

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:

2019-2020 Discipline Goal: Decrease the number of student behavior referrals from 90 to 75.

2019-2020 Instructional Goal: Increase the School Composite from 48.7 to 50 and continue to Meet or Exceed Expected Academic Growth.

2019-2020 Culture/ Climate Goal: The teacher turnover rate will decrease from 8.5% to 5%.

By June 2020, Johnson Street Global Studies will decrease the achievement gap between African American students and white students in Reading and Math.



! = 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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The ILT provides walk-through observations and timely feedback to support teachers' instruction to ensure whole-group, small-group, independent, and computer-based instruction is provided.	Limited Development 09/26/2019		
<i>How it will look when fully met:</i>		ILT walk-through feedback will demonstrate that all teachers are using a variety of instructional methods.		Nicole Mills	06/19/2020
Actions			0 of 4 (0%)		
10/25/19	All staff received the MTSS webinar training for Core Instruction and Behavior, Part 1 & 2.			Kris Wheat	10/31/2019
<i>Notes:</i> All staff received training and have signed to verify this is complete.					
10/25/19	The ILT will conduct regular walk-through observations, and track the use of whole-group, small-group, partner, and computer assisted instruction.			Kris Wheat	06/19/2020
<i>Notes:</i>					
10/25/19	Math Specialist will push in to classrooms to support core instruction and assist with establishing small groups for targeted support.			Nicole Mills	06/19/2020
<i>Notes:</i> Math Specialist/Coach position is funded through Title I					
10/25/19	Teachers have access to laptop carts for checkout to support classroom instruction. Teachers also have access to ceiling mounted projectors, document cameras, and interactive white boards to support instruction.			Ashley Morgan	06/19/2020
<i>Notes:</i> Title I funds purchased laptop carts. There are 3 remaining EC resource classrooms that will receive the technology upgrade this year 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
Initial Assessment:		<p>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.</p> <p>This year will continue to provide homeroom competitions and quarterly incentive field trips to provide additional reward and motivation for our middle school students.</p>	Limited Development 08/31/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All teachers utilize PBIS protocol and effective classroom management strategies.		Kris Wheat	06/20/2021
Actions			0 of 3 (0%)		
10/10/17	Teachers will review classroom rules and expectations quarterly with students. Teachers will also review common area expectations.			Kris Wheat	06/20/2022
<i>Notes:</i> Teachers will review this expectations at the beginning of each semester.					
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	06/20/2022
<i>Notes:</i> Site- based equity teams were discontinued throughout the district.					
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.			Kris Wheat	06/20/2022
<i>Notes:</i>					
Implementation:			09/26/2019		
Evidence	6/19/2019 Classroom referrals were down over 50%.				
Experience	6/19/2019 Teachers were reminded quarterly via email, staff meetings, and department meetings to review expectations with students.				

Sustainability	6/19/2019 Teachers will need to remain consistent in upholding expectations and holding students accountable for meeting these expectations.			
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Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			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		
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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.		Kris Wheat	06/19/2020
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Actions				7 of 9 (78%)		
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	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.	Complete 06/19/2018	Nicole Mills	06/19/2018
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			<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.			
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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 06/19/2018	Kris Wheat	06/19/2018
<i>Notes:</i>				
1/31/19	Teacher leaders will facilitate staff development on High Expectations.	Complete 01/15/2019	Meredith Boger	01/15/2019
<i>Notes:</i>				
9/12/18	We will implement an ILT to assess teachers' instructional delivery. The CF's, Principal, Assistant Principal, Math Coach, and a teacher will serve on the ILT.	Complete 01/30/2019	Kris Wheat	01/30/2019
<i>Notes:</i>				
9/12/18	All support staff will tutor 3rd-6th grade students in math and reading during our WOW Wednesday block.	Complete 06/20/2019	Kris Wheat	06/20/2019
<i>Notes:</i> Teachers and support staff will meet regularly to progress monitor these students. Groups are fluid to reach as many students as possible through out the school year.				
9/27/18	Instructional Leadership Team will conduct observations with the focus of assessing teachers implementation of higher order thinking questions.	Complete 06/20/2019	Meredith Boger	06/20/2019
<i>Notes:</i>				
10/13/16	Instructional teams will develop and implement pre/post tests and common assessments to provide evidence of mastery of instructional objectives by students.		Nicole Mills	06/19/2020
<i>Notes:</i>				
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 06/20/2019	Marcia McDowell	06/20/2020
<i>Notes:</i> Additional coaching days will be funded through Title I funds.				
9/26/19	All K-3 Literacy teachers will complete the LETRS training modules.		Marcia McDowell	06/20/2021
<i>Notes:</i> Teachers will participate in virtual training modules, face-to-face PD, and classroom exercises.				

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		
<i>How it will look when fully met:</i>		Teachers will use data to differentiate instruction, and address student needs with regard to PEPs.		Kris Wheat	06/20/2021
<i>Actions</i>			0 of 1 (0%)		
	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	06/20/2021
		<i>Notes:</i> Principal will participate in the MTSS modules and then train staff appropriately.			

	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>	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			<i>How it will look when fully met:</i>	To be determined.		Kris Wheat	06/20/2021
Actions				0 of 1 (0%)					
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	06/20/2020					
<i>Notes:</i>									

	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>	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				Priority Score: 2 Opportunity Score: 2 Index Score: 4
<i>How it will look when fully met:</i>	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	06/19/2020	<i>Actions</i>	0 of 2 (0%)
1/21/18	Vertical teams will meet monthly to discuss trends in student data and standards alignment. Social Worker will reinforce Social and Emotional Learning through small group sessions and interventions.		Marcia McDowell	06/19/2020	<i>Notes:</i>	The Reading & Math specialist will support vertical teams. Math specialist is funded through Title I. Social worker is funded through Title I. (50%)
10/10/17	Orientation visits for students advancing to "transition" grades.		Meredith Boger	06/20/2020	<i>Notes:</i>	
<i>Implementation:</i>		09/12/2018			<i>Evidence</i>	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
<i>Experience</i>	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.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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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		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
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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 07/09/19	Ashley Morgan	06/20/2021
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Actions				
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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 06/20/2019	Kris Wheat	06/20/2019
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<i>Notes:</i>				
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Implementation:		07/09/2019		
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Evidence	7/9/2019			
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Experience	7/9/2019 7/9/2019-			
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Sustainability	7/9/2019			
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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	06/20/2021
<i>Actions</i>			0 of 1 (0%)		
	10/10/17	SBLT and Admin teams will continue to meet consistently.		Ashley Morgan	06/20/2020
<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	06/20/2021
<i>Actions</i>			0 of 2 (0%)		
	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	06/20/2020
<i>Notes:</i>					

9/12/18	2019-2020 We will continue to implement monthly Middle School meetings and New Teacher meetings this year as an additional support structure for teachers.		Meredith Boger	06/20/2020
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Monitoring instruction in school			
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		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
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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.	Limited Development 08/31/2017		
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			Priority Score: 2	Opportunity Score: 1	Index Score: 2	
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How it will look when fully met:			To be determined.		Kris Wheat	06/20/2021
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Actions				1 of 2 (50%)		
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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.	Complete 06/19/2018	Meredith Boger	06/20/2018
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<i>Notes:</i>						
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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.		Nicole Mills	06/20/2021
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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
Initial Assessment:			<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 2019-2020:</p> <p>3rd Reading increase from 42.3 to 45, 4th Reading increase from 48.1 to 50, 5th Reading increase from 46.7 to 48, 6th Reading increase from 63.4 to 65, 7th Reading increase from 41.9 to 44, and 8th Reading increase from 55 to 57. 3rd Math increase from 53.8 to 55, 4th Math increase from 37 to 42, 5th Math increase from 33.3 to 35, 6th Math increase from 36.6 to 38, 7th Math increase from 37.2 to 40, and 8th Math increase from 36.7 to 38. 5th Science increase from 53.3 to 60 and 8th Science increase from 87.5 to 88. Math I proficiency will remain at 100% proficient.</p>	Limited Development 09/09/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			By June 2021, 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	06/19/2021
Actions				4 of 5 (80%)		
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, Illustrative Math, ARC and CKLA instruction is being delivered with fidelity.		Complete 06/19/2019	Nicole Mills	06/19/2019	
<i>Notes:</i>						
9/12/18	The principal and admin team will conduct regular walk-through observations and provide immediate feedback using the carbon copy version of the Walk-Through form.		Complete 06/19/2019	Kris Wheat	06/20/2019	
<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.						
9/12/18	The ILT will conduct collaborative walkthroughs to assess instruction at all grade levels.		Complete 06/19/2019	Meredith Boger	06/20/2019	
<i>Notes:</i>						

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.	Complete 06/19/2019	Kris Wheat	06/19/2020
<i>Notes:</i> Administrative team provided feedback via walkthrough forms, email, PLCs, informal conversations, and formal post-observations.				
9/12/18	The principal and admin team will meet with new teachers monthly to support effective instructional and classroom management strategies.		Kris Wheat	06/20/2020
<i>Notes:</i>				
Implementation:		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 walkthrouhg 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 coversations 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	Target Date
<i>Initial Assessment:</i>		<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. JSJS 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>Proficiency Goals for 2019-2020:</p> <p>3rd Reading increase from 42.3 to 45, 4th Reading increase from 48.1 to 50, 5th Reading increase from 46.7 to 48, 6th Reading increase from 63.4 to 65, 7th Reading increase from 41.9 to 44, and 8th Reading increase from 55 to 57. 3rd Math increase from 53.8 to 55, 4th Math increase from 37 to 42, 5th Math increase from 33.3 to 35, 6th Math increase from 36.6 to 38, 7th Math increase from 37.2 to 40, and 8th Math increase from 36.7 to 38. 5th Science increase from 53.3 to 60 and 8th Science increase from 87.5 to 88. Math I proficiency will remain at 100% proficient.</p>	Limited Development 09/09/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		By June 2020, student performance data from I Station, 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. All staff will focus on improving core instruction.		Meredith Boger	06/19/2020
<i>Actions</i>			0 of 4 (0%)		
	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.		Kris Wheat	06/19/2020

<i>Notes:</i>				
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.		Nicole Mills	06/19/2020
<i>Notes:</i>				
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.		Nicole Mills	06/20/2020
<i>Notes:</i> World View paid for using Magnet funds.				
9/12/18	Math Coach, Reading Specialist and 8th grade Science teacher will join Admin. as members of the ILT to provide feedback and assist with coaching conversations. The ILT will conduct walk-through observations and provide feedback on core instruction and accountable student talk.		Meredith Boger	06/20/2020
<i>Notes:</i> Title I funds used to purchase full-time Math Coach position.				
Implementation:		06/19/2019		
Evidence	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.			
Experience	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.			
Sustainability	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
<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		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		To be determined.		Kris Wheat	06/20/2021
<i>Actions</i>			1 of 2 (50%)		
	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.	Complete 06/18/2018	Kris Wheat	06/20/2018

<i>Notes:</i>				
9/12/18	We will look for new ways to recognize and reward staff.		Meredith Boger	06/19/2020
<i>Notes:</i>				
Implementation:		09/12/2018		
Evidence	9/12/2018 Teachers' pictures posted monthly in main entrance common area.			
Experience	9/12/2018 We enjoyed celebrating our teachers publicly and recognizing thier continued contributions to JSJS.			
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
<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 JSGS, 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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		To be determined.		Kris Wheat	06/20/2021
<i>Actions</i>			1 of 2 (50%)		
	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.	Complete 06/20/2018	Kris Wheat	06/20/2018
<i>Notes:</i>					
	9/12/18	We will look for new ways to maintain even greater communication with parents.		Kris Wheat	06/20/2021
<i>Notes:</i>					
<i>Implementation:</i>			09/12/2018		
<i>Evidence</i>		9/12/2018 Principal has record of all correspondence.			
<i>Experience</i>		9/12/2018 Principal has consistently communicated with parents via weekly connected-ed calls and emails.			
<i>Sustainability</i>		9/12/2018 Continued consistency with weekly calls as well as mid-week calls when needed.			