

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.

Goals:

By June 2018, all teachers will provide PBIS common area and classroom expectations with students in order to create culturally responsive classroom environments to support academic achievement and decrease behavior incidents by 20% from 100 behavior referrals to 80 or less.

Teachers will provide authentic, relevant, and rigorous instruction to ensure all students are college, career, and life ready. By June 2018, science proficiency will be measured by: increased science proficiency in grade 5 (31.8% to 44.5%) and grade 8 (63.4% to 68.1%).

Teachers will provide culturally relevant and responsive instruction for all students, decreasing the achievement gap between white and African American students as measured by June 2018: Reading - reduce gap by 10 points from 28.4 (2016-2017) to 18.4. Math - reduce gap by 10 points from 30.9 (2016-2017) to 20.9. Science - reduce gap by 10 points from 24.6 (2016-2017) to 14.6.

By June 2018, teachers will provide authentic, relevant and rigorous instruction to ensure all students are college, career, and life ready as measured by: increased math proficiency in grade 3 (44.7% to 49.3%), grade 4 (41.8% to 50.9%), grade 5 (33.8% to 45.5%), grade 6 (43.6% to 31.1%), grade 7 (46.2% to 39.6%) and grade 8 (42% to 21%).

All staff will support literacy instruction through the emphasis of the school-wide monthly literacy focus in each content area and grade-level. By June 2018, all staff will support literacy instruction through the emphasis of the school-wide monthly literacy focus in each content area and grade level as measured by: increased reading proficiency in grade 3 (44.5% to 51.4%), grade 4 (44.4% to 47.6%), grade 5 (33.8% to 47.5%), grade 6 (44.8% to 55.3%), grade 7 (40.7% to 47.4%), and grade 8 (43.2% to 46.2%).



! = Past Due Actions

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently operating as a PBIS school, and have recently updated our positive reward system for common area behaviors. Our Jaguars show their SPOTS by Staying Positive, On Task, and Self-disciplined.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>		All teachers utilize PBIS protocol and effective classroom management strategies.		Kris Wheat	06/20/2019
Action(s)	Created Date		0 of 3 (0%)		
1	10/10/17	Teachers will review classroom rules and expectations quarterly with students. Teachers will also review common area expectations.		Kris Wheat	06/20/2019
<i>Notes:</i>					
2	10/11/17	An Equity Team has been established to address social concerns such as diversity, gender ID, culture, race, poverty, etc. The Equity Team consists of the Principal, Counselor, 2nd grade teacher, and 5th/6th teacher, and they will present the diversity modules to the staff, and receive official training 3 times each year.		Kris Wheat	06/20/2018
<i>Notes:</i>					
3	10/11/17	During PBIS Meetings, the team will analyze SWIS data looking for trends among subgroups with referrals as well as teachers with significant amount of referrals.		Kristi Scheerer	06/20/2018
<i>Notes:</i>					

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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers provide instruction that is aligned with grade-level standards. Teachers need ongoing support to fully implement instruction that addresses standards.	Limited Development 09/09/2016		
<i>How it will look when fully met:</i>		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.		Jennifer Cooper	06/19/2018
Action(s)	Created Date		0 of 4 (0%)		
1	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. MClass 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. We will continue to utilize an assessment team to assess all students K-4 during the BOY, MOY, and EOY assessments. The CF's, Principal, Remediation Specialist, Media Specialist, and AG teacher will serve on the assessment team.		Jennifer Cooper	06/19/2018
		<i>Notes:</i> PLC meetings are running efficiently at this time. 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.			
2	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.		Kris Wheat	06/19/2018

<i>Notes:</i>					
3	10/13/16	Instructional teams will develop and implement pre/post tests and benchmark assessments to provide evidence of mastery of instructional objectives by students.		Kris Wheat	06/19/2018
<i>Notes:</i>					
4	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.		Meredith Boger	06/20/2018
<i>Notes:</i> Additional coaching days will be funded through Title I funds.					

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
<i>Initial Assessment:</i>		Johnson Street Global Studies strives to include all stakeholders when addressed student academic and behavioral performances. JSGS implements multi tiered systems of support (MTSS) beginning with data-driven conversations during PLC's in which Curriculum Facilitator's discuss student's successes in core instruction and identifies students in need of a Personalized Education Plan (PEP). The PEP's are reviewed frequently, and should a student need additional support they are referred to our IST. Student behavior is addressed through our multi-tiered behavior team, PBIS. Students demonstrating negative behaviors are addressed more intentionally through our Check In/Check Out program.	Limited Development 09/09/2016		
How it will look when fully met:		Teachers will use data to differentiate instruction, and address student needs with regard to PEPs.		Jennifer Cooper	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/10/17	JSGS will provide PD for teachers to ensure continuity of MTSS procedures and best practices. PEPs will be discussed during PLCs as part of the process to determine what intervention strategies are best.		Kris Wheat	06/20/2019

Notes:					
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
Initial Assessment:		JSGS has identified a Tier II support team to assess the behavioral and academic needs of students who have been identified through MTSS. The PBIS team consists of an administrator, grade-level representatives, EC teachers, specialists, school counselor, data manager, social worker, and district PBIS coach, and meets monthly following the standard PBIS agenda protocol. The team has recently received additional leadership training from the district.	Limited Development 09/09/2016		
How it will look when fully met:		To be determined.		Kris Wheat	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/10/17	Our school counselor and social worker will share strategies with staff to help them understand how to better meet the social and emotional needs of all students.		Kris Wheat	06/20/2019
Notes:					
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The fifth grade students consistently display the most difficulty in transitioning academically, socially, and behaviorally. Our school counselor will meet with the students on a weekly basis for character education lessons, and our TA will facilitate team-building opportunities. Our JAG Pride, CICO program through PBIS, will target, monitor, and support 5th grade students struggling to make a smooth transition.	Limited Development 08/29/2017		
How it will look when fully met:		Staff will support transitions between each grade level which will ultimately result in fewer disciplinary incidents. Discipline data is needed as evidence the objective is fully met.		Meredith Boger	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/10/17	Orientation visits for students advancing to "transition" grades.		Meredith Boger	06/20/2019
Notes:					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		The SIT will meet regularly and consistently, reviewing and monitoring goals and progress towards meeting these goals.		Ashley Morgan	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	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.		Kris Wheat	06/20/2019
<i>Notes:</i>					
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		
<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.		Ashley Morgan	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/10/17	SBLT and Admin teams will continue to meet consistently.		Ashley Morgan	06/20/2019
<i>Notes:</i>					

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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		Kris Wheat	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	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.		Kris Wheat	06/20/2019
<i>Notes:</i>					

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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			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.	Limited Development 08/31/2017		
<i>How it will look when fully met:</i>			To be determined.		Kris Wheat	06/20/2019
Action(s)	Created Date			0 of 1 (0%)		
1	10/11/17	Review mClass data, 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.			Meredith Boger	06/20/2018
<i>Notes:</i>						
	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>			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.	Limited Development 09/09/2016		
<i>How it will look when fully met:</i>			By June 2018, 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 in grades 6-8.		Kris Wheat	06/19/2018
Action(s)	Created Date			0 of 3 (0%)		
1	9/9/16	The principal and admin team will conduct weekly walk-through observations and provide immediate feedback using the carbon copy version of the Walk-Through form.			Kris Wheat	06/19/2018
<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.						

3	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.		Kris Wheat	06/19/2018
<i>Notes:</i>					
4	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.		Kris Wheat	06/19/2018
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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:		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.	Limited Development 09/09/2016		
How it will look when fully met:		By June 2018, student performance data from TRC, IRLA, Interim Assessments, and common assessments 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.		Marcia McDowell	06/19/2018
Action(s)			0 of 5 (0%)		
Created Date					
1	9/9/16	Quarterly staff surveys will be developed and shared with the staff. The leadership team will review the findings from these surveys and plan appropriately. Student assessment data will be first reviewed during PLC meetings and then shared with the leadership team.		Marcia McDowell	06/19/2018
<i>Notes:</i> The staff surveys were developed using the TWC survey results from the 2015-2016 school year. We will continue to provide quarterly surveys in preparation for the 2017-2018 TWC survey.					

2	10/13/16	Student performance data will be analyzed and compared for all subgroups including all, white, Hispanic, black, EC, AG, and ESL students during weekly PLCs and quarterly.		Meredith Boger	06/19/2018
<i>Notes:</i>					
3	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. MClass data and Interim Assessment data will be analyzed to determine trends in student concept mastery as well as to group students for tutoring.		Kris Wheat	06/19/2018
<i>Notes:</i>					
4	10/13/16	The leadership team will consider the student assessment data as well as the quarterly survey information when determining the appropriate professional development opportunities for the school. There will be opportunities for the staff to select professional development that is appropriate and differentiated for their level of need.		Ashley Morgan	06/19/2018
<i>Notes:</i>					
5	10/11/17	The school will continue to contract services with ERG to address math instruction and professional development for math teachers. There will be a continued emphasis on math dialogue to support constructive struggle time as well as celebration of math mistakes to improve math confidence.		Jennifer Cooper	06/20/2018
<i>Notes:</i> ERG contracted services will be funded through Title I.					

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>		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		
<i>How it will look when fully met:</i>		To be determined.		Kris Wheat	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/11/17	Each month, three staff members are nominated for the Golden Boot in reference to our 2017-2018 theme of Saddle Up. 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.		Kris Wheat	06/20/2018
Notes:					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school provides weekly communication to parents/guardians regarding important events at the school through the principal's weekly update via email and Connect-Ed call. The school hosts quarterly parent events in which the teachers/staff provide meaningful strategies for parents to better support their student. We are also connected with the Guilford Parent Academy, and host relevant parent events at the school. There is a monthly literacy focus at JSJS, and tips and strategies to promote literacy are shared with parents as well. Teachers are responsible for maintaining a current website and provide information and resources for parents to access on a daily basis. Parents are encouraged to complete surveys at the culmination of each event in order to ensure their needs are being met. Parents are encouraged to register as volunteers and support their student during the school day.	Limited Development 09/09/2016		
<i>How it will look when fully met:</i>		To be determined.		Kris Wheat	06/20/2019
Action(s)	Created Date		0 of 1 (0%)		
1	10/11/17	Weekly emails and Connect-Ed. calls will be sent home with pertinent school information, study tips for parents, and curriculum/testing updates. Staff websites will be updated on a regular basis to reflect current classroom information.		Kris Wheat	06/20/2018
<i>Notes:</i>					