

Comprehensive Progress Report

Mission: The mission of Jordan-Matthews High School is to graduate globally competitive, well rounded students by providing a rigorous and relevant curriculum in an effective, safe and nurturing environment.

Vision: Jordan-Matthews High School, through the use of collaboration, technology-supported lessons, and a focus on individual learning and growth, is committed to developing critical thinkers and life-long learners and empowering them with the skills and dispositions to meet the challenges and demands of the 21st century global economy.

Goals:

To increase student achievement and further innovation, CCS will: Embed Technology Throughout the Curriculum Ensure High Quality Educational Experiences for All Students Explore Innovative Instruction, Curriculum and Assessments

To increase communication and community engagement, CCS is committed to the following strategies: Promote and Establish a Community Feedback Loop Ensure Access to High-Quality Information Expand Partnerships

To adequately prepare for growth and inform future planning, CCS is committed to the following strategies: Allocate Resources to Meet Student Needs Address Infrastructure Explore Opportunities to Improve Efficiency

To adequately prepare for supporting quality teachers, administrators and staff, CCS is committed to the following strategies: Build World-Class Instructional Staff Support Administrators Provide Career Growth & High Quality Professional Development

By June 2022, Jordan-Matthews High School’s four-year cohort graduation rate will exceed the state average in all subgroups as measured through the Powerschool transcript evaluation tool.

By June 2023, 50% or more of all Jordan-Matthews High School high school students receive report card grades of “C” or better in each of their core academic courses.



! = Past Due Objectives KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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> | | <p>Cell Phone Policy: Clear Directive Consistently Guiding All Classroom Policy Across the Campus (Continually Used in Class as a Conversation to Openly Discuss Rules and Procedures of School) JET Way for Students: Openly Displayed Expectations of Students in the Classroom JET Way for Teachers: Reminders of Professionalism on Display Focus 15: Targeted Plan to Help Students Actively Use and See the Effects of Positive Interaction and Personal Responsibility in Everyday Life Student Code of Conduct (All students and parents have online access; Available in English and Spanish)</p> <p>June 2021 Update: Pandemic accommodations have caused us to re-think many school and classroom procedures. We will revisit this indicator for 21-22 to see what adjustments we need to make moving forward.</p> | Limited Development 08/13/2017 | | |
| | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | | All classrooms will be organized and run smoothly with minimal disruptions. All classrooms will display clear expectations and procedures, including the JM Way for Students. All teachers will be implementing positive strategies for students to understand classroom expectations. Data will be collected through classroom walkthroughs by admin team, teacher lesson plans to include Focus 15 topics, discipline referrals showing implementation of rules and procedures. | | Mary Margaret Dark | 06/15/2022 |
| <i>Actions</i> | | | 5 of 6 (83%) | | |
| | 10/10/17 | Train staff in using Educators Handbook (https://incidents.educatorshandbook.com/) to better facilitate discipline referral process. | Complete 10/23/2018 | Admin Team | 09/30/2018 |
| <i>Notes:</i> | | | | | |
| | 10/10/17 | Complete classroom walkthroughs and provide feedback on consistency of classroom management/following procedures | Complete 05/01/2018 | Administrative Team | 01/31/2019 |

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| <i>Notes:</i> | | | | |
| 11/4/19 | Staff members, including teacher assistants, will complete district training in Positive Behavior Management techniques. | Complete 11/04/2019 | Melody Dark | 11/01/2019 |
| <i>Notes:</i> | | | | |
| 10/10/17 | Review discipline referral data to determine consistency of rule/procedure reinforcement among admin team and teachers. | Complete 01/31/2020 | Administrative Team | 01/29/2020 |
| <i>Notes:</i> | | | | |
| 12/3/19 | Implement "Start on Time" initiative to reduce numbers of student tardies. | Complete 02/04/2020 | Mary Margaret Dark | 03/10/2020 |
| <i>Notes:</i> | | | | |
| 9/12/18 | All instructional staff will complete the following AVID training modules during staff meetings and PLCs: Socratic seminar in academic classes. Inquiry to increase rigor On demand and timed writing Focused notetaking | | Elizabeth Deaton | 06/01/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 08/29/2019 | | |
| Evidence | 8/27/2019 https://docs.google.com/document/d/1MJB_nDjic0X-X2dqmrfi0-WgyNSJvevbTdut3utFuBU/edit . ; Administrative Team Retreat Agendas from 2017-2018; 2018-2019 | | | |
| Experience | 8/27/2019 Educators' Handbook has served as an excellent school-wide discipline management tool, and it is now utilized in all district schools. | | | |
| Sustainability | 8/27/2019 Continue to review discipline data on a semester basis | | | |

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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> | | Core Teachers have developed common units, planning guides with Essential Standards, Essential Questions, Learning Activities, Reading and Writing Implementation and Formative/Summative Assessments. All of these have been given Revised Bloom's Taxonomy tags. Individual schools have worked with their PLCs to determine how to implement these plans and convert these over to lesson plans and strategies that will work for students given the resources available at the school. Schools are able to modify the county plan to fit for their school and resources. PLCs meet at least monthly to discuss what has been successful in the classroom and what challenges have come up and talk about ways to improve this with their PLC members. Fine Arts, Health and PE and World languages develop their standards-aligned units in their PLC as well as county-based PLC teams. CTE teachers are given guides from the state of NC on how the curriculum should be matched to the standards. All seated AP classes conform to the AP Course Audit and all syllabi are submitted and approved by the college board. | Limited Development 10/04/2017 | | |
| <i>How it will look when fully met:</i> | | When fully implemented every teacher will have lesson plans that include curricular objectives. A sampling of lesson plans will be collected by the administrative team and used to document that this is happening throughout the building. As administrators are doing observations, they will monitor lesson plans and spot check plans throughout the semester to monitor curricular objectives being used. Each PLC will have standard-aligned units which will be uploaded in each PLCs/department folder found in Google Drive. | | Donna Barger | 06/01/2023 |
| <i>Actions</i> | | | 2 of 14 (14%) | | |
| | 10/10/17 | The principal will share with department heads during their department head meeting the new requirement to have curricular objective numbers in all lesson plans. | Complete 10/19/2017 | Tripp Crayton | 10/31/2017 |
| <i>Notes:</i> | | | | | |
| | 10/10/17 | During the November department meeting or sooner, department heads will share with their department the expectation of having curricular objective numbers in all lesson plans | Complete 10/17/2017 | Tripp Crayton | 11/30/2017 |
| <i>Notes:</i> | | | | | |
| | 9/27/21 | All teachers will post standards in classrooms for their current lessons, as well as on lesson plans. | | Administrative Team | 01/30/2022 |

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| <i>Notes:</i> | | | | |
| 10/10/17 | Lesson plans will be checked during observations and walk throughs by administrative team. | | Rose Pate | 01/31/2022 |
| <i>Notes:</i> | | | | |
| 10/23/17 | Leadership Team will review status of unit plans, and decide on target courses for unit plan completion for the coming year. | | Donna Barger | 06/01/2022 |
| <i>Notes:</i> | | | | |
| 9/12/18 | A template for unit plans will be developed, and will be available to all teachers. Departments and courses that already have unit plans may use a different format, as long as the same information is included. | | Rose Pate | 09/01/2022 |
| <i>Notes:</i> | | | | |
| 10/23/17 | Process manager will develop a charting document to track course unit plans progress, and will share with admin team and department heads | | Rose Pate | 10/01/2022 |
| <i>Notes:</i> | | | | |
| 10/23/17 | All completed-to-date unit plans will be shared with department chairs, and archived in Google Drive. | | Rose Pate | 01/31/2023 |
| <i>Notes:</i> | | | | |
| 10/23/17 | Each PLC will create/revise one standards-aligned unit per term based on curricular objectives, benchmark and assessment data, which will be uploaded in a folder for each PLC found in Google Drive. | | Donna Barger | 01/31/2023 |
| <i>Notes:</i> | | | | |
| 9/12/18 | PLCs in target courses will complete their unit plans. | | Donna Barger | 01/31/2023 |
| <i>Notes:</i> | | | | |
| 10/23/17 | During dedicated PLC meeting days, teachers will review the status of their course unit plans with curricular objectives, and make a plan for completion. | | Donna Barger | 01/31/2023 |
| <i>Notes:</i> The completion date can be as late as May 2021 | | | | |
| 9/12/18 | Unit plans for each EOC course will be complete, and all teachers of those courses will have access to these plans. | | Donna Barger | 03/01/2023 |
| <i>Notes:</i> | | | | |
| 9/12/18 | Unit plans for each core academic and CTE course will be complete, and all teachers of those courses will have access to these plans. | | Donna Barger | 03/01/2023 |
| <i>Notes:</i> | | | | |

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| 9/12/18 | Unit plans for all remaining courses will be complete, and all teachers of those courses will have access to these plans. | | Tripp Crayton | 06/01/2023 |
| <i>Notes:</i> | | | | |

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| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | Student support services | | | |
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| KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | <p>MTSS team meets bi-weekly to discuss students of concern (attendance in 2016-2017 and 2018-2019; academic-focus added in 2017-2018). Teachers have access to the ELLevations website where they can view language proficiency progress and modifications and accommodations for English Language Learners in their classes. Teachers receive information about EC students in their classes regarding disabilities and accommodations. As of the 2017 – 2018 school year, we have inclusion classes for ESL and EC students in specific areas We also MAP classes for some EOC courses, which have 45-minute blocks that meet every day all year long, and that pair two core curriculum areas for learners in academic level classes. The Digital Learning Team will continue to meet monthly to determine resources and strategies to implement with Tier 1 MTSS Intervention strategies.</p> <p>June 2021 Update: Remote instruction has made us more aware than ever of the diverse needs of learners. With the addition of a staff person to coordinate our tiered instruction efforts, we look forward to better meeting students' learning needs.</p> | Limited Development 10/10/2017 | | |
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| How it will look when fully met: | All teachers will be able to identify where students fall on the MTSS pyramid. MTSS will be conducted with fidelity with students receiving interventions where appropriate, and teachers can speak MTSS language. | | Margaret Grayson | 06/30/2022 |
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| Actions | | 4 of 10 (40%) | | |
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| 9/13/18 | Attendance plan is generated, implemented, and shared with staff to tighten processes and procedures. | Complete 08/21/2018 | Tripp Crayton | 08/01/2018 |
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| 10/10/17 | Meet with Central Services Contact to discuss how to address academics interventions with MTSS team and teachers | Complete 11/01/2017 | Margaret Grayson | 10/31/2018 |
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| 1/6/21 | Administrative, student services and instructional staff collaborate to develop a Winter Credit Recovery plan for students at risk of not graduating due to classes failed during remote learning. | Complete 01/06/2021 | Tripp Crayton | 01/06/2021 | |
| <i>Notes:</i> | | | | | |
| 9/27/21 | Add MTSS coach to staff to facilitate services to students at Tier 2 and Tier 3. | Complete 09/01/2021 | Loretta Batchelor | 09/01/2021 | |
| <i>Notes:</i> | | | | | |
| 10/22/18 | EC case managers and classroom teachers collaborate on instructional strategies for students in Tier 2 and Tier 3 to improve service to SWD (Students with Disabilities) which are a TSI, Targeted Support Group. | | Margaret Grayson | 01/31/2022 | |
| <i>Notes:</i> | | | | | |
| 10/10/17 | MTSS Team and teachers go through more intensive MTSS Training | | Margaret Grayson | 01/31/2022 | |
| <i>Notes:</i> | | | | | |
| 10/10/17 | Professional Development on MTSS for ALL JMHS faculty/staff | | Margaret Grayson | 01/31/2022 | |
| <i>Notes:</i> | | | | | |
| 9/27/21 | Implement district-provided instructional and assessment platforms including Math 180, Actively Learn, NC Check in, Achieve 3000, Go Formative, and Avancemos to more accurately deliver tier-targeted instruction. | | Carmen Fields | 04/03/2022 | |
| <i>Notes:</i> | | | | | |
| 10/10/17 | Implement Formal Structure/Process for Referrals | | Loretta Batchelor | 05/01/2022 | |
| <i>Notes:</i> | | | | | |
| 10/10/17 | Professional development in AVID strategies (WICOR, etc.) to help teachers deliver quality instruction across all tiers. | | Elizabeth Deaton | 05/31/2022 | |
| <i>Notes:</i> | | | | | |
| | A4.02 | Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118) | Implementation Status | Assigned To | Target Date |

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| <p>Initial Assessment:</p> | <p>Currently, the principal creates the master schedule, including which blocks of core classes will have inclusion services. Teachers request assignments each spring, and those requests are honored if possible.</p> <p>EC teachers in inclusion, OCS and BLS programs use several tools to regularly monitor student progress in reading comprehension and math, including STAR and CORE.</p> <p>Case managers coordinate with specialized providers (speech therapy, occupational therapy, etc.) to provide services to students with disabilities.</p> <p>OCS teachers meet by phone every week with NCVPS content teachers, and maintain online co-teaching logs.</p> <p>June 2021 Update: We continue to emphasize importance of providing quality learning experiences to all students, especially those with disabilities, and will reflect this emphasis in updated action steps for this indicator in 21-22.</p> | <p>Limited Development 09/06/2019</p> | | |
| <p>How it will look when fully met:</p> | <p>All school staff and other providers that serve students with disabilities will coordinate and communicate effectively to plan and implement the programs for these students.</p> <p>Evidence will include: meeting minutes, emails, sample printouts from instructional and monitoring tools.</p> | | <p>Heather Beckwith</p> | <p>06/30/2022</p> |
| <p>Actions</p> | | <p>2 of 4 (50%)</p> | | |
| <p>9/9/19</p> | <p>Create a section of Biology geared to high-need students with streamlined curriculum and team taught with science teacher, ESL teacher and EC teacher.</p> | <p>Complete 11/01/2019</p> | <p>Jessica Sandel, Wendi Pillars</p> | <p>01/20/2020</p> |
| <p>Notes:</p> | | | | |

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| 9/6/19 | Implement the Math 180 program/curriculum select Math 1 classes, which includes EC inclusion. | Complete 01/10/2020 | Mary Margaret Dark | 06/01/2020 |
| <i>Notes:</i> | | | | |
| 9/6/19 | Inclusion teachers meet monthly (before school, after school, electronically, or during planning) with general ed teachers to review upcoming instructional units and plan for services to students with disabilities. This can count as a weekly PLC meeting time. | | Donna Barger | 01/31/2022 |
| <i>Notes:</i> | | | | |
| 9/6/19 | Monitor EC program fidelity through administrative walkthroughs using look-fors provided by district. | | Donna Barger | 06/01/2022 |
| <i>Notes:</i> | | | | |

| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | <p>1) Teachers refer students to JM school counselors and social worker, 2) Teachers consult with school counselors/social workers how students' emotional states impact behavior in the classroom and academic performance, 3) School counselors, administrators, social workers, behavioral specialists and in-school therapists meet with students and consult with parents/guardians to help students regulate their emotions, 4) Chatham County Schools behavioral specialists consult with teachers, counselors and administrators to help MTSS Tier III students regulate their emotions, 5) PEPSC (Peers Educating Peers in Siler City) conducted a mental health awareness campaign at JM and shared resources with students about mental health and how to get help.</p> <p>June 2021 Update: Throughout remote learning, staff was mindful of student's social and emotional states. As we make the transition back to full-time school in the fall of 2022, we will continue to find ways to learn more about this critical area, which will be reflected in our 21-22 SIP.</p> | Limited Development 10/10/2017 | | | |
| <i>How it will look when fully met:</i> | All teachers at JM will have received a training and resource card about how to guide students in managing their emotions. All teachers will have taken a quiz though canvas about how to help students regulate emotions. All teachers will have the resource card in their classrooms to refer to. All teachers will use advisory groups to share strategies to improve social and emotional learning. | | Margaret Grayson | 02/01/2022 | |
| Actions | | 5 of 10 (50%) | | | |
| 9/12/18 | Staff completes restorative justice/resilience training | Complete 08/20/2019 | Margaret Grayson | 04/01/2019 | |
| <i>Notes:</i> | | | | | |
| 10/10/17 | Develop presentation for faculty on how to help students regulate emotions in the classroom, focusing on anger. | Complete 02/18/2020 | Grayson, Bass, Harper | 02/28/2020 | |

Notes: Will have input from Christian Fisher and Student Services Team)
 Presentation will include exploding bottle demonstration, role play and tips for the classroom to help students regulate emotions
 Will include distributing a 'Chill Card' for faculty to have in their classrooms to use as a last resort to help students regulate emotions by taking a break
 Will be preview for program Link Crew leaders will be doing with freshmen in Advisory Groups in spring semester.

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| 9/14/20 | Counseling staff provides "Help!" sessions for ninth grade students on remote learning success, including mindfulness concepts/ strategies, time management and organization. | Complete 01/06/2021 | Margaret Grayson | 01/31/2021 |
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| 9/14/20 | Counseling staff will offer training sessions to staff about mindfulness concepts and strategies. | Complete 01/06/2021 | Margaret Grayson | 01/31/2021 |
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| 9/6/19 | Staff integrates social and emotional learning activities into all first block classes for two weeks after the return to in-person learning under Plan B. | Complete 03/01/2021 | Margaret Grayson | 02/28/2021 |
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| 9/27/21 | Arrange for consultant to work with student focus groups, with a minimum of four one-hour sessions. | | Donna Barger | 01/03/2022 |
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| 9/27/21 | Add more JM members to district equity team | | Donna Barger | 01/30/2022 |
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| 9/27/21 | Establish student focus groups, open to all students, to provide a channel for student voices to be heard. | | Donna Barger | 01/30/2022 |
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| 6/11/21 | Restored Student Advisory Group sessions will include strategies to strengthen social and emotional learning. | | Mary Margaret Dark | 01/31/2022 |
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| 9/27/21 | Facilitate a school-wide equity book study, using the book Blind Spot: Hidden Biases of Good People, and provide opportunities for further studies to staff. | | Mary Margaret Dark | 04/30/2022 |
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Notes:

| 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 |
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| <i>Initial Assessment:</i> | <p>MTSS—meets monthly to discuss behavior and academic concerns on students that are brought to the team to offer support in these areas. MAP Scheduling—offers a supportive structure for freshman students that need more academic support during transition from middle to high. Freshman Orientation and Link Leaders—Orientation connect freshmen with mentor upperclassmen to help break the ice on the transition from middle to high school. Link Leaders act as a constant support to the freshman throughout freshman year. They will mentor students through their freshman year. CCCC Coordinator—connects upper and lower level students with avenues for completing college level courses. College Coach—assists students with the college application process and paying for college. Also has resources to help with SAT and ACT prep. Meeting with counselors to register and make 4-year plans—counselors meet with all students twice a year to make academic plans for finishing high school. Department level grade standards—All teachers of the same course use matching grade weights. Summer recovery opportunities—summer school is offered for students that need to recover credits to stay on track for graduation. 9th grade initiatives—all teachers of 9th graders will purposefully instruct students on strategies to be successful in school. For example note taking, study strategies, and time management. 15 minutes of focus—all teachers will dedicate time during the week to target skills such as digital citizenship, organization, and note taking strategies. AVID—this program offers experiences for students who might not have access to academic and college visit experiences.</p> <p>June 2021 Update: With so many students at risk of failing core courses during remote learning, we implemented credit recovery sessions at the end of each semester. During remote learning and Plans A & B, our focus was on helping students meet academic requirements. We look forward to re-instating our Student Advisory Groups, with dedicated weekly time in our schedule.</p> | Limited Development 10/10/2017 | | | |

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| How it will look when fully met: | Each grade level has a targeted plan that includes processes and interventions that will keep students on grade level. We will be monitoring the number of students on grade level. Graduation Cohort Spreadsheet will be updated monthly to ensure students are on track for graduation. Students will also participate in a weekly advisory time where faculty and staff members meet with a small group of students to build/enhance relationships within the school. | | Manda Bass | 04/30/2022 |
| Actions | | 5 of 10 (50%) | | |
| 8/30/19 | Assign all students to small (8-15) grade-level advisory groups led by certified staff and teacher assistants. | Complete 10/01/2019 | Donna Barger | 10/01/2019 |
| <i>Notes:</i> | | | | |
| 9/6/19 | Create dedicated weekly time for advisory groups to meet and provide topical subjects for a discussion geared to the needs of a particular grade level. | Complete 10/01/2019 | Mary Margaret Dark | 11/05/2019 |
| <i>Notes:</i> | | | | |
| 10/11/17 | Create and update graduation cohort spreadsheet to determine students who are on track for graduating in four years. | Complete 06/14/2019 | Tammy Morris | 11/15/2019 |
| <i>Notes:</i> | | | | |
| 6/11/21 | Develop a program for Credit Recovery for students at risk of failing one or more core courses, offered both semesters and available to underclassmen as well as seniors. | Complete 06/10/2021 | Mary Margaret Dark | 06/10/2021 |
| <i>Notes:</i> | | | | |
| 9/6/19 | Advisory Groups will track each year with same staff member, strengthening support for grade-to-grade transitions. | Complete 09/30/2021 | Mary Margaret Dark | 09/30/2021 |
| <i>Notes:</i> | | | | |
| 10/11/17 | Student services creates plans for advisory groups based on needs for each grade level of students. | | Mary Margaret Dark | 10/30/2021 |
| <i>Notes:</i> | | | | |
| 9/15/21 | Establish an Evening Academy for credit recovery, meeting after school twice a week. | | Mary Margaret Dark | 11/30/2021 |
| <i>Notes:</i> | | | | |
| 9/15/21 | Add a course in which students can earn a half-credit for work experience, primarily for students working full or near full time. Course could be taken more than once. | | Loretta Batchelor | 01/30/2022 |
| <i>Notes:</i> | | | | |
| 10/11/17 | Survey students on impact of advisory teams | | Mary Margaret Dark | 04/30/2022 |

Notes:

9/27/21 Provide information about opportunities and services available at Jordan-Matthews to families of feeder school students, starting with sixth graders.

Mary Margaret Dark

05/31/2022

Notes:

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 |
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Initial Assessment:

- Student services (counselors/social workers) are reviewing student attendance, retention, and failures regularly and meet with students accordingly to improve students' choices.
- Testing data from the EOCs, NCFEs, CTEs, Pre-ACT, and ACT data is reviewed and shared by the administration to faculty and staff.
- Leadership Team & Administrative staff determine professional development for faculty.
- Leadership Team works to determine areas needed attention/improvement for school improvement.

June 2021 Update: During remote learning, the most critical data we had was students who were at risk of failing one or more core courses for graduation. We used that data both semesters to develop a credit recovery plan to keep students on track to graduate.

Limited Development
10/10/2017

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

Professional development parallels the school improvement plan and evidence of research-based practices in the classroom. Multiple data sources, including EOCs, NCFEs, CTEs, Pre-ACT, ACT, Work Keys, Benchmarks and EVAAS, are used to make decisions about instruction, scheduling, teaching assignments and interventions for school improvement. Student Services closely monitors graduation cohort data and utilized best practices to increase this measure.

Carmen Fields

05/31/2022

Actions

12 of 14 (86%)

10/10/17

Leadership Team considers both disaggregated student outcome data and data on patterns of professional practice to determine professional development needs.

Complete 08/16/2017

Leadership Team

10/31/2017

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| <i>Notes:</i> | | | | |
| 10/10/17 | EOC groups develop intervention plans based on performance data | Complete 09/27/2017 | Harris, Sandel, Math 1 PLC | 10/31/2017 |
| <i>Notes:</i> | | | | |
| 10/10/17 | MTSS team incorporates strategies to increase the school's overall attendance rate. | Complete 12/13/2017 | Margaret Grayson | 12/15/2017 |
| <i>Notes:</i> | | | | |
| 10/10/17 | Leadership team reviews data from October practice ACT to develop a plan to improve scores for the February 28 administration. | Complete 12/05/2017 | Gary Lamach | 12/15/2017 |
| <i>Notes:</i> | | | | |
| 10/10/17 | Classroom instructional priorities are emphasized in all classes, as evidenced by walk-throughs and formal observations. | Complete 01/31/2018 | Administrative Team | 01/31/2018 |
| <i>Notes:</i> | | | | |
| 10/10/17 | EVAAS data reviewed with individual teachers, and analyzed to develop strategies to increase growth all students, especially for level 1 and 2 students. | Complete 02/14/2018 | Tripp Crayton | 01/31/2018 |
| <i>Notes:</i> | | | | |
| 10/10/17 | Benchmark and common assessment date are reviewed regularly in PLCs to determine targeted interventions for students struggling with mastery. | Complete 03/30/2018 | Donna Barger | 03/30/2018 |
| <i>Notes:</i> | | | | |
| 10/23/17 | Administrative Team members will review walk-through data on a quarterly basis to determine those areas where additional teacher support or professional development need to take place. | Complete 04/30/2018 | Tripp Crayton | 04/27/2018 |
| <i>Notes:</i> | | | | |
| 10/10/17 | Graduation cohort data is closely monitored and interventions developed to ensure an increase in this metric. | Complete 06/29/2018 | Tammy Morris | 05/31/2018 |
| <i>Notes:</i> | | | | |
| 12/6/18 | During dedicated PLC professional development days, EOC and NCFE teachers review last year's student achievement data and to identify specific areas of strength, improvement and intervention. | Complete 06/05/2019 | Kelly Workman, Admin. Intern | 04/30/2019 |
| <i>Notes:</i> | | | | |

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|------------------------|--|---------------------|---------------------------------|------------|
| 12/6/18 | Based on their reviews, each PLC sets growth and proficiency goals for this school year along with action steps they are implementing to reach the goals. | Complete 06/05/2019 | Kelly Workman, Admin. Intern | 04/30/2019 |
| <i>Notes:</i> | | | | |
| 6/11/21 | Potential failure data is monitored to plan for intervention strategies such as credit recovery that help more students to pass core courses. | Complete 06/01/2021 | Tammy Morris | 06/01/2021 |
| <i>Notes:</i> | | | | |
| 9/23/20 | Administrative team will draft a walk-through tool to provide feedback to teachers on remote learning. | | Mary Margaret Dark | 01/30/2022 |
| <i>Notes:</i> | | | | |
| 9/15/21 | Administer common assessments in core courses as determined by district schedule. | | Carmen Fields | 05/01/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 08/27/2019 | | |
| Evidence | 8/20/2018 Link to folder with documents: https://drive.google.com/drive/folders/1L4h-T-qFsGfdpzj_TESTc0uR2VaWL39p?usp=sharing | | | |
| Experience | 8/20/2018 The Leadership Team, Admin team, and PLCs used a variety of data sources to develop interventions designed to improved student performance. | | | |
| Sustainability | 8/20/2018 Continue to use school performance data, benchmark data, and EVAAS data to make decisions that impact student learning, both in classroom activities and staff assignments. | | | |

| Core Function: | | Dimension D - Planning and Operational Effectiveness | | | |
|---|---------|--|-----------------------------------|---|-------------------|
| Effective Practice: | | Facilities and technology | | | |
| | D2.01 | ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | <p>Many teachers use a variety of LMS to some degree, including Google Classroom, Canvas, Edmodo, and Moodle.</p> <p>Most teachers incorporate learning activities that use Google Docs for individual and group projects and presentations, particularly for collaborative work.</p> <p>Several teachers have received training as Canvas Champions, and are available for mentoring and consultation to colleagues.</p> <p>All teachers are issued laptops, all students are issued Chromebooks, and there is high-speed Internet in every classroom and learning space.</p> <p>June 2021 Update: All teachers used LMS to deliver instruction during remote learning.</p> | Limited Development 09/12/2018 | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
| How it will look when fully met: | | Every teacher will be able to provide evidence of how they are regularly using a combination of online, hybrid and blended techniques to facilitate student learning, both individually and collaboratively. | Objective Met 06/11/21 | Carmen Fields | 01/29/2021 |
| Actions | | | | | |
| | 9/12/18 | School-wide PDP goal on using the Canvas LMS developed by the Digital Learning Team (DLT) | Complete 09/07/2018 | DLT | 09/07/2018 |
| <i>Notes:</i> | | | | | |
| | 9/12/18 | Develop staff training and a plan to make sure all teachers can meet the school-wide goal. | Complete 10/30/2018 | K. Riggsbee, DLT, Admin team, D. DeCourcy | 10/31/2018 |
| <i>Notes:</i> | | | | | |

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|------------------------|---|---------------------|---|------------|
| 9/12/18 | Implement staff training and support plan. | Complete 05/30/2019 | K. Riggsbee, DLT, Admin team, D. DeCourcy | 04/01/2019 |
| <i>Notes:</i> | | | | |
| 9/12/18 | Review completed PDP goals with individual teachers as part of their evaluation process | Complete 05/30/2019 | Admin team | 05/24/2019 |
| <i>Notes:</i> | | | | |
| 8/28/20 | Teachers will conduct remote learning throughout the first nine weeks of the 2020-21 school year due to the pandemic closure. | Complete 01/06/2021 | Kendra Riggsbee | 01/28/2021 |
| <i>Notes:</i> | | | | |
| 9/12/18 | Teachers will self-select a Digital Learning Goal for their PDPs based on their level of proficiency in 2020-21 | Complete 04/01/2021 | Kendra Riggsbee | 05/20/2021 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/11/2021 | | |
| Evidence | 6/11/2021 JM Remote Learning page with links to all teacher remote learning information: https://sites.google.com/chatham.k12.nc.us/jmhs-remote-learning/home | | | |
| Experience | 6/11/2021 Remote learning accelerated our process in fully integrating technology into instruction. | | | |
| Sustainability | 6/11/2021 Continued re-examination of various digital learning platforms to see which are more effective in enhancing learning. | | | |

| 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> | | <ul style="list-style-type: none"> Freshman/New Student Parent Meeting: All must attend for students to receive laptops. Meeting covers technology, graduation requirements, ways to help students make a successful transition to high school. All documents in English & Spanish. Bi-weekly Principal's Phone Messages: Covers upcoming events and issues, including emphasis on important school policies. English and Spanish; both also posted on website. All teachers prepare a Course Info/Syllabus for each class with information about class expectations, grading, and habits for success. Automated phone calls home to parents when students are absent. All teachers use PowerSchool to record assignments, grades and attendance, updated weekly. This information is available electronically to parents and students. ALL teachers use a LMS (Google Classroom or Canvas) to manage remote learning. This information is available electronically to parents and students. <p>June 2021 Update: To better communicate with parents the importance of success during remote learning, we help parent/student/teacher conferences for students at risk of failing core courses. Translators were provided for the meetings, which were very successful. Moving forward, we will look for ways to continue to reach out to parents whose first language is not English.</p> | Limited Development 10/10/2017 | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | |
| <i>How it will look when fully met:</i> | | All classroom teachers engage in regular, individual communication with parents/guardians regarding instructional expectations and student success. (Family Communication Logs; spreadsheet of regular submissions, plus sample logs) | | Rose Pate | 06/30/2022 |
| <i>Actions</i> | | | 4 of 6 (67%) | | |
| | 10/11/17 | Draft covenant for review, including reviewing examples from other schools | Complete 05/01/2018 | Pate, Spears, Tobar, Barger, Batten | 03/30/2018 |
| <i>Notes:</i> | | | | | |

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| 9/9/19 | Leadership team forms subcommittee to develop a parent survey on enhancing communication throughout the entire school community. | Complete 02/04/2020 | Rose Pate | 01/20/2020 |
| <i>Notes:</i> | | | | |
| 9/23/20 | All teachers create and submit a Remote Learning Plan, including a Meet-the-Teacher video, course syllabuses, LMS information, and teacher contact information for the school website to support remote learning in the first nine weeks of 2020-21. | Complete 08/24/2020 | Kendra Riggsbee | 08/17/2020 |
| <i>Notes:</i> | | | | |
| 6/11/21 | Hold parent/teacher/student conferences for students at-risk of failing one or more core courses during remote learning at mid-semester. | Complete 10/30/2020 | Mary Margaret Dark | 10/30/2021 |
| <i>Notes:</i> | | | | |
| 10/11/17 | Teachers submit Family Communication Logs with at least one individualized contact with a family of each 1st semester student | | Tripp Crayton | 11/02/2021 |
| <i>Notes:</i> Contacts may be in person, by phone, by email, or by text message | | | | |
| 10/11/17 | Teachers submit Family Communication Logs with at least one individualized contact with a family of each 2nd semester student | | Tripp Crayton | 04/30/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 08/27/2019 | | |
| Evidence | 8/27/2019 | | | |
| Experience | 8/27/2019 | | | |
| Sustainability | 8/27/2019 | | | |