

Our Direction

Jarvisburg Elementary

Date of Report: 8/26/2022

Vision:

The Jarvisburg Elementary School Staff believes that through collaboration with parents and the community, we can provide a safe, healthy, engaging and challenging learning environment. We believe in our children and champion their diversity. We actively listen to understand student and teacher needs. We recognize individual contributions and unique perspectives.

Values:

We love, we learn, we lead.

Mission:

Jarvisburg Elementary School's mission is to provide an environment where students can be prepared for the 21st century by providing a quality education that meets each student's learning needs and enables them to achieve their potential. We at Jarvisburg Elementary School, strive to foster a family-like community; seek learning opportunities to better ourselves; and enable teachers and students to become global thinkers that inspire innovation.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Student Outcome Data:

80% of students will meet or exceed expected growth by the end of the 2020-2021 school year as measured by appropriate grade level assessments.

Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:

JES has fully met several key indicators at this point. All other indicators are limited/developing. There are no indicators that have not been addressed.

Selected Indicators:

Curriculum and instructional alignment

- | | |
|-------|---|
| A2.01 | Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091) |
| A2.02 | Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092) |
| A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) |

Data analysis and instructional planning

- | | |
|-------|---|
| A3.05 | The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114) |
|-------|---|

Distributed leadership and collaboration

- | | |
|-------|--|
| B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) |
|-------|--|

Family Engagement

- | | |
|-------|--|
| 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) |
|-------|--|

High expectations for all staff and students

- | | |
|-------|--|
| A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) |
|-------|--|

Monitoring instruction in school

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

Quality of professional development

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)

C2.04 The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)

Strategic planning, mission, and vision

B1.01 The LEA has an LEA Support & Improvement Team.(5135)

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)

Student support services

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)

A4.03 Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.(5121)

A4.04 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)

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)

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)

Talent recruitment and retention

C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)