

## Comprehensive Progress Report

**Mission:** The mission of Luther “Nick” Jeralds is to provide all students with the opportunity to achieve academic success for tomorrow’s challenges, to develop technological and social skills in a safe, orderly and caring environment with the help of home and community.

**Vision:** We will positively impact every eagle, every day in every way.

**Goals:**  
Nick Jeralds Middle School will earn a "C" school performance grade by increasing proficiency on end of grade tests by 21.9% points(this will result in an overall proficiency score of 55%).  
By the end of the school year, incidents resulting in ISS/OSS will decrease by 25%.



! = Past Due Objectives      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>              |       | Presently, LNJMS' faculty and staff procedures are to begin the school year with a discussion of classroom/team/school/district rules. Administration held sessions with teachers related to classroom management during August workdays. Teachers are somewhat aware of the system used to report discipline(informally and formally). Students are asked to sign a statement acknowledging these policies. The LNJMS PBIS chairperson visits each team to train teachers on the SOAR matrix and instructs teachers to focus on one tenet of the matrix each week. Students are taught about the matrix and PBIS system through homeroom classes. The PBIS points that students earn are used online and items received in class. The budget used for these items is Title I. | Limited Development<br>09/20/2022 |                     |             |
| <i>How it will look when fully met:</i> |       | At full implementation, incidents of discipline infractions will be reduced by 25%. All faculty and staff will demonstrate awareness of management strategies as evidenced by decreased incidents in classrooms. Student engagement will increase as students become aware of triggers and accept responsibility for behaviors. Every student feels valued. Parents realize that their student is supported across all settings.   |                                   | Kanisha Jones-Dunor | 06/03/2024  |
| <i>Actions</i>                          |       |  | <b>2 of 9 (22%)</b>               |                     |             |
| 9/20/22                                 |       | The LNJMS Administration and Student Services Department(School Counselors/Social Workers) will examine every behavior that results in suspension from August 2022-present to determine if alternative consequences could have been implemented as opposed to OSS/ISS. The Hoonuit Engine will also be used to examine student behavior and trends to determine increases/decreases in incidents.  | Complete 02/10/2023               | Joy Williams        | 10/21/2022  |
| <i>Notes:</i>                           |       | The LNJMS Administrative Team examined the infractions. Of 94 infractions for first quarter, 45 were fighting charges and warranted a disciplinary action. The other 49 actions were examined and of 49, six were infractions that could have warranted a non OSS/ISS action.  |                                   |                     |             |
| 9/20/22                                 |       | A Social Worker from the Student Services Department will be fully trained in restorative practices and will implement those practices in order to reduce discipline infractions.  | Complete 02/28/2023               | Britney Campbell    | 03/15/2023  |

|         |   |               |            |
|---------|---|---------------|------------|
|         | <i>Notes:</i> Once this is complete and RJC representative completes first meeting with students, add notes here.   |               |            |
| 9/18/23 | Select LNJMS students(Students of the Month, JS2S, SGA, etc) will serve as greeters and orient new students to our school.  | Miah Mitchell | 10/31/2023 |
|         | <i>Notes:</i>   |               |            |
| 9/20/22 | Students will receive explicit instruction on the SOAR matrix across all school settings in August, November, February and April.   | Damar Young   | 06/03/2024 |
|         | <i>Notes:</i> Type outcomes here for this endeavor.What did teachers do for this action?  |               |            |
| 9/18/23 | LNJMS Administration will present data statistics (3 Key Performance Indicators) at each staff meeting and examine trends by grade level.   | Joy Williams  | 06/05/2024 |
|         | <i>Notes:</i>   |               |            |
| 9/18/23 | Students who return from Howard Learning Academy will meet monthly with a member of student services for interventions and to prevent recidivism.   | Miah Mitchell | 06/05/2024 |
|         | <i>Notes:</i>   |               |            |
| 9/18/23 | Distribution of PBIS points will be required of all teachers. A 100 point minimum will be required of all classroom teachers each week.   | RaTasha Rouse | 06/05/2024 |
|         | <i>Notes:</i>   |               |            |
| 9/18/23 | Students who require a reassignment to Howard Learning Academy will be contacted via email or WebEx monthly by a member of the Student Services Team.   | Miah Mitchell | 06/05/2024 |
|         | <i>Notes:</i>   |               |            |
| 9/19/23 | Communities In Schools (CIS) liaison will implement a SEL plan with individualized goals for a specifically selected group of students across grade levels and host regular meetings to discuss the 3 Key Performance Indicators. | Boris Ashford | 06/05/2024 |
|         | <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>              |         | ELA/Math/8th Grade Science teachers meet weekly with Instructional Coaches to analyze and review the Learning Plans set forth by CCS Curriculum and Instruction Department. The groups unpack standards and review strategies for facilitation of instruction. Utilization of the Thinking Core Curriculum lesson plans, learning plans, and standards analysis as well as Better Lesson tenets are included in the planning process. | Limited Development<br>09/26/2022 |                |             |
| <i>How it will look when fully met:</i> |         | Upon completion, teachers will have full mastery of content level standards as evidenced in lesson plan documents. Evidence of Better Lesson or Thinking Core concepts and tenets are evident in lesson plans. Classroom lessons show consistent evidence of High Yield Strategies in classrooms. Student outcomes on NC EOG tests will show increases of 25%.  |                                   | TaNeidra Nixon | 06/03/2025  |
| <b>Actions</b>                          |         |   | <b>0 of 2 (0%)</b>                |                |             |
|   | 10/5/22 | PLC meetings will be held twice weekly for lesson planning around grade level standards, modeling of instructional practices and data disaggregation. Evidence of standards discussion,modeling and data discussion available in PLC agendas.   |                                   | TaNeidra Nixon | 06/03/2025  |
| <i>Notes:</i>                           |         |   |                                   |                |             |
|   | 10/5/22 | Data disaggregation days are allocated once per quarter for analysis of student achievement information. Teachers will determine remediation groups based upon data garnered each quarter.  |                                   | TaNeidra Nixon | 06/03/2026  |
| <i>Notes:</i>                           |         |   |                                   |                |             |

| 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>   |         | <p>Presently, our instructional system recognizes that students have individual needs across all tiers. Our instructional system attempts to meet those needs through a holistic method rather than individually.</p> <p>Successmaker- Students are working to get out of IP and will track their weekly progress in their student data folder. Students are to complete their sessions daily and students that come in late stay back from their first elective to complete missed morning session. Core teachers will report to elective teachers by email if they hold students back. Students that do not have a laptop report to the CTE lab when they arrive to school and get their session completed.</p> <p>Exceptional Children- When students have ISS, they will be permitted to return to their assigned ELA and Math class to receive instruction unless they received discipline because of the class.</p> <p>Restorative Justice- Teachers continue to visit students and provide instruction and clarification on assignments to students during their planning.</p> <p>Bubble Students (students that were within 10 points of passing EOG) Students were placed together in one class for strategic intervention.</p> | Limited Development<br>10/03/2022 |                     |             |
| <i>How it will look when fully met:</i>  |         | EOG scores will increase 25% in ELA, Math, and 8th Grade Science. This increase will be attributed to the strategic focus on the individual needs of students in Tier II and III. Students will be identified based upon monthly assessments along with benchmarks and teachers will implement a remediation plan with a focus on small groups.  |                                   | TaNeidra Nixon      | 06/03/2026  |
| <b>Actions</b>   |         |  | <b>0 of 2 (0%)</b>                |                     |             |
|  | 10/3/22 | Strategic Scheduling of students with ten developmental scale score on the Reading and Math end of grade test.   |                                   | Kanisha Jones-Dunor | 06/03/2026  |
| <i>Notes:</i> Once end of grade results are compiled the list will be developed. |         |  |                                   |                     |             |
|  | 10/3/22 | Incentive Program based upon specific growth criteria in successmaker.   |                                   | Kanisha Jones-Dunor | 06/03/2026  |

Notes:

|                            | 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> |     |       | <p>Presently, our level of implementation is progressing toward implementation. Our school utilizes the PBIS method for student support, and the school is actively employing the PBIS Reward online platform to reward students' positive behaviors. Students use their PBIS points to purchase items online, and the items are delivered to students in homeroom. This year, we will analyze data from the reports featured on the PBIS Rewards website that shows how many points students are earning and how many points teachers are rewarding in monthly intervals.</p> <p>Teachers are beginning to implement calm corners in their classrooms where students can physically move to another area in the room to deescalate and refocus. The Student Support Services team is offering and planning on offering multiple services that address various aspects of students' emotional needs.</p> | Limited Development<br>09/26/2022 |             |             |

|  |  |                           |                         |                   |
|--|--|---------------------------|-------------------------|-------------------|
| <p><b>How it will look when fully met:</b></p> | <p>Upon completion of this objective, discipline infractions will have decreased by 5% due to improved facilitation of PBIS. A focus on each tenet of our PBIS matrix will be implemented on a bimonthly basis and students will receive rewards related to compliance and positive behavior. The evidence that will be provided is data from the Power School system detailing infraction rates.</p> <p>Character Build Fridays are held during homeroom. Teachers are provided a lesson generated through the guidance department that addresses the behavioral/cultural needs of our school. The purpose of these days is to give students a better understanding of expectations (behavioral and cultural) and to bring about discussion of ways to improve the environment in our school. These days are also geared toward helping students to understand how their decisions impact their school life.</p> <p>Due to the measured implementation of the PBIS system and services offered by our Student Support team, a decrease in incidents of the SEL needs of students will be evident and an increase in student attendance rate by 5% due to a reduction of disciplinary incidents will be evident.</p> |                           | <p>Miah Mitchell</p>    | <p>06/03/2025</p> |
| <p><b>Actions</b></p>                          |  | <p><b>0 of 3 (0%)</b></p> |                         |                   |
| <p>9/26/22</p>                                 | <p>Calm corners will be implemented in every classroom and designated in special areas of our building. A member of our student services will periodically assess every area for implementation and fidelity.</p>  |                           | <p>Britney Campbell</p> | <p>06/03/2025</p> |
| <p><i>Notes:</i></p>                           |  |                           |                         |                   |
| <p>9/26/22</p>                                 | <p>Second Steps lessons that focus on social and emotional learning from the county based on the needs assessments from the students will be implemented every Friday in homerooms. A member of the Student Support Services team will frequently monitor rooms to ensure that lessons are being implemented with fidelity.</p>  |                           | <p>Britney Campbell</p> | <p>06/03/2025</p> |
| <p><i>Notes:</i></p>                           |  |                           |                         |                   |
| <p>9/26/22</p>                                 | <p>Professional development sessions led by the Student Support Services Team will be provided for faculty and staff that focus on Maslow before Bloom's, which is based upon the school's Tier I and trauma-informed school status. The sessions will reiterate how our students' needs based upon Maslow's hierarchy of needs must be met before Bloom's taxonomy levels can be addressed with fidelity.</p>   |                           | <p>Britney Campbell</p> | <p>06/03/2025</p> |
| <p><i>Notes:</i></p>                           |  |                           |                         |                   |

|   | 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 |
|---|---------|--|--|-----------------------------------|---------------------|-------------|
| <i>Initial Assessment:</i>              |         |  | Presently, LNJMS implements a 6th grade orientation for incoming students. This orientation includes: tour of the school, meeting all grade level teachers, review of code of conduct, school expectations, school supplies needed and culminates with a parent information session led by guidance counselors and administration. LNJMS 8th grade students participate in an informational seminar with LNJMS counselors regarding grades, applying for early colleges(if interested), GPA and honors classes. Students also complete a four year plan that will be used as they matriculate through high school. At-risk students' grades and progress(or lack of) are monitored through the MTSS. This team allows teachers to create goals and document interventions used for students who are not performing on grade level. This also allows the information to be viewed over time so that teachers will know best how to meet individual students' needs and collaborate with previous/current teachers to discuss the student. | Limited Development<br>10/03/2022 |                     |             |
| <i>How it will look when fully met:</i> |         |  | When this objective is fully met, students' will show intentional, consistent academic progress and proof of teachers' efforts to collaborate for students' needs. Additionally, incidents of discipline will decrease by 5%.  |                                   | Miah Mitchell       | 06/03/2026  |
| <b>Actions</b>                          |         |  |  | <b>0 of 2 (0%)</b>                |                     |             |
|   | 10/3/22 | Host a rising sixth grade "meet and greet" in the spring semester. Host 6th grade orientation prior to the start of the new year.                                      |  |                                   | Kanisha Jones-Dunor | 06/03/2026  |
| <i>Notes:</i>                           |         |  |  |                                   |                     |             |
|   | 10/3/22 | MTSS data will be collected, updated, and reviewed quarterly to track at-risk students. Goals will be put in place for students with academic and behavior challenges. |  |                                   | Britney Campbell    | 06/03/2026  |
| <i>Notes:</i>                           |         |  |  |                                   |                     |             |



| 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 |
| <i>Initial Assessment:</i>              |         | SIT Meetings are held once per month at LNJMS. The SIP has been "repurposed" to be a more effective tool that will impact student achievement and teacher capacity. The LNJMS administrative team meets weekly as a group to discuss issues related to teaching and learning. An Instructional Leadership team was formed this year comprised of administrators and instructional coaches to determine best practices for impacting achievement, disaggregate data, conduct walk throughs, and implement coaching methods for teachers.   | Limited Development<br>10/02/2022 |                 |             |
| <i>How it will look when fully met:</i> |         | Meetings for SIT, Administration, and Instructional Leadership teams are held on a rotation that is kept with fidelity. Meetings surround teaching, learning and how the two lend themselves to increased student achievement. Walk-throughs are conducted on a regular basis and feedback is offered to teachers in a timely manner with a coaching task. Teachers are placed on a tiered system for coaching and improvement and through coaching, move from one tier to the next as improvement becomes evident. Instructional coaches are well trained on coaching (Get Better Faster) teachers implementing standards based instruction. |                                   | Joy Williams    | 06/06/2025  |
| <i>Actions</i>                          |         |   | <b>0 of 2 (0%)</b>                |                 |             |
|   | 10/2/22 | Instructional Team meetings will be held weekly including administrators and Instructional Coaches. Teacher tiering, improvement allowing transition through tiers, coaching instructions, and tasks will be evidenced in the agenda.   |                                   | TaNeidra Nixon  | 06/03/2025  |
| <i>Notes:</i>                           |         |   |                                   |                 |             |
|   | 10/2/22 | The Administrative team will meet weekly to determine best practices for instruction, observation/ walk-through trends, professional development needs and data.  |                                   | Stephanie Kelly | 06/03/2025  |
| <i>Notes:</i>                           |         |   |                                   |                 |             |

| 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>              |  | Teachers have an established planning time for individual as well as team planning. This time is allocated for lesson structuring with Instructional Coaches, grade level PLCs and data disaggregation. Elective teachers share common planning also for collaborative purposes. | Limited Development<br>10/02/2022 |                     |             |
| <i>How it will look when fully met:</i> |  | The master schedule is a tool that allows for a purposeful use of planning time for teachers. This time will be allocated for grade level PLCs, data disaggregation and time for addressing of team tasks.   |                                   | Stephanie Kelly     | 06/03/2026  |
| <b>Actions</b>                          |  |  | <b>0 of 2 (0%)</b>                |                     |             |
| 10/2/22                                 | Monitor Master Schedule and ensure common planning time for all classroom teachers is allocated each year.                         |  |                                   | Kanisha Jones-Dunor | 06/03/2026  |
| <i>Notes:</i>                           |  |  |                                   |                     |             |
| 10/2/22                                 | Grade Level PLC agendas will show evidence of twice-weekly meetings involving Math and/or ELA teachers with Instructional Coaches. |  |                                   | Stephanie Kelly     | 06/03/2026  |
| <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 |
| <i>Initial Assessment:</i>              |         | <p>Classroom walk-through forms are utilized through the iRounds system to conduct informal assessments of classroom instruction. The form is electronically copied to the teacher and all administrators. The form features 3 concise areas related to instruction and management and allows for a listing of areas of strength and improvements needed(if applicable). Additionally, teachers are provided 2-3 observations throughout the school year and a summary evaluation at the end of the year related to performance. The observations must be completed within a 10 day span of time for teachers' understanding and adjustment.</p> <p>Based upon administrative and instructional coach walk-throughs, PLC agendas have been created with a Plan, Model, Execute, Debrief mode of delivery. Based upon the data gleaned from walk-throughs, professional development was implemented for ELA/Math teachers. Further details related to professional development can be found under Indicator C2.01.</p> | Limited Development<br>09/22/2022 |                |             |
| <i>How it will look when fully met:</i> |         | Upon implementation, teachers will have the full capacity to utilize the CCS Learning Plans which include use of Thinking Core (ELA) or Better Lesson (Math) tenets. Evidence of standards mastery will be evident in classroom instruction walk throughs and observations.   |                                   | TaNeidra Nixon | 06/06/2024  |
| <b>Actions</b>                          |         |   | <b>0 of 4 (0%)</b>                |                |             |
|   | 9/22/22 | Administrators or Instructional Coaches will provide teachers with explicit feedback with a clear observable action step no less than twice per month using the CCS Coaching Tracker  |                                   | TaNeidra Nixon | 06/03/2024  |
|   |         | <i>Notes:</i> Math and ELA teachers will receive specific feedback from instructional coaches.  |                                   |                |             |
|   | 9/22/22 | Administrators and/or ICs will utilize Swivl system to provide coaching feedback to teachers.   |                                   | TaNeidra Nixon | 06/03/2024  |
|   |         | <i>Notes:</i> Document dates of usage here.   |                                   |                |             |

|   |  |  |                |            |
|---|--|--|----------------|------------|
| 12/12/22  | Peer learning walks and/or peer facilitation critiques will take place throughout our building for 6th, 7th, and 8th-grade ELA, math, and science teachers.  |  | TaNeidra Nixon | 06/03/2024 |
| <i>Notes:</i> Teachers will complete documents that list takeaways from the lessons observed as well as observations of what the observed teacher was doing and what the students were doing. |  |  |                |            |
| 9/22/22   | Administrators and ICs will transition teachers from one tier to the next in the CCS Tracker tool when instructional skills have been mastered(or decline evidenced) based upon the implemented coaching document. |  | Joy Williams   | 06/05/2024 |
| <i>Notes:</i> Evidence of names of teachers moved inserted here.  |  |  |                |            |

**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>              |         | Throughout the school year, LNJMS disaggregates school data to show our progress as it relates to other schools in our county. Additionally, Administrators and ICs will disaggregate school data to determine students' learning trends. From this information, decisions are made related to classroom instruction, scheduling, and professional development needs. The Principal is required to present the LNJMS data to CCS Instructional Leadership twice per year and offer insight and feedback as to the progression of the school towards proficiency. Utilization of the Hoonuit dashboard will be used monthly by Administrators and Student Services to determine students who are at high, moderate, or low risk of failure to meet a Key Performance Indicator.   | Limited Development<br>09/22/2022 |                 |             |
| <i>How it will look when fully met:</i> |         | Teachers will effectively utilize data presented through EOG data, Mastery Connect data and other data points to effectively inform instruction in classrooms. Small group instruction will be effectively targeted towards students who are $\leq$ 8 points from proficiency on EOG tests. These "bubble" students were strategically placed based upon EOG proficiency data as it relates to teachers. Teachers are participating in ongoing ELA or Mathematics professional development designed around mastery of the standards. Thinking Core (ELA) has an established plan of action to address active engagement around standards for teachers' instructional need and have included Social Studies teachers in this action plan to ensure mastery of informational text standards. Better Lesson(Mathematics) has an established plan of action to address student discourse and investigation around standards mastery. As teacher capacity is increased, a growth mindset will be evidenced in the school. |                                   | Joy Williams    | 06/05/2024  |
| <i>Actions</i>                          |         |  | <b>2 of 6 (33%)</b>               |                 |             |
|   | 9/22/22 | Intervention groups are created based on mid year Mastery Connect benchmark data.  |                                   | Stephanie Kelly | 01/31/2024  |

|  |  |                     |                 |            |
|--|--|---------------------|-----------------|------------|
| <i>Notes:</i> Notes here related to the remediation groups and EOG retest groups.      |  |                     |                 |            |
| 9/22/22  | Teachers will participate in Data Dives for disaggregation of students' benchmark data and to determine instructional adjustments for standards mastery.   | Complete 04/21/2023 | Stephanie Kelly | 06/03/2024 |
| <i>Notes:</i> Notes about data dive.   |  |                     |                 |            |
| 9/22/22  | Teachers will participate in weekly data dives with Instructional Leadership Team through PLCs to determine standards mastery.   |                     | Joy Williams    | 06/03/2024 |
| <i>Notes:</i>  |  |                     |                 |            |
| 9/22/22  | Professional development series completed around standards mastery with Thinking Core and CCS Mathematics Curriculum Specialists to include walk through activities and feedback sessions.                                 | Complete 04/28/2023 | Joy Williams    | 06/03/2024 |
| <i>Notes:</i> Insert info related to dates of walk throughs and learning sessions here |  |                     |                 |            |
| 9/22/22  | Principal completes training on the Get Better Faster Model for coaching teachers.   |                     | Joy Williams    | 06/03/2024 |
| <i>Notes:</i> Notes here from training exercises.                                      |  |                     |                 |            |
| 9/19/23  | Teachers and ICs will utilize Student Data trackers on a regular basis (at least twice per month) to monitor progress of collective data from Mastery Connect, post assessments, benchmarks and EOG comparison projections |                     | TaNeidra Nixon  | 06/05/2024 |
| <i>Notes:</i>  |  |                     |                 |            |

| Core Function:                          |       | Dimension C - Professional Capacity  |                                   |                     |             |
|---|-------|--|-----------------------------------|---------------------|-------------|
| Effective Practice:                     |       | Talent recruitment and retention   |                                   |                     |             |
| 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 |
| <i>Initial Assessment:</i>              |       | Prospective teachers are recruited at teacher job fairs or through the Talent Ed system. Evaluations are done yearly and are comprised of a summary of 2-3 observations done throughout the school year. Teachers at LNJMS are rewarded throughout the year for outstanding job performance and other incentives offered through administration.   | Limited Development<br>10/03/2022 |                     |             |
| <i>How it will look when fully met:</i> |       | At full implementation, monthly teacher recognition will take place for teaching performance, attendance rates and innovation in the classroom.  |                                   | Stephanie Kelly     | 06/03/2026  |
| <b>Actions</b>                          |       |  | <b>0 of 1 (0%)</b>                |                     |             |
| 10/3/22                                 |       | Teacher(s) will be recognized monthly for performance in classrooms, perfect attendance or innovation in the classroom as it relates to technology, rigor, engagement, classroom management, or instruction. Administration will determine recipients based upon walk-through data and C&I department feedback. Perfect Attendance data will come from our substitute information system. Teachers will receive incentives that relate to the area being recognized. |                                   | lydia Day-McClenney | 06/03/2026  |
| <i>Notes:</i>                           |       |  |                                   |                     |             |

| 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 |
| <i>Initial Assessment:</i>              |         | School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.   | Limited Development<br>10/08/2023 |                 |             |
| <i>How it will look when fully met:</i> |         | After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators. |                                   | Donell Underdue | 05/31/2024  |
| <i>Actions</i>                          |         |  | <b>0 of 1 (0%)</b>                |                 |             |
|   | 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.                        |                                   | Donell Underdue | 03/29/2024  |
| <i>Notes:</i>                           |         |  |                                   |                 |             |



| 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>              |         | Currently, a minimum of two parent involvement events will take place per semester at our school. Parent involvement activities are planned, and involvement is minimal. LNJMS analyzes activities and attendance to determine changes that need to be made in order to increase participation.   | Limited Development<br>09/26/2022 |                |             |
| <i>How it will look when fully met:</i> |         | At full implementation, our school will offer parent involvement activities that are informative and helpful at least twice per semester. These activities will be "parent-friendly" and will allow for a greater parent/school relationship. An increase of 50% in parent attendance will result in better communication between the school, parents, and all stakeholders. Parent feedback after events will be utilized in an effort to align school expectations and parental expectations for future events. |                                   | Patrick Porter | 06/03/2025  |
| <b>Actions</b>                          |         |   | <b>0 of 2 (0%)</b>                |                |             |
|   | 9/26/22 | Two parent involvement events will take place per semester during the school year. Follow-up surveys will be sent home to analyze how future events can improve and parental participation will increase.   |                                   | Patrick Porter | 06/03/2025  |
| <i>Notes:</i>                           |         |   |                                   |                |             |
|   | 9/26/22 | The Parent Involvement correlate will meet once a month to plan and discuss events that will increase parent participation and communication between the school and parents.  |                                   | Patrick Porter | 06/03/2025  |
| <i>Notes:</i>                           |         |   |                                   |                |             |