

## Comprehensive Progress Report

**Mission:**

Through a program of rigorous academics, character development, and a focus on the individual progress and needs of students, our school develops critical-thinking scholars who are well-prepared for high school, college, career, and life.

**Vision:**

We will be recognized by communities and parents as the leader in public education based on academic success and moral character of our students.

**Goals:**

ENROLLMENT - E2.03 Gather and promote positive stories of success of JCA graduates who are enrolled in local public, private, and charter high schools in order to promote the positive preparation that JCA provides its scholars which is allowing them to thrive in grades 9-12.

BEHAVIOR - A4.17 School leaders, teachers, and social worker consistently monitor behavior data reported and recorded in myNHA and work to identify trends, patterns, and areas of concern for which positive-focused strategies, BSPs and BIPs can be created to support student growth related to behavior.

CHRONIC ABSENTEEISM - C3.03 School will host contests, raffles, and celebrations related to attendance as well as the impact of attendance on student learning and performance. Individual, class, grade level, and school wide attendance and academic goals will be created.

DEVELOPMENT C2.03, D1.02 Staff members grow collectively and individually through the provision of authentic, essential, and relevant PD that is based on needs identified in/by the VoP survey, school needs assessment, GLINT survey, and NHA service center, which will be provided by NHA and at the school level, whether it be provided by school-based staff or external trainers.

ATTRITION E2.01 Work to sustain successful and clear communication and response to matters shared by PTO, Board of Directors, and NHA about school-family issues and or needs which will help to positively impact attrition rate.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
		A4.17	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers use behave with care and MYNHA behavior app intermittently, often calling for Dean support for level 2 and higher behavior infractions. Teachers who don't follow behave with care are giving their leadership and authority to the dean or principal, which harms their role as a classroom leader.	Limited Development 05/17/2023		
How it will look when fully met:			Deans are only called for level 5 or 6 behaviors, or behaviors that have dramatically or repeatedly escalated  Consistent implementation of Behave with Care and use of NHAs behavior app  Teachers appropriately utilize any behavior support plans or behavior intervention plans as written  Teachers consistently follow provided sequence for intervening and responding to behavior including redirection, in-class consequences, natural consequences, parent contact, and dean or principal contact.		Ben Catarozzli	09/22/2023
Actions				0 of 2 (0%)		
	5/17/23		Implement and follow consistent continuum of consequences		Ben Catarozzli	09/22/2023
	Notes:		Train staff in continuum and BWC during opening PD and refresh monthly throughout the year			
	5/17/23		Consistently use NHA behavior app to record positive and negative behaviors.		Kara Dawson	06/30/2024
	Notes:		Eliminate class dojo (and similar app) usage and use NHA behavior app to record positive and negative behaviors with a target of 2 positives for every negative recorded,			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staff are provided with NHA-led PD  Needs assessment administered and showed a high level of PD needs	Limited Development 05/17/2023		
How it will look when fully met:			All staff feel that they are being provided with PD that is differentiated to meet their individualized needs based on experience and content area.		Regina Johnston	06/30/2024
Actions				0 of 1 (0%)		
	5/17/23		Staff will receive information in advance that presents the purpose (what, how, when, and why) opening, quarterly, and regional PD and how it connects to their position/role and student learning.		Regina Johnston	06/30/2023
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
		C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teacher award ceremony  Student recognition for honor roll and moral focus each trimester	Limited Development 05/17/2023		
How it will look when fully met:			Students are celebrated for meeting proficiency and making growth, not just all A's or A's and B's		Micaela Knight	06/30/2024
Actions				0 of 1 (0%)		
	5/17/23		Prior to each trimester ending, grade level teachers will collaborate to determine students receiving proficiency, growth, and attendance recognitions and determine how students earning these will be publicly acknowledged and celebrated (raffle, certificate, newsletter home, etc.)		Micaela Knight	06/30/2024
Notes:						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
		D1.02	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			NHA determines and develops programs and sequences of training and development for all staff.	Limited Development 05/17/2023		
How it will look when fully met:			Needs assessment, VoP survey, School leadership team input, DSQ input, NHA Curriculum and Instruction team input, and Glint data are used to determine priorities for PD and positively influences the allocation of time, money, and resources in the delivery of training.		Regina Johnston	06/30/2024
Actions				0 of 1 (0%)		
		5/17/23	Principal will work with NHA DSQ to discuss and request PD funding, resources, and time to be allotted when appropriate. Decision will be made collectively.		Regina Johnston	06/30/2024
Notes:						

<b>Core Function:</b>			<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>			<b>Community Engagement</b>			
		<b>E2.01</b>	<b>Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>Admin team meet with PTO leaders monthly</p> <p>Administrators attend board meeting to hear their insight on school operations.</p> <p>Principal talks with Board members and NHA leaders</p>	Limited Development 05/17/2023		
<i>How it will look when fully met:</i>			Consistent communication pathways will be open between school leaders, NHA leaders, community partners, Board members, and PTO, all of which will funnel positive or constructive insight, feedback, and questions in order to support JCA and help ensure positive family-school relations and partnership.		<b>Ashley Holt</b>	<b>06/30/2024</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	5/17/23		SIT team member and or school administrator attends monthly Board meetings to listen and provide insight as requested to clarify or provide any additional information that may be needed.		SIT team member	06/30/2024
<i>Notes:</i>						
	5/17/23		Principal or designee meets monthly with PTO to plan and schedule future activities in support of JCA staff and families and to lessen chance for mixed messages. Principal or designee will communicate with staff and cc: PTO		Principal	06/30/2024
<i>Notes:</i>						

		E2.03	The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.(5190)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			MS Dean reaches out to local schools to seek information to share with current 6th-8th grade students about high school logistics and experiences. They are not very responsive to his efforts.	Limited Development 05/17/2023		
<b>How it will look when fully met:</b>			JCA and local high schools (charter, public, private) will communicate monthly to share invitations to HS open houses, freshmen nights, etc. and to invite high schools to send adult and student representatives (preferably former JCA students who are having successful experiences) to speak at JCA and participate in a "high school day."		Ben Catarozzli	06/30/2024
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	5/17/23		Reach out to high schools to get any information that they want JCA to send to future students and include, when provided, in weekly parent email to 8th grade.		Ben Catarozzli	10/31/2023
<i>Notes:</i>						
	5/17/23		Survey middle school families to ask them to identify their scholar's base high school as well as any magnet, charter, or private high schools they may be considering		Ben Catarozzli	12/20/2023
<i>Notes:</i>						
	5/17/23		Invite all schools that at least 5 or more students may or will attend to a "high school day" at JCA in the winter of 2023-2024 so parents and students have the opportunity to come to school during the day to get information and ask questions of HS staff and former JCA students (if available)		Ben Catarozzli	01/31/2024
<i>Notes:</i>						