

Comprehensive Progress Report

Mission: The mission of Joyner Elementary School is to provide an environment where all children can become self-directed learners and can acquire the academic tools needed to become successful and contributing citizens, thereby instilling respect for themselves and others.

Vision: Joyner students will be critical thinkers, problem solvers and show good character to be successful in college and career, and to be good citizens.

Goals:

Performance Composite Goal: By June 2021 Joyner Elementary will increase our grade level proficiency performance composite from 53.5 to 56.5. (A1.01, A1.02, A.2.01, A2.04, A4.01, B1.03, B3.03, C2.01)

By June 2021 Joyner Elementary students will close the gap between white and black students by 5%. (A2.01, A2.04, A4.01)

Discipline Goal: 100% of Joyner teachers will participate in Social Emotional (SEL) professional development over the 2019-2020 school year. All classrooms will implement morning circle time each day to teach students coping strategies and character education. As a result of increased focus on SEL, office referrals will decrease by 10% by June 2021. (A1.07, A406)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.01	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.(5082)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently teachers are receiving feedback from the principal during observations, classroom walk throughs, and during PLC and staff meetings. Last year the principal led the staff in creating a set of Joyner Belief Statements and revisiting the mission statement. Research based instructional strategies are modeled in PLC and staff meetings.	Limited Development 09/11/2018		
<i>How it will look when fully met:</i>		Teachers will be using effective research based strategies during each lesson. The three elements of rigor will be observed in all appropriate lessons. The principal will give coaching feedback to increase teacher		Tracey Janetta	06/19/2022

	<p>effectiveness. Evidence of completion will be principal's coaching notes and changes in teachers instruction as evidenced in teacher lesson plans and an increase in student achievement.</p> <p>11/16/18 Teachers have received job-embedded professional development from outside coaches for math and literacy. This coaching has focused on planning instruction based on data and using effective research based strategies. Outside coaching will continue.</p> <p>An Instructional Leadership Team has been formed and is attending professional development. The team conducted classroom walk-throughs and based on the data decided to implement the "No-Opt Out Strategy" from the book Teach Like A Champion in every classroom to be used in every lesson.</p>				
Actions		2 of 3 (67%)			
11/16/18	The ILT, based on walk through data, held a professional development to implement the "No-Opt Out Strategy" from the book Teach Like A Champion. Teachers will implement the strategy in their classrooms everyday with every lesson.	Complete 05/13/2019	Cindy Adams-Daniel	06/20/2019	
<i>Notes:</i>					
9/12/18	The ILT members will complete peer observations or peer coaching after attending New Leaders professional development.	Complete 05/13/2019	Cindy Adams-Daniel	06/20/2020	
<i>Notes:</i>					
9/11/18	An Instructional Leadership Team (ILT) will continue to lead the school in the use of data and instruction. The team will meet at least monthly to assess the progress of students and staff.		Tracey Janetta	06/20/2022	
<i>Notes:</i> The ILT members will receive a stipend for the extra days and hours they have committed to be a part of this team. The stipend will be paid with Title I funds.					
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Observation data from walk-throughs and teacher evaluation observations are used to assess the needs of the staff for professional development. The principal and curriculum facilitator complete classroom walk-throughs on a weekly basis and give feedback.	Limited Development 09/11/2018		
<i>How it will look when fully met:</i>		Professional development will meet the needs of the teachers based on		Denise Ebbs	06/15/2022

data from observations and student data. The principal's feedback will include coaching directions that teachers will use to improve their instruction. Evidence that this objective is fully met will be an increase in levels for teachers on the North Carolina Educator Evaluation System and an increase in student achievement.

11/16/18 Job embedded coaching for math and literacy has occurred during the first quarter of school and will continue throughout the year. The principal and coaches work together to set the agendas for visits based on observed classroom data and student achievement data using a variety of sources. The principal and curriculum facilitator has individual sessions with the coaches to increase their coaching skills and knowledge of the frameworks.

Actions **0 of 3 (0%)**

9/11/18	Job-embedded coaching will occur for literacy and math for all teachers. Additional coaching days for Eureka Math coach and American Reading Company coach will be purchased with Title I funds.		Denise Ebbs		06/20/2021
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Notes:

9/12/18	The principal will work with outside coaches assigned to the school for ELA and Math to increase her coaching capacity.		Denise Ebbs		06/20/2021
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Notes:

6/24/19	Content area teachers will receive on the job coaching from outside coaches for ARC, CKLA, and Eureka.		Tracey Janetta		06/20/2021
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Notes: ARC will have 3 coaching days with an additional day purchased with Title I funds for a total of four days. Eureka will have 8 days and CKLA will have 4 days.

	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
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<i>Initial Assessment:</i>	Joyner has been a PBIS school for seven years. During the spring we saw some warning signs with student behavior that indicated we needed to address discipline with students in a new way. Teachers received professional development in social-emotional learning in August 2019.	Limited Development 07/26/2017			
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Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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How it will look when fully met:	Teachers will use restorative practices within their classroom to help students manage emotions and behavior. The school counselor will		Denise Ebbs		06/19/2021
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provided professional development and guidance lessons with students using the Zones of Regulation.

11/16/18 The school counselor held a training for all teachers in using the Zones of Regulation. The counselor also conducted classroom sessions with all students in the use of Zones of Regulation. All classes continue to use restorative practices daily to address classroom issues and build community.

SEL training will be given to all staff with weekly activities for class instruction embedded in the weekly staff notes.

Actions

5 of 11 (45%)

7/26/17	Staff members will attend training for Restorative Practices in August, 2017.	Complete 08/03/2017	Denise Ebbs	08/03/2017
<i>Notes:</i>				
7/26/17	Fourth and Fifth grade teachers will work with professors from UNC-Chapel Hill to implement classroom modules for social-emotional education.	Complete 12/15/2017	Cindy Adams-Daniel	06/15/2018
<i>Notes:</i>				
8/28/17	Classroom teachers will implement circles within their classrooms daily. Circles will be used to build community, resolve conflict, and as an instructional practice.	Complete 11/30/2017	Theresa O'Connell	07/02/2018
<i>Notes:</i>				
8/28/17	All staff will use the Restorative Questions I to respond to challenging behavior with students. Restorative Questions II will be used to help those that were harmed by others actions.	Complete 06/15/2018	Theresa O'Connell	07/02/2018
<i>Notes:</i> Restorative Questions I: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right? Restorative Questions II: What did you think when you realized what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?				
9/11/18	All staff will receive professional development on implementing the Zones of Regulations to help students manage their emotions during school based training.	Complete 06/14/2019	Diana Johnson	06/20/2019

	<i>Notes:</i> Professional development will be provided by our counselor for all staff throughout the school year.			
10/22/19	Monitor incidents recorded into Educator Handbook.		Denise Ebbs	06/12/2021
	<i>Notes:</i>			
10/22/19	Our impact will be monitored by classroom walkthroughs and student of concern meetings.		Denise Ebbs	06/12/2021
	<i>Notes:</i> During the 2020-2021 school year, remote walkthroughs will be conducted and student of concern meetings will be addressed with teachers and parents remotely until student return to the school.			
10/4/19	Lesson activities will be incorporated into the Friday Notes staff newsletter weekly to address social-emotional learning.		Denise Ebbs	06/20/2021
	<i>Notes:</i>			
10/4/19	Staff will receive monthly professional development for Multi-tiered Systems and Supports over the 2019-2020 school year.		Tracey Janetta	06/20/2021
	<i>Notes:</i>			
10/18/19	All teachers will establish classroom norms for personal responsibility, cooperation and concern for others by creating classroom procedures and rules which will be posted and taught to students. Norms and procedures will include remote learning procedures for students.(A2.17)		Diana Johnson	06/20/2021
	<i>Notes:</i> During remote learning, teachers will need to address classroom procedures and rules as needed utilizing digital cues.			
10/22/19	Provide staff training on Educator's Handbook platform.		Denise Ebbs	10/25/2021
	<i>Notes:</i> Training was completed during PLC meetings November 2019.			
Implementation:		09/22/2019		
Evidence	9/22/2019 Each year the number of office referrals and time out of school for suspensions remains low. Over the last three years there have been 35 office referrals or less. Our students know what are core values are and can tell you and explain what each value would look like in action.			
Experience	9/22/2019 Joyner created our school expectations of respect, kindness, integrity, and perseverance nine years ago. We have ingrained these expectations into our staff and students with repeated teaching, repeated modeling, and holding students accountable to follow these traits.			
Sustainability	9/22/2019 Continued teaching and reteaching of the goal values will be need to sustain our efforts with students. New staff receives a			

training on our PBIS program, our character education, and our core values that help everyone be good citizens.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		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)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. For calibration purposes additional improvement is also needed with our teacher evaluations and principal evaluation data.	Limited Development 10/03/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Grade level teams and support teachers will meet three times a week for a minimum of 45 minutes to plan instruction and discuss student work. Evidence will be minutes from meetings and the school master schedule.		Denise Ebbs	06/20/2022
Actions			0 of 5 (0%)		
	7/25/17	Principal will investigate ways to create time within the master schedule for grade levels and support staff to meet three times a week for at least 45 minutes.		Denise Ebbs	06/15/2021
	<i>Notes:</i>				
	9/17/18	With the assistance of ARC, CKLA and Eureka outside teacher coaches common formative assessments will be created for all grade levels for ELA and Math.		Denise Ebbs	06/20/2021
	<i>Notes:</i> Virtual lessons will be provided by the District and Eureka inSynch resouces will be available for teachers and students as they teach remotely. Additional coaching days for ARC, CKLA, and Eureka will be purchased with Title I funds.				
	9/17/18	With the assistance of ARC, CKLA, and Eureka outside coaches common formative assessment data will be analyzed and next steps for instruction will be created during PLC meetings.		Denise Ebbs	06/20/2021

Notes: Four CKLA and ARC coaching visits are scheduled throughout the 2020-2021 school year. Coaching will occur remotely until the building is open for face-to-face instruction.

5/16/19 To increase student engagement interactive projectors will be purchased and installed in each core classroom. Four classrooms have already been completed leaving eleven. Voice amplifiers will also be purchased for teacher use.

Denise Ebbs

06/20/2021

Notes:

5/16/19 The Instructional Leadership Team will meet twice a month after school to create and monitor protocols for MTSS, PLCs, and Data Meetings. School data will be analyzed to determine next steps for professional development, instructional practices, and tiered instruction.

Cindy Adams-Daniel

06/30/2021

Notes: ILT members will be paid a stipend with Title I funds for their work outside the normal work time.

Implementation:

09/11/2018

Evidence

6/18/2018 2017-2018 master calendar allotted each grade level teacher one day of double planning (80 minutes) for PLC meetings and two additional days of 40 minutes PLC planning.

Experience

6/18/2018

Sustainability

6/18/2018 The 2018-2019 master schedule will reflect one day of 80 minute planning time and two days of 40 minutes planning time for PLC meetings.

KEY A2.04

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

Implementation Status

Assigned To

Target Date

Initial Assessment:

Currently at Joyner we have grade level planning for unit planning scheduled during the school day for forty-minutes on four days and eighty-minutes one day weekly. We have a school wide unit template that all grade levels are using to unpack standards and sequence instruction. Unit planning is done with grade level members. Daily plans are created by individual teachers in concert with their grade level. Weekly plans are turned in on Fridays and feedback is given from the principal or curriculum facilitator weekly. We have been using a deficit model for writing IEPs. During remote instruction teachers use GCS pacing guides that have been created for remote learning. ARC, CKLA, and Eureka coaches are meeting with teachers remotely to plan units of instruction.

Limited Development
09/19/2016

How it will look when fully met:

All EC students will have IEP goals written based on grade level

Heather Krantz

06/30/2021

Common Core standards. An audit at each IEP meeting by the LEA will take place to ensure grade level standards are being used. Teachers will create literacy, math and science tasks that are aligned with the NCSCOS goals and rigorous for daily work. Math and Science common formative assessments, district assessments, and EOGs will show student growth towards proficiency.

11/16/18 Work continues to unpack standards to get to the rigor needed for college and career readiness. Common formative assessments have been created by each grade level to measure student mastery of standards.

10/8/2020 Remote instruction and in person instruction will both be an effective manner to instruct students. Teachers and students will be able to pivot to either manner of instruction based on health conditions or weather conditions. Students will each have a device to use for school and home.

Actions		0 of 22 (0%)		
9/25/16	Contact EC department and get guidance on writing of IEP goals.		Denise Ebbs	06/20/2021
<i>Notes:</i> Contacted EC director for professional development.				
9/25/16	EC teachers will meet with curriculum specialist from EC department for PD in writing goals that do not use the deficit model and are realistic for students.		Mary Harris	06/20/2021
<i>Notes:</i> The EC district department as been contacted and we are waiting for a meeting date to be set for training. Update 1/12/17 we have been unable to get anyone to attend from the EC department. Update 3/16/17 we have been unable to get anyone to attend from the EC department.				
9/25/16	As IEP meetings are held this year goals will be written based on the EC department recommendations from PD.		Denise Ebbs	06/20/2021
<i>Notes:</i>				
9/26/16	Leadership team will look at data at each meeting to assess progress of students.		Leadership Team	06/20/2021
<i>Notes:</i>				
6/1/17	Teachers will participate in professional development to address motivation of students by planning lessons that are engaging and tasks		Denise Ebbs	06/20/2021

	that are rigorous and aligned to NCSCOS for AA student and SWD. Title I funds will be used to pay for workshops fees and substitutes.			
	<i>Notes:</i> Teachers report that student motivation is lacking especially for AA and SWD students.			
6/1/17	Classroom teachers, EC, ESL, and AG teachers will participate in data days three times this year to disaggregated literacy, math, and science data and plan instruction based on that data. Substitutes will be funded through Title I. If remote instruction continues until June, 2021 outside coaches will work with teachers remotely and substitutes will not be needed.		Tracey Janetta	06/20/2021
	<i>Notes:</i> Data days will be held after BOY, MOY, and in April.			
7/27/17	The Curriculum Facilitator will coach teachers with embedded professional development in order for teachers to create effective tasks that are aligned with the curriculum. Coaching will also be used during remote learning to make the learning more effective.		Tracey Janetta	06/20/2021
	<i>Notes:</i> The Curriculum Facilitator will provide professional development during remote learning to ensure that all stakeholders at Joyner are updated on changes.			
7/27/17	Coaches from American Reading Company will work with the principal, curriculum facilitator and teachers in grades 3,4 and 5 to implement literacy curriculum within the school. Two additional coaching days will be funded through Title I. Coaches will provide their services remotely until at least January, 2021.		Tracey Janetta	06/20/2021
	<i>Notes:</i> Digital resources can be accessed by teachers and students during remote learning.			
8/15/17	Foundational Tool Kits from American Reading Company will be available through SchoolPace Connect for small group instruction.		Denise Ebbs	06/20/2021
	<i>Notes:</i>			
9/14/17	5th grade teachers will used Discovery Ed and Stemscope resources to plan science lessons.		5th grade teachers	06/20/2021
	<i>Notes:</i> Supplies will be provided by the District and given to each student.			
10/23/17	Eureka Math will be implemented school wide as a math curriculum to increase students' math proficiency.		Tracey Janetta	06/20/2021
	<i>Notes:</i> Eureka InSynch will be available to all Joyner stakeholders to support math instruction during remote learning.			
9/11/18	Eureka math coach will work with Joyner's curriculum facilitator and principal to support teachers in implementing the Eureka framework		Tracey Janetta	06/20/2021

	with fidelity.			
	<i>Notes:</i> Joyner's principal and curriculum facilitator will work with the Eureka math coach to ensure that all digital resources are available to teachers during remote learning. Eureka InSynch will be available to help teachers ensure that they have access to digital lesson plans, assessments, videos, etc.			
9/11/18	All teaching staff will participate in job-embedded coaching with the Eureka, CKLA, and ARC coaches throughout the year.		Denise Ebbs	06/20/2021
	<i>Notes:</i> Title I funds will be used to purchase two additional coaching days above what the district is providing for CKLA and ARC coaches.			
9/11/18	Teachers will create module long-range plans for ELA and Math during PLC meetings. Substitutes will be provided three times during the year for each teacher to work with ELA and Math coaches.		Stephanie Queen	06/20/2021
	<i>Notes:</i> Substitutes will be funded by Title I funds.			
9/12/18	Teachers will create instructional posters for use with students as anchor charts and teaching aids.		Stephanie Queen	06/20/2021
	<i>Notes:</i> A poster maker will be purchased with Title I funds. Posters will continue to be utilized during remote learning for the 2020-2021 school year and face-to-face when students return.			
9/12/18	Staff will participate in professional development to create and assess student task to implement grade level instruction that will produce at least 80% student proficiency. District, State and classroom assessments will be evidence of completion. (Addresses A1.06)		Dewauna McLean	06/20/2021
	<i>Notes:</i>			
9/12/18	African-American students will receive priority placement with tutoring resources including evening tutoring with our faith based partner and in-school tutoring with available staff.		Dewauna McLean	06/20/2021
	<i>Notes:</i> During the 2020-2021 school year, this action will be paused until face-to-face instruction resumes.			
5/13/19	Each teacher will create a formal remediation/enrichment plan after each summative assessment for ELA and Math. The plan will identify individual students that have not mastered the goal, how they will be instructed differently from core, and when this instruction will take place.		Dewauna McLean	06/20/2021
	<i>Notes:</i> During the 2020-2021 school year, all support staff will engage in small group remote learning with students who are not mastering core instruction.			

5/16/19	Overhead interactive projectors will be purchased with Title I funds to increase student engagement for eleven core classrooms. Four rooms were completed in 2018-19. Voice amplifiers also be purchased for core teachers.		Denise Ebbs	06/20/2021
<i>Notes:</i> Title I funds will be used to purchase additional projectors to provide for all classrooms during the 2020-2021 school year.				
5/16/19	Teachers will receive two extra coaching days from ARC over the district allotted amount of four days. ARC core texts for classrooms will be provided by the district. Title I funds will pay for the additional two days.		Denise Ebbs	06/20/2021
<i>Notes:</i> Title I funds will be used to pay for the additional two days.				
10/18/19	All teachers will use a variety of sound instructional modes: teacher-directed whole class, small group, and independent work to meet the needs of all students. (A1.06)		Denise Ebbs	06/20/2021
<i>Notes:</i> During the 2020-2021 school year, virtual instructional modes will be utilized while maintaining a consistent schedule to include teacher directed, small group an independent work.				
10/18/19	All teachers will plan instruction with the NCSCOS that includes methods to enhance student motivation to learn. (A2.26)		Denise Ebbs	06/20/2021
<i>Notes:</i> Lessons will be available for teachers during remote learning.				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
Initial Assessment:		<p>Currently we are not using the general education classroom as a reference point for students performance. Our EC teachers have been trained and are using Goalbook to write IEP goals to reach grade level proficiency. Our tier 1 is not at 80% proficient in any academic area. The ILT had training on MTSS and creating teams and protocols to support all tiers of learning.</p> <p>10/6/2020 Staff has completed one year of professional development to begin implementing MTSS and the three tiers beginning now. Additional professional development will be completed throughout this year as we begin implementation.</p>	Limited Development 09/19/2016		

<p>How it will look when fully met:</p>	<p>Teachers will provide evidence-based instruction to meet the needs of all students across all tiers of support. Classroom instruction will provide the support for 80% or more of students in the classroom to be successful. Common formative assessments that are given in addition to classroom instruction will be used to move students to proficient or will show the need for more intensive support.</p> <p>Teachers were trained to use formal Corrective Instruction strategies for students that did not master goals on summative assessments. The plans were to identify the students not mastering specific power goals, how they will be taught that will be different from core instruction, and when this instruction would take place.</p>		Tracey Janetta	06/30/2021
Actions		0 of 10 (0%)		
7/25/17	Staff will create and assess student tasks to implement classroom instruction that will produce at least 80% student proficiency. District, State, and classroom assessments will be evidence of completion.		Tracey Janetta	06/20/2021
<i>Notes:</i>				
7/26/17	Common Formative Assessment data, district and state assessments will be used to evaluate the effectiveness of instruction.		Tracey Janetta	06/20/2021
<i>Notes:</i>				
8/28/17	Kinder through 5th grade teachers will participate in district provided focused instructional strategies for remote learning in the areas of reading, math, and science, over the course of this school year.		Classroom Teachers	06/20/2021
<i>Notes:</i>				
9/14/17	African-American students will receive priority placement with tutoring resources including evening tutoring with our faith based partner when it beings again after the pandemic.		Cindy Adams-Daniel	06/20/2021
<i>Notes:</i> This action will resume when face-to-face instruction resumes.				
9/11/18	Teachers will receive job embedded coaching for ARC and CKLA for literacy and Eureka for math implementation of the new curriculum to increase core instruction effectiveness to 80%.		Tracey Janetta	06/20/2021
<i>Notes:</i> Title I will fund two additional coaching days over what the district will provide for CKLA and ARC.				
9/12/18	First and second grade students will receive weekly AG early intervention lessons given by the AG teacher. The AG teacher will work with teachers to develop critical thinking and problem solving activities for students that show an aptitude for AG to use in the regular		Cindy Adams-Daniel	06/20/2021

		classroom as enrichment. The AG teacher's time will increase two days to full time at our school. These lessons will be given remotely when students are remote.			
		<i>Notes:</i> Two additional days of salary for the AG teacher will be paid for by Title I funds.			
	9/12/18	All students, kindergarten through fifth-grade will participate with the AG teacher in STEM activities in the Makerspace every other week. Funding for this position is through Title I.		Fred Brown	06/20/2021
		<i>Notes:</i> Two additional days of AG will be funded through Title I.			
	9/19/18	The principal and curriculum facilitator will work with ARC, CKLA, and Eureka coaches to more effectively support teachers for planning and implementing classroom instruction.		Denise Ebbs	06/20/2021
		<i>Notes:</i>			
	5/16/19	All core teachers will participate in coaching sessions and data analysis with school administration and/or outside coaches. Substitutes will be provided with Title I funds for teachers to attend this professional development. Coaching sessions will be remote until at least January 2021. Substitutes will not be needed until students return to school.		Tracey Janetta	06/20/2021
		<i>Notes:</i>			
	6/24/19	Content and support teachers will create lesson plans for the four types of targeted instruction based on the MTSS framework.		Laurie Preslan	06/20/2021
		<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
	<i>Initial Assessment:</i>	Teachers help students learn to identify and understand their emotions and teach students strategies for successfully managing their emotions. Zones of regulation has been implemented to help students identify the emotions they are feeling and strategies to use to get back into balance. Restorative practices are being used by all teachers to teach students how to admit when they have made a mistake and then how methods to restore the relationship with those harmed. Daily class meetings are held to add social and emotional issues that arise throughout the year. As new staff are added they will receive Restorative Practices training from the district and our school counselor will give training on the	Full Implementation 09/22/2019		

			Zones of Regulation.			
	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
Initial Assessment:			Joyner has a yearly Kindergarten Parent orientation in the Spring of the year for new kindergarten parents. At this meeting parents are given information to ease the transition to kindergarten. Fifth grade students attend Mendenhall middle school for a campus tour and to ask questions of ambassador students. The counselor also visits Joyner to discuss curriculum choices and to answer questions to ease the transition to middle school	Limited Development 09/12/2017		
How it will look when fully met:			A comprehensive plan for kindergarten and middle school transition will be developed by the SIT.		Denise Ebbs	06/15/2022
Actions				0 of 2 (0%)		
		9/12/17	SIT will investigate effective strategies to create a plan for kindergarten and middle school transitions.		Yolanda Foster	06/20/2021
			<i>Notes:</i> Each year the transition action steps will take place for the current year students.			
		9/8/18	A kindergarten parent meeting will be held for rising kindergartners in the spring 5th graders will tour Mendenhall middle school before middle school registration in spring, 2021.		Diana Johnson	06/20/2021
			<i>Notes:</i> If students have not resumed face-to-face learning, a virtual Kindergarten orientation and 5th grade tour to Mendenhall will occur.			

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 09/19/2016		
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our		Denise Ebbs	06/15/2022

		school leaders and commits to making transformative work to increase student achievement in the district.			
Actions			0 of 3 (0%)		
7/25/17		The principal and curriculum facilitator will attend professional development for coaching team members to be effective in analyzing school data. Evidence will be completion of documentation from professional development and minutes of coaching sessions at meetings.		Denise Ebbs	06/20/2021
		<i>Notes:</i>			
9/11/18		An Instructional Leadership Team will be established and report findings to the School Improvement Team monthly.		Cindy Adams-Daniel	06/20/2021
		<i>Notes:</i>			
9/22/19		The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2021		Denise Ebbs	06/20/2021
		<i>Notes:</i>			
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Joyner's Leadership Team is made up of voted representatives from each department of the school and a parent representative. Each member of the team is responsible for two way communication with their team to take information to them from meetings as well as bring input to Leadership Meetings. Agendas are created before the meetings and anyone may ask to have an item place on the agenda or to be heard at the meeting. Minutes are published on the Indistar website and our school website with a hard copy in the office for examination. Our School Improvement Plan is also published on Indistar, our school and our district's websites.	Full Implementation 09/22/2019		
	KEY 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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Leadership team has been meeting monthly and while data is discussed it has not been the sole focus. The team is comprised of teachers,	Limited Development 09/19/2016		

	support staff, paraprofessionals, parents, and specialist.			
How it will look when fully met:	<p>The Leadership team will meet twice monthly. The focus of the meetings will be using school data to assess where students are towards proficiency in Literacy and Math. Data will be collected from grade levels weekly and used to find trends and areas of opportunities over time. Evidence that this is being met will be found in Leadership Minutes.</p> <p>Leadership team minutes reflect the discussion of data, professional development, and instruction.</p>		Denise Ebbs	06/15/2021
Actions		0 of 8 (0%)		
9/26/16	Grade levels will be given a data collection sheet to use that will give us uniform data across grade levels for Literacy and Math assessments. Grade levels will bring data to PLC meetings weekly.		Classroom Teachers	06/20/2021
	<i>Notes:</i>			
9/26/16	Leadership Team will make adjustments in School Improvement plan based on the data.		Denise Ebbs	06/20/2021
	<i>Notes:</i>			
9/26/16	School data will be shared at PLC meetings and staff meetings.		Denise Ebbs	06/20/2021
	<i>Notes:</i>			
9/29/16	End of year standardized assessment data will be analyzed for evidence of successful instructional implementation and student mastery of core standards.		Tracey Janetta	06/20/2021
	<i>Notes:</i>			
9/12/18	The School Improvement Team will update and make adjustments in the School Improvement Plan based on the school assessment data.		Tracey Janetta	06/20/2021
	<i>Notes:</i>			
11/18/19	The School Improvement Team will analyze the school data looking for trends and areas of opportunities at one meeting per month. School wide data will be recorded on a data base.		School Improvement Team	06/20/2021
	<i>Notes:</i>			
11/18/19	The School Improvement Team will update and make adjustments in the School Improvement Plan based on the school assessment data.		School Improvement Team	06/20/2021
	<i>Notes:</i>			

11/18/19	The Instructional Leadership Team will meet bi-monthly to build teacher leadership. The team will meet with New Leaders for additional training.		Denise Ebbs	06/20/2021
<i>Notes:</i> This action will resume as the District provides updated directives during remote learning.				
B1.04	The principal effectively and clearly communicates the message of change.(5138)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The principal will work with the staff to implement changes in the curriculum from Guilford County Schools by creating time for planning and team discussions to understand the curriculum. This will be sustained by creating master schedules that allow time for collaboration among the principal, CF, and staff.	Full Implementation 10/04/2019		
B1.07	The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Joyner Elementary makes health and wellness a priority for students and staff. Students have physical activity, PE or recess, for a minimum of 30 minutes each day. Teachers create many movement opportunities throughout the day. A sensory path has been placed in the school for all students to use as needed for movement. Staff wellness is an area for growth. We have been doing remote instruction since March 2020 and it continues today, 10/8/2020. Staff members reach out to students for a phone call or virtual meeting at least weekly to check on students and their mental health and physical needs.	Limited Development 09/22/2019		
<i>How it will look when fully met:</i>	We will have supports in place for students and staff to access activities or resources to be healthy physically and mentally.		Cath Old	06/20/2022
Actions		0 of 1 (0%)		
10/4/19	Our PE teacher will investigate student and staff wellness programs that could be implemented. Our PE teacher will also create blended learning lessons for student to access.		Cath Old	06/20/2021
<i>Notes:</i>				

Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Grade level and department teams are scheduled to meet on a regular basis. Specific duties have not been assigned for planning.	Limited Development 09/19/2016		
How it will look when fully met:		Grade level teams that include support staff will support student learning and school culture. Teams will meet at least bi-weekly and will have a protocol to follow that will focus them on the assigned task. The Instructional Leadership Team will conduct peer observations and has quality coaching discussions with peers. 11/16/18 A PLC protocol was written for double planning time meetings that occur weekly.		Denise Ebbs	06/20/2021
Actions			2 of 3 (67%)		
7/25/17		The School Improvement Team will create teams to focus on student learning and school culture. A protocol will be created to focus the teams. The protocol format and meeting minutes will be evidence of completion.	Complete 06/15/2018	Denise Ebbs	06/15/2019
<i>Notes:</i>					
9/12/18		Each grade level will have four 40-minute planning times weekly. This time will be used to create long-range plans and assess student work.	Complete 08/30/2019	Denise Ebbs	06/20/2021
<i>Notes:</i> Planning will occur virtually until face to face instruction resumes.					
9/17/18		An Instructional Leadership Team will receive professional development to peer coach and analyze school data to make recommendations to the staff to improve student proficiency.		Cindy Adams-Daniel	06/20/2021
<i>Notes:</i> ILT professional development will occur when directive from the District are available.					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Feedback is given on lesson planning. Principal attends grade level planning times, half day planning times and PLCs. Walkthroughs are conducted with feedback given. The rate of time that principal and CF are in classrooms needs to increase.	Limited Development 09/19/2016		

<p>How it will look when fully met:</p>	<p>The Principal or Curriculum Facilitator will give weekly feedback on lesson for each classroom teacher based on a 10-15 minute walk-through. Weekly PLC meetings will be held with principal and/or CF in attendance to discuss data and instruction. Implementing new reading frameworks with 3rd, 4th and 5th grades will be a priority for feedback and observations. Feedback will be given in the form of written and verbal.</p> <p>11/16/18 Teachers have been given feedback based on walk-throughs and lesson planning by the principal and CF.</p>		Tracey Janetta	06/20/2021
Actions		0 of 5 (0%)		
10/4/16	Lessons will be uploaded to Canvas weekly and feedback will be given by principal and/or CF.		Denise Ebbs	06/20/2021
<i>Notes:</i>				
10/4/16	A walk through and observation calendar will be created for the principal and CF to give regular feedback on classroom instruction.		Denise Ebbs	06/20/2021
<i>Notes:</i> All walkthroughs will be conducted on Canvas during synchronous instruction and learning until face-to-face instruction resumes.				
8/28/17	PLC meetings will focus on creating tasks that are aligned with the goal and require the students to apply what they have learned. Completed tasks will be analyzed to understand the students' level of learning. Instructional decisions will then be made for planning.		Denise Ebbs	06/20/2021
<i>Notes:</i> Virtual PLCs will occur until face to face instruction resumes.				
9/12/18	Walk throughs and/or observations will occur on a bi-weekly basis with written feedback on instruction and strategies used during class.		Denise Ebbs	06/20/2021
<i>Notes:</i> Walkthroughs will occur remotely during synchronous teaching and learning until face-to-face instruction resumes.				
9/12/18	PLC meetings will focus on creating lessons and task that are aligned with the grade level goal, using ARC, CKLA or Eureka, that require students to apply what they have learned. Completed tasks will be analyzed to understand the students' level of learning. Instructional decisions will then be made for next steps to remediate or extend students' understanding of the objective. Classroom and support teachers, principal, curriculum facilitator, and outside coaches will attend PLC meetings.		Tracey Janetta	06/20/2021
<i>Notes:</i> All PLC meetings will occur remotely until face-to-face instruction resumes.				

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
Initial Assessment:		We have used data mostly from summative assessments from major assessments to discuss school improvement. Staff has participated in professional development to close the achievement gap.	Limited Development 09/19/2016		
How it will look when fully met:		School Improvement Team meetings will focus on school data as a whole and disaggregated by sub-groups to make all instructional, curriculum and professional development decisions. Evidence will be in meeting minutes and student progress. 11/16/18 School Improvement team focused one meeting on data from the end of the year assessments and beginning of this years assessments to understand the needs of the students.		Tracey Janetta	06/20/2021
Actions			1 of 5 (20%)		
	9/12/18	The team will receive training on using data effectively to guide school curriculum and instruction from outside coaches and the district data team. Data days will be held at beginning, middle and spring of the year.	Complete 05/13/2019	Denise Ebbs	06/20/2019
<i>Notes:</i> Substitutes for data days will be funded through Title I.					
	9/12/18	All teachers will use grade level standards for teaching all students during core instruction. Remediation based on objective data will take place during small-group or Intervention scheduled times.		classroom teachers	06/20/2021
<i>Notes:</i> Assessments and intervention resources will include: Heggerty for K-2 ISIP for K-3 IRLA for 3-5 Waterford for K-5 Zearn (math) for K-5					
	5/13/19	The ILT members will continue to attend training to better analyze		Cindy Adams-Daniel	06/20/2021

	data. They will then share the information with all other staff members.			
	<i>Notes:</i> Attendance of ILT meetings will resume as schools receive directives from the District.			
7/25/17	Teams will receive training on using data effectively to guide school curriculum and instruction.		Tracey Janetta	06/20/2021
	<i>Notes:</i>			
4/29/18	Use end of the year data to plan for students beginning of the year needs.		Tracey Janetta	06/20/2021
	<i>Notes:</i> No EOY data is available from the 2019-2020 school year.			

Core Function:		Dimension C - Professional Capacity				
Effective Practice:		Talent recruitment and retention				
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers and paraprofessionals are hired using a team interview format. Staff that needs remediation are given support and feedback to improve their performance.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			Joyner would be staffed with highly qualified staff. The evidence will be the Teacher Working Conditions Survey and EVASS data.		Denise Ebbs	06/15/2022
Actions				0 of 2 (0%)		
	7/25/17	Teachers will receive support to increase their effectiveness in the classroom.			Tracey Janetta	06/20/2021
		<i>Notes:</i>				
	9/11/18	Teachers will receive professional development to enhance job satisfaction.			Denise Ebbs	06/20/2021
		<i>Notes:</i> Virtual professional development will be provided until face to face is appropriate.				

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

Initial Assessment:	We have used parent meetings as an opportunity to build community. This year we will have a curriculum night for each grade level to discuss curriculum and share assessment data with parents. Parent, student, and teacher conferences are held twice a year for parents. Two way communication has been established between teachers and families using several different means of communication. Remind app, Canvas, and Connect Ed are all platforms used by families. Phone calls and home visits, when allowed, are also used to communicate with families.	Limited Development 09/19/2016		
How it will look when fully met:	Joyner will form a connection between the school and the home that is built upon purpose, communication, and education. Evidence will be measured through the use of parent surveys. Curriculum nights/Title I meetings were held in September for all grade levels. The text app Remind has been implemented by Joyner staff and families.		Tracey Janetta	06/20/2022
Actions		0 of 4 (0%)		
9/12/18	The annual Title I meeting will be held along with parent curriculum night in September for each grade level via Teams Live.		Tracey Janetta	06/20/2021
	<i>Notes:</i> This meeting will be held virtually.			
9/12/18	Weekly communication folders and daily agendas will be used to facilitate two-way communication between home and school.		Classroom Teachers	06/20/2021
	<i>Notes:</i> Virtual communication will occur until students resume to face-to-face instruction.			
9/12/18	Parents will receive opening school letters and school information by mail as another form of communication.		Denise Ebbs	06/20/2021
	<i>Notes:</i> Title I funds will be used for postage.			
5/13/19	The text app Remind will be purchased with Title I funds to give parents electronic two-way communication between home and school.		Tracey Janetta	06/20/2021
	<i>Notes:</i> Title I parent involvement funds will be used to purchase the web subscription.			