

## School Improvement Plan

**DATES PREPARED:** June 9, 2022 and July 20, 2022



**PRINCIPAL SIGNATURE:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## NC Priority Goal 1: Eliminate opportunity gaps by 2025

### Area for Improvement and Supporting Data

#### Objectives:

Objective 1- Decrease the number of exclusionary discipline practices by subgroup (suspensions and expulsions)  
 Objective 2- Improve school climate measures across all schools and grade levels  
 Objective 3- Increase percentage of 4-year old children enrolled in state Pre-K from 22% to 34%  
 Objective 4- Decrease the high school dropout rate for each subgroup  
 Objective 5- Decrease number of students taking remedial courses in college  
 Objective 6- Increase the number of educators of color in schools across North Carolina  
 Objective 7- Increase the number of charter schools providing equitable access to economically disadvantaged students or reflecting the LEA in which they are located

#### Objective:

Strengthen the non-academic component at JVE by supporting students with a variety of nonacademic concerns.

#### Action Steps needed to complete this objective:

- The school guidance counselor and/or teacher assistant will teach the Second Step Bullying Prevention Unit in conjunction with student behavior supports already in place in classrooms.
- Utilize the counseling teacher assistant to support students in MTSS for social emotional concerns through collaboration with staff in order to target individual or small group student needs.
- Implement a Student of the Month program in which two students per class are recognized for displaying Panther Pride (academic, behavioral, and/or social/emotional goals) as determined by the classroom teacher. Students of the Month will have the opportunity to choose a book from the new book vending machine, receive school wide recognition, as well as other incentives.
- Hold vertical transition meetings among grade level classroom teachers and EC teachers at the beginning of the school year to discuss student needs.
- Hold transition meetings between Specialist teachers (Art, Music, PE, Counselor, Counseling Teacher Assistant) and EC teachers to best meet the needs of students in all classes.
- JVE will have a monthly school wide book for each classroom. These books have been selected and reviewed by our librarian. Each classroom will receive a copy of each book of the month to send home overnight with every student in their classroom. These books will then become part of every classroom library at JVE and focus on the following themes: Skills for Learning, Empathy, Emotion Management, Problem Solving, and Friendship Skills.
- All faculty and staff will be trained in Certified De-Escalation Training (CRT)

#### Specific Outcomes (Measurement):

Increase in self-regulation and executive functioning.

#### How will you measure your outcomes?

- Decrease in disciplinary referrals
- Decrease in student absences

	<ul style="list-style-type: none"> <li>• Increase in the number of students receiving targeted mental health supports</li> <li>• Increase in academic growth among students</li> <li>• Improved relationships among staff and students</li> </ul>	
<b>Objective:</b>		
<b>Action Steps needed to complete this objective:</b>		
<b>Specific Outcomes (Measurement):</b>		
<b>How will you measure your outcomes?</b>		
<b>Objective:</b>		
<b>Action Steps needed to complete this objective:</b>		
<b>Specific Outcomes (Measurement):</b>		
<b>How will you measure your outcomes?</b>		
<b>Goal 1 Progress Updates:</b>		
<b>BOY Progress Update</b>	<b>SIT Team</b>	
	<b>District Team</b>	
<b>MOY Progress Update</b>	<b>SIT Team</b>	

	District Team	
EOY Progress Update	SIT Team	
	District Team	

NC Priority Goal 2: Improve school and district performance by 2025	
Area for Improvement and Supporting Data	
<b>Objectives:</b>	<p>Objective 1- Allocate financial, business and technology resources according to State and Federal laws and State Board of Education policies</p> <p>Objective 2- Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim Progress</p> <p>Objective 3- Increase the percentage of students proficient in math by subgroup</p> <p>Objective 4- Increase the percentage of students proficient in reading by the end of 3rd grade</p> <p>Objective 5- Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress</p> <p>Objective 6- Increase the percentage of students proficient in science by subgroup</p> <p>Objective 7- Increase number of schools meeting or exceeding growth measure by subgroup</p>
<b>Objective:</b>	JVE will strengthen instructional practices in reading through research-based targeted strategies appropriate for grade level spans.
<b>Action Steps needed to complete this objective:</b>	<ul style="list-style-type: none"> <li>Expand Foundations to include instruction in third grade. Utilize Foundations notebooks to match the scope and sequence of the research based Phonics curriculum.  <b>Level K:</b> Used by students for letter formation, keyword pictures, and sounds. Students finger-trace the letters, color the keyword pictures, and write letters.  <b>Level 1:</b> Used by students as a reference for sounds, spelling rules, vocabulary, and trick words. Sections are alphabetized, and space is provided to enter spelling examples, vocabulary, and trick words.  <b>Level 2:</b> Used by students as a reference for sounds, syllable types, spelling rules, vocabulary, and trick words. There is also a dictionary section for spelling options.  <b>Level 3:</b> Used by students as a reference for sounds, syllable types, rules and trick words. Includes a vocabulary section and a sound-alike section where students can write in definitions of words learned in the lesson.</li> <li>Implement Heggerty Phonemic Awareness Curriculum in grades K-2. Use Heggerty Bridge the</li> </ul>

	<p>Gap in 2nd grade and above as a Tier 2 intervention.</p> <ul style="list-style-type: none"> <li>• Continue the Learning Focused Vocabulary book study with a focus on the second part of the book, Word Walls. Students will utilize word walls to include targeted vocabulary in writing.</li> <li>• ELA Learning targets or concrete goals directly connected to grade level standards and using standards vocabulary written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class or unit will be posted on the board.</li> <li>• Continue Using Teacher's College to measure text reading comprehension in grades 4-5 and add mCLASS DIBELS, Dynamic Indicators of Basic Early Literacy Skills, in grades 4-5 a universal screener that measures the development of reading skills. mClass is already used in grades K-3. Utilizing this tool in all grades will provide more consistency in data, instruction, and collaboration.</li> <li>• Independent reading goals will be set for each student. Teachers will conduct weekly formative assessments with every student through reading conferences with individual students in grades K-5 and keep conferencing notes on each student. Reading conferences will check student progress as well as use standards based question stems to discuss independent reading.</li> <li>• Every grade level will require written standards based reading responses for independent nightly reading utilizing vocabulary from ELA standards. This will look different in every grade.</li> <li>• Students in grades 3-5 will have book quizzes adapted to match grade level standards and vocabulary to be assigned upon completion of each independently read book.</li> <li>• Each grade level will set student independent reading goals and utilize an incentive program to help students achieve their goals, increase volume or reading, and reading stamina.</li> <li>• Use graphic organizers for text structure from Max Thompson in grades K-5 during the literacy block.</li> <li>• Utilize the Literacy Model for Implementing Extended Reading Passages in grades 2-5 as an assignment for students working away from the Guided Reading table.</li> <li>• Create a long range plan with standards based vocabulary for instruction</li> </ul>
<b>Specific Outcomes (Measurement):</b>	Core reading instruction will be strengthened through development of consistent strategies and practices targeting the needs of grade levels and individual students.
<b>How will you measure your outcomes?</b>	Increase proficiency and number of students showing growth in MClass and Reading EOG assessments through increased phonemic awareness and phonics knowledge, growth of reading stamina, and a deeper understanding of text structure which is critical to increasing reading comprehension.
<b>Objective:</b>	JVE will strengthen instructional practices in math through research-based targeted strategies appropriate for grade level spans.

<b>Action Steps needed to complete this objective:</b>	<ul style="list-style-type: none"> <li>• Math Learning targets or concrete goals directly connected to grade level standards and using standards vocabulary written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class or unit will be posted on the board.</li> <li>• Discuss using iReady for a Math screener and for progress monitoring. This will be an ongoing discussion to determine the best screener to use.</li> <li>• Increase the length of the Math block to 90 minutes daily in grades 3-5 and 75 minutes daily in grades 1-2.</li> <li>• Use the Xtra Math website to improve fact practice and improve Math fluency in grades K-5 daily. This may be during morning work, but should not take time from the Math block. (transitioning to daily for Kindergarten when ready).</li> <li>• Utilize Investigations End of Unit Tests and Common Formative Assessments from Tools for Teachers in grades 3-5. Utilize Investigations quizzes or tests and Common Formative Assessments in second grade. Student data will be recorded, shared, and discussed by classroom teachers with planning instruction and strategies in Math PLCs.</li> <li>• Send home Investigations Family Letters</li> <li>• Create long range plans with standards based vocabulary for instruction</li> </ul>		
<b>Specific Outcomes (Measurement):</b>	Core math instruction will be strengthened through development of consistent practices targeting the needs of grade levels and individual students.		
<b>How will you measure your outcomes?</b>	Increase proficiency and number of students showing growth on K-2 end -of-year and Math EOG assessments and fluency in Math fact knowledge.		
<b>Objective:</b>			
<b>Action Steps needed to complete this objective:</b>			
<b>Specific Outcomes (Measurement):</b>			
<b>How will you measure your outcomes?</b>			
<b>Goal 2 Progress Updates:</b>			
<b>BOY Progress Update</b>	<table border="1"> <tr> <td data-bbox="373 1370 634 1463"> <b>SIT Team</b> </td><td data-bbox="634 1370 1963 1463"></td></tr> </table>	<b>SIT Team</b>	
<b>SIT Team</b>			

	District Team	
MOY Progress Update	SIT Team	
	District Team	
EOY Progress Update	SIT Team	
	District Team	

NC Priority Goal 3: Increase educator preparedness to meet the needs of every student by 2025	
Area for Improvement and Supporting Data	
<b>Objectives:</b>	<p>Objective 1- Increase the number of culturally-relevant, equity-focused resources for educators</p> <p>Objective 2- Increase the number of mentors available to beginning educators</p> <p>Objective 3- Strengthen relationships between educator preparation programs (EPPs), districts, and schools to foster collaboration and better teaching practice</p> <p>Objective 4- Increase opportunities for educator engagement inside and outside of school</p>
<b>Objective:</b>	
<b>Action Steps needed to complete this objective:</b>	
<b>Specific Outcomes (Measurement):</b>	
<b>How will you measure your outcomes?</b>	

<b>Objective:</b>	
<b>Action Steps needed to complete this objective:</b>	
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<b>How will you measure your outcomes?</b>	
<b>Objective:</b>	
<b>Action Steps needed to complete this objective:</b>	
<b>Specific Outcomes (Measurement):</b>	
<b>How will you measure your outcomes?</b>	

<b>Goal 3 Progress Updates:</b>		
<b>BOY Progress Update</b>	<b>SIT Team</b>	
	<b>District Team</b>	
<b>MOY Progress Update</b>	<b>SIT Team</b>	
	<b>District Team</b>	
<b>EOY Progress Update</b>	<b>SIT Team</b>	



	District Team	
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