2024-2025 Jonesboro Elementary School Continuous Improvement Plan

Jonesboro Elementary School

Vision

Jonesboro Elementary School will be a recognized leader in education which promotes self-respect, teamwork, academic excellence and responsibility among all stakeholders.

Mission

The mission statement of Jonesboro Elementary School is to ensure that our students have a quality education provided by the faculty and staff. In collaboration with parents and community, we will ensure a safe learning environment capable of producing future leaders of tomorrow.

Beliefs

- Student learning should be top priority in our school.
- Instruction should encompass all learning styles.
- Students should demonstrate and understanding of knowledge, as well as produce quality work.
- Student work best when actively involved in the learning process.
- We share in the education of our student

Academic Achievement	Attendance	Culture and Climate	English Language Learners
Objectives	**Objectives**	**Objectives**	**Objectives**
• To increase students' growth in grades 2 through 5 as measured by the math assessment by 2025 with a projected 38.% with a stretch goal of 43%. (ACAP) • To increase students' growth in grade 2 through 5 as measured by the reading assessment by 2025 with a projected 45% with a stretch goal of 50%.(ACAP) • To increase students growth in special education as measured by the (AAA & ACAP) assessment with a projected 1% with a stretch goal of 3%.	• Decrease the number of students attending school with less than 15 excused/unexcused absences in grades K- 5 as measured by ADM by 24% with a goal 19%	• Increase student attendance and school enrollment by 5% by the end of each 9 weeks.	• To increase students' growth in grades K-5 as measured by WIDA with a 50% and stretch goal of 55%.

Strategy Map

Objectives	Objectives	Objectives	Objectives
• Utilize assessment data and analyze student growth			

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
• Increase awareness of number fluency proficiency by implementing Number Talks, within the classroom through coaching cycles completed by the Mathematics Coach and teachers. • To increase manipulatives • To increase student engagement • Teacher engages in structured/ consistent planning time to internalize lessons/units and collaboratively plan. • Teachers consistently use adopted curriculum materials and supplements with integrity to support all students across Tier 1, 2, & 3 instruction. • Ongoing professional development to increase teacher pedagogy. • Standard aligned instruction and student practice. • Teachers consistently use adopted curriculum materials and supplements with integrity to support all students across Tier 1, 2, & 3 instruction. • Teachers engage in structured and consistent planning time to internalize lessons/units and collaboratively plan. • Teachers create opportunities for students to share their learning through grade-level aligned questioning, writing, and discussion. • Ongoing professional development to increase teacher pedagogy. • Implementation of high impact instructional strategies	• Increase student a attendance. • Implement incentives through Positive Behavior Intervention System (PBIS) • Implement a culture and climate team • Weekly wellness check ins.	• Continue school-wide PBIS initiatives. • Provide professional development to promote culture and climate of a school. • Decrease Office Referrals, School Suspensions, and Expulsions • Increase Positive Relationships and Student Engagement • Implement a culture and climate team	• Provide ongoing professional development on the WIDA Standards and individualize ELL plans. • Utilize ELL resources to assist with ACCESS 2.0. • Implement best ELL best practices. • ELL teachers collaborate with general education teachers in grade level meetings to provide more strategies, address IELP's, and increased student engagement.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
• Implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers. • Engages in learning opportunities with teachers to learn together and reflects with them on professional practice • Special ed. teachers collaborate with general education teachers in grade level meetings to provide more effective classroom management strategies, reduced behavioral issues, and increased engagement. • Ongoing professional development to increase teacher pedagogy. • Plan and implement quality instruction for students.			

Key Measures	Key Measures	Key Measures	Key Measures
• Instructional Walkthroughs • Observation Feedback • Numeracy Act • ACAP/I-Ready Math • PST/MTSS • Grade Level Meetings/ Data Meetings • Tutors • Number Talk • Training on the use of manipulatives • Lesson plans • Collaboration with peers/Observation • Observations/ Feedbacks	• ADM Report • September Attendance Month Celebration • Monthly Perfect Attendance • School-wide Attendance Report • Attendance Secretary /Admin Attendance Conference • PBIS Celebration • In/Outside Monitor for Outside Agency • SIS/SIR Reports from PowerSchool • Surveys • Parent/Guardian Contact Logs • PowerSchool Log in Entries	• ADM Report • September Attendance Month Celebration • Monthly Perfect Attendance • School-wide Attendance Report • PBIS Celebration • In/Outside Monitor for Outside Agency • SIS/SIR Reports from PowerSchool • Consultants • Faculty Meeting • Professional learning Communities • Monthly Newsletter • Team Building Activities	• Grade Level Meetings/ Data Meetings • Lesson plans • Small Groups • IELP Monthly Review • ELLevation • WIDA Standards • Students familiar with the four domains ACCESS 2.0 • Celebrate Hispanic Heritage Month • Parent Involvement • Student engagement • Differentiated Instruction in both languages

Key Measures	Key Measures	Key Measures	Key Measures
• Student led conferences	• PowerSchool Data	• Incentives	• Understand the goals of the IELP
• Master Schedule		• Helping Families/ Concentric	
• PLC's		• Student Information System (Powerschool)	
• Faculty Meeting		• Life Skills and Student Leadership Program	
• In/Out State Professional Development Conference		• Surveys	
• Teacher Preparation Program/Support			
• ACAP/I-Ready Reading			
• Coaching Cycles Support			
• Extended Day			
• Usage of Curriculum			
• Small Groups			
• Journal Writing			
• Professional Development			
• Differentiated Instruction in both languages			
• Team Building Activities			
• IEP/IELP/504			
• Analyzing Formative and Summative Data			