

Comprehensive Progress Report

Mission: We, the staff of JSGS through designing and utilizing a curriculum rich in global studies and cultural awareness are committed to providing a safe and supportive environment in which all students can reach their full academic and behavioral potential. We are committed to preparing our students to be successful citizens in a multi-cultural society.

Vision: All students at JSGS will learn, succeed, and be empowered to become world-class learners.

- Goals:**
- Goal 1: By June 2023, JSGS will raise the overall composite score from 37.7% to 39.1%
 - Goal 2: By June 2023, JSGS will reduce chronic student absences from 25.2% to 22.2%
 - Goal 3: By June 2023, JSGS will reduce the amount of disciplinary infractions by students of color that result in ISS or OSS by 16% (from 45 to 37 incidents)



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)			
Initial Assessment:		Currently teachers are using the district provided curriculum to support the instruction of their students. Teachers are struggling, however, to be able to identify what mastery of their standards looks and sounds like. Teachers engage in the planning process with CFs, but the planning revolves more around the curriculum than the strategic teaching of a standards	Limited Development 09/26/2022		
How it will look when fully met:		Teachers will be able to speak to the standard they are teaching and will be able to readily identify what mastery would entail. Teachers will frequently unpack their standards to determine what learning students must already possess in order to have full access to the instruction that will take place. Teachers will engage in data driven instruction and routinely use their data to identify growth opportunities as well as strengths among their teams.		Sarah Clark	06/09/2023
Actions			0 of 3 (0%)		
	9/26/22	The ILT will engage teachers in the Get Better Faster protocol for instruction to help them grow in areas identified as needing strengthened through walkthrough observations		Rhonda McGoogan	06/01/2023
Notes:		Teachers will work with the ILT to meet weekly goals and set weekly growth opportunities. The ILT will complete weekly or bi-weekly walkthroughs to provide feedback on identified areas			
	9/26/22	Teachers will engaged in data driven PLCs and lesson planning, guided by the CFs		Rhonda McGoogan	06/03/2023
Notes:		Teachers will use the continuous improvement cycle and their data to identify areas of unfinished learning and provide corrective instruction			
	9/27/22	K-5 teachers will engage in two planning days throughout the year.		Sarah Clark	06/03/2023
Notes:		Teachers will engage in vertical planning as well as a curriculum facilitator guided planning using classroom and state assessment data. Substitutes will be purchased using Title I funds			

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>		Currently, teachers that are in their first year of teaching are struggling to own their personal classroom management plans. These teachers are not always employing the tools provided and need support with reflection and implementation. Teachers that have experience are needing support with a few students that continue to be written up into Educator's Handbook.	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		Teachers will have a good understanding of what classroom management tools are available and will be able to identify which tools will work best with which students. Teachers will engage in the reflection process and utilize tools from Get Better Faster. The ILT will engage teachers that are struggling with the Get Better Faster protocol and teacher data will indicate continuous improvement.		Meredith Boger	06/09/2023
<i>Actions</i>			0 of 1 (0%)		
	9/26/22	Teachers will be engaged in the Get Better Faster protocol when walkthrough documentation indicates they need support in classroom management.		Lisa Weisgarber-Trigg	06/01/2023
<i>Notes:</i>		The ILT will use the Get Better Faster protocol to support teachers with identified needs with classroom management as well as instruction			

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)				
Initial Assessment:		Teachers provide instruction that is aligned with grade-level standards. Teachers need ongoing support to fully implement instruction that addresses standards.	Implementation Status	Assigned To	Target Date	
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		JSGS will consider that instructional teams are developing standards-aligned units of instruction for each subject and grade level when the following are occurring consistently: 1. Grade-level teachers, EC teachers, and support staff meet weekly to discuss and develop instruction that is aligned to the standards. The team will clearly define learning objectives associated with each standard. 2. Grade-level teachers, EC teachers, and support staff meet weekly to discuss district and class formative assessments to determine effectiveness of instruction. The team will also discuss corrective instruction strategies to address learning gaps. The team will compare JSGS student data to regional and district data, and our goal is to be on par and/or above the district average.	Objective Met 09/17/21	Meredith Boger	06/18/2021	
Actions						
	1/31/19	AP will deliver staff development on growth mindset.	Complete 08/13/2020	Meredith Boger	08/13/2020	
Notes:						
	9/26/19	All K-3 Literacy teachers will complete the LETRS training modules.	Complete 06/08/2021	Marcia McDowell	06/18/2021	
Notes:		Teachers will participate in virtual training modules, face-to-face PD, and classroom exercises.				
	10/13/16	Instructional teams will organize the curriculum into unit plans and guide instruction aligned to the standards and differentiated to meet the learning needs of students.	Complete 08/24/2020	Kris Wheat	06/18/2021	
Notes:						
	9/12/18	The ILT will continue to assess teachers' virtual and face to face instructional delivery. The CF's, Principal, Assistant Principal, Math Coach, will serve on the ILT.	Complete 09/17/2021	Kris Wheat	06/18/2021	
Notes:		ILT will use the New Leaders Toolkit to create a virtual walkthrough document.				

9/9/16	The Curriculum Facilitators will meet weekly with grade-level and EC teachers for PLC content meetings. The CF will provide an agenda and timeline for weekly meetings. I station, NWEA, Fastbridge data as well as Interim Assessment data (Math, ELA, and Science) will be reviewed and analyzed during PLC meetings to identify trends in student achievement as well as gaps in student learning.	Complete 08/24/2020	Megan Bartsch	08/24/2021
<p><i>Notes:</i> It was noted last year that "there needs to be more input and involvement from EC and support staff regarding learning objectives and instructional strategies. There also needs to be more intentional discussions centered around data that is in turn shared at Leadership meetings." We will ensure that EC teachers attend PLCs especially to review assesment data.</p>				
10/11/17	Literacy-based coaching and programs will be implemented for K-1 as well as 3-8 students. K-1 teachers will implement CKLA to support early literacy for all students. We will also participate in district-funded training as well as additional CKLA coaching. The K-2 CF will support continued CKLA discussions during weekly PLC meetings. 3-8 classrooms will implement ARC as well as additional ARC coaching days to ensure full implementation is occurring in each classroom. A model classroom has been identified in 4th grade, and additional ARC discussion will be facilitated by the 3-8 CF during weekly PLC meetings.	Complete 08/24/2020	Marcia McDowell	08/24/2021
<p><i>Notes:</i></p>				
Implementation:		09/17/2021		
Evidence	9/17/2021 We review of feedback from Coaching visit and use it to plan PD for teachers. We are using PLC time to focus on data, and effective instruction.			
Experience	9/17/2021 We are using MTSS protocols to progress monitor students and create additional interventions as needed.			
Sustainability	9/17/2021 9/17/2021- Continued review of feedback from Coaching visit. Continued focused, data-driven PLC conversations.			

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:		Currently, teachers are implementing the established curriculum within their classrooms using modeling, guided practice, and independent practice. Teachers are assessing periodically to determine understanding of what has been taught and are using defined methods of monitoring student progress.		Limited Development 09/06/2022	
How it will look when fully met:		Staff routinely utilize culturally responsive practices when delivering their instruction. Staff members understand how the data supports and impacts their instruction and provide weekly common formative assessments to determine growth opportunities and make necessary instructional adjustments. Teachers use the data to provide corrective instruction as necessary. Clear and consistently applied data decision rules are used at each IPS meeting and guide PLC discussions about students needing interventions.			Meredith Boger 06/05/2023
Actions				0 of 10 (0%)	
	9/6/22	Students receiving ISS for infractions will receive an SEL based reflection packet to complete and will review with administration.			Meredith Boger 10/11/2022
Notes:		The packet will be specifically created using SEL protocols and will be differentiated to better meet the needs of students of varying academic levels. The assigning administrator will review the completed packet with the student and fashion goals to help prevent future infractions.			
	9/6/22	Professional development on data driven instruction and classroom interventions (academic, behavior, SEL) will be provided.			Lisa Weisgarber-Trigg 10/25/2022
Notes:		Members of the ILT will reach out to Ben Cawley and Maria Ponte to share information on the EVAAS process as well as data driven instruction. CFs will provide professional development on identifying students and using classroom interventions with fidelity. CFs will support the use of data driven instruction by incorporating it into their weekly PLCs.			
	9/6/22	The ILT will create a schoolwide matrix of behavior expectations and will use a flow chart for teachers to identify the continuum of consequences.			Sarah Clark 11/15/2022

<p><i>Notes:</i> After the creation of the matrix, the team will provide professional development on its use. The document will assist conversations within the PLC team regarding strategic and supplemental behavior support that may be needed to ensure students have full access to the grade level curriculum.</p>			
9/6/22	The ILT will complete the implementation rubric for data driven instruction and use the results to strategically support teachers and provide PD.	Lisa Weisgarber-Trigg	01/10/2023
<p><i>Notes:</i> Using the data, the ILT will decide what strategic supports teachers need as well as any potential professional development that would provide support. The ILT will graph the data to ensure decisions are resulting in growth.</p>			
9/6/22	New teachers will receive professional development on classroom management that includes but is not limited to setting routines, adjusting the environment, and providing rigorous instruction.	Rhonda McGoogan	02/14/2023
<p><i>Notes:</i> Using the New Leaders walk through document, the ILT will provide differentiate professional development on varying components of classroom management. Using the Get Better Faster model and Name it, See it, Do it, the ILT will determine if any further support is needed.</p>			
9/6/22	Teachers will participate in quarterly data meetings with members of ILT.	Chaun Doak	02/21/2023
<p><i>Notes:</i> The ILT team will provide strategic instruction to assist teachers in increasing their data literacy. ILT will also provide supporting documents and questions to help guide the data meetings.</p>			
9/6/22	Teacher categorize their students by need and provide strategic instruction	Rhonda McGoogan	03/14/2023
<p><i>Notes:</i> Teachers will review their data to fluidly categorize students by need. Teachers will identify growth opportunities based on grade level common formative assessments. Using this data, teachers will provide corrective instruction and/or adjust their instructional delivery going forward.</p>			
9/6/22	Students will begin their days with check ins that identify their mood, needs, etc.	Lauren Fox	03/14/2023
<p><i>Notes:</i> The social worker and counselor will review the data daily and identify any needs that may require immediate attention. The data will also be shared weekly with the student support team.</p>			
9/6/22	Use New Leaders walkthrough template to calibrate feedback of the ILT	Meredith Boger	03/14/2023

<i>Notes:</i> The ILT will go on cooperative learning walks and use the New Leaders walkthrough template. The ILT will then debrief with each other and create norms and determine areas in need of calibration						
9/6/22	The ILT will use components of the Get Better Faster model to provide teachers with data driven instruction.			Lisa Weisgarber-Trigg	06/01/2023	
<i>Notes:</i> Staff members identified as needing support through the use of the walkthrough document will engage with members of the ILT in the Get Better Faster model. Feedback meetings, See it, Name it, Do it, and data monitoring will all be used to determine growth.						
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>		This year, JSGS is part of the SEL Cohort 2 and will participate in year-long training in order to identify and meet the socio-emotional needs of staff and students.	Limited Development 09/09/2016			
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		We will establish the shared vision and norms for Social and Emotional Learning for the faculty, staff, and community of Johnson Street Global Studies and communicate this shared vision and norms to all stakeholders. We will consider this objective fully met when 100% of certified staff have participated in all SEL Cohort 2 Training Sessions and utilize the resources and strategies shared to meet the social, emotional, and learning needs of our staff, students, and school community. We also expect to see an increase in student attendance and engagement during remote learning and when we return face to face.		Meredith Boger	02/01/2021	
Actions						
10/7/20	SEL team will meet regularly with district SEL specialist to provide continued support for Staff in meeting the social, emotional, and learning needs of our staff, students, and school community.		Complete 11/09/2020	Rhonda Blackburn	11/09/2020	
<i>Notes:</i> The team consists of school counselor, social worker, YDC, AP, and principal. Youth Development Coordinator position was purchased with Title 1 funds.						
10/7/20	Provide SEL activities at the beginning of staff meetings - both in the virtual and face to face setting.		Complete 12/30/2020	Meredith Boger	12/30/2020	

<i>Notes:</i>				
10/7/20	Actively follow up with staff regarding topics of discussion regarding self-awareness, responsible decision-making, relationship skills, social awareness, and self-management.	Complete 01/25/2021	Rhonda Blackburn	01/20/2021
<i>Notes:</i> JSGS is part of the SEL cohort 2. Staff participates in monthly training sessions.				
10/7/20	Participate in follow-up PLC discussions regarding the content from the SEL training sessions.	Complete 02/26/2021	Megan Bartsch	01/25/2021
<i>Notes:</i>				
10/7/20	Certified Staff will attend monthly SEL training sessions.	Complete 08/25/2020	Kris Wheat	08/25/2021
<i>Notes:</i> The following training dates have been scheduled for the 2020-2021 school year. August 25 SEL 101 September 22 Self Awareness & Responsible Decision Making October 27 Self Management & Responsible Decision Making November 24 Social Awareness & Responsible Decision Making January 26 Relationship Skills & Responsible Decision Making				
10/7/20	Record attendance for each session and provide opportunities for staff members to make up any missed session.	Complete 09/25/2020	Meredith Boger	08/25/2021
<i>Notes:</i>				
11/5/20	Principal will lead book study with staff that is aligned to the 2020-2021 theme/mission and to SEL best practices.	Complete 01/25/2021	Kris Wheat	10/01/2021
<i>Notes:</i> Book entitled "Onward: Cultivating Emotional Resilience in Educators" was purchased with Title 1 funds.				
Implementation:		02/26/2021		
Evidence	2/26/2021 2/26/2021- PLC Agendas, Canvas Course staff participation record, Mindful Monday moments with school counselor, school wide incorporation of SEL openers.			
Experience	2/26/2021 2/26/2021- Our SEL team meets regularly to refine our goals and discuss new ideas for implementation.			
Sustainability	2/26/2021 2/26/2021- Continued PLC discussions, all staff contributing to Canvas Course discussion.			

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
<i>Initial Assessment:</i>		This year, all students will need support in transitioning between grade levels and from their remote learning setting to face-to face instruction. Our School Counselor, Social worker, and Youth Development Coordinator will provide additional support for students who have difficulty in transitioning academically, socially, and behaviorally. Our MTSS team will guide teachers as they target, monitor, and support students struggling to make a smooth transition.	Limited Development 08/29/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		All staff will implement relevant SEL strategies and MTSS interventions to support transitions returning to school and between each grade level which will ultimately result in fewer disciplinary incidents. Attendance/Engagement data and records of SEL Canvas discussion boards will be needed as evidence the objective is fully met.		Meredith Boger	06/18/2023
<i>Actions</i>			3 of 4 (75%)		
	10/7/20	Social Worker and School Counselor will reinforce Social and Emotional Learning through small group sessions and interventions.	Complete 08/21/2020	Natosha Meredith	06/18/2023
	<i>Notes:</i> School Counselor and Social worker host check-in meetings during remote learning and will continue to meet weekly with students when face to face learning resumes.				
	10/7/20	School social worker will support teachers by contacting students and families who are facing challenges with the transition to face to face learning and the transition between grade levels.	Complete 09/18/2020	Natosha Meredith	06/18/2023
	<i>Notes:</i> Social Worker leads weekly Attendance/Engagement meeting to support classroom teachers' and families efforts to keep struggling students engaged in remote learning. This action is an effort to exit school out of TSI-TA designation.				
	10/7/20	YDC will establish two new partnerships within the community.		Lisa Weisgarber-Trigg	06/18/2023
	<i>Notes:</i> YDC position purchased with Title 1 funds.				
	11/5/20	Attendance/ Engagement team will meet weekly to support classroom teachers with reaching out to students who are not regularly engaging in remote instruction.	Complete 06/18/2023	Meredith Boger	06/18/2023

Notes: The team meets weekly via Microsoft Teams to follow up with teacher concerns. The team facilitates additional parent contact, home visits, parent conferences and attendance contracts as needed. This year this team is called the Student Support Team and continues to focus on supporting student attendance, engagement, and success.

Implementation:		09/12/2018		
Evidence	9/12/2018 Social Worker Poverty/Trauma Training for Staff Mentorship Program with HP Central Students Restorative Practices used in conjunction with Administrative Discipline Counselor implemented Lunch Buddy Groups PBIS- student reward/ recognition system			
Experience	9/12/2018 Students thrive best academically when thier social and emotional needs are met as well. We have worked this year to be even more deliberate about using restorative strategies, mediation, and encouraging staff to build positive meaningful relationships with students.			
Sustainability	9/12/2018 To sustain our efforts we need to closely moitor and attend to students with noted social and emotional needs. We must continue to look for new and innovative ways to connect with students and families to build trusting, supportive relationships.			

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)			
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 reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 09/09/2016	Assigned To	Target Date
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		The SIT will meet regularly and consistently, reviewing and monitoring goals and progress towards meeting these goals.	Objective Met 02/26/21	Drew Tonozzi	09/01/2020
Actions					
10/11/17		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.	Complete 09/01/2020	Kris Wheat	09/01/2020
Notes:					
2/26/21		JSGS will provide PD for teachers to ensure continuity of MTSS procedures and best practices. Students in need of supplemental and interventions will be identified during PLCs as well as the the process to determine what intervention strategies are best.	Complete 09/21/2020	Kris Wheat	09/21/2020
Notes:		Principal will participate in the MTSS modules and then train staff appropriately. Teachers will enroll in Number Worlds and Fast Bridge , our district provided MTSS interventions.			
2/26/21		The Attendance/Engagement team will work to identify students that are struggling academically due to poor attendance and support families in improving their attendance and academic performance. In turn we are able to accurately identify students who do/do not need supplemental interventions within the MTSS framework.	Complete 09/25/2020	Meredith Boger	09/25/2020
Notes:		Our Youth Development Coordinator is an integral part of this team, providing support with parent contact, home visits, and weekly check-ins. This position was purchased with Title 1 funds.			
Implementation:			02/26/2021		
Evidence		11/4/2020 See SIT meeting agenda and minutes. Social worker documentation of A/E Team meetings.			

<i>Experience</i>	11/4/2020	The SIT has been established and meets 1-2 times per month.				
<i>Sustainability</i>	11/4/2020	Setting our agendas in advance and ensuring that we reflect on our indicators and feedback.				
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>		The SBLT at Johnson Street Global Studies meets a minimum of 4 times each month. The team consists of principal, grade-level representatives, EC teacher, specialist, classified personnel, Hearing Impaired teacher, parent, and several appointed positions including the CF, Lead Teacher, Student Support, Treasurer, Media Specialist, and PBIS leader. The School Improvement Plan and Title I plan are discussed and supported by the SBLT. These meetings are publicized on our school website, weekly emails, and Connect-Ed calls.	Limited Development 09/09/2016			
		Priority Score: 2 Opportunity Score: 3	Index Score: 6			
<i>How it will look when fully met:</i>		The LT meets regularly and consistently to discuss and monitor the progress of the school improvement plan.	Objective Met 09/24/22	Lisa Weisgarber-Trigg	09/01/2020	
<i>Actions</i>						
10/10/17		SBLT and Admin teams will continue to meet consistently.	Complete 09/01/2020	Lisa Weisgarber-Trigg	09/01/2020	
<i>Notes:</i>						
<i>Implementation:</i>			09/24/2022			
<i>Evidence</i>	11/4/2020	See meeting agenda and minutes.				
<i>Experience</i>	11/4/2020	Admin team meets consistently.				
<i>Sustainability</i>	11/4/2020	Continuing to set agendas and meeting regularly.				

Core Function:		Dimension B - Leadership Capacity				
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)				
Initial Assessment:		All teachers are provided daily planning time with their cooperating grade-level teachers for instructional planning and PLC meetings. The PLC discussions center around data discussion in order for teachers to implement, assess, and adjust instruction on a consistent basis.	Limited Development 09/09/2016			
		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Team teachers will meet as needed to discuss and address students' needs. Communication between teammates will proactively address academic and behavior issues that arise before they become problematic.	Objective Met 09/17/21	Meredith Boger	06/18/2022	
Actions						
	11/5/20	During remote learning modified schedules have been created to ensure teachers have instructional planning time.	Complete 01/20/2021	Meredith Boger	01/20/2021	
Notes:						
	10/11/17	Students needing to be removed from class will be sent with a Bounce sheet and assignment to their newly located classroom. The teachers will compile the list of students being sent out in order to develop proactive plans to address the frequent behavior concerns. These bounce sheets will be discussed during monthly PBIS meetings.	Complete 06/18/2021	Kris Wheat	06/18/2022	
Notes:						
	9/12/18	2019-2020 We will continue to implement monthly Middle School meetings and New Teacher meetings this year as needed and as an additional support structure as social distancing protocols allow.	Complete 09/01/2021	Meredith Boger	06/18/2022	
Notes:						
Implementation:			09/17/2021			
Evidence		9/17/2021				
Experience		9/17/2021				
Sustainability		9/17/2021				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)			
Initial Assessment:		We are in the process of developing our extended learning opportunities for the 2017-2018 school year. Last year we implemented an after-school tutoring program each Wednesday for students in 3rd - 8th grades in the areas of Reading, Math, and Science. Attendance for grades 3 & 4 was excellent, with an average of 20 students per grade level each week. Our attendance in grades 5 - 8 was less impressive, and we averaged 4 - 6 students in each grade level.			
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
How it will look when fully met:		To be determined.			
Actions		1 of 2 (50%)			
10/11/17		Review I-Station, EOG data, interim assessment data, and formative assessments to determine which students will benefit from extended learning/tutoring. Communicate this information with the parents and obtain permission for the students to stay after school and participate in the tutoring program.			
Notes:					
9/12/18		We will track the progress of students participating in extended learning opportunities and use the data to gauge our effectiveness and determine adjustments that need to be made, if any.			
Notes:		*Look at Benchmark, BOY, EOG data.			
Implementation:		09/12/2018			
Evidence		9/12/2018	Increased attendance at after-school tutoring Increased teacher participation		
Experience		9/12/2018	We implemented the after-school tutoring program again for the 2017-2018- school year and saw an increase in attendance across grade levels.		
Sustainability		9/12/2018	During tutoring, we need to continue to remediate students based on data that indicates which standards need to be addressed.		

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
<i>Initial Assessment:</i>		<p>The principal and administrative team will complete weekly classroom walk-through observations and provide a compilation of feedback including strengths, questions, and next step ideas.</p> <p>The principal will routinely support teachers as they work to increase proficiency during the 2022-2023 school year.</p>	Limited Development 09/09/2016		
		<p>Priority Score: 3 Opportunity Score: 3 Index Score: 9</p>			
<i>How it will look when fully met:</i>		By June 2023, the administrative team will conduct weekly walkthroughs in all classes and provide observational data and feedback to improve instructional practice and attain the school's target goals in reading, math and science.		Meredith Boger	06/18/2023
<i>Actions</i>			0 of 3 (0%)		
	10/13/16	The administrative team will convene after the walk-throughs are complete, discuss their experiences, and consolidate their feedback to be provided to the teacher the same day.		Meredith Boger	06/18/2023
	<i>Notes:</i> Administrative team provided feedback via new digital walkthrough forms, email, PLCs, informal conversations, and formal post-observations.				
	10/13/16	The team will review trends in walk-through data, provide timely feedback to teachers and address accordingly with support and needed resources to ensure that Eureka Math, Open-Up, ARC and CKLA instruction is being delivered with fidelity.		Sarah Clark	06/18/2023
	<i>Notes:</i> All CFs will address this action in during PLCs and follow up conversations with teachers.				
	9/12/18	The principal and admin team will conduct regular physical and/or virtual walk-through observations and provide immediate feedback using a Walk-Through form.		Meredith Boger	06/18/2023
	<i>Notes:</i> Teachers in greater need of support will be visited on a more consistent basis in order to provide necessary feedback and support.				
<i>Implementation:</i>			09/12/2018		

Evidence	9/12/2018 82.2 % of teachers agree they receive feedback that helps them improve instruction according to TWC. This is evidenced as teachers are given feedback via walkthrough documents, email, and during PLC conversations.			
Experience	9/12/2018 We found that collaborative observation and debriefing after walkthroughs gave us a comprehensive perspective of teachers' instruction and how to better support them.			
Sustainability	9/12/2018 Continued collaborative walkthroughs will be needed to sustain these efforts. We will also include our Math Coach in informal walkthroughs and in coaching conversations with Eureka and Illustrative Math.			
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
Initial Assessment:		<p>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. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. JSGS discusses grade-level data from district and school assessments regularly during PLC meetings. The leadership team has developed a quarterly survey to assess staff member's current professional development needs.</p> <p>By June 2022, Johnson Street Global Studies will increase the School Composite Score by 5% from 35.2% to 40.2% and meet or exceed expected growth.</p> <p>Reading proficiency will increase by at least 5% at all grade levels:</p> <p>3rd grade reading will increase from 34.9% to 40%</p> <p>4th grade reading will increase from 21.3% to 26%</p> <p>5th grade reading will increase from 25.6% to 31%</p> <p>6th grade reading will increase from 37.5% to 43%</p>	Limited Development 09/09/2016	

	<p>7th grade reading will increase from 22.6% to 27%</p> <p>8th grade reading will increase from 51.6% to 57%</p> <p>Overall reading proficiency will increase from 31.3% to 37.3%</p> <p>Math proficiency will increase by at least 5% at all grade levels:</p> <p>3rd grade math will increase from 46.5% to 52%</p> <p>4th grade math will increase from 17% to 23%</p> <p>5th grade math will increase from 32.6% to 38%</p> <p>6th grade math will increase from 62.5% to 68%</p> <p>7th grade math will increase from 25.8% to 31%</p> <p>8th grade math will increase from 8.3% to 14%</p> <p>Overall math proficiency will increase from 33.9% to 37.6%</p> <p>Science proficiency will increase by at least 5% at both grade levels:</p> <p>5th grade science will increase from 34.9% to 40%</p> <p>8th grade science will increase from 74.2% to 80%</p> <p>Overall science proficiency will increase from 54.6% to 60%</p>			
<p>How it will look when fully met:</p>	<p>By June 2022, student performance data from NWEA Map, I Station, IRLA, Interim Assessments, and MTSS interventions will be reviewed discussed, and analyzed in weekly PLC's to inform instruction and identify needed interventions for students to ensure the school attains its school targets in reading, math and science. All staff will focus on improving core instruction.</p> <p>By June 2022, Johnson Street Global Studies will increase the School Composite Score by 5% from 35.2% to 40.2% and meet or exceed expected growth.</p>	Index Score: 9	Meredith Boger	06/18/2023

	<p>Reading proficiency will increase by at least 5% at all grade levels:</p> <p>3rd grade reading will increase from 34.9% to 40%</p> <p>4th grade reading will increase from 21.3% to 26%</p> <p>5th grade reading will increase from 25.6% to 31%</p> <p>6th grade reading will increase from 37.5% to 43%</p> <p>7th grade reading will increase from 22.6% to 27%</p> <p>8th grade reading will increase from 51.6% to 57%</p> <p>Overall reading proficiency will increase from 31.3% to 37.3%</p> <p>Math proficiency will increase by at least 5% at all grade levels:</p> <p>3rd grade math will increase from 46.5% to 52%</p> <p>4th grade math will increase from 17% to 23%</p> <p>5th grade math will increase from 32.6% to 38%</p> <p>6th grade math will increase from 62.5% to 68%</p> <p>7th grade math will increase from 25.8% to 31%</p> <p>8th grade math will increase from 8.3% to 14%</p> <p>Overall math proficiency will increase from 33.9% to 37.6%</p> <p>Science proficiency will increase by at least 5% at both grade levels:</p> <p>5th grade science will increase from 34.9% to 40%</p> <p>8th grade science will increase from 74.2% to 80%</p> <p>Overall science proficiency will increase from 54.6% to 60%</p>				
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<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.			
10/13/16	During PLC's teams will discuss discrepancies among the various subgroups and determine the appropriate instructional interventions . The discussion will also center around task analysis, standard mastery, and instructional strategies for re-teaching. I Station data and Interim Assessment data will be analyzed to determine trends in student concept mastery as well as to group students for tutoring. Teachers will also meet with Eureka, Open Up, ARC, and CKLA coaches during PLCs as well.	Sarah Clark	06/19/2023
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.			
10/11/17	The school will continue to seek out and provide meaningful PD opportunities for staff members to support effective instruction. Staff members will be responsible for sharing content gained from off-site PD with the full staff.	Sarah Clark	06/20/2023
<i>Notes:</i> World View Staff PD held on 10/28 will require Magnet funds.			
Implementation:			
<i>Evidence</i>	9/12/2018 PLC agendas include identifying low performing students and subgroups, district provided equity PD, school-based staff development presented by teacher leaders, ILT walkthroughs, teachers participated in peer-observations, coaching sessions with Eureka, ARC and CKLA coaches.		06/19/2019
<i>Experience</i>	9/12/2018 CF's and coaches have been dilligent about helping teachers reflect on their instruction and how to modify it to reach low performing sub-groups. ILT looks at benchmark data to inform staff development and targeted remediation instruction.		
<i>Sustainability</i>	9/12/2018 -Need a system for tracking/monitoring progress of low performing students more effectively and efficiently. Looking into a Google Data Wall for next 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
Initial Assessment:		JSGS is fully staffed with Highly Qualified personnel. There is a current teacher acknowledgement program in which the leadership team selects one teacher each month who is demonstrating that they are anchored to supporting student achievement. It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.		Limited Development 09/09/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		To be determined.		Objective Met 09/17/21	Meredith Boger	06/18/2022
Actions						
10/11/17		Each month, three staff members are nominated for the Golden Rocket in reference to our 2020-2021 theme of Onward & Upward. These teachers will be voted on by the SBLT, and then one staff member will be awarded the Golden Boot for their outstanding efforts. They get their picture taken and placed in a frame in the main commons area.		Complete 10/06/2020	Kris Wheat	06/18/2022

<i>Notes:</i> This year we also added a golden star to recognize classified staff members as well.				
9/12/18	We will continually look for new ways to recognize and reward staff.	Complete 09/17/2021	Meredith Boger	06/18/2022
<i>Notes:</i>				
Implementation:		09/17/2021		
Evidence	<p>9/12/2018 Teachers' pictures posted monthly in main entrance common area. We utilize leverage strategies to celebrate staff throughout the year. During our SEL training we have particularly focused on self-care and using SEL openers with staff and students. This year we have implemented a freindly Survivor competetion to align with our Survivor theme. We publically celebrate a certified and classified staff member monthly. We also celebrate and support our TOY at the Celebration of Excellence.</p>			
Experience	9/12/2018 We enjoyed celebrating our teachers publicly and recognizing thier continued contributions to JSGS.			
Sustainability	9/12/2018 We are seekeing feedback from teachers with regard to additional ways they like to be recognized.			

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:		Currently, families are provided with a myriad of opportunities to participate in activities that represent different components of JSGS. Committees have been established to increase the communication with families of students that present as at-risk or high need. The IPS team is well established and is using the protocols set forth by the district to communicate needs with families.	Limited Development 09/06/2022			
How it will look when fully met:		Diverse groups of individuals, representing the population of the school will participate in scheduled activities, meetings, and opportunities throughout the school year. Families will have a good understanding of what additional supports are available to their struggling students through the use of varying forms of communication, parent development opportunities, and teacher documentation. Committees supporting parent outreach provide strategic, individualized communication that enables families to maximize their support of their student's learning. The school support team facilitates and supports programs that enable a diverse group of students to participate and enables a diverse group of family members to be involved.		Sarah Clark	10/17/2023	
Actions			0 of 8 (0%)			
9/27/22	Notes: Families will visit JSGS and learn about their students' teacher, schedule, curriculum, and Title I information. Families will also engage with community partners and will eat a meal purchased with Title I funds	JSGS will hold it's annual back to school Title I night		Sarah Clark	10/06/2022	
9/6/22	Notes: The attendance team will meet to review successes, growth opportunities, and immediate needs.			Curtis Rice	10/11/2022	
Notes: The attendance team (social worker, data manager, counselor, youth development coordinator, and administration) will meet weekly to problem solve chronic attendance issues. This would include discussion of specific students as well as creating overarching goals to support attendance throughout the school. The team will also work with the MTSS coordinator to identify trends in data.						

9/6/22	The social worker will share attendance goals and incentives via schoolwide DOJO and JSGS social media.	Lauren Fox	11/15/2022
<i>Notes:</i>	The social worker will create various posts to share with families via DOJO, Facebook, and Twitter. These posts will include the school's goals for the year as well as incentives for students meeting their goals each month.		
9/6/22	The guidance counselor will reiterate attendance incentives during her weekly classes and provide monthly drawings.	Notasha Meredith	12/13/2022
<i>Notes:</i>	Ms. Meredith will create lesson plans that engage students with SEL and with problem solving. During these lessons, she will also reiterate the importance of attendance and the incentives available for students that meet the goals. She will draw names of students from each grade level that have met the criteria and those students will receive an opportunity to choose from the attendance cart.		
9/6/22	Monthly incentives will be available to students with a previously determined attendance rate.	Lauren Fox	01/10/2023
<i>Notes:</i>	The team will decide the expected percentage of days students with chronic attendance issues need to meet in order to choose from the cart. The goal will continue to increase so the student can continue to show growth. Stagnation or decline will be shared with the attendance committee in order to adjust the intervention to better support the student.		
9/6/22	The school support team will create daily check-ins for students showing at risk behaviors	Curtis Rice	02/14/2023
<i>Notes:</i>	The school support team will pair students up with trusted individuals and opportunities that are incentives for good attendance (ie leadership, flag team, etc). Mr. Rice will aggregate the data and share out any noticeable trends with the school support team.		
9/6/22	Teachers will call any student that has three absences (does not need to be consecutive) within a quarter and will follow up with the social worker.	Chaun Doak	03/14/2023
<i>Notes:</i>	Teachers will monitor student attendance and document their phone calls on their monthly communication logs. Teachers will then alert the social worker of their communication as well as the dates missed. These logs will be turned in for documentation of communication with families.		
9/6/22	The school will begin the day with daily check-in electronic forms that provide SEL data to the counselor and social worker	Lauren Fox	04/11/2023

Notes: Students will complete the electronic form and Ms. Fox, Ms. Meredith, and Mr. Rice will aggregate the data. The data will be shared during the weekly school support team meeting.