

## Comprehensive Progress Report

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

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

**Goals:**

By June 2026, Joyner Elementary School will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.

By June 2026, Joyner Elementary School will increase the school's performance composite on End of Year assessments by 3% percentage points from 55% to 58% proficient.

By June 2026, Joyner Elementary School will achieve a rating of "Operationalizing (2)" on FAM-S Item 21, by: -Ensuring educators actively engage diverse families and students in problem-solving when students need additional supports. -Providing intensive outreach to unresponsive families to help them build capacity to support student learning.



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1A: Prioritize improvement and communicate its urgency</b>				
	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:**

The Leadership Team and MTSS/Board of Leaders Team serves as the hub for all school teams and committees. The school has 6 teams: Attendance, SEL/Behavior, (IPS) Intensive Problem-Solving Teams, (ILT) Instructional Leadership Team, Behavior Threat Assessment & Management-Safety (BTAM-S). The school has 5 committees: PBIS, Social & Climate, Curriculum, Special Events, Media. These teams meet each month throughout the year to address core, supplemental, and intensive school practices for attendance, SEL/behavior, and academic growth and improvement.

The MTSS team has been established since the 2022-2023 school year, and it continues to operate each year. This team meets monthly. The team is comprised of the principal, curriculum facilitator, counselor, social worker, EC teachers, classroom teachers, and school psychologist. The team is created to support the implementation of the MTSS framework schoolwide and the sub team work of the Attendance, SEL/Behavior, IPS, and Instructional Leadership Teams. The School Improvement Team meets monthly to review the implementation of effective school practices.

Grade level teams meet at least once a week for a minimum of 45 minutes to plan instruction and discuss student work aligned with the school master schedule. Evidence are agendas and the school master schedule.

Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule and Teacher Assistants attend PLC's with teachers once a month.

The Instructional Leadership Team meets monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only.

Limited Development  
09/19/2016

<p><b>How it will look when fully met:</b></p>	<p>We will show consistency in implementing the following below to demonstrate a fully met status:</p> <p>The MTSS/Board of Leaders team will meet monthly to analyze academic, behavior, social emotional, and attendance school data to assess where students are towards growth and proficiency in ELA, Math, and Science and overall development with their social emotional and behavioral needs. Data will be collected from grade levels weekly during PLC's and Data Days and from Sub-Team work (Attendance, SEL/Behavior, IPS, and ILT) monthly and used to find trends and areas of opportunities over time. Attendance data will be captured from Infinite Campus and behavior data from EduClimber. Evidence that this is being met will be found in MTSS/Board of Leaders team minutes, Attendance, SEL/Behavior, IPS, and ILT sub team minutes, and with the data sets outlined. MTSS/Board of Leaders team minutes will reflect the discussion of data, professional development, and instruction outlined on these sub teams. The School Improvement Team will meet monthly to assess indicators and action steps created for the school year to ensure effective school practices are being implemented. Evidence that this is being met will be found in SIT minutes.</p> <p>Grade level teams will consistently meet at least once a week for a minimum of 45 minutes to plan instruction and discuss student work. Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule and Teacher Assistants attend PLC's with teachers once a month. The Instructional Leadership Team will consistently meet monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only. Evidence will be agendas and the school master schedule.</p>		Tiffani Ingram	06/11/2027
<p><b>Actions</b></p>			<p><b>2 of 15 (13%)</b></p>	
<p>9/26/16</p>	<p>Grade levels will be given a data collection sheet to use that will give us uniform data across grade levels for Literacy and Math assessments. Grade levels will bring data to PLC meetings weekly.</p>	<p>Complete 06/03/2021</p>	<p>Classroom Teachers</p>	<p>06/20/2021</p>
<p>Notes:</p>				

11/18/19	The Instructional Leadership Team will meet bi-monthly to build teacher leadership. The team will meet with New Leaders for additional training.	Complete 06/03/2021	Denise Ebbs	06/20/2021
<i>Notes:</i> This action will resume as the District provides updated directives during remote learning.				
9/18/25	The SEL/Behavior team will meet monthly to address core behavior needs/trends and supplemental and intensive supports for students.		Lutisha Pyles-Rone	06/10/2026
<i>Notes:</i>				
9/18/25	The Intensive Problem-Solving (IPS) team will meet bi-weekly to address core curriculum trends and supplemental and intensive supports for students.		Dewauna McLean	06/10/2026
<i>Notes:</i>				
9/26/16	School data will be shared at PLC meetings, at School Improvement Team meetings, during Sub-Team (Attendance, SEL/Behavior, IPS, and ILT) meetings, in staff meetings, and through weekly school update emails.		Tiffani Ingram	06/10/2026
<i>Notes:</i>				
9/18/25	The Behavior Threat Assessment & Management-Safety team will meet monthly to address school wide safety matters impacting the student body, individual students/groups, and staff such as threat assessments, suicide intervention, and general school safety.		Tiffani Ingram	06/10/2027
<i>Notes:</i>				
9/18/25	The Instructional Leadership Team will meet monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only.		Cheri Lineberry	06/10/2027
<i>Notes:</i>				
9/18/25	The IPS, MTSS, and ILT teams leads the school in the use of data and instruction. The team will meet bi-weekly for IPS and monthly for MTSS and ILT to assess the progress of students and build staff capacity. The MTSS Coordinator, Curriculum Facilitator, and Principal oversee the IPS, MTSS, ILT Teams.		Dewauna McLean	06/10/2027
<i>Notes:</i> Title 1 funding sources are used to support this action step. An MTSS Coordinator position has been established using these funds. A teacher trade is listed for this position and non-professional development substitute funds are allotted.				

11/18/19	The School Improvement Team and Sub-Teams will analyze school data looking for trends and areas of growth opportunities during monthly meetings.		Cheri Lineberry	06/10/2027
<i>Notes:</i>				
11/18/19	The School Improvement Team and Sub-Teams (Attendance, SEL/Behavior, IPS, and ILT) will update and make adjustments in the School Improvement Plan based on the school attendance, behavior, and academic data.		Dewauna McLean	06/10/2027
<i>Notes:</i>				
9/18/25	Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule. ESL, EC, and AG will be required to attend at least one day a week.		Cheri Lineberry	06/10/2027
<i>Notes:</i>				
9/18/25	The Instructional Leadership Team will meet monthly to address core curriculum trends. Meeting days may range from vertical planning opportunities for K-5 teachers or scheduled meetings with team members only.		Dewauna McLean	06/10/2027
<i>Notes:</i>				
9/18/25	Teacher Assistants attend PLC's once a month to engage in collaborative PLC work.		Sonya Jenkins	06/10/2027
<i>Notes:</i>				
9/18/25	The Leadership Team, MTSS/Board of Leaders Team, and the SEL/Behavior sub-team will hold regular meetings monthly throughout the year to look at data to identify trends for support and further development.		Tiffani Ingram	06/10/2027
<i>Notes:</i>				
9/18/25	The Attendance team will meet weekly to address core attendance needs/trends and supplemental and intensive supports for students.		Lutisha Pyles-Rone	06/11/2027
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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
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<p><b>Initial Assessment:</b></p>	<p>All staff receives an MTSS fresher training at the beginning of each school year and additional professional development is completed throughout this year as we continue to operate in full implementation. Teachers implement the framework protocols to support all tiers of learning. All teachers have been trained on assessments/resources for interventions which are used as a resource for progress monitoring of Tier 2 and Tier 3 interventions. Time is allotted within the daily schedule during JAG time for supplemental and intensive interventions.</p> <p>The MTSS coordinator oversees the development of tier 1-3 intervention protocols, problem-solving, and data-based decision making. This role helps to establish and implement a tiered framework that uses data to meet the needs of each and every student through academics, behavior, and SEL interventions.</p> <p>Teachers engage in collaborative PLC work two days a week for 45 minutes as reflected on the school Master Schedule. Lesson plans are created by individual teachers and with their grade level.</p> <p>The Principal, Curriculum facilitator, and MTSS Coordinator have developed a school wide walkthrough document to include district observation indicators to monitor instruction and track instructional trends. The Principal, Curriculum Facilitator, and MTSS Coordinator conduct informal walkthroughs on a weekly basis and feedback is given to teachers. The feedback is discussed during weekly Admin./CF meetings, PLC meetings, and staff meetings. Research based instructional strategies are modeled in PLC and staff meetings. Teachers are evaluated formally using the NCEES evaluation system. Staff with performance concerns are given differentiated support and feedback to improve their performance.</p> <p>Data from summative assessments, district and state assessments, CFA's, and walkthroughs/formal observations is used to discuss school improvement. The Instructional Leadership Team meets monthly to discuss and create plans to address instructional data and trends. Professional development decisions are driven by findings to close the achievement gap.</p>	<p>Limited Development 09/19/2016</p>		
<p><b>How it will look when fully met:</b></p>	<p>We will show consistency in implementing the following below to demonstrate a fully met status:</p> <p>-Weekly Content PLC meetings and Data Days will be held to discuss data and instruction.</p>		<p>Dewauna McLean</p>	<p>06/11/2027</p>

-Walkthrough data will be gathered and analyzed with the Admin. Team (Principal & CF's) and the Instructional Leadership Team to drive professional development decisions. Data will drive coaching and support for teachers to improve/enhance their instruction.

Professional development will meet the needs of the teachers based on data from observations and student data. Evidence that this objective is fully met will be measured based on teacher rating development on the North Carolina Educator Evaluation System and an increase in student achievement.

-Job embedded coaching for math-Eureka and literacy-CKLA will continue throughout the year. The Principal, Curriculum facilitator, MTSS Coordinator, and coaches will work together to set the agendas for visits based on observed classroom data and student achievement data using a variety of sources. The principal and curriculum facilitator collaborate in individual sessions with the coaches to increase their coaching skills and knowledge.

-Teachers will provide evidence-based instruction to meet the needs of all students across all tiers of support. Core programs Eureka, CKLA, UFLI, Sound Walls, and Morpheme Magic will provide the support for at least 80% or more of students in the classroom. Common formative assessments and district assessments that are given in addition to classroom instruction will be used to move students to proficient or will show the need for more intensive support.

-Teachers will create literacy, math, social studies and science tasks that are aligned with the NCSCOS goals and rigorous for daily work. Common formative assessments, district/state assessments, and EOGs will show student growth towards proficiency.

-All EC students will have IEP goals aligned to the NCSCOS.

-Small groups for intervention and core will be implemented daily.

-The MTSS framework and Standard Treatment Protocols for Math and Reading will be implemented for identified students who need supplemental and intensive support.

-All teachers use the MTSS framework, the Standard Treatment Protocol for Math and Reading, and Fastbridge for Tier 2 and Tier 3 support and progress. Supplemental and Intensive interventions are being implemented consistently with fidelity. Tier 1-3 intervention protocols, problem-solving, and data-based decision making will take

place in a cycle of review and revisions throughout the school year for all areas academics, behavior/SEL, and attendance. All actions steps will increase the overall school proficiency by at least 3% percentage points each year.

-The MTSS and Instructional Leadership Team will focus on school data as a whole and disaggregated by sub-groups to make all instructional, curriculum, and professional development decisions. Evidence will be in meeting minutes and student progress. The IPS and MTSS team leads the school in the use of data and instruction. The team will meet Bi-weekly for IPS and at least monthly for MTSS to assess the progress of students and staff. The MTSS Coordinator oversees both the IPS and MTSS Team.

-School data will be shared, discussed, and aggregated in PLC's weekly and with the School Improvement Team during SIT meetings, in Instructional Leadership Team meetings, and with all staff during monthly staff meetings.

<b>Actions</b>		<b>5 of 27 (19%)</b>		
8/28/17	Kinder through 5th grade teachers will participate in district provided focused instructional strategies for remote learning in the areas of reading, math, and science, over the course of this school year.	Complete 06/03/2021	Classroom Teachers	06/20/2021
<i>Notes:</i>				
5/16/19	All core teachers will participate in coaching sessions and data analysis with school administration and/or outside coaches. Substitutes will be provided with Title I funds for teachers to attend this professional development. Coaching sessions will be remote until at least January 2021. Substitutes will not be needed until students return to school.	Complete 06/03/2021	Tracey Janetta	06/20/2021
<i>Notes:</i>				
9/14/17	African-American students will receive priority placement with tutoring resources including evening tutoring with our faith based partner.	Complete 06/03/2022	Juliann Stillwell	06/03/2022
<i>Notes:</i>				
9/12/18	All students, kindergarten through fifth-grade will participate with the AG teacher in STEM activities in the Makerspace lab throughout the school year. Funding for this position is through Title I.	Complete 06/03/2022	Stephanie Queen	06/03/2022
<i>Notes:</i> Two additional days of AG will be funded through Title I.				
9/29/21	All classroom teachers will use Education Galaxy during small group instructional times.	Complete 06/09/2023	Stephanie Queen	06/09/2023
<i>Notes:</i> Education Galaxy is purchased with Title 1 funds.				

9/18/25	Staff will receive professional development for Multi-tiered Systems and Supports during the current school year and thereafter to support with behavior interventions. The MTSS team will provide on-going training on using data effectively to guide school curriculum and instruction.		Dewauna McLean	06/10/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. An MTSS Coordinator position has been established using these funds.				
9/18/25	Standardized assessments, NWEA, Dibels, CFA's, EVAAS, and school report card data will be analyzed 4 times throughout the year during benchmark periods on 90 minute data days for evidence of successful instructional implementation and student mastery of core standards.		Nataley Henriquez	06/10/2026
<i>Notes:</i>				
9/18/25	The school library media coordinator develops an appropriate and high-quality library media collection that facilitates 21st Century teaching and learning. The school library media coordinator ensures that the library collection is aligned with and supports the NC Standard Course of Study.		Stephanie Queen	06/10/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Library funds are given yearly to ensure the school library media coordinator develop an appropriate and high-quality library media collection that facilitates 21st Century teaching and learning and that the school library media coordinator ensures that the library collection is aligned with and supports the NC Standard Course of Study.				
9/18/25	Teachers will create module long-range plans for ELA, Math, Science-5th during PLC meetings using Curriculum Mapping Template. This lesson plan framework will be submitted weekly on Fridays to the principal and/or CF for review. All teachers will use grade level standards for planning/teaching all students during core instruction. Acceleration based on objective data will take place during small-group core or small group intervention scheduled times. All teachers will plan for the use a variety of sound instructional modes: teacher-directed whole class, small group, and independent work to meet the needs of all students.		Yolanda Foster	06/10/2026
<i>Notes:</i>				
9/18/25	EC teachers will receive support during their monthly EC meetings with their EC Elementary School Support Coordinator.		Alexis Casas	06/10/2026
<i>Notes:</i>				

9/18/25	African-American students will receive priority placement with tutoring resources.		Yolanda Foster	06/10/2026
<i>Notes:</i>				
9/19/18	The principal and curriculum facilitator will work with district coaches to more effectively support teachers for planning and implementing classroom instruction.		Tiffani Ingram	06/10/2026
<i>Notes:</i>				
9/11/18	Teachers will receive job embedded coaching for all content areas to increase core instruction effectiveness to 80%. The Curriculum Facilitator will coach teachers during PLC's with embedded professional development in order for teachers to create effective tasks that are aligned with the curriculum.		Cheri Lineberry	06/10/2026
<i>Notes:</i>				
6/24/19	Content and support teachers will create lesson plans for targeted instruction based on the MTSS framework (supplemental and intensive). A one-hour intervention block is outlined in the Master Schedule for supplemental and intensive groups. Each teacher will create a formal remediation/enrichment plan after each summative assessment for ELA and Math/5th-Science. The plan will identify individual students that have not mastered the goal, how they will be instructed differently from core, and when this instruction will take place.		Nataley Henriquez	06/10/2026
<i>Notes:</i>				
9/18/25	Weekly BT meeting with assigned mentor and Monthly BT coaching sessions with Lead Mentor (one 1:1 session during PLC's and one whole group session after school will be used to build new teacher capacity. The focus will be 45minutes-1 hour to discuss progress, analyze data, express concerns, and celebrate wins. Beginning Teacher/New Teachers feedback cycles will be implemented with at least 2-3 weekly observations and 1 feedback and coaching session with admin. each week.		Cheri Lineberry	06/10/2026
<i>Notes:</i>				
9/18/25	Data meetings/trainings will be implemented at least 4 times a year with Jess Grant; Zone 5 Data Leader. These meetings/trainings will occur throughout the year in staff meetings and periodically in PLC's.		Nataley Henriquez	06/10/2026
<i>Notes:</i>				
9/18/25	Walk throughs/observations will occur on a weekly basis and written feedback on instruction will be provided to teachers by the close of the day of the observation.		Dewauna McLean	06/10/2026

<i>Notes:</i>				
9/18/25	The Principal and Curriculum Facilitators will meet weekly on Mondays to address core academic needs.		Tiffani Ingram	06/10/2026
<i>Notes:</i>				
9/18/25	A walk through/observation calendar will be created in weekly admin. meetings with the principal and CFs to ensure that consistent/regular feedback is given to teachers on classroom instruction.		Dewauna McLean	06/10/2027
<i>Notes:</i>				
9/18/25	A PLC cycle calendar will be created in weekly admin. meetings with the principal and CFs to ensure that consistent professional development occurs each week for teachers to address school wide academic needs.		Cheri Lineberry	06/10/2027
<i>Notes:</i>				
9/12/18	First and second grade students will receive AG early intervention lessons given by the AG teacher. The AG teacher will work with teachers to develop critical thinking and problem solving activities for students that show an aptitude for AG to use in the regular classroom as enrichment.		Katarina Kohari	06/10/2027
<i>Notes:</i>				
7/26/17	Formative and summative assessments (exit tickets, unit assessments, topic quizzes, interims, progress monitoring for supplemental and intensive, exit passes) will be created and used for all grade levels for ELA, Math, and Science to measure a goal of at least 80% student proficiency. Data from CFAs and district and state assessments will be used to evaluate the effectiveness of instruction and will drive next steps for instruction during weekly PLCs, Grade Level meetings, and Data Days. Data analysis will take place during PLC's, staff meetings, grade level planning, and on problem solving teams.		Laurie Preslan	06/10/2027
<i>Notes:</i>				
9/18/25	ESL, EC, and AG teachers will attend one PLC weekly with grade level teachers.		Alexis Casas	06/10/2027
<i>Notes:</i>				
9/18/25	Teacher and Student Data Notebooks will be used for goal setting and performance tracking tools.		Nataley Henriquez	06/10/2027
<i>Notes:</i>				
9/18/25	5th grade teachers will use Discovery Ed. resources to plan science lessons.		Meagan Smoot	06/10/2027
<i>Notes:</i>				

9/18/25	Wayground will be used consistently as outlined in daily lesson plans to supplement core instruction and SEL needs.		Meagan Smoot	06/10/2027
<i>Notes:</i>				
7/25/17	Staff will create and assess student tasks to implement classroom instruction that will produce at least 80% student proficiency. District, State, and classroom assessments will be evidence of completion.		Meagan Smoot	06/11/2027
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>
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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>		Joyner has a yearly Kindergarten Parent orientation in the spring of each year for new Kindergarten parents. At this meeting parents are given information to ease the transition to Kindergarten. 5th grade students attend Mendenhall middle school for a campus tour. The middle school counselor also visits Joyner to discuss curriculum choices and to answer questions to ease the transition to middle school. A yearly Career Fair is organized and hosted by the school counselor.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>		We will show consistency in implementing the following below to demonstrate a fully met status:  -A comprehensive plan for Kindergarten and 5th graders for middle school transition is implemented each school year.  -Joyner Elementary School will expose all K-5 students to a minimum of three opportunities that will excite scholars about future careers.		Lutisha Pyles-Rone	06/10/2027
<b>Actions</b>			<b>4 of 13 (31%)</b>		
9/12/17	SIT will investigate effective strategies to create a plan for kindergarten and middle school transitions.		Complete 06/03/2021	Yolanda Foster	06/20/2021
<i>Notes:</i>		Each year the transition action steps will take place for the current year students.			
9/8/18	A Kindergarten parent meeting will be held for rising Kindergartners in the spring.		Complete 06/07/2024	Yolanda Foster	06/09/2024

<i>Notes:</i>				
9/21/21	5th graders will tour Mendenhall middle school before middle school registration in spring.	Complete 06/07/2024	Meagan Smoot	06/09/2024
<i>Notes:</i>				
9/30/24	A Kindergarten parent breakfast will be hosted the first day of school to student transitions on the first day of school.	Complete 08/26/2024	Yolanda Foster	08/26/2024
<i>Notes:</i>				
9/30/24	A Kindergarten orientation will be held for rising Kindergartners in the spring.		Yolanda Foster	06/10/2026
<i>Notes:</i>				
9/30/24	5th graders will tour Mendenhall middle school before middle school registration in spring and the classroom teachers and Joyner school counselor will connect with middle school counselors to support transition.		Lutisha Pyles-Rone	06/10/2026
<i>Notes:</i>				
9/16/25	The school counselor in partnership with 5th grade teachers will organize a yearly field trip to a local college/university.		Lutisha Pyles-Rone	06/10/2026
<i>Notes:</i>				
9/16/25	Implement a volunteer-led career day and encourage families/community members to present on their professions, broadening student awareness and parental involvement.		Lutisha Pyles-Rone	06/11/2026
<i>Notes:</i>				
9/16/25	Incorporate postsecondary concepts into school assemblies, reading challenges, and themed spirit weeks (e.g., "Dress for Success" days) to make college and career topics tangible. -Beanstack Challenges -3-5 Wax Musuem -K-2 Community Leader Project		Stephanie Queen	06/10/2027
<i>Notes:</i>				
9/16/25	Students will engage in career focused project-based learning initiatives such as K-2 Community Leader Project and 3-5 Wax Musuem.		Katarina Kohari	06/10/2027
<i>Notes:</i>				
9/16/25	5th grade students will participate in monthly STEM visits with NC A&T students centered aligned with NC Science standards.		Meagan Smoot	06/10/2027
<i>Notes:</i>				

9/16/25	3rd-5th grade students will participate in weekly mentorship pairings with Leaders in Training to build relationships and career pathway aspirations.		Meagan Smoot	06/10/2027
<i>Notes:</i>				
9/16/25	<p>The initiative, "Students Inspiring Students...The Future You!!" will be established at Joyner during the 2025-2026 school year. Each month, we will invite student guest speakers to share their career journey/aspirations with our elementary students. We will feature high school &amp; college and university students who are currently preparing for their future careers. Our goal is for Joyner students to hear directly from your students about the pathways they are taking, the choices that led them to higher education, and the steps they are taking toward their future careers. Volunteers will participate in a 30-minute virtual session (via Zoom or Microsoft Teams). During the session, our students will have the opportunity to listen to the speaker's story and ask questions about their career interests, educational journey, and experiences in college.</p> <p>We believe that connecting our young learners with your students will:</p> <ul style="list-style-type: none"> <li>-Encourage early college and career exploration.</li> <li>-Provide relatable role models who reflect diverse backgrounds and career paths.</li> <li>-Strengthen the bridge between K-12 education and higher education.</li> </ul>		Lutisha Pyles-Rone	06/10/2027
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
	<b>A4.04</b>	<b>The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Teachers received professional development in social-emotional learning beginning in August 2019 and will continue to receive and implement SEL training, strategies, and resources for all upcoming school years as part of the district SEL cohort. Joyner Elementary was selected as a district SEL cohort for the 2022-2023 school year and will continue to engage in SEL professional development district trainings over the next years.</p> <p>A School House System was created in 2022-2023 to engage students in positive behavior and decision making. The House system continues to be implemented from year to year.</p> <p>Teachers use EduClimber to record, track, and analyze student behaviors.</p>	<p>Limited Development 09/18/2025</p>		
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**How it will look  
when fully met:**

We will show consistency in implementing the following below to demonstrate a fully met status:

- All staff will receive general SEL training yearly during the first staff meetings of the year.
- SEL training will be given to all staff throughout the school year.
- EduClimber will show a decrease in major office referrals.
- All classroom teachers will implement a morning meeting time with students daily as outlined in Master Schedule.
- All classroom teachers will implement the use of classroom calming corners.
- Teachers will use restorative practices within their classroom to help students manage emotions and behavior and will engage in daily morning meeting circles.
- The school counselor/social worker will provide professional development and guidance lessons with students using the Zones of Regulation.
- The school counselor/social worker will hold a training for all teachers in using the Zones of Regulation.
- All classes will continue to use restorative practices daily to address classroom issues and build community.
- SEL activities for class instruction will be provided to teachers in the monthly SEL newsletters and Morning Meeting materials created and distributed by Counselor.
- Teachers will use restorative practices within their classroom to help students manage emotions and behavior and will engage in daily morning meeting circles.
- MTSS for supplemental and intensive supports will be implemented fully with fidelity.

**Cheri Lineberry**

**06/11/2027**

<b>Actions</b>		<b>0 of 9 (0%)</b>		
9/18/25	The PBIS Team will attend the Ron Clark Academy House Mania PD in October to enhance school House implementation. The conference will be purchased with Title 1 funds for 10 attendees.		Cheri Lineberry	10/28/2025
<i>Notes:</i> Title 1 funds from the 2025-2026 school year will be used for this purchase.				
9/18/25	All staff will receive professional development on SEL/restorative practices-circles to support students with managing their emotions/behaviors.		Lutisha Pyles-Rone	06/10/2026
<i>Notes:</i>				
9/18/25	Students of concern will be monitored, and teachers will be provided with strategies by the IPS and SEL/Behavior Support Team. Students of concern who do not respond to core interventions will be referred to the IPS team and provided with tier 2 and 3 intervention support.		Tiffani Ingram	06/10/2026
<i>Notes:</i>				
9/18/25	The SEL/Behavior support team will meet monthly to discuss school wide core behavior trends and expectations for students. Class and individual student behavior plans/strategies will be created with classroom teachers for students/classes with high needs.		Lutisha Pyles-Rone	06/10/2026
<i>Notes:</i> SEL/Behavior Support Team members: Principal, Counselor, EC Teachers, Classroom Teachers, Curriculum Facilitator, School Psychologist, and Social Worker.				
9/18/25	All staff will receive professional development on SEL/morning meetings to support students with managing their emotions/behaviors.		Lutisha Pyles-Rone	06/10/2026
<i>Notes:</i>				
9/18/25	Students will be recognized throughout the year for following school wide expectations. This will be tracked as students will receive daily schoolwide Class Dojo points by House assignments. Points are earned by following expectations in common areas. Celebrations and reward incentives will be outlined and aligned to collected points. This will be monitored through the Class Dojo House System page where House points are collected and tracked by student/House.		Meagan Smoot	06/10/2027
<i>Notes:</i>				

9/18/25	School Houses will continue to be implemented to allow students the opportunity to partner with other grade levels/peers to learn school wide expectations and to build social skills. Houses are comprised of a heterogenous mixture of students and staff on each team working together to build collaborative and social skills and engage in service-learning work to improve behavior and social emotional development school wide.		Nataley Henriquez	06/10/2027
<i>Notes:</i> The PBIS Team will attend the Ron Clark Academy House Mania professional development to enhance school House implementation. Title 1 funds from the 2025-2026 school year will be used for this purchase.				
9/18/25	Monitor incidents recorded into EduClimber and devise next steps of support for whole school and individual students with the SEL/Behavior and MTSS team.		Dewauna McLean	06/10/2027
<i>Notes:</i>				
9/18/25	All classrooms will implement calming corners as a restorative measure to help regulate student behaviors. Calming Corners will include fidget toys and calming strategy cards.		Lutisha Pyles-Rone	06/10/2027
<i>Notes:</i>				

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>		We have used parent meetings/family events as an opportunity to build community. This year we will continue to have two curriculum nights for each grade level to discuss curriculum and share assessment data with parents and two family engagement nights. Parent, student, and teacher conferences are held twice a year for parents. Communication has been established between teachers and families using several different means of communication. Class Dojo, Canvas, Connect Ed, the school website, monthly newsletters, and social media are all platforms/publications used to connect with families.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>		<p>We will show consistency in implementing the following below to demonstrate a fully met status:</p> <ul style="list-style-type: none"> <li>-Joyner will form a connection between the school and the home that is built upon regular consistent communication. Evidence will be measured through the use of parent surveys and attendance at school engagement events. Curriculum night/Title I meeting will be held in October for all grade levels.</li> <li>-Class Dojo will consistently be implemented by Joyner staff and families as the main communication portal.</li> <li>-Connect messages are recorded and sent out to families every Sunday of each week.</li> <li>-Monthly school wide newsletters will be sent to families throughout the year.</li> <li>-A consistent PTA will be established and maintained yearly to increase parental voice and school support.</li> </ul>		Meagan Smoot	06/11/2027
<b>Actions</b>			<b>5 of 12 (42%)</b>		
	9/12/18	Parents will receive opening school letters and school information at open house as another form of communication.	Complete 08/18/2021	Tiffani Ingram	08/18/2021
<i>Notes:</i>					

9/12/18	The annual Title I meeting will be held along with parent curriculum night in October for each grade level via Teams Live.	Complete 10/28/2021	Stephanie Queen	10/28/2021
<i>Notes:</i> This meeting will be held virtually.				
5/13/19	The text app Remind will be purchased yearly with Title 1 funds to give parents electronic two-way communication between home and school.	Complete 09/01/2022	Cynthia Williams	09/01/2022
<i>Notes:</i> Title I parent involvement funds will be used to purchase the yearly web subscription.				
9/12/18	Weekly communication folders and daily agendas will be used to facilitate two-way communication between home and school.	Complete 09/01/2022	Cynthia Williams	09/01/2022
<i>Notes:</i>				
9/26/22	The annual Title I meeting will be held along with parent curriculum night in October for each grade level.	Complete 10/06/2022	Cynthia Williams	10/06/2022
<i>Notes:</i>				
9/22/23	At least two curriculum nights will be hosted by school committees (Reading and Math Curriculum Night and Science Curriculum Night).		Aimee Smith	06/10/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Parents will receive dinner/snacks during at least one Curriculum Night and funds for parent contracted services will be used to purchase resources/training materials/event presentations for families.				
9/22/23	At least two family engagement nights will be hosted by school committees (SEL Nights).		Nataley Henriquez	06/10/2026
<i>Notes:</i> Title 1 funding sources are used to support this action step. Parents will receive dinner/snacks during one of these family engagement nights.				
9/30/24	Sunday Connect Messages will be recorded and sent out weekly. Message content will also be posted on Class Dojo.		Tiffani Ingram	06/10/2026
<i>Notes:</i>				
9/18/25	Class Dojo will be used as the schools' mass two-way communication platform.		Katarina Kohari	06/10/2027
<i>Notes:</i>				
10/31/22	Monthly school wide newsletters will be distributed to families to bridge the gap between home and school. These newsletters will include parent support tools, ways for families to connect, general school wide information, etc.		Tiffani Ingram	06/10/2027
<i>Notes:</i>				
9/18/25	All certified staff will utilize the GCS Communication App. to track and monitor home and school communication daily, weekly, monthly.		Tiffani Ingram	06/10/2027
<i>Notes:</i>				

9/18/25

A consistent PTA will be established and maintained yearly to increase parental voice and school support.

Tara Peebles

06/11/2028

*Notes:*