepared for work, further education, and citizenship.

Every student in ECPPS will have a personalized education.

In ECPPS, every student, every day will have excellent educators

ECPPS will have up-to-date financial, business, and technology systems to serve its students, parents, and educators.

Every student in ECPPS will be healthy, safe, and responsible.



! = Past Due Actions

KEY = Key Indicator

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
<i>Initial Assessment:</i>		Teachers are making efforts to employ effective classroom management practices. New teachers met with the Instructional Coach twice at the beginning of the year to discuss implementation of rules and procedures. All teachers are using PBIS strategies and working hard in their classrooms and as a grade-level to positively teach rules and procedures.	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>		Students will follow all classroom rules and procedures 80% of the time and this will result in a 20% decrease in office referrals throughout the school year.		Sabrina Sears	06/08/2018
Action(s)	Created Date		1 of 3 (33%)		
1	10/9/17	Teachers will be provided with MTSS/PBIS Tier 1 resources to proactively teach positive social and behavioral skills.	Complete 10/31/2017	Sabrina Sears	11/01/2017

Notes:				
2	10/9/17	Second Step Lessons will be provided and implemented in the classroom on a weekly basis.	Laurie Abbott	05/31/2018
Notes:				
3	11/27/17	Invite District Team to train our school-level team on MTSS Module 1.	S. Sears	01/31/2018
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Curriculum and instructional alignment
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Grade level instructional teams currently meet on a weekly basis during planning and after school to develop Learning-Focused lesson plans based on lesson curriculum. Teachers have a general understanding of unpacking standards and developing learning goals, but need consistency and further support in developing common, rigorous assignments and learning activities to meet the standard.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade proficiency to 65%. The Student growth index will continue to improve with 90% of all teachers having a positive index score by meeting or exceeding growth as measured by EVAAS.		Christopher Pullet	06/08/2018
Action(s)	Created Date		3 of 6 (50%)		
1	10/11/16	Staff will meet weekly in PLCs during planning and at district PLC's time to review data, share and develop on grade level lesson plans.	Complete 06/08/2017	Christopher Pullet	10/01/2016
		Notes: The administrative team will meet weekly to receive updates from the IC in regard to the progress made during PLC planning and collaboration. 11/17/16: The team had questions regarding completion dates for several indicators including this one. Clarification as to why selected dates were set was provided by the school principal.			
2	10/11/16	Staff will meet Mondays after school to unpack standards and gain a clear understanding of what students should know and be able to do in alignment with having a clear understanding of the standard. This will aide in the development of on grade level lesson plans that will accommodate the learning needs of all students.	Complete 10/24/2016	Michelle Flach	10/03/2016

<i>Notes:</i> Teachers meet in Cohort I or in the media center to work on standards, understanding and unpacking.					
3	10/17/16	Staff will increase the use of informational text in small group instruction. The team agreed that the following would be funded to assist with the effective implementation of this task: Reading A-Z= \$1100 Studies Weekly- \$5500 About 50% of the allotted funding(\$3500) will be used to purchase nonfiction leveled text to enable teachers to effectively implement guided reading to accommodate change over time as children grow in knowledge, skill and independence.	Complete 06/08/2017	Christopher Pullet	11/01/2016
<i>Notes:</i> The majority of the funding will be used to purchase nonfiction text.					
4	9/14/17	Staff will meet weekly in mandatory planning sessions, differentiated Learning-Focused MicroPD, and district PLC's, to review data, develop, and share on grade level lesson plans.		Christopher Pullet	06/08/2018
<i>Notes:</i>					
5	10/9/17	New staff members and beginning teachers will meet monthly to unpack standards, gain a clear understanding of what students should know and be able to do in alignment with and having a clear understanding of the standard. This will aide in the development of on grade level lesson plans to accommodate the rigorous learning of all students.		Lauren Williams	06/08/2018
<i>Notes:</i> Teachers will continue to discuss LF plans, various steps of implementation and improvement planning (as needed) during grade level and other staff meetings.					
6	10/9/17	Staff will use Schoolnet, NC Check-Ins, and data notebooks to drive instruction based upon the data collected from their individual students. Teachers will be accountable for having data accessible to LEA and for explaining how data is being used to grow students.		Christopher Pullet	06/08/2018
<i>Notes:</i>					
Implementation:			09/08/2017		
Evidence		9/8/2017 Funding was used to purchase nonfiction text. Staff met weekly in cohorts to work on unpacking and understanding grade-level standards. Staff also met after school every Monday in PLC meetings to review data, share progress, and develop lesson plans.			

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

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Student support services				
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers have a general understanding of MTSS, our tiered instructional system, but are inconsistent in implementing evidence-based instruction to meet the needs of all students.	Limited Development 10/09/2017		
How it will look when fully met:		By the end of the 2017-2018, J.C. Sawyer will implement MTSS in order to identify students in need of Tier II interventions and deliver evidence-based instruction to strengthen core instruction for all students. We will have 100% buy-in from all instructional staff members in order to increase our overall end-of-grade level proficiency to 65%.)		Sabrina Sears	06/08/2018
Action(s)	Created Date		1 of 3 (33%)		
1	10/9/17	Use universal screeners for ELA, Math, and behavior in order to analyze data and identify students in need of Tier II interventions.	Complete 10/31/2017	Sabrina Sears	11/01/2017
<i>Notes:</i>					
2	10/9/17	Provide teachers with professional development (Learning Focused MicroPD, differentiated PLCs) in order for them to deliver evidence-based instruction for students according to need.		Christopher Pullet	06/08/2018
<i>Notes:</i>					
3	11/27/17	PLC Data Meetings to analyze data and plan small group instruction.		Chris Pullet	12/15/2017
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers recognize students' emotional needs, but need further training on MTSS research-based practices in order to address those needs and manage them in an effective way.	Limited Development 10/09/2017		
<i>How it will look when fully met:</i>		Teachers will be implementing effective, research-based MTSS practices for behavior management which will result in a 20% decrease in office referrals throughout the school year.		Lori Abbott	01/25/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/9/17	Second Step Lessons will be provided and implemented in all K-5 classrooms on a weekly basis.		Laurie Abbott	06/08/2018
<i>Notes:</i>					
2	10/9/17	Buddy Rooms/Cool-Down Sheets in addition to Individualized Behavior plans will be implemented as necessary.		Laurie Abbott	06/08/2018
<i>Notes:</i>					
3	10/9/17	Teachers will collaborate with support specialists in order to provide research-based MTSS strategies to address individual student needs.		Laurie Abbott	06/08/2018
<i>Notes:</i>					
KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school develops plans and collaborate with one another, but we need to work on being consistent and intentional with our future plans to support student transitions.	Limited Development 10/09/2017		
<i>How it will look when fully met:</i>		By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade proficiency to 65%. The Student growth index will continue to improve with 90% of all teachers having a positive index score as met or exceeded growth as measured by EVAAS.		Christopher Pullet	06/08/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/9/17	Teachers will participate in vertical planning at the end of each nine weeks to support student transitions from grade level to grade level.		Christopher Pullet	06/08/2018
<i>Notes:</i>					
2	10/9/17	Fifth grade students will participate in an orientation to support their transition to middle-school.		Christopher Pullet	06/08/2018
<i>Notes:</i>					

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
!	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have a School Improvement Team that meets twice a month to review the SIT plan.	Limited Development 10/09/2017		
<i>How it will look when fully met:</i>			By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade proficiency to 65%. The Student growth index will continue to improve with 90% of all teachers having a positive index score as measured by EVAAS.		Lauren Williams	11/01/2017
Action(s)	Created Date			0 of 2 (0%)		
1	10/9/17	SIT will meet twice a month to measure our data and review and monitor our plan as necessary.			Lauren Williams	06/08/2018
<i>Notes:</i>						
2	10/16/17	LEA Instructional Coach will attend mid-year review of School Improvement Plan.			Christopher Pullet	01/31/2018
<i>Notes:</i>						
!	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
<i>Initial Assessment:</i>			The School Improvement Team currently meets twice a month to measure data and review progress.	Limited Development 10/11/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			The SIT will meet on the first and third Monday of each month to review academic and discipline data and monitor our plan to make necessary adjustments and/or additions.		Christopher Pullet	11/17/2016
Action(s)	Created Date			1 of 3 (33%)		
1	10/11/16	Amend the SIT calendar to meet twice a month on the first and third Thursday of each month.		Complete 10/27/2016	Antoinette Reid	10/20/2016
<i>Notes:</i> Continue to collaborate with the school principal for calendar revisions and meeting agenda topics.						
2	10/9/17	The School Improvement Team will meet twice each month to review data from Educator's Handbook and school-wide monthly assessments in order to monitor plan and make adjustments as necessary.			Lauren Williams	06/08/2018
<i>Notes:</i>						

3	10/16/17	The principal will meet with school-level leaders once a month to discuss implementation of Learning-Focused lesson plans and leadership opportunities.		Christopher Paullet	06/08/2018
<i>Notes:</i>					
Implementation:			09/08/2017		
Evidence		9/8/2017. The School Improvement Team met twice a month to review and monitor the school improvement plan.			
Experience		9/8/2017. The School Improvement Team twice each month to review and monitor the school improvement plan. The team reviewed data (testing, discipline, etc.) in order to make necessary adjustment and additions.			
Sustainability		9/8/2017. We will need to continue meeting twice a month to review our plan, look at data, discuss the progress towards our tasks and goals.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.02	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		tbd	Limited Development 09/27/2017		
How it will look when fully met:					
Action(s)	Created Date				
<i>Notes:</i>					

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>		Teacher at each grade level have common planning. They meet each Wednesday for PLC's. They do not have specific duties with in the grade level planning.	Limited Development 10/11/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All grade levels will meet regularly to analyze data, understand standards and work collaboratively to develop quality grade level lessons and participate in targeted professional development.		Christopher Pullet	06/08/2018
Action(s)	Created Date		3 of 6 (50%)		
1	10/11/16	Teachers will meet regularly with Instructional Coaches, principals, media coordinator and district personnel during weekly PLC meetings.	Complete 01/12/2016	Antoinette Reid	10/05/2016
		<i>Notes:</i> JCS faculty will meet on Wednesdays for PLC tasks. These meetings will be facilitated by the Administrative team . There will be times the principal and or assistant principal will facilitate these meetings. Meeting logs will be made available. The media coordinator will provide technology in-service to staff at least one PLC Wednesday monthly. 11/17/16- Team noted that this task is not yet completed.			
2	10/11/16	Teachers will be assigned to one of three cohorts to continue learning and implementing a lesson plan framework that insures rigorous on grade level lessons for all students.	Complete 10/06/2016	Michelle Flach	09/05/2016
		<i>Notes:</i>			
3	10/11/16	Teachers will participate in the identification of power standards. Teachers will unpack standards and determine which standards are of the highest priority and which standards support the instruction of those standards.	Complete 06/08/2017	Christopher Pullet	10/31/2016
		<i>Notes:</i>			
4	10/9/17	Teachers will be assigned to one of three cohorts, through Learning-Focused MircoPD sessions, to continue learning and implementing a lesson plan framework that insures rigorous on-grade level lessons for all students.		Christopher Pullet	06/08/2018
		<i>Notes:</i>			

5	10/9/17	Teachers will meet regularly with the administration, the instructional coach, the media coordinator, and district personnel during weekly PLC meetings.		Lauren Williams	06/08/2018
<i>Notes:</i> Some weekly PLC meetings will be differentiated based on staff needs.					
6	10/16/17	All staff will be provided with MTSS Module 1 training.		Lori Abbott	06/08/2018
<i>Notes:</i>					
Implementation:			09/08/2017		
Evidence	9/8/2017. Staff met every Monday in cohorts after school and weekly in PLC teams to unpack grade-level standards and identify the ones of high priority.				
Experience	9/8/2017 Teachers worked collaboratively in teams to unpack grade-level standards and determine which standards are of highest priority and which standards support the instruction of those standards.				
Sustainability	9/8/2017. Teachers will need continued work in unpacking grade-level standards and developing specific learning goals in order to plan effective learning activities. Learning-Focused professional development will continue to happen monthly and support meetings in addition to grade level meetings will happen weekly.				

Core Function:		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>		The principal monitors curriculum and instruction during observations. Feedback is inconsistent and not always provided in a timely manner.	Limited Development 10/11/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Principals will regularly be in classrooms and monitoring classroom and providing targeted professional development to increase student performance.		Christopher Pullet	06/08/2018
Action(s)	Created Date		8 of 10 (80%)		
1	10/11/16	The school leadership team will establish "must have" in every classroom every day; - 2 hour reading block - numbered heads student collaboration strategies/ student collaboration - extended reading passages 2-5 - connected sentences k-1 - summary writing	Complete 10/28/2016	Christopher Pullet	08/31/2016
<i>Notes:</i>					
2	10/11/16	The leadership team will perform a minimum of five classroom walk throughs each day.	Complete 06/08/2017	Christopher Pullet	10/31/2016
<i>Notes:</i>					
3	10/11/16	Feedback will be given as a whole school as well as individual teachers regarding their implementation of "must have" tasks.	Complete 06/08/2017	Antoinette Reid	10/31/2016
<i>Notes:</i>					
4	10/11/16	Formal observations will be done in a timely manner according to the teachers status with specific and timely feedback.	Complete 10/28/2016	Antoinette Reid	09/30/2016
<i>Notes:</i> 11/17/16: A question was posed by the team regarding the number of percentage points to be gained at the completion of the task. This number reflects what this objective will look once it is FULLY MET in our school.					
5	10/11/16	Lessons will be completed on the lesson plan template at the completion of each cohort. The plans will be collected, feedback provided and implementation will be monitored.	Complete 06/08/2017	Christopher Pullet	02/15/2017
<i>Notes:</i>					

6	10/9/17	Develop a universal walk through tool and use it regularly. (5X5)	Complete 11/27/2017	Christopher Paullet	11/01/2017
<i>Notes:</i>					
7	10/9/17	Attend PLC's weekly for areas of immediate concern and work collaboratively to improve teaching skills and the academic performance of students.	Complete 12/01/2017	Lauren Williams	12/01/2017
<i>Notes:</i>					
8	10/9/17	Create and Teacher Needs Assessment for staff and share data at monthly staff meeting and weekly PLC's and develop professional development to address targeted areas.	Complete 10/27/2017	Lauren Williams	11/15/2017
<i>Notes:</i>					
9	11/27/17	Develop and offer differentiated professional development for staff.		Delisha Moore	12/15/2017
<i>Notes:</i>					
10	12/4/17	Continue to use PLC meetings to analyze data from benchmarks, pre-assessments, and post-assessments, classroom common assessments to drive instruction.		Lauren Williams	06/01/2018
<i>Notes:</i>					
Implementation:			09/08/2017		
Evidence	9/8/2017. Teachers worked effectively to implement non-negotiable strategies in their classrooms. Walk-throughs, formal observations, and feedback were given and completed by the end of the year. Lessons were turned in to administrative team and feedback was provided. Lesson plans and implementation of instructional strategies were monitored.				
Experience	9/8/2017 The school leadership team established a non-negotiable list of instructional strategies that should be happening in every classroom, every day. A checklist was developed for the administrative team to conduct walk-throughs each day in order to collect data. The goal was 5 classrooms for 5 minutes each. Formal observations were completed on each teacher and feedback was provided.				
Sustainability	9/8/2017 Our school non-negotiable items may need to be adjusted based on the current school goals for the year. The administrative team will need to communicate expectations and model (if necessary) what they are looking for during classroom walk-throughs. A schedule needs to be set up for conducting formal observations and feedback needs to be given in a timely manner. Teachers will need to turn in lessons on the Learning-Focused Template - in parts, with administrative feedback.				

B3.05		The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		tbd	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Teacher quality and experience
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C1.01		The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		tbd	No Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

C1.02		The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		tbd	No Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

C1.03		The LEA/School has established, communicated, and provided to employees clear goals and measures for employee's performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning.(5154)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		tbd	Limited Development 09/27/2017		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

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>		The school looks at multiple sources of performance data. We have become more proficient at looking at data, however timely implementation of a plan on that data continues to be an issue.	Limited Development 10/11/2016		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		By the end of the 2017-2018 school year, JC Sawyer will have increased its overall end of grade-level proficiency to at least 65%. Student growth index will continue to improve with 90% of the teachers will have a positive growth index as measured by EVAAS. Teachers will be using their EOG, EVAAS, Benchmark, MClass, Schoolnet, NC Check-ins, anecdotal notes, teacher/student conference logs and observation data to determine needs. The school and district will provide ongoing training and support based on the needs of the staff and their data.		Lauren Williams	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		3 of 6 (50%)		
1	10/11/16	The LEA will provide grade/subject specific professional development based on need.	Complete 06/08/2017	Michelle Flach	06/09/2017
<i>Notes:</i>					

2	10/11/16	The leadership team will provide half day subs for one vertical and one horizontal planning session for teachers to address their areas of need. The team agreed that \$500 would be allocated to support the hiring of substitutes to provide half day sessions to two groups of teachers which will allow the use of one sub for both planning sessions.	Complete 11/28/2016	Christopher Paullet	11/03/2016
<i>Notes:</i>		Ms. Reid will work with the school's bookkeeper to arrange subs for the planning sessions. 11/17/16: The team proposed that one grade level participate in a session in early December.			
3	10/11/16	Provide Monday after school meetings to work on understanding standards and developing quality lessons based on grade level standards.	Complete 10/28/2016	Michelle Flach	09/05/2016
<i>Notes:</i>					
4	10/9/17	The school will provide grade/subject specific professional development based on need.		Christopher Paullet	06/08/2018
<i>Notes:</i>					
5	10/9/17	The leadership team will provide half day planning (on early release days), for teachers to address their areas of need, as shown by individual classroom data.		Christopher Paullet	06/08/2018
<i>Notes:</i>					
6	10/9/17	Staff will attend required weekly after school meetings to work on understanding standards and developing rigorous, quality lessons based on grade level standards.		Christopher Paullet	06/08/2018
<i>Notes:</i>					
Implementation:			09/08/2017		
Evidence		9/8/2017. Teachers met one a month for district-wide professional development and once a week after-school for Learning-Focused unpacking standards and lesson plan development. Substitutes were hired for vertical and horizontal planning sessions.			
Experience		9/8/2017. The district provided mostly professional development on developing High-Performance Learning-Focused lessons and at the school-level, teacher worked on cohorts on developing and implementing the new instructional framework. Substitute teachers were hired in order for teachers to have one vertical and one horizontal planning session. Teachers also met weekly in cohorts to work on unpacking grade-level standards and developing high quality lessons.			

Sustainability	9/8/2017. Our staff will need to attend district-wide professional development meetings and school-level PLCs to continue work on Learning-Focused lessons and adding rigor and higher-order thinking skills. Early release days will need to be utilized for structured and specific school-level professional development based on teacher need.			
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Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
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Initial Assessment:	All teachers are evaluated to determine their areas of strength and areas of improvement. School-level administrators follow district protocol for recruiting and replacing staff. Rewarding staff and recognizing positive accomplishments is an area in which we need to improve.	No Development 09/27/2017		
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How it will look when fully met:	J.C. Sawyer will have less than 10% teacher turnover from year to year.		Christopher Pullet	06/08/2018
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Action(s)	Created Date		0 of 3 (0%)		
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1	10/9/17	All teachers will be evaluated, using a variety of methods to determine their areas of strengths and needs for improvement and placed on a plan to move them to proficient and beyond.		Christopher Pullet	06/08/2018
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2	10/9/17	Teachers will be given a variety of leadership opportunities based on their strengths and level of experience and will be recognized and rewarded on a monthly basis through the MTSS staff recognition.		Delisha Moore	06/08/2018
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Notes:

3	10/9/17	Hiring committee will include teachers and other staff based on the position to be hired and the staff's level of experience.		Christopher Pullet	06/08/2018
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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>			The school has very strong parent support from some demographics, however our students who are eligible for free and reduced lunch are difficult to reach and their students continue to struggle.	Limited Development 10/11/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			By the end of the 2016-17 school year, J C Sawyer will have increased its overall end of grade-level proficiency by at least 10 percentage points. Student growth index will continue to improve with 90% of teacher will show positive growth as met or exceeded growth measured by EVAAS. All parents will regularly attend information sessions and implement strategies that support student learning. Parents will provide actionable feedback regarding their own student's needs.		Megan Meredith	06/09/2017
<i>Action(s)</i>	<i>Created Date</i>			3 of 8 (38%)		
1	10/11/16	Create and use parent surveys to better understand parent needs.		Complete 06/08/2017	Megan Meredith	11/01/2016
<i>Notes:</i>						
2	10/11/16	Establish parent nights to educate and inform parents about academic strategies and supports that are in place to help their child. The team agreed to allot \$500 to hire Sylvan to assist with STEM and science fair projects and to purchase science fair boards.		Complete 06/08/2017	Latitia Figgs	11/30/2016
<i>Notes:</i> Sylvan staff rep will be hired to work with parents during a Title I Family Night event.						
11/17/16- Tentative date for Science Night is Dec. 8, 2016.						
3	10/11/16	Share information regarding events and initiatives through Schools Connect, Social media, and flyers via student folders.		Complete 06/08/2017	Latitia Figgs	11/30/2016
<i>Notes:</i>						
4	10/9/17	Create and use parent surveys to better understand parent needs.			Megan Meredith	06/08/2018
<i>Notes:</i>						
5	10/9/17	Establish parent nights to educate and inform parents about academic strategies and supports that are in place to help their child.			Christopher Pullet	06/08/2018

<i>Notes:</i>					
6	10/9/17	Share information regarding events and initiatives through Schools Connect, Social Media, and flyers via student folders.		Megan Meredith	06/08/2018
<i>Notes:</i>					
7	10/9/17	Create and utilize PTO folders to update families on upcoming events and other important information to bridge the gap between school and families.		Sarah Halstead	06/08/2018
<i>Notes:</i>					
8	10/16/17	Teachers will ensure that grades in PowerSchool will be updated weekly.		Christopher Pullet	06/08/2018
<i>Notes:</i>					
Implementation:			09/08/2017		
Evidence	9/8/2017. Parent nights were established throughout the year and surveys were completed and turned in. Information was shared in a variety of ways: School Connect calls, social media, flyers, etc.				
Experience	9/8/2017. Parents participated in school-level surveys through Title 1 parent nights. Parents nights were used to educate and inform parents about academic strategies and supports that are in place to help their child. Community partners came to the school for presentations and activities with classes of students.				
Sustainability	9/8/2017. As a team, we need to think about our next steps for family and community involvement. Our future parent nights need to be more educational, rather than a presentation and/or showcase. Also, looking at how we can reach more families.				