

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:

By June 2025, JSGS will increase READING Proficiency (grades 3 through 8) from 37.9% to 40.9% as measured by NC End of Grade assessments.

By June 2025, JSGS will increase MATH Proficiency (grades 3 through 8) from 35.2% to 38.2% as measured by the NC End of Grade assessments.

By June 2025, JSGS will increase its overall Performance Composite from 36.9% to 39.9% as measured by the NC EOG assessments.

By June 2025, JSGS will decrease chronic student absences from 19.8% to 14.8%

By June 2025, JSGS will reduce the number of loss instructional days resulting from discipline referrals by 10% from 85 days lost to 76 days.

By June 2025, JSGS will increase 2023-24 SCIENCE Proficiency (grades 5 and 8) from 39.7% to 42.7%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	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		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>	The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing PD to our school leaders and commits to making transformative work to increase student achievement across the district.			Drew Tonozzi	06/12/2026
Actions			5 of 6 (83%)		
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
	<i>Notes:</i> 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
	<i>Notes:</i> 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.				
10/13/22	The ILT will meet weekly to review the needs of the staff and identify ways in which they can best be supported		Complete 02/07/2023	Sarah Clark	02/11/2023
	<i>Notes:</i> The ILT will consist of Ms. Clark, Ms. McGoogan, Ms. Boger, and Ms. Trigg. This team will also assist the SLT in carrying out the expectations of Title I and the Title I funds. This action is to exit the school from TSI, low performance designation.				

	3/8/23	JSGS will provide leveled professional development on understanding data to support increase staff data literacy	Complete 09/05/2023	Lisa Weisgarber-Trigg	09/05/2023
	<i>Notes:</i> Currently staff members have had some interaction with data during our vertical planning meetings. We would like to continue to increase their capacity so they are able to review data independently				
	3/8/23	JSGS will provide tiered professional development on using data to inform instruction	Complete 06/04/2024	Lisa Weisgarber-Trigg	06/09/2024
	<i>Notes:</i> Once teachers have a firm grasp of reading data and identifying trends we will provide ongoing professional development on using the data to inform instruction.				
	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.		Kimberly Scott	06/10/2025
	<i>Notes:</i>				
Implementation:			02/26/2021		
	Evidence	11/4/2020 See SIT meeting agenda and minutes. Social worker documentation of A/E Team meetings.			
	Experience	11/4/2020 The SIT has been established and meets 1-2 times per month.			
	Sustainability	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

Initial Assessment:	<p>The SBLT at Johnson Street Global Studies meets on a monthly basis. The team consists of principal, grade-level representatives, EC teacher, specialist, classified personnel, Hearing Impaired teacher, parent, and several appointed positions including the CF, MCL, Student Support, and Media Specialist. 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. The team meets monthly to make decisions in the best interest of all stakeholders. In addition, we currently have an Instructional Team of Leaders that is comprised of school administration, our CF, and MCL that meets bi-weekly to ensure that all school goals are being met. There is also a weekly MTSS Leadership Team meet that consists of our administrative team, instructional coaches, counselor, social worker, and youth development coordinator. All teams are strategic in their efforts to plan initiatives to continue to move the school forward. The teams assign tasks to various faculty members to ensure that all tasks are completed with fidelity and to ensure the overall success of the team goals. Meeting minutes are kept which also help to ensure that future agendas/discussion items are aligned. We will continue to monitor the successes of both team as it relates to the improvement of student outcomes for our school.</p>	Limited Development 09/09/2016			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>At full implementation, our teams will be fully functional and effective at leading change. Each team will be led by teacher leaders that have been empowered to take on leadership responsibilities and will be able to collaboratively work with varying teams to help our school progress towards our annual goals. The work of our School Improvement Team will be led by varying goals team (SEL, global studies team, behavior, culture, parent/community engagement). In addition, our PLCs will be self sufficient in driving the work of improving student outcomes. Our MTSS Leadership Team, ILT, and SBLT will effectively monitor school data and communicate it with all staff on a consistent basis as we work to move forward in the spirit of excellence.</p>			Kimberly Scott	10/09/2026
Actions		4 of 7 (57%)			
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>			
10/13/22	The ILT meets weekly	Complete 04/04/2023	Rhonda McGoogan	04/04/2023
	<i>Notes:</i> The ILT consists of Ms. Clark, Ms. McGoogan, Ms. Boger, and Ms. Trigg.			
4/5/23	The ILT will meet biweekly to review collected walkthrough data	Complete 12/12/2023	Meredith Boger	12/12/2023
	<i>Notes:</i> The team will utilize an agreed upon walkthrough document and will use the data to determine trends and PD			
5/26/23	The ILT will complete walkthroughs together to calibrate their lens and look fors	Complete 04/09/2024	Meredith Boger	04/09/2024
	<i>Notes:</i> The team will complete walkthroughs of varying grades and debrief after each to ensure a calibrated lens			
9/19/24	MTSS Leadership Team meetings will be established in an effort to closely monitor school data in the areas of attendance, SEL, behavior, and academics.		Kimberly Scott	12/20/2024
	<i>Notes:</i>			
1/16/24	The SLT will work together to review data quarterly and identify opportunities for growth and necessary action steps.		Rhonda McGoogan	06/10/2025
	<i>Notes:</i>			
9/30/24	School wide data will be shared quarterly with staff in accordance with our FAM-S priorities.		Paulette Fletcher	06/10/2025
	<i>Notes:</i> This is in alignment with FAM-S indicator 19			
Implementation:		09/24/2022		
Evidence	11/4/2020 See meeting agenda and minutes.			
Experience	11/4/2020 Admin team meets consistently.			
Sustainability	11/4/2020 Continuing to set agendas and meeting regularly.			

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		JSGS has established goal teams for the 2024-25 school year in order to create and monitor school improvement goals. A representative from each grade level and/or department is assigned to each team (so that all perspectives are considered.) The teams focus on academic areas and also on the overall culture/climate of the school. We currently have a goal team for each of the following areas: MTSS behavior, parental/community engagement, SEL, global studies, and culture. Each goal team meets monthly and has pre-planned agendas that are shared out with its members. Thorough minutes are kept and shared with the school faculty through weekly PLCs, faculty meetings, an data meetings.	Limited Development 09/09/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		At full implementation, all school staff will be aware of current academic progress of grade level scholars. Teams will be frequently and consistently to discuss and strategize ways that we can more effectively impact student learning. Within our goal team structure, teams will ensure that the goals established within or school improvement plan are met with fidelity . Teams will closely monitor progress and share ways that we can continue to grow and improve.		Chris Shafer	12/19/2025
Actions			6 of 11 (55%)		
	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
<i>Notes:</i>					
	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
<i>Notes:</i>					
	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
<i>Notes:</i>					
	10/13/22	Teachers will plan with the CF (ELA or Math) to align their instruction with NCSCS	Complete 05/09/2023	Sarah Clark	06/01/2023

	<i>Notes:</i> Teachers will pre plan and then will work with the CFs to hone their plans for best instructional practices, higher order thinking questions, student discourse, and standard alignment.			
10/13/22	K-5 teachers will participate in vertical planning days	Complete 05/02/2024	Rhonda McGoogan	05/02/2024
	<i>Notes:</i> Teachers will participate in vertical planning days (K-1, 2-3, 4-5) once each semester. These will be facilitated by the CFs (ELA and Math). This action is to exit the school from TSI, low performance designation			
9/30/24	School wide goal teams will be established and meet monthly in an effort to ensure the School Improvement plan is implemented with fidelity.	Complete 10/15/2024	Kimberly Scott	10/15/2024
	<i>Notes:</i>			
5/6/24	Teachers will engage in data based PLCs		Max Barte	11/05/2024
	<i>Notes:</i> Engagement in weekly PLCs will ensure that teachers are providing data informed instruction			
9/30/24	PLC meetings will occur on a weekly basis where each grade level will collaboratively plan for standards based instruction.		Rhonda McGoogan	12/15/2024
	<i>Notes:</i>			
9/30/24	Data meetings will occur weekly in an effort to monitor the progress of scholars' proficiency and growth.		Paulette Fletcher	12/15/2024
	<i>Notes:</i>			
9/30/24	New planning guides will be implemented to allow teachers the opportunity to create clear streamlines of standards based instruction in connection to our district mandated curriculum.		Kimberly Scott	12/15/2024
	<i>Notes:</i>			
9/30/24	Teacher leaders will be empowered to lead goal team meetings in an effort to continue to move our school community forward.		Kimberly Scott	12/20/2025
	<i>Notes:</i>			
Implementation:		09/17/2021		
Evidence	9/17/2021			
Experience	9/17/2021			
Sustainability	9/17/2021			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
	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>		During the 2023-24 school year, an after-school tutoring program was implemented weekly for students in 3rd - 8th grades in the areas of Reading, Math, and Science. Attendance was not consistent amongst scholars school wide therefore making it difficult to assess the programs effectiveness.	Limited Development 08/31/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		At full implementation, PLCs and our ILT will work collaboratively to identify scholars in need of extended learning opportunities. Data will be utilized in order to determine scholars approaching mastery and also those that are not meeting their growth projections to determine those that will be invited for additional supports either during the school day, after school, or on Saturdays. Data from all participating scholars will be tracked in an effort to determine progress towards their goals.		Kimberly Scott	05/29/2026
<i>Actions</i>			4 of 5 (80%)		
	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.	Complete 06/17/2022	Kris Wheat	06/18/2022
<i>Notes:</i>					
	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.	Complete 06/06/2023	Rhonda McGoogan	06/06/2023

	<i>Notes:</i> *Look at Benchmark, BOY, EOG data.			
3/8/23	Vertical planning data review	Complete 04/09/2024	Nikelle Tucker	04/09/2024
	<i>Notes:</i> During vertical planning days, teachers will review their data with the CFs and determine what interventions and programs are working and which need adjusted			
1/10/23	Teachers will participate in quarterly data meetings with members of ILT	Complete 06/04/2024	Nikelle Tucker	06/09/2024
	<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.			
9/30/24	Saturday Academy will be provided for identified scholars in need of additional supports.		Kimberly Scott	06/10/2025
	<i>Notes:</i> JSGS teachers will serve as instructors of Saturday Academy. They will be paid via Title I funds (Additional responsibilities--EEA)			
Implementation:		06/07/2024		
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>During the 2023-24 school year, the principal and administrative team completed weekly classroom walk-through observations and provided a compilation of feedback including strengths, questions, and next step ideas.</p> <p>The principal routinely supported teachers as they worked to increase proficiency.</p>	Limited Development 09/09/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			At full implementation, teachers will have the opportunity to receive daily support and weekly feedback from the instructional leadership team (Admin and/or CF/MCLs). Teachers will have frequent opportunities to have collegial conversations about instruction and ways to enhance student outcomes. Teachers will have the opportunity to grow in an area of their choosing with support from their fellow colleagues.		Kimberly Scott	06/12/2026
Actions				2 of 4 (50%)		
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.		Complete 05/09/2023	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.		Complete 05/09/2023	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.						
9/30/24	The instructional leadership will devise a school wide observation tool based upon Get Better Faster to support teachers in enhancing instructional practices.			Chris Shafer	10/30/2024	
<i>Notes:</i>						
6/7/24	The lead mentor will meet and our communicate monthly with mentors to provide specific needs for mentee support.			Michelle Pastore	06/09/2025	

Notes: The lead mentor will meet monthly with mentors to discuss needs of mentees and strategic supports that are in place. The lead mentor will work with the ILT team to identify trends and provide professional development for strategic support.

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 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.			

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, the School Improvement Team assists in making decisions on allocated school funds where able. The team meets to review Title I funds and positions as well as Magnet funds. A team is also used to give feedback on the master schedule.	Limited Development 10/09/2023		
How it will look when fully met:		At full implementation, the SLT will utilize our comprehensive needs assessment (FAM-S) and our school based data to determine the needs within our school community. Funds will then be allocated to purchase materials and resources in alignment with these identified areas. Allocated Title I and magnet funds will continue to be evaluated by the school improvement team and spending decisions will be voted upon annually. In addition, JSGS staff will continuously monitor the effectiveness and usage of all purchased resources. We will ensure that survey data is collected from all teachers/staff as well as our scholars to ensure that the needs of all learners are being met via the determined resources.		Karen Atkinson	10/14/2026
Actions			0 of 2 (0%)		
	10/9/23	Within the 2024-2025 school year, our school identified the following resource inequity of our school's leadership team receiving adequate coaching and support to exit CSI. As a result, our school plans to mitigate the inequity by providing professional development to SIT members and clarifying documents about CSI and the CSI process.		Kimberly Scott	06/06/2025
		<i>Notes:</i> This is in an effort to exit the CSI designation.			
	6/7/24	The SLT will provide input regarding budget allocations based upon data and school improvement efforts.		Drew Tonozzi	06/09/2025
		<i>Notes:</i>			

Core Function:	Domain 2: Talent Development
-----------------------	-------------------------------------

Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
----------------------------	--

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:

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. Montlieu Academy's Instructional Leadership Team has created an instructional walkthrough form that allow the team, when visiting classrooms, to immediately provide feedback to teachers while also allowing us to track the trends seen throughout the school. This feedback is utilized for coaching conversations and to plan professional development that will help to improve teaching and learning practices. The administrative staff also conducts evaluations via the NCEES System. They meet with all teachers within 10 days following their observation to provide specific feedback to improve their practice.

Limited Development
09/09/2016

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	At full implementation, JSGS will successfully recruit and retain highly effective teachers. Teachers will receive various incentives and/or recognition celebrating their successful improvement of student outcomes. In addition, teachers will be afforded with opportunities for professional growth, leadership, and collaboration.			Kimberly Scott	06/12/2026
Actions			5 of 8 (62%)		
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>				
10/13/22	Run of Show recruiting, hiring, retaining will be created to provide appropriate time lines for events, meetings, etc.		Complete 12/12/2022	Lisa Weisgarber-Trigg	12/12/2022
	<i>Notes:</i> The Run of Show will include hiring events, partnership meetings, to do lists, etc that help the hiring staff of JSGS remain diligent with their recruiting and retention processes.				
10/13/22	Each month, staff members are nominated for the Golden Shovel in reference to our 2022-2023 theme of Ready, Set, Grow. These teachers will be voted on by the SBLT, and then two staff members will be awarded the Golden Shovels for their outstanding efforts. They get their picture taken and placed in a frame in the main commons area.		Complete 05/09/2023	Drew Tonozzi	06/06/2023
	<i>Notes:</i> One staff member from classified will be chosen and one member from certified will be chosen				
10/13/22	An onboarding plan will be created to ensure new hires receive the same amount of information and support no matter what their hire date.		Complete 08/01/2023	Lisa Weisgarber-Trigg	08/01/2023
	<i>Notes:</i> The onboarding plan will consist of first day, first week, 30 days, 60 days, and 90 days. This will ensure more frequent check ins and more even distribution of information.				
6/2/23	Teachers will have the opportunity to participate in a school wide survey at MOY and EOY in an effort to continuously improve working conditions.			Chris Shafer	01/30/2025

<i>Notes:</i>				
6/7/24	The lead mentor and the principal will create a strategic plan for incoming staff.		Michelle Pastore	06/10/2025
<i>Notes:</i>				
6/7/24	An interview team will consistently be utilized to ensure that the best candidates are invited to join our instructional staff.		Kimberly Scott	06/25/2025
<i>Notes:</i>				
Implementation:		09/17/2021		
Evidence	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.			
Experience	9/12/2018 We enjoyed celebrating our teachers publicly and recognizing thier continued contributions to JS GS.			
Sustainability	9/12/2018 We are seekeing feedback from teachers with regard to additional ways they like to be recognized.			

Core Function:	Domain 2: Talent Development
-----------------------	-------------------------------------

Effective Practice:	Practice 2B: Target professional learning opportunities
----------------------------	--

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 a district walk through tool that is used to review classroom observation data. Additional improvement is needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 09/09/2016			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	At full implementation, JSGS will regularly analyze school performance data as a means of improvement. During weekly PLCs, grade level planning sessions, goal team meetings, monthly data meetings, faculty meetings, and School Improvement Team meetings, we will consistently view data in an effort to highlight our strengths and weaknesses in all areas. In turn, we will work closely with teachers to address areas of concern and to ensure that they have the tools and knowledge base to address these areas within their classes. The Instructional Leadership team (administration and MCLS/CFs) will look at data and trends from observations weekly in order to create professional development that is meaningful and will aid in increasing student achievement. Also, at full implementation, as JSGS's leadership team and PLCs review data, we will consistently review data that is disaggregated by the subgroups in which it serves (ethnicity/race, gender, EL status, etc) to ensure that all learners continue to grow in all content areas. This data will be shared frequently with all staff as a means of ensuring that everyone is able to do their part in supporting our scholars.			Paulette Fletcher	12/18/2026
Actions		4 of 7 (57%)			
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.	Complete 06/06/2023	Lisa Weisgarber-Trigg	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.	Complete 10/10/2023	Nikelle Tucker	10/10/2023
<i>Notes:</i> World View Staff PD held on 10/28 will require Magnet funds.				
10/23/23	Maria Ponte will facilitate a discussion with the administrative team	Complete 10/20/2023	Meredith Boger	10/20/2023
<i>Notes:</i>				
10/23/23	Mariana Ponte will provide data professional development for the staff	Complete 11/02/2023	Meredith Boger	11/02/2023
<i>Notes:</i>				
9/30/24	Weekly data meetings will be implemented in an effort to monitor student progress/growth and to create subsequent small group plans to help close gaps in student understanding.		Paulette Fletcher	06/12/2025
<i>Notes:</i>				
10/13/16	During PLCs, teams will discuss deficits in student learning amongst the various subgroups. As such, corrective action plans will be created and implemented to close current gaps in learning.		Rhonda McGoogan	06/12/2025
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
9/30/24	On a quarterly basis, grade level teams will have the opportunity to present their data to staff along with ways i which others can support. This is in an effect to solicit collective buy in and support as we shift towards the mindset that 'all kids are our kids'.		Drew Tonozzi	06/20/2026
<i>Notes:</i>				
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:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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>		<p>Within the 2024-25 school year, staff have been retrained regarding the MTSS framework. New structures and systems are being implemented to ensure that scholars are receiving the necessary supports needed according to the framework. Currently, JSGS staff are being trained on the progress monitoring tools and working to identify scholars in need of supplemental and intensive supports. Our MTSS Leadership Team meets weekly to monitor and plan for the pillars of MTSS (SEL, attendance, behavior, and academics). This team collaborates to ensure that all parts of the framework are working together to best meet the needs of our learners.</p>	Limited Development 09/06/2022		
<i>How it will look when fully met:</i>		<p>At full implementation, JSGS school staff will effectively utilize the structures of MTSS in order to ensure that the needs of all scholars are met. Teachers will provide strong core instruction that meets the needs of at least 80% of our scholars and provide differentiated small groups to accelerate learning for all. MTSS problem solving teams will meet weekly to review student data, identify scholars in need of supplemental or intensive support, and review progress monitoring that has been completed for those currently in Tier II and III. Classroom teachers meet with scholars consistently to provide interventions deemed necessary by the problem solving team and collect data that they share with the team to ensure that interventions are effective and additional support is not needed. Students are progressing and showing growth as a result of strong core and differentiated supports. Teachers collaborate with support providers for scholars receiving Tier III supports in an effort to collaborate and ensure that instruction at all levels is aligned to the specific needs of the scholar. Evidence of Success will include MTSS team meeting minutes, progress monitoring data, and overall student achievement data.</p>		Chris Shafer	06/13/2025
<i>Actions</i>			12 of 20 (60%)		
	9/6/22	Students receiving ISS for infractions will receive an SEL based reflection packet to complete and will review with administration.	Complete 10/11/2022	Meredith Boger	10/11/2022

	<i>Notes:</i> 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.	Complete 10/25/2022	Lisa Weisgarber-Trigg	10/25/2022
	<i>Notes:</i> 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.	Complete 11/15/2022	Sarah Clark	11/15/2022
	<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.			
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.	Complete 01/10/2023	Lisa Weisgarber-Trigg	01/10/2023
	<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.			
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.	Complete 02/14/2023	Rhonda McGoogan	02/14/2023
	<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.			
9/6/22	Teachers will participate in quarterly data meetings with members of ILT.	Complete 02/21/2023	Chaun Doak	02/21/2023
	<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.			

9/6/22	Students will begin their days with check ins that identify their mood, needs, etc.	Complete 03/14/2023	Lauren Fox	03/14/2023
	<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.			
9/6/22	Teacher categorize their students by need and provide strategic instruction	Complete 05/09/2023	Rhonda McGoogan	05/14/2023
	<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.			
9/6/22	Use New Leaders walkthrough template to calibrate feedback of the ILT	Complete 05/09/2023	Meredith Boger	06/14/2023
	<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			
5/26/23	Teachers will use data to determine instruction effectiveness and to determine what corrective instruction needs to be provided	Complete 01/30/2024	Sarah Clark	01/30/2024
	<i>Notes:</i> Teachers will work with the CFs and ILT to determine their personal growth opportunities in regard to instruction. Teachers will be able to determine which students need provided with corrective instruction and will work with the CFs and ILT to determine how that corrective instruction should be delivered			
10/17/24	Multi-classroom leaders will be hired to support the work of strengthening best instructional practices school wide. They will support teachers directly while also working directly with scholars as we work to improve student outcomes.	Complete 07/31/2024	Kimberly Scott	08/06/2024
	<i>Notes:</i> Title I funds will be utilized to provide MCL differentials.			
9/30/24	Professional development will be provided on the essential elements of MTSS for all certified staff.	Complete 09/24/2024	Lauren Stern	09/24/2024
	<i>Notes:</i> In alignment with FAM-S indicator 7			
2/13/24	Professional development will be provided on making standards based CFAs using SchoolNet.		Paulette Fletcher	10/30/2024
	<i>Notes:</i>			
2/13/24	Teachers will participate in weekly data meetings using CFAs and testing data.		Rhonda McGoogan	12/20/2024
	<i>Notes:</i>			

9/30/24	Consistent Tier II and III meetings will be held with 5 week progress check-ins and 10 week data reviews to determine the success of the implemented interventions.		Lauren Stern	03/25/2025
<i>Notes:</i>				
10/17/24	Teachers will participate in professional learning surrounding best instructional practices to improve core instruction.		Paulette Fletcher	06/20/2025
<i>Notes:</i>				
10/17/24	Various resources (including technology software) will be purchased and utilized to support student learning of core instruction and targeted supports.		Rhonda McGoogan	06/20/2025
<i>Notes:</i> Title I funds will be utilized to support the purchase of various resources needed to support student learning.				
9/30/24	Within the 2024-2025 school year, JSGS will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year.		Denise Hughes	06/20/2025
<i>Notes:</i>				
9/30/24	Teachers will create intentional small group lessons based upon student's aspect of rigor and understanding.		Rhonda McGoogan	06/20/2025
<i>Notes:</i>				
9/6/22	The ILT will use components of the Get Better Faster model to provide teachers with support in providing data driven instruction.		Paulette Fletcher	06/20/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	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>		<p>Within 2023-24, 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.</p> <p>As of 2024-25, teachers participate in weekly PLCS focused around standards based instruction. They continue to utilize district mandated curriculum as a means of teaching the NCSCOS. They are supported by the ILT team in streamlining the standards throughout their lessons.</p>	Limited Development 09/26/2022		
<i>How it will look when fully met:</i>		At full implementation, teachers will be confident and able to successfully articulate the intended goal of the standards they are teaching and will be able to readily identify what mastery would entail. Teachers will consistently and independently be able to unpack their standards to determine what scholars must be able to know and how they will show it. Teachers will engage in data driven instruction and routinely use their data to identify growth opportunities as well as strengths among their teams.		Rhonda McGoogan	06/12/2026
Actions			4 of 8 (50%)		
9/26/22	Teachers will engaged in data driven PLCs and lesson planning, guided by the CFs		Complete 05/09/2023	Rhonda McGoogan	06/03/2023
	<i>Notes:</i> Teachers will use the continuous improvement cycle and their data to identify areas of unfinished learning and provide corrective instruction				
6/2/23	Teachers will engage in quarterly peer observations		Complete 01/09/2024	Rhonda McGoogan	01/09/2024
	<i>Notes:</i> Teachers will use PLC time once a quarter to go into other classrooms and complete peer observations. Teachers will use a walkthrough document that is aligned with SIP goals				
9/15/23	The teachers will participate in monthly data meeting in which supplemental /Tier 2 students' data is analyzed and instruction is adjusted based on the analysis		Complete 01/09/2024	Nikelle Tucker	01/09/2024
	<i>Notes:</i> This aligns with FAM-S goal #38				

	9/27/22	K-5 teachers will engage in two vertical planning days throughout the year.	Complete 06/03/2024	Rhonda McGoogan	06/03/2024
		<i>Notes:</i> 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. This action is to exit the school from TSI, low performance designation			
	9/15/23	The CF/MCL will plan and facilitate PLCs to strategically use data collected from grade level CFAs as well as state and district assessments to drive improvement.		Rhonda McGoogan	01/09/2025
		<i>Notes:</i>			
	9/26/22	The ILT will engage teachers in the Get Better Faster protocol for instruction to help build capacity in agreed upon areas.		Paulette Fletcher	06/20/2025
		<i>Notes:</i>			
	5/26/23	Teachers will build their capacity and understanding of best practices for instructional planning for whole group instruction.		Rhonda McGoogan	06/20/2025
		<i>Notes:</i>			
	9/30/24	Teacher leaders will facilitate PLCs to strategically use data collected from grade level CFAs as well as state and district assessments to drive improvement.		Chris Shafer	06/20/2026
		<i>Notes:</i>			
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:

As noted in 2023-24, 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.

Within the 2024-25 school year all school wide behavior expectations have been rewritten and established. All JSGS staff have been trained on our school wide usage of Class Dojo as a means of positively recognizing scholars that are doing the right thing while also redirecting those that are not. In addition, within the first 10 days of school and after extended breaks, lessons are shared with staff and explicitly taught regarding school wide expectations. This year, we are also implementing SEL curriculum during morning meetings to help scholars learn the best ways to cope with challenges they encounter. In addition, this year in an effort to support staff, an external behavior consultant has been contracted and is being utilized to help with new structures for supporting student behavior.

Limited Development
09/26/2022

--	--	--	--	--

<p>How it will look when fully met:</p>	<p>At full implementation, all classrooms will have a clearly planned management system which outlines all procedures and expectations. Within the first week of school, teachers will work with our scholars to create classroom standards and class pledges. During the first two weeks of school and after winter/spring break, all teachers will teach specific lessons that reinforce our school wide standards of success. These lessons are created by our school MTSS Behavior team. In addition, the MTSS behavior team has developed and shared clear definitions of behaviors; updated systems for tracking and reporting minor and major office referral protocols, etc. JSGS staff will participate in professional learning in regards to positive reinforcement and understanding trauma. At JSGS, all classroom teachers implement social emotional learning curriculum with fidelity during morning meetings to help scholars build an understanding of their feelings, various coping strategies, and how to solicit help when needed. Within all classrooms, there is a clear plan of action for reteaching expected standards and ensuring that there are minimal disturbances to learning. Through the use of our social emotional learning practices, JSGS students are able to consistently manage their emotions, be problem solvers, respect others, and communicate effectively.</p>		<p>Kimberly Scott</p>	<p>06/12/2026</p>
<p>Actions</p>		<p>6 of 9 (67%)</p>		
<p>9/15/23</p>	<p>A schedule for "hot spot" coverage will be created to ensure adults are strategically placed throughout the building during transition times</p>	<p>Complete 08/08/2023</p>	<p>Meredith Boger</p>	<p>08/08/2023</p>
<p><i>Notes:</i></p>	<p>This aligns with FAM-S goal 21</p>			
<p>5/26/23</p>	<p>New teachers will participate in site based classroom management professional development</p>	<p>Complete 08/22/2023</p>	<p>Rhonda McGoogan</p>	<p>09/05/2023</p>
<p><i>Notes:</i></p>	<p>Teachers will engage in professional development that provides clear expectations for classroom management as well as provides strategies to use in the classroom to increase their strength of classroom management</p>			
<p>10/23/23</p>	<p>District Support is coming to assist BTs with classroom management</p>	<p>Complete 10/23/2023</p>	<p>Nikelle Tucker</p>	<p>10/23/2023</p>
<p><i>Notes:</i></p>	<p>Ms. Snuggs will facilitate our New Teacher meeting</p>			
<p>9/15/23</p>	<p>Teachers will meet one time per month to vertically plan for their students and collaborate on providing instructional and behavioral support for at-risk students</p>	<p>Complete 06/04/2024</p>	<p>Meredith Boger</p>	<p>06/14/2024</p>
<p><i>Notes:</i></p>	<p>Meetings will be held the third Tuesday every month. This aligns with FAM-S goal for #21</p>			

9/30/24	School wide expectations will be created and posted around campus to be used as an instructional tool.	Complete 07/12/2024	Kimberly Scott	07/15/2024
<i>Notes:</i>				
9/30/24	An external behavior consultant will be contracted to support the restructuring of school wide systems and to support teachers in best practices regarding student behavior.	Complete 09/05/2024	Kimberly Scott	09/05/2024
<i>Notes:</i> Title I funds will be utilized to contract with Tricia Gladstone for the 2024-25 school year.				
5/26/23	Teachers will be trained on the use of a behavior flowchart to determine consequences for students that are consistently not meeting school wide expectations.		Chris Shafer	11/30/2024
<i>Notes:</i>				
9/30/24	Staff will be trained on the usage of Class Dojo as a means of providing positive reinforcement and/or redirection.		Kimberly Scott	02/15/2025
<i>Notes:</i>				
9/15/23	Each monthly staff meeting will begin with an Eight Minute Exchange in which staff members will share instructional and behavioral strategies that support students.		Rhonda McGoogan	06/20/2025
<i>Notes:</i>				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			As of the 2024-25 school year, all grade levels meet for PLCs (80-90 minutes weekly). Additional time is also allocated for after school planning on our mandated meeting day. During PLCs and grade level planning sessions, teachers, academic coaches, and the administrative team work together to review student data, create/review assessments, unpack standards, and create standards based lessons. The DPI unpacked standards, GCS Curriculum Guide, and district curriculum are referenced and used as a guide during this time. We are also currently focused upon all staff having a clear understanding of how to effectively unpack and understand the grade level standards. In addition, we are focused on ensuring that we have clear and concise standards based learning targets for each lesson that is used throughout the lesson and measurable.	Limited Development 09/09/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			At full implementation, JSGS PLCs regularly collaborate to solve challenges within the teaching and learning process, examine impact of curricula, and cooperatively plan and practice for the execution of lessons. Instructional teams work to build the curriculum from learning standards, curriculum guides, and a variety of resources and organize the curriculum into unit plans that guide instruction for all students and for each student. Based upon student data, JSGS’s instructional teams provide support and/or enrichment opportunities to meet the needs of all learners. In doing so, flexible grouping amongst classes takes place in an effort for teachers to be able to meet scholars where they are and enhance their level of understanding. At this phase, JSGS will exit TSI status.		Kimberly Scott	06/12/2026
Actions				7 of 13 (54%)		
	1/31/19	AP will deliver staff development on growth mindset.		Complete 08/13/2020	Meredith Boger	08/13/2020
<i>Notes:</i>						
	9/26/19	All K-3 Literacy teachers will complete the LETRS training modules.		Complete 06/08/2021	Marcia McDowell	06/18/2021
<i>Notes:</i> 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
<i>Notes:</i>						

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
<i>Notes:</i> 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
<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 espically to review assesement data.				
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
<i>Notes:</i>				
10/11/22	CFs will facilitate planning PLCs using data from common formative assessments as well as district and state assessments.	Complete 01/30/2024	Rhonda McGoogan	01/30/2024
<i>Notes:</i> Teachers will bring their plans and data weekly after having met with their grade levels prior to PLCs to aggregate the data				
9/30/24	5th & 8th grade science teachers will receive support from district staff regarding new science standards and assessment so that we are equipped to best meet the needs of our scholars.		Chris Shafer	12/20/2024
<i>Notes:</i>				

9/30/24	Teachers will continue to strengthen their understanding and build their capacity of the standards in which they teach, how to unpack them, and how to execute standards based instruction.		Kimberly Scott	03/20/2025
<i>Notes:</i>				
9/30/24	Teacher will create and submit standards based lesson plans aligned to GCS curriculum. They will receive feedback on plans from our CF/MCLs.		Rhonda McGoogan	03/25/2025
<i>Notes:</i>				
10/11/22	Vertical planning days will be provided to K-5 teachers and be facilitated by both the Math and ELA CF/MCL.		Rhonda McGoogan	06/09/2025
<i>Notes:</i> Teachers will gather to vertically plan and problem solve. Substitutes will be funded via Title I. This action is to exit the school from TSI, low performance designation.				
9/30/24	Teachers will participate in learning walks to provide feedback to one another and to observe best practice in action.		Rhonda McGoogan	06/20/2025
<i>Notes:</i>				
9/30/24	Teachers will participate in monthly professional development around instructional best practices (ex: learning targets, gradual release, student assessments, data analysis, small group instruction).		Paulette Fletcher	06/20/2025
<i>Notes:</i>				
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:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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>		As scholars transition, our school counselor, social worker, and Youth Development Coordinator provide support for students who have difficulty in transitioning academically, socially, and behaviorally. Our MTSS team guides 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>		At full implementation, as students transition from grade to grade, our Instructional Leadership Team will provide teachers with student profile sheets that indicates the most recent data sets from the previous year. In doing so, we are able to immediately begin to create plans of action to address lacking foundational skills and/or enhance student understanding. Our 8th graders will also have the opportunity to visit our local high schools where they speak with the administrative team, counselors, interact with student leaders, and take a tour of the school.		Natosha Meredith	06/19/2026
Actions			5 of 8 (62%)		
	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.			
	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

	<p><i>Notes:</i> 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.</p> <p>This year this team is called the Student Support Team and continues to focus on supporting student attendance, engagement, and success.</p>			
5/26/23	The student support team will provide families with ways to support their students' SEL and mental health at home	Complete 05/07/2024	Natosha Meredith	05/09/2024
	<p><i>Notes:</i> The team will use the reviewed data to send home tips for families about attendance, mental health, social emotional learning, etc.</p>			
10/7/20	The Youth Development Coordinator, whose position is purchased with 23-24 Title I funds, will establish two new partnerships within the community.	Complete 06/04/2024	Lisa Weisgarber-Trigg	06/18/2024
	<p><i>Notes:</i> YDC position purchased with 2023-2024 Title 1 funds.</p>			
6/7/24	The SLT will develop a committee to support families with choice initiatives (8th graders) and to help them understand why they should remain committed to JS GS.		Natosha Meredith	03/04/2025
	<p><i>Notes:</i> Once the committee is established, they will work towards providing Choice Schools communication to families and will host opportunities in which families can ask questions and get necessary support for students transitioning to 6th grade and 9th grade</p>			
9/30/24	Our Youth Development Coordinator will intentionally create partnerships with other local school to create opportunities for our middle school scholars to have a well rounded experience via sports, performing arts, etc.		Jeremiah Brown	05/25/2025
	<p><i>Notes:</i> Our YDC position will be purchased using Title I funds.</p>			
6/7/24	Grade level teachers will complete student data profiles using specific criteria developed by the SLT to be shared with the upcoming teacher as they prepare to successfully support all learners.		Kiara Lamb	06/09/2025
	<p><i>Notes:</i></p>			
Implementation:		09/12/2018		
Evidence	<p>9/12/2018</p> <p>Social Worker Poverty/Trauma Training for Staff</p> <p>Mentorship Program with HP Central Students</p> <p>Restorative Practices used in conjunction with Administrative Discipline</p> <p>Counselor implemented Lunch Buddy Groups</p> <p>PBIS- student reward/ recognition system</p>			

<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.			
<i>Sustainability</i>	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:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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 currently teaches targeted lessons to help students learn how to positively interact with one another. These lessons occur at critical times throughout the year (first 10 days of school, after winter break, and after spring break). We are implementing a SEL program K-5 which is a character building program which allows students to focus daily on how they can become their best self. In addition, this year, we have implemented daily morning meetings in an effort to enhance a sense of community for all. Support and structures are also in place via our MTSS - Behavior program such as Check in/Check out system. Community mentors for struggling students are provided as well as gender specific after school mentoring programs for our 4th-6th grade students. K-5 students also receive weekly guidance lessons on character development via our guidance counselor.	Limited Development 09/09/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		At full implementation, all JSGS staff will be trained in deescalating situations and ensuring that the social and emotional needs of each student are met. In addition, staff will become more knowledgeable of available wrap around services and resources in an effort to ensure that student needs are met while at school and home		Natosha Meredith	06/13/2025
Actions			11 of 16 (69%)		
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.				
10/11/22	Mr. Rice will provide weekly SEL lessons for teachers to use in their morning meetings.	Complete 02/07/2023	Curtis Rice	02/11/2023
<i>Notes:</i> Teachers will receive via email and will incorporate into their morning meetings				
10/13/22	The counselor will create lesson plans for weekly rotations based on district curriculum and teacher feedback on specific needs.	Complete 03/14/2023	Natosha Meredith	03/14/2023
<i>Notes:</i> Ms. Meredith will get feedback from teachers based on the needs they are noticing within their classrooms.				
10/13/22	The SPOT on cart will make monthly rounds to each grade level	Complete 04/04/2023	Natosha Meredith	04/04/2023
<i>Notes:</i> Teachers will provide reports to their SLT rep about which child in the grade level has been working hard, having a growth mindset, and taking learning risks. The specialists will also nominate someone. Those students chosen will get to participate in the SPOT on cart and will get a breakfast in their honor.				

9/15/23	The team will use Title I funds to hire a Youth Development Coordinator and will use data of student needs to support different students K-8	Complete 08/29/2023	Meredith Boger	09/05/2023
<i>Notes:</i> Title I funds for 2023-2024 will be used to secure this position				
9/15/23	A tool will be created to measure student emotional/behavioral needs in order to allow the SIT to track the data		Natosha Meredith	12/20/2024
<i>Notes:</i>				
5/26/23	The MTSS Leadership team will meet to determine at-risk students and create personalized plans of support		Natosha Meredith	04/09/2025
<i>Notes:</i>				
9/30/24	Professional development will be provided around the CASEL framework for SEL. In addition, best practices for deescalation and supporting scholars in crisis will be shared.		Kimberly Scott	04/25/2025
<i>Notes:</i>				
10/13/22	Students will complete a daily check in chart that shares how they are feeling and to identify any needs they may have.		Natosha Meredith	06/09/2025
<i>Notes:</i> Students will be given a digital form that will provide data for Ms. Fox, Ms. Meredith, and Mr. Rice. The data will be used to provide interventions and to open discussions with students needing support. Important information will be shared with the teachers.				
9/15/23	The data garnered from the created SEL tool will allow the SLT to begin to review potential school wide SEL deficits in an effort to prioritize necessary skills.		Natosha Meredith	06/13/2025
<i>Notes:</i>				
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.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>		As of 2024-25, JSGS families are provided with a myriad of opportunities to participate in activities /events that are focused on how they can best support their child's needs. A school based goal team centered around parent and community engagement has been devised in an effort to increase opportunities for familial involvement. Families can currently find out about school happenings via our weekly Connect Ed messages, Class Dojo School Stories, Class Stories, and social media.	Limited Development 09/06/2022		
<i>How it will look when fully met:</i>		At full implementation, regular communication occurs via weekly phone messages, newsletters, and posting on our website and social media in an effort to keep families abreast of critical information. Families are highly engaged and are afforded monthly opportunities to participate in parent sessions and school events. Families are supportive of their child's learning and assist them at home to the best of their ability. Our staff provide engaging parent sessions to support our families in knowing appropriate strategies and resources to support learning while at home. Our families fully understand the power in their role as partners within our school community and gladly participate in all provided opportunities.		Eric Welder	06/13/2025
<i>Actions</i>			12 of 17 (71%)		
	9/27/22	JSGS will hold it's annual back to school Title I night	Complete 10/06/2022	Sarah Clark	10/06/2022
	<i>Notes:</i>	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. This action is to exit the school from TSI, Low performance designation.			
	9/6/22	The attendance team will meet to review successes, growth opportunities, and immediate needs.	Complete 10/11/2022	Curtis Rice	10/11/2022

	<i>Notes:</i> 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.	Complete 11/15/2022	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.	Complete 12/01/2022	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.	Complete 01/10/2023	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	Complete 02/14/2023	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.	Complete 03/14/2023	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.			
9/15/23	The school will use 23-24 Title I funds to hire a technology assistant for two days to support the implementation and high leverage use of technology as well as to increase digital communication with parents	Complete 08/01/2023	Meredith Boger	08/01/2023
	<i>Notes:</i> Title I funds will be used to purchase this position			
9/15/23	The school will use 23-24 Title I funds to hire a part time interpreter to help communicate with families and to help translate documents	Complete 08/01/2023	Meredith Boger	08/08/2023
	<i>Notes:</i> Title I funds will be used to purchase Ms. Palacios for 2.5 days			
10/23/23	The school will use 23-24 Title I funds to pay for a partial portion of the Social Worker position	Complete 05/02/2024	Meredith Boger	05/21/2024
	<i>Notes:</i> The 23-24 Title I funds will pay for 60% of the Social Worker position			
10/17/24	A part time translator/interpreter will be hired in order to strengthen our school-home partnerships. They will support families in understanding school happenings and ways they can support their child.	Complete 07/31/2024	Kimberly Scott	08/06/2024
	<i>Notes:</i> Title I funds will be utilized for this position.			
9/30/24	Create a parental and community engagement team to oversee our efforts towards improvement.	Complete 09/10/2024	Kimberly Scott	09/30/2024
	<i>Notes:</i> This is in alignment with FAM-S indicator 20			
9/30/24	Survey families to establish their true desires and ways they are interested in participating in school community.		Ayanna Brown	10/30/2024
	<i>Notes:</i>			
9/30/24	Create and share a list of ways that families can support our school community even if they are unable to physically visit our campus.		Jourdan Johnson	10/31/2024
	<i>Notes:</i>			
9/30/24	Establish regular meetings amongst the parental and community engagement team.		Kimberly Scott	03/25/2025
	<i>Notes:</i>			
9/30/24	Create frequent opportunities for families to be involved within our school community via family nights, lunch and learns,		Actavia Dempsey	05/30/2025
	<i>Notes:</i> Title I funds will be used in order to provide dinner and resources for family events.			

9/30/24 Strengthen community partnerships by reengaging JSJS alumni.

Eric Welder

06/20/2025

Notes: