



*Initial Assessment:*

Limited Development  
08/14/2022

Priority Score: 3

Opportunity Score: 3

Index Score: 9

*How it will look  
when fully met:*

Core behavior practices (JMA Way) exist schoolwide as essential components of instruction, curriculum, and environment. Instruction is culturally responsive by design and delivery. Explicit instruction for the JMA Way (schoolwide behavior expectations and classroom rules, routines/procedures on an established schedule) is provided to students and embedded into the instruction, curriculum, and environment. Full implementation of the JMA Way -A matrix of school-wide behavioral expectations with operational definitions of expected behavior by setting and using the behavior matrix, students and staff acknowledge the school wide system for appropriate behaviors, and a well-defined continuum of consequences for problem behaviors. Adult routines are established to promote success (i.e., active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, schedule for delivery of positive reinforcement, etc.) Structured instruction of the JMA Way (behavioral expectations) is provided to all students. Classroom routines and classroom management

strategies are embedded into instruction.

Full implementation of the Caring Schools Community where, the school climate and environments should support student well-being.

Behavior expectations -JMA Way - are explicitly taught and not assumed that students come to class with these skills already present.

Routines and procedures emphasize proactive, instructive, and/or restorative approaches to student behavior.

Full implementation of the JMA Way and the utilization of the CMS RRHBK and Educators Handbook for addressing office-managed versus staff-managed behaviors.

Teachers and support staff will work closely with the counselor, attendance secretary, and BMT to identify students that are chronically absent and will provide resources and support to the identified students.

All JMA staff will use the restorative/relational practices and JMA Way techniques and strategies to create a positive student culture in order to see a decrease in chronic absenteeism and suspension rates.

All JMA staff will use the Caring School curriculum to address the creation of positive school culture.

The MTSS Framework is being effectively implemented to address the classrooms behaviorally and academically, Staff members will be equipped and capable of positively influencing student behaviors at full implementation.

Social workers and Counselors will complete home visits and check-in appointments with the parent and student.

In cases of chronic absenteeism, there is a collaborative effort within the school where Student Services, attendance secretary, and teachers call parents to inquire about attendance, and letters are sent home by the office.



*Notes:* March 7, 2023 - JMA Way committee has been dissolved and replaced with the academic team.

SEL committee met to discuss the SEL implementation as well as increase participation among both student and staff.

Panorama Survey will be completed at the end of the month.                      day:

6/12/2023 - Shifted from the JMA team to the admin team and did monthly review, with student discipline data.

6/12/2023 -

As of June 2023, we have met our 2022-2023 SIP goal targets as our disproportionality rate was 7%. Common processes, procedures, behavior expectations and discipline practices were modeled and shared for implementation. An emphasis was placed on developing routines, processes, and shared expectations. Built into the daily bell schedule is protected times to address students' social-emotional needs by continuing the school-wide implementation of Caring Schools as well as Restorative/Relational Practices. The protected time occurs during morning advisory.

As of June 2023, our successes included the seventh grade team really embracing SEL and caring schools curriculum. This is evident in the suspension data as the seventh grade suspensions, 1.2 days per incident versus **1.4** days per incident in 1.4

9/22/23







*How it will look  
when fully met:*

*Notes:* 10/3/2023 - Currently working on this action item

9/22/23 Utilize the CMS data protocol weekly to analyze formative and benchmark data to plan for standards-aligned instruction. (Math 8, EVAAS, FAM-S29)

Mary Kendrick  
(08/18/21)

02/28/2024

*Notes:* 10/3/2023 - Ongoing and currently working on. The process should be easier now that all students have chromebook. Math unit one is wrapping up so next weeks planning will be a point of discussion and formulating the reteach.


*Initial Assessment:*



*How it will look  
when fully met:*

JMA teachers will focus on student response to instructional practices instead of student deficits or failures and provide a tiered system of instructional and behavioral supports with interventions that match appropriate instructional resources to student needs.

Intervention groups at the core, supplemental, and intensive levels will be developed based on students' MAP Data, Mastery Connect Data, student work samples, and their supplemental needs, with the goal of students showing growth at the end of the year.

*Actions*

9/22/23 Within the 2023-2024 school year, our TSI school will implement the following evidence-based interventions: targeted small group instruction during ATL Block and planning and implementing PACE strategies for MMs0,T /F4t2TL Block and 18.0 re f q 16.172F4 1s

*Notes:*

9/22/23 The MTSS Leadership Team will review attendance data monthly- along with the SS PLC and modify students' plans according to the identified need (EVAAS, Goal 2, FAM-S 3)

Corina Mota  
(12/3/2022)

02/28/2024

*Notes:*



The School Social Worker conducted several home visits. 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block.

Successes include the consistent use of Educators' Handbook to document minor and major behaviors. Utilized the JMA Behavior Matrix and CMS Student Code of Conduct for consistent and fair consequences. Feedback will be provided to teachers during grade level meetings with the support of BMT training sessions differentiated for teachers. Classrooms with consistent strong SEL lessons had lower minor and major behaviors reported.

Reentry meeting with repeated offenders.

Teachers will implement the district-adopted Caring School Community curriculum to support students and teachers' use of relational and restorative practices. These lessons will be delivered during the SEL block daily. (Guardrail 3)

As of June 2023, we did not meet this goal as the Panorama data decreased by three in the area of school engagement. However, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action.

As of June 2023, successes for this year include all teachers receiving training in Caring Schools. Homeroom teachers conducted regular morning meetings. Later in the year, the technology facilitator began providing all staff with Caring Schools lessons via slide show to support

discuss personal and professional well-being. These wellness checks will be scheduled on the Leadership Team's shared calendar. (Guardrail 3)

As of June 2023, we did not meet the goal as outlined, however, we implements check ins, staff celebrations, and began the True Blue team.

Successes include the Weekly True Blue team staff recognitions, administrative team check ins with their teams, and staff appreciation events such as Mugs and Kisses, and PTSA events.

Challenges included an entire administrative team turn over.

For the upcoming year, the True Blue Zen Den and workout room for staff is being installed. All homeroom teachers will review and utilize the Panorama data to adjust the Social and Emotional lessons to address specific deficiencies indicated within the data. Specifically, the student engagement data supports increased student engagement within the school. (Guardrail 3)

As of June 2023, we did not meet the goal, however, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action. Panorama data was shared with each teacher during the round 1 observations.

Successes include Panorama informing Branching Minds and Branching Minds was used to make adjustments to students schedules.

Challenges include students completing the survey. Ample time was provided to allow scholars to complete the fall and spring surveys, however, most did not complete them. This directly impacts the ability of the staff to adjust the SEL lessons to fit the needs of the school.

Challenges will be addressed by a preplanned PD calendar to include a data dive and actionable steps of the Panorama data with follow-up support.

The Administration Team and the Behavior Modification Technicians will follow a classroom observation schedule and monitor the implementation of the Caring Schools curriculum to assess the effectiveness of our universal behavior plan with the goal of reducing school suspensions. (Guardrail 3)

As of June 2023, we have met our 2022-2023 SIP goal targets as our disproportionality rate was 7% and the average daily attendance was up (90.54%) consistently throughout the year and the chronic



absenteeism was down (35.18%). Student attendance was monitored and parent contacts were made. Chronic absenteeism was more closely monitored by the Student Services team during the second semester. Individual behavior data was monitored by the BMT and Admin team. Interventions were put in place with students with chronic behaviors. The School Social Worker conducted several home visits. 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block.

Successes include the consistent use of Educators' Handbook to document minor and major behaviors. Utilized the JMA Behavior Matrix and CMS Student Code of Conduct for consistent and fair consequences. Feedback will be provided to teachers during grade level meetings with the support of BMT training sessions differentiated for teachers. Classrooms with consistent strong SEL lessons had lower minor and major behaviors reported.

Reentry meeting with repeated offenders.

The administration team has conducted regular classroom observations of the caring schools curriculum. The administration team and BMTs have also assessed the behavior plan and put measures in place to strengthen the plan and reduce suspension.

Successes include a number of teachers who have had great success implementing the caring schools curriculum. 7th grade specifically have had lower suspension numbers over the course of the year. We have begun to create school wide lesson plans, specifically for those that struggle with caring schools curriculum.

Challenges include having several new teachers in 2023-2024. This means that we will need to do a great deal of professional development to get these teachers up and running.

Opportunities exist to address these changes as we are able to start the year with the same leadership team that we end the school year with, which will help us make better decisions and more of a stable position next year. It will allow for consistent school wide PD next year. Utilize the Wednesday meeting schedule to use a PD.

	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
<i>How it will look when fully met:</i>				
<i>Actions</i>				
	<p>9/22/23 All teachers will provide behavioral interventions, specifically provided in the Standard Treatment Protocol and Restorative Practices (At the Core Level). Interventions will be housed in Educators Handbook and Branching Minds. Quarterly, the admin team will review the behavioral data and interventions for students with multiple behaviors and refer through the MTSS process to determine interventions and their effectiveness. (Guardrail, FAM-S)</p>		Corina Mota, Andrew Cowan, Gwen Love	02/28/2024

*Notes:* 10/3/2023 - The student services team and Ms. Mota has met and has found students that will be entered into Branching Minds and are working with the school psychologist and social worker. SEL lessons that are being taught in the classroom/homeroom daily address the behaviors as well.

9/22/23 Develop and implement the JMA a Behavior Flow Chart and Discipline Matrix that define schoolwide practice. The administrative team will monitor the behavioral data through Educator Handbook and Powerschool to determine appropriate modifications. (FAM-S 30)

Corina Mota,  
Andrew Cowan,  
Gwen Love

02/28/2024

*Notes:* 10/3/2023 - Behavior flow chart and the discipline matrix has been created and used the way it was intended.

9/22/23 Full implementation of SEL / Caring Schools curriculum during the homeroom block. Walkthroughs will be conducted weekly to determine the effectiveness. (FAM-S 30)

Corina Mota, Tanya  
Bills

02/28/2024

*Notes:* 10/3/2023 - We are implementing our SEL/Caring schools curriculum and walk throughs are being conducted and feedback is given.

*Implementation:*

06/22/2023

*Evidence*

6/12/2023 - Number of referrals to the student services team, added with the number of parent conferences that were used in place of major referrals that lead to suspension. We also had a lower number of referrals in rooms where teachers taught the SEL curriculum with fidelity and with the BMT referral form for students who need to speak to a BMT allowed for referrals to drop in the second half of semester 2.

*Experience*

6/12/2023 - During the school year it was a work in progress as we shifted staff members, lost staff members, and replacement of staff was fluid the entire year. Training and retraining staff on the workdays with SEL curriculum was not enough, and more SEL training was needed

*Initial Assessment:*

Priority Score: 2

Opportunity Score: 3

Index Score: 6

*How it will look  
when fully met:*

At full implementation, JMA families will have a clear grasp of the enrollment, registration protocols, and procedures needed to transition from elementary to middle and middle to high school. Transition meetings take place annually for students in our EC / ML programs and students in our general population will be provided with the information needed to move from one grade level to the next during our Open House, Curriculum Nights, and other town hall events. Students in the magnet program will continue the IB Program in high school.

At full implementation, student programming will seamlessly run from elementary to middle and middle to high. Organized parent meetings will occur at least twice a year, to discuss middle school

*Initial Assessment:*

CMS has established systems and processes to support schools with continuous school improvement. A district-wide curriculum adoption has taken place in K-8 ELA, Math, English I and II, and Math I. Professional development and resources have been provided and continue to be provided to all teachers in the district to ensure equity of standards-aligned content is accessible for all students. Branching Minds has been provided to all schools to serve as a district-wide MTSS monitoring platform. Staff received professional development around how to utilize the platform as well as how to implement each of the interventions and progress monitoring tools listed in the district's Standard Treatment Protocols. All secondary schools received funding for master teachers or differentials to support math instruction in middle schools and math and ELA instruction in high schools. Additional interventionist and MTSS Facilitator positions were provided to select schools to provide additional support to increase student growth and proficiency. CMS Leadership has developed leading indicators and metrics to monitor school progress for each of the Goals and Guardrails. Monthly Leadership meetings will have dedicated time for schools to review their data, assess progress, and action plan for continuous improvement.

JMA has transitioned to the North Learning Community. The NLC has developed a plan of support that will continue throughout the school year with a scheduled one-on-one meeting with the Principal, Assistant Principal, and the Leadership team. The focus on the implementation of the district curriculum and the Mathematics instruction particularly in grades 7 and 8 in an effort to increase proficiency and to increase the CCR proficiency. Learning walks will be conducted regularly to ensure alignment of standards, lesson delivery, and assessment with feedback provided regularly.

A Master Math Teacher has been hired to support Mathematics teachers, delivering individualized plans for each Math 8 teacher based on individual needs. The plan created by the Master Math Teacher includes coaching, modeling, and working with small individual student

<p><i>How it will look when fully met:</i></p>	<p>JMA leadership team will effectively organize and implement action steps that guide instructional and organizational decisions to positively impact the school, evident by insight and school performance data.</p> <p>JMA will ensure that all key stakeholders are involved in decision making.</p> <p>JMA will have parent representation on the School Improvement Team and will provide this platform as an opportunity to gain parental input and develop action steps based on feedback from all all stakeholders.</p> <p>When this objective is fully met, the coaching and feedback provided by the North Learning Community, along with the professional development and other structures, will result in JMA no longer having the Low Performing School designation.</p> <p>JMA will have improved Math 8 proficiency and CCR from .4% in 21-22 to 28% in 23-24.</p>			
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<i>Actions</i>				
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9/22/23	<p>The NLC Coaching Plan (Get Better Faster) in conjunction with the NC Ready training will be used to support the principal and administrative team in monitoring and maintaining a clear focus on school improvement. Feedback will be reviewed during coaching sessions and monitored for effectiveness of actions.</p>		<p>Kristen Lanier (8/24/22)</p>	06/15/2024
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<i>Notes:</i>				
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*Initial Assessment:*

The meeting matrix include bi-weekly meetings with the administrative team and the leadership team, held on Mondays. The leadership team at JMA consists of the Administrative team, Facilitators (Math & ELA), IB Coordinator, Media Specialist, and the Technology Facilitator. The 3rd Monday's focus is to discuss data by content with connections to the school improvement plan goals. Topics addressed on the agenda include; PLCs, Instructional Practices, Professional Development, MTSS Progress Monitoring, Chronic Absenteeism, Student Discipline data, and teacher/school data (Mastery Connect/MAP/EOG). In addition, a strategic discussion and plan of action will include the Learning Community feedback.

Limited Development  
09/03/2022

*How it will look when fully met:*

When fully met, JMA will:

Meet the long-term performance goals in Reading and Math indicated by meeting Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24 and by increasing CCR on the Grade 8 Math EOG (from .4% in SY2021-22 to 14.2% in SY2022-23 and 28% in SY2023-24).

*Actions*

9/22/23



proficiency rate of 34% GLP and 18.8% CCR overall. In Math 8, our CCR increased from 0.4% to 2.3%, but fell short of the 14% goal set by the district. In Math and ELA we held continual professional development through the PLCs with the Math Facilitator, Academic Facilitator and District Curriculum Specialist. All teachers received professional development in IB curriculum implementation through monthly grade level professional development.

As of June 2023, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded their projected percentage and the IXL data has shown that students have mastered over 12,000 skills. Math and ELA PLCs were monitored regularly by members of the JMA academic team and by district support specialists. PLCs used data from Mastery Connect and other assessments to address students' needs through core instruction and ATL block. Math and ELA data was reviewed regularly, as were Math and ELA PLC agendas.

As of June 2023, we experienced challenges in meeting the 2022-2023 SIP goal targets. In Grade 8 math, no student was expected to demonstrate proficiency. In our continual planning we will implement professional development on how to use data to support student growth and differentiation strategies school wide. In addition, we experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions. We were not able to give consistent monitoring, support and feedback to PLCs outside of Math and ELA this year. A challenge for next year is to strengthen PLC practices, particularly the effective use of data and PLC agendas. Another challenge is turnover--while we've made great progress in Math & ELA PLCs, we will also have several entirely new teams of ELA/Math teachers next year.

For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered. We now have an established academic/leadership team and we will be able to establish expectations and protocols for PLCs from the beginning of the year and as a team monitor and support throughout the year based on

that foundation.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

*How it will look  
when fully met:*

JMA's priorities are implementing standards-aligned instruction and rigorous coursework. Once full implementation has been met, JMA will have highly functional PLCs across all content areas. Teachers will follow all

<i>Experience</i>	6/12/2023 - We faced some challenges, specifically around staffing, but we were able to have structured PLCs centered around content areas.			
<i>Sustainability</i>	6/12/2023 - We now have an established academic/leadership team and we will be able to establish expectations and protocols for PLCs from the beginning of the year and as a team monitor and support throughout the year based on that foundation.			



<i>Initial Assessment:</i>	<p>As of June 2023, we did not meet the goal. All teachers received the required observations and peer observations as well as a 1:1 data session during the round 1 observations. However with the turnover on the administrative team, feedback was delivered too late in the year to be effective.</p> <p>As of June 2023, successes include more teaching staff utilized data to inform the instruction.</p> <p>As of June 2023, challenges included administrative team turnover, round 2 and 3 observations were completed later than the required time frame.</p> <p>As of June 2023, the entire admin team is returning and we are adding an additional member, thus allowing for the ability to spend additional time on feedback and coaching.</p> <p>The administrative team will utilize the JMA Walkthrough form to monitor and provide real-time feedback and coaching support on a bi-weekly basis using data to determine professional development and provide coaching support needed for teachers performing at "Developing" in standards 2, 3, or 4. (CCR, Math 8, EVAAS growth)</p> <p>As of June 2023, we did not meet the goal. All teachers received the required observations and peer observations as well as a 1:1 data session during the round 1 observations. However with the turnover on the administrative team, feedback was delivered too late in the year to be effective.</p> <p>Successes include the development of a JMA Walkthrough form in Google Forms that was aligned to the Core Actions and to our IB goals/priorities. The form was lengthy and also did not consistently</p>	Limited Development 09/04/2022		
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email teachers the feedback. So, recognizing that it wasn't working, we

allowed us to give teachers quick, in time feedback. We conducted regular walk through visits using this form, giving teachers feedback in the form of grows and glows, with a focus on our school-wide focus on aggressive monitoring. Our math facilitator also did regular visits to math classrooms and we utilized an ATL block specific walk through form to give teachers feedback on ATL block implementation.

As of June 2023, successes include the ATL block monitoring which led to increased use of the ATL block mini-lessons and materials. The carbon paper walk through form allowed us to give teachers quick, in time feedback.

As of June 2023, challenges include the continuity and continued growth within the Academic and Administrative team.

As of June 2023, opportunities exist with the addition of an additional administrative team member and a restructuring of the academic team.

All teachers in their 1st through 3rd year will participate in the BTSP and have a mentor assigned to them. The BTSP meets monthly as a set meeting and informally as necessary. The BTSP teachers will have a peer observation (informal) as well as formal/super observations as required by the district. (CCR, EVAAS growth)

As of June 2023, we met this goal completely. Every beginning teacher participated in BTSP within the school, and had a mentor assigned that they worked with on a monthly basis.

As of June 2023, the biggest success was that the beginning teacher meetings had participation by both mentors and beginning teachers throughout the entire year. They were able to work together and the lessons/experiences shared in the meetings were beneficial for both groups.

As of June 2023, the biggest challenges faced during the year were that mentors left for other positions, and mentors had to be added during the year. With the change the newer mentors did not necessarily have the expectations for the remainder of the year clearly expressed. However, this will lead to us having a better understanding and starting next year.

As of June 2023, opportunities exist to have a successful year with the BTSP program, and with the training given by the district, we will start with a clear and concise

*How it will look  
when fully met:*

At full implementation

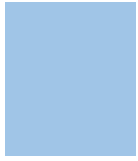
JMA teachers receive regular feedback to improve the quality of instruction and classroom management.

The number of teachers rated proficiency and above will be at 90%.

The percentage of 8th-grade students who proficiency and above will be :

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*Notes:*



*Initial Assessment:*

As of June 2023, we did not meet the goal, however, 181 students for ELA and 192 students for math were assessed with a baseline completed and their schedule was changed to better serve them in the enrichment block. In addition, we showed an increase in the panorama data in three areas: Social Awareness, Emotion Regulation, and Cultural Awareness and Action. The Academic Team took the lead with a complete overhaul of the ATL block in which students were rescheduled to align with the academic support in ELA and Math as needed. All ATL block teachers used IXL to supplement the identified student gaps.

As of June 2023, we were successful with students demonstrating mastery of over 12,000 skills through IXL. All scholars who were in the bottom 10% on the reading / math MAP benchmark were placed in a reading / math intervention ATL block (with the exception of those who needed this block of time for IB encore requirement). The master schedule was built with the intervention block and students were scheduled accordingly. In addition, we exceed the district goal in



professional development on how to use data to support student growth and differentiation strategies school wide. In addition, we experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions.

As of June 2023, successes include the academic team meeting weekly with a purposeful agenda that included walkthrough focus and feedback. ATL blocks were flexible and aligned based on data and lessons were aligned to standards. For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered. No Math 8 students were projected to pass their Math 8 EOG however, 8.6% met GLP, 2.1% met CCR and

77.5% met or exceeded their projected percent.

As of June 2023, challenges include a large number of new teachers to the school and a complete turnover of the administrative team.

As of June 2023, opportunities include an addition to the administrative team will allow for a focused support on instructional planning and implementation checks/coaching

All content and encore teachers will use teacher/student data trackers to monitor student performance and progress in school. Based on the data, interventions will be in place to improve student's performance and attendance. (CCR, Math 8, EVAAS growth)

As of June 2023, we did not meet the goal, however, we experienced success with growth on the Math 6 and 8 CCR, and showed a significant gain in the MLL population - 12.5% increase in GLP and 5.6% increase in CCR. Our MAP data indicated that we had 51.3% (6th grade Math), 44.7% (8th grade Math) met or exceeded their projected percentage and the IXL data has shown that students have mastered over 12,000 skills. All teachers received the required formal, informal, and walk through assessments as well as professional development.

As of June 2023, we experienced challenges in meeting the 2022-2023 SIP goal targets. In Grade 8 math, no student was expected to

growth and differentiation strategies school wide. In addition, we experienced a large amount of staff turnover during the 22-23 school year and were not able to fill 2 ELA positions.

As of June 2023, successes include the academic team meeting weekly with a purposeful agenda that included walkthrough focus and feedback. ATL blocks were flexible and aligned based on data and lessons were aligned to standards. For the 2023-2024 school year we are starting the year with the same leadership team and that will help the school have a more stable environment next year. In addition, it will allow for consistent school wide professional development. Lastly, we are shifting our Academic Team to better serve the PLCs, shifting our planning locations to better provide support, and utilize the Wednesday meeting schedule to provide continuity to the professional development offered. No Math 8 students were projected to pass their Math 8 EOG however, 8.6% met GLP, 2.1% met CCR and

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As of June 2023, opportunities include an addition to the administrative team will allow for a focused support on instructional planning and implementation checks/coaching







<i>Experience</i>	6/12/2023 - Seeing the turn around in classroom management, especially in the beginning teachers, was quite a turn around from first semester.			
<i>Sustainability</i>	6/12/2023 - With staff turnover during the summer, we will need to train new staff on the policies and procedures at JMA. We will also have to reteach some of our returning staff that may have started later in the school year and did not have the same level of coaching because of start date.			



*Notes:*





*Initial Assessment:*

As of June 2024, we met the goal by increasing our communication with families on a weekly basis, successfully converted to Parent Square, increased the number of parent contact (updates to email), and successfully increased the marketing of the IB program to all feeder schools.

Successes include increased parent communication and feedback as well as increased parent participation in school events.

Challenges include parents understanding their students current level of academic performance.

Opportunities for the upcoming school year include the addition of a Parent Advocate and additional administrative team member for the next school year.

The School Improvement Team will work collaboratively to engage volunteerism and partnerships. (CCR, Math 8, EVAAS growth)

As of June 2024, we met the goal by increasing our partnerships and continuing partnerships to support service activ51 TL cl rg 528 10 0 0 TL

As of June 2023, we did not meet the goal as outlined.

However, successes include hosting a MLL night and International Festival in lieu and due to staffing changes.

As of June 2023, challenges include planning ahead, collaborating with all stakeholders (IB, Enore, International Festival), and communicating ahead of time in order to have a sizable turnout.

As of June 2023, opportunities exist with partnering with the surrounding schools to host a joint Fall Festival and International Festival as well as IB community service and Encore performances.

*How it will look when fully met:*

This indicator will be fully met when:

JMA provided ongoing, consistent, and effective communication regarding school-wide expectations and curriculum standards.

- Open House/ Camp JMA
- SIT/PTSA meetings
- JMA Website
- Teacher Canvas Pages

*Actions*

9/22/23 The Principal communicates with families via the True Blue Bulletin via Parent Square weekly.  
(FAM-S3 - A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social emotional support.)

Kristen Lanier  
(8/24/22)

06/15/2024

*Notes:*

9/22/23 JMA will host a fall and spring curriculum night in an effort to better engage with parents and communicate curriculum expectations.  
(Math 8, FAM-S)

Gwen Love

06/18/2024

*Notes:*

9/22/23 JMA teachers will communicate with families bi-weekly in Parent Square that will include current instructional focus, assessment dates, and opportunities for support and enrichments. (FAM S-3)

Gwen Love

06/18/2024

*Notes:*