

## Comprehensive Progress Report

**Mission:**

Our mission at Joseph W. Grier is to provide an equitable learning environment conducive to the academic success of all scholars, by providing learning opportunities that include a viable curriculum for Math, English Language Arts, and Social-Emotional Learning. We promote a school culture of high expectations through Cardinal P.R.I.D.E.

**Vision:**

Joseph W. Grier provides a student-centered learning environment that is positive, caring, and gives every child an opportunity to grow socially, emotionally, and academically.

**Goals:**

Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in Early Literacy as measured by DIBELS will increase from 66% in SY 2024-25 to 75% in SY 2025-26. (Aligns to A2.04, A4.01, B1.03, B2.03, B3.03 and E1.06 aligned to CMS Goal 1)

Goal 2: The percentage of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 3-5 will increase from 20.2% in SY 2024-25 to 30% in SY 2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

Guardrail 1: The percent of students scoring College and Career Ready (CCR), Students with Disabilities and Multilingual Learners, on Reading End of Grade assessments in grades 3-5 will increase from 10.2% in SY 2024-25 to 27% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The number of OSS incidents will decrease from 5% in SY 2024-25 to 3% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of highly qualified licensed classroom teachers throughout the 2025-26 school year. We will increase the percentage of staff who feel “The expectations of effective teaching are clearly defined at my school,” from 79% on the Spring 2024 INsight Survey NC Teacher Working Conditions Survey to 85% on the Spring 2025 Insight Survey. (Aligns to C3.04 and CMS Guardrail 4) (Aligns with B3.03, C2.01, C3.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1B: Monitor short-and long-term goals				
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		As of May, 2025, the leadership team schedules daily and weekly instructional walkthroughs to provide timely and constructive feedback	Limited Development 07/30/2024			

to teachers. Additionally, each member of admin served as an instructional coach for teachers. The coaching caseload was differentiated by teacher needs. Teachers and coaches met weekly, biweekly and/or monthly. The data from the coaching sessions and feedback was quantified and analyzed on a weekly basis. The coaching and feedback framework is based on the Get Better Faster observation, coaching and feedback mentor text. Teachers also received consistent opportunities to give and receive feedback by participating in SELC Learning Walks and POP (problems of practice). The successes that we experienced were teachers being more open to feedback, collaborative and reflective of their instructional practices. Regular instructional walkthroughs coupled with immediate feedback has proven to move the dial for students in regards to increasing positive student outcomes (teacher reflection and collaboration). Evidence of the instructional walkthroughs and feedback being beneficial to our instructional program include increased percentages in student performance and teacher capacity. Anticipated challenges for the 25-26 SY include continuing to target our CCR and GLP student population in an explicit and systematic approach to reach the Goals and Guardrails for the District. Opportunities to address our potential challenges include building leadership and capacity in teacher-leaders, distributive leadership, and intentional, purposeful and differentiated BOY PD for staff in OG, Branching Minds, and instructional small group expectations. Utilizing the Teacher Leader Pathway, our MCL's are designated to a specific grade level and coaching caseload. A focus will be to provide consistent feedback among all grade levels and coaching caseloads. We will have consistent weekly leadership meetings where all leaders share trends in their walkthroughs and PLC meetings. MCLs and Admin will conduct weekly walkthroughs together to level-set and provide feedback.

As of June 2024, we have partially met our goal aligned to this indicator. According to the panorama survey in self-management, we were at 70% (up 3% from last year). We did meet the disproportionality goal of 23%, as our disproportionality decreased from 44.5% to 16.2%. We also improved attendance, our chronic absenteeism rate increased 0.65% from 29.57% in 22-23 to 30.4% in 23-24. According to the Teachers Working Condition Survey: 97.8% of teachers report that they

agree with “This school uses positive behavioral interventions and supports.”95.65% of teachers report that they agree with “Teachers\* routinely enforce the rules for student conduct.

Successes aligned to this indicator include the addition of the SEL block in the master schedule and implementing Capturing Kids Hearts. In addition, our Social worker and Family Advocate actively monitored attendance and followed up with students and families as needed.

Anticipated challenges for the 24-25 School Year include teachers using SEL with fidelity and an increased number of students enrolling with mental health needs. In addition, the county appointed Social Worker will have less hours designated to support our school.

Opportunities to address these challenges in the 2024-2025 school year include guidance scheduling Buddies lunch specific to targeted areas, such as divorce, anxiety, friendship, etc. In addition, guidance will model and schedule grade level morning meetings on a rotating basis. We will also incorporate new mentoring programs for students through community partners (TBD based on availability of the partners in the Fall 2024)

Updated Current Implementation Efforts

Our SIP Goals that align to this indicator are:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 15.9% in SY2021-22 to 29.8% in SY2022-23 and 50.0% in SY2023-24.

and

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June, 2024, we decreased our 3rd grade ELA CCR 11.2 % for Black and Hispanic students from 18.3% to 7.1% and have partially met our goal of 21.4% CCR. Additional evidence towards progress in this indicator includes our teacher working conditions survey: 96% made improvements to classroom instruction based on feedback to improve student outcomes. 90% coaching conversations helped improve performance. 86% agreed the feedback received from their observation

included specific steps to improve instruction. 97% agreed the evaluation process helped improve instruction.

Successes aligned to this indicator include the leadership team scheduling daily and weekly instructional walkthroughs to provide timely and constructive feedback to teachers. Additionally, each member of admin served as an instructional coach for teachers. The coaching caseload was differentiated by teacher needs. Teachers and coaches met weekly, biweekly and/or monthly. The data from the coaching sessions and feedback was quantified and analyzed on a weekly basis. The coaching and feedback framework is based on the Get Better Faster observation, coaching and feedback mentor text. Teachers also received consistent opportunities to give and receive feedback by participating in SELC Learning Walks and POP (problems of practice).

The successes that we experienced were teachers being more open to feedback, collaborative and reflective of their instructional practices. Regular instructional walkthroughs coupled with immediate feedback has proven to move the dial for students in regards to increasing positive student outcomes (teacher reflection and collaboration). Evidence of the instructional walkthroughs and feedback being beneficial to our instructional program include increased percentages in student performance and teacher capacity.

Anticipated challenges for the 24-25 SY include continuing to target our CCR and GLP student population in an explicit and systematic approach to reach the 2 year Goals and Guardrails for the District with new staff. We also anticipate a high number of staff turnover.

Opportunities to address our potential challenges include building leadership and capacity in teacher-leaders, distributive leadership, and intentional, purposeful and differentiated BOY PD for staff in OG, Branching Minds, and instructional small group expectations. Utilizing the Teacher Leader Pathway, our MCL's are designated to a specific grade level and coaching caseload. A focus will be to provide consistent feedback among all grade levels and coaching caseloads. We will have consistent weekly leadership meetings where all leaders share trends in their walkthroughs and PLC meetings. MCLs and Admin will conduct weekly walkthroughs together to level-set and provide feedback.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• Admin member is highly visible and regularly present in classrooms and PLCs.</li> <li>• Teachers receive meaningful feedback on their practice consistently from the admin/instructional coach throughout the year from formal and informal observations and walkthroughs</li> <li>• Admin is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction</li> <li>• Admin/instructional coach engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice</li> </ul>			<b>Bridget Wilson</b>	<b>06/30/2026</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
8/30/24	<p>JW Grier will utilize the Title I Budget of \$9,000 (\$4,500 each) to fund 2 Expanded Impact Teacher Level 2 Differentials (without benefits) to increase teacher retention from 82% in SY 2024-25 to 90% school wide for the 2025-2026 SY by strategically implementing the level of coaching support received (beyond beginning teacher support programs to include real time coaching, support, observation and feedback).</p>		Complete 08/25/2025	Melinda Gray	08/25/2025

*Notes:* EIT Teachers have a coaching caseload in which they will meet with on a bi-weekly basis and coach teachers on rigor and classroom culture using the RELAY/Get Better Faster rubric as a standard.

9/12/25	JW Grier will utilize the Title I Budget of \$16,000 to fund 1 Expanded Impact Teacher Level 4 Differentials (without benefits) to increase teacher retention from 82% in SY 2024-25 to 90% school wide for the 2025-2026 SY by strategically implementing the level of coaching support received (beyond beginning teacher support programs to include real time coaching, support, observation and feedback).	Complete 08/25/2025	Melinda Gray	08/25/2025
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*Notes:*

7/30/24	The Instructional Leadership Team will established an effective MTSS Leadership Team to monitor systems and processes to track the effectiveness of tiered interventions (aligns to FAM-S, EVAAS, Goal 1 and 2 and Guardrail 4))		Bridget Wilson	01/31/2026
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*Notes:*

7/30/24	The Leadership Team will implement Core Action Walkthrough and Observations to build capacity and retain highly effective teachers and monitor coaching (aligns to CMS Guardrail 4 and CMS Goals 1 and 2)		Bridget Wilson	06/10/2026
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*Notes:*

<b>Implementation:</b>			06/16/2025		
<b>Evidence</b>	6/16/2025				
<b>Experience</b>	6/16/2025				
<b>Sustainability</b>	6/16/2025				

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
<b>Initial Assessment:</b>		As of May 2025, we have partially met our goal aligned to this indicator. Successes include We hosted 3 PD sessions that focused on Students	Limited Development 09/06/2023		

with Disabilities (mainly Autism), and how to support them in the General Education classroom. We also have ML representation in all PLC 90 minute planning sessions to help teachers with scaffolding as well as how/which resources to use in their lessons. We have also been very intentional with hiring and scheduling tutors and interventionist to administer Tier 2 and 3 interventions. An anticipated challenge for the 25-26 School Year includes continuing to provide feedback and monitor implementation to support new and returning staff to increase CCR. We will also identify and coach deserving teachers to get credentialed for the TLP. They will then have expectations to lead the grade levels in planning and coach other grade level members. Opportunities to address our potential challenges in the 2025- 2026 school year include building leadership and capacity in teacher-leaders as well as new teachers and implementing intentional, purposeful and differentiated Professional Development for staff literacy skills and all blocks. We will continue to participate in CMS Learning Walks and analyze Qualtrics data to identify and address grade level and school trends. We are also working collaboratively as an instructional team to support JWGA Instructional Expectations.

Our SIP goal that aligns to this indicator is:

We will increase our SWD subgroup performance grade from a F to a D or higher by 2025.

As of September 2024, we have partially met our goal aligned to this indicator. Through the TLP we have 5 grade-level teachers and 2 MCLs. This is only 13% of our certified staff. Our Students with Disabilities went up 7.1% GLP and we went up 5.2% CCR.

Successes include 100% of our teachers were coached by an admin or TLP staff. Teachers received weekly walkthroughs with feedback and action steps to take for improvement. We hosted 2 PD sessions that focused on Students with Disabilities (mainly Autism), and how to support them in the General Education classroom. With the MCL and EIT support in planning 5th grade Math is up 21.9% GLP and 22% CCR and Science is up 6.6% GLP and 7.8% CCR.

An anticipated challenge for the 24-25 School Year includes continuing

to provide feedback and monitor implementation to support new and returning staff to increase CCR. We will also identify and coach deserving teachers to get credentialed for the TLP in hopes to have at least 25% and 1 staff member on the TLP per grade level. They will then have expectations to lead the grade levels in planning and coach other grade level members.

Opportunities to address our potential challenges in the 2024- 2025 school year include building leadership and capacity in teacher-leaders as well as new teachers and implementing intentional, purposeful and differentiated Professional Development for staff literacy skills and all blocks. We will continue to participate in CMS Learning Walks and analyze Qualtrics data to identify and address grade level and school trends. We are also working collaboratively as an instructional team to support JWGA Instructional Expectations.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

***How it will look when fully met:***

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

MCLs meet with PLCs weekly to design plans, model expectations, and create/reassess each teacher's small groups.

Principal and MCLs continue to attend School Improvement training.

Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs

Principal is intentional about structuring grade levels with TLP teachers and other support staff.

Principal, assistant principal, and dean engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice

**Bridget Wilson**

**06/30/2026**

8/30/24	<p>JW Grier will utilize the Title I Budget of \$39,696.30 to fund a Behavior Modification Technician (including benefits) to reduce the number of Out of School Suspensions from 5% in the 24-25 SY to 4% for the 25-26 SY. The BMT coaches teachers on classroom management techniques to help reduce distractions in the classrooms. He also works with individual students that received behavior referrals and with parents to access resources (mental health, other student support needs). The goal of this position is to build capacity with our teachers to understand and limit behavior distractions in the classroom, as well as reduce overall behaviors in the schools.</p>	Complete 09/15/2025	Yachannah Galloway	09/15/2025
<i>Notes:</i>				
1/28/25	<p>JW Grier will utilize the Title I Budget of \$5,000 to fund Heart Math Tutoring to increase students scoring GLP in grade 3-5 math from 49% in 24-25 SY to 55% in 25-26 SY.</p>		Tiasha Drummond	12/01/2025
<i>Notes:</i>				
9/12/25	<p>JW Grier will utilize the Title I Budget of \$3,500 to fund Field Trips (\$500 for each grade level Pre-K through 5th grade) to reduce behavior referrals by 1% and to increase the daily attendance percentage from 85% in the 24-25 SY to 90% in the 25-26 SY. The trips are as follows:  Pre-K:  K: Hodges Farms  1:  2: Children's Theater (Dec. 12th and Jan. 28th)  3:  4:  5:</p>		Melinda Gray	05/31/2026
<i>Notes:</i>				

8/30/24	JW Grier will utilize the Title I Budget of \$2,500 to fund Workshops/Professional Development to increase teacher retention from 82% in SY 2024-25 to 90% school wide for the 2025-2026 SY. The ILT will attend the PD/workshops with offerings that support at-risk students and leading/coaching PLCs around the use of data to drive flexible groups.		Bridget Wilson	06/10/2026
<i>Notes:</i>				
8/6/24	Administration and PLC leads will implement a PLC schedule for the year that will set aside specific times for intentional, data-driven planning and modeling of expectations.		Hyzenthalay Shiver and Tiasha Drummond	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		06/16/2025		
<b>Evidence</b>	6/16/2025 EOY data			
<b>Experience</b>	6/16/2025 Money spent to hire EITs and MCLs to support our vision for data based decisions and planning			
<b>Sustainability</b>	6/16/2025 we will continue to have these positions and build upon them			

<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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<b>Initial Assessment:</b>	As of May 2025, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator. MTSS data shows that students are receiving consistent interventions and progress monitoring for reading instruction. The groups are reevaluated after each major assessment (iReady, MVPA, DIBELS). This support is also aligned to EOG and EVAAS data, as well as our SIP goals. We also have an MTSS Leadership team that meets once a month and discusses overall trends for behavior, attendance and	Limited Development 08/06/2024		
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academics. The successes related to this indicator includes the leadership of our Dean of Students , the use of instructional interventionists, training instructional assistants to pull groups during WIN time, and aggressive progress monitoring and Orton-Gillingham implementation. The challenges that we anticipate for the 25-26 include ensuring fidelity of administering Tier 2-Tier 3 instruction by classroom teachers as well as completing progress monitoring. The increased need for supplemental and intensive intervention support, and the lack of consistency in providing math interventions and closely monitoring student data are also challenges that we anticipate. Our opportunities to address these challenges for the 25-26 SY include: professional development for teachers to offer Tier 3 small-group instruction, implementing a Fidelity checks rotation schedule from members of the MTSS leadership team, intentional grouping for walkthroughs using a more systematic Google Form response, and increasing opportunities to partner with and include families in the process.

As of June 2024, Our SIP goal that aligns to this indicator is:

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator.

The School-Wide Tier Movement report indicates the following movement from BOY to EOY from Tier 2 to Tier 3. Fall data (9/23) for reading shows that 38 % of students were at tier III level and decreased to 24% by the end of the year. In the Fall, 12 % of the students were at the Tier II level, and this number remains at 12%.However, there was an overall increase of students moving to tier 1. 48% in the Fall increased to 63% in the Spring.

Fall data (9/23) for math shows that 20 % of students were at tier II level, and 24% increased to III in the Spring. In the fall, 16 % of the students were at the Tier II level, and this decreased to 15% in the Spring.Fall data show that 63% of students in the Fall decreased to 60%

in the Spring.

Overall MTSS data shows that 22 students exited the intervention cycle in reading and math. 11 students were referred to receive supplemental or intensive support. Out of those 11 students, 5 students have qualified for EC. 18 students received Orton Gillingham (OG) reading intensive intervention support and six math intensive intervention groups. All groups showed growth as per the progress monitoring data. We created and utilize an intervention Schedule.

The successes related to this indicator include the leadership of our MTSS Facilitator/Coordinator, use of instructional interventionists, training instructional assistants to pull groups during WIN time, and aggressive progress monitoring and Orton-Gillingham implementation.

The challenges that we anticipate for the 24-25 include a decrease in interventionist staffing and allotment and for the MTSS Coordinator position. Another challenge is ensuring fidelity of administering Tier 2-Tier 3 instruction by classroom teachers as well as completing progress monitoring. Due to the shift in enrollments, the increase in the number of students needing interventions and support is a concern. The increased need for supplemental and intervention support, and the lack of consistency in providing math interventions and closely monitoring student data are also challenges that we anticipate.

Our opportunities to address these challenges for the 24-25 SY include: professional development for teachers to offer Tier 3 small-group instruction, implementing a Fidelity checks rotation schedule from members of the MTSS leadership team, intentional grouping for walkthroughs using a more systematic Google Form response, and increasing opportunities to partner with and include families in the process.

**How it will look when fully met:**

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

- Implementation and use of the Standard Treatment Protocol and Data Decision Rules
- Teachers implementing core curriculum with integrity
- Diverse use of best practices and strategies that address different learning styles and needs
- Established MTSS team, structures and processes
- Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)
- Focus is on the quality of instruction rather than student deficits
- Purposeful tiered instruction is being provided for academics and behavior
- Data driven instruction and decision-making

Teachers will receive consistent feedback and coaching from regularly scheduled walkthroughs, which aligns to the instructional excellence components, and academic outcomes of the SIP. Teachers will implement core curriculum with integrity. Feedback will be recorded in an automated walkthrough summary that will be sent immediately to the teacher via email. This automated procedure will serve as a measure of accountability and evidence that feedback is consistent and timely and actions are showing progression in teacher practice. The implementation of standardized PLC protocols concurrent with efforts to build leadership capacity in classroom teachers will assist in providing more time for ILT members to conduct walkthroughs more frequently.

This aligns to CMS Guardrail 21 and 4 and CMS Goal 1 and 2.

**Yachannah Galloway**

**06/30/2026**

Actions		1 of 4 (25%)		
9/12/25	JW Grier will utilize the Title I Budget of \$68,939.55 to fund 3 Tutors (25 hours a week each) to increase the number of K-2 students scoring at or above benchmark on the early literacy (DIBELS) from 66% in the 24-25 SY to 75% in the 25-26 SY as well as increase the number of 3-5 graders scoring College and Career Ready on the Reading EOG from 16% in the 24-25 SY to 25% in the 25-26 SY.	Complete 08/25/2025	Yachannah Galloway	08/25/2025
<i>Notes:</i>				
8/6/24	Through PLCs, Teachers will Analyze student IEPs, LIEPs, and TD plans; develop a master schedule that meets all student needs for all students who need the support. Conduct weekly walkthroughs to monitor implementation of student individualized plans and tiered instruction. Monitor student progress with core, supplemental and intensive instruction. (aligns to CMS Guardrail 1 and CMS goals 3 and 4)		Stacy Hulen and Daphyne Brown	10/01/2025
<i>Notes:</i>				
9/23/25	JWGA will establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth.		Nicole Filliben	01/15/2026
<i>Notes:</i>				
8/6/24	The Instructional Leadership Team will Design/Implement an instructional process that includes small group instruction for supplemental and intensive support for each grade level. Schedule support staff to strategically implement lessons based on data. All PLCs will participate in weekly data analysis to plan and implement explicit instruction. (aligns to CMS Guardrail 1 and 4 and CMS goals 1 and 2; aligns to FAM-S 3)		Yachannah Galloway	06/10/2026
<i>Notes:</i> Instructional planning will provide opportunities to design and practice evidence-based strategies aligned for the individual needs of students. Instructional walkthroughs will support the monitoring, and feedback provided will aid teachers and support staff in making adjustments. Teachers will receive PD during planning from MCLs and EITs to create capacity to use the WIN block to provide standards based targeted instruction in small groups for growth in foundational skills.				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		During the 24-25 school year JWGA has made significant progress in	Limited Development 08/06/2024		

strengthening our planning and instructional practices. The successes we had were focused PLC meetings on improving student outcomes and active participation from PLC members and stakeholders (ML, EC and TD). In addition, instruction was standards-based and implemented with integrity. We also consistently implemented differentiated small group instruction during ALL block and WIN time that were flexible and fluid based on students' microphases. Finally, we used instructional resources daily for each group from CMS Skills Block Lessons and Foundational Skills for 3-5 resources during W.I.N. The opportunities to address growth for the 25-26 school year include continuing to analyze data to determine student placement and flexible grouping and creating guidelines/systems for transient families to build relationships. In addition, we will build stronger school-home connection to support students. Finally we will require classroom teachers to utilize WIN and ALL-Block to address stamina and question analysis (Core 4).

June 2024 - Our SIP goal that aligns to this indicator is:

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 15.9% in SY2021-22 to 29.8% in SY2022-23 and 50.0% in SY2023-24.

As of June, 2024, we decreased our 3rd grade ELA CCR 11.2 % for Black and Hispanic students from 18.3% to 7.1% and have partially met our goal of 21.4% CCR. Additional evidence towards reaching this goal includes: quarterly unpacking documents and agendas, weekly PLC agendas, Data Dives and monitoring and implementing MTSS platform. Other data that shows we are increasing student achievement to make progress towards this goal is: 3rd MAP Reading EOY Data: 18.1% CCR 29.7% GLP and 3rd DIBELS EOY Data: Above Benchmark: 35% At benchmark: 22%.

The successes we had were focused PLC meetings on improving student outcomes and active participation from PLC members and stakeholders. In addition, instruction was standards-based and

implemented with integrity. We also consistently implemented differentiated small group instruction during ALL block and WIN time that were flexible and fluid based on students' microphases. Finally, we used instructional resources daily for each group from CMS Skills Block Lessons and Foundational Skills for 3-5 resources during W.I.N.

The challenges that we anticipate in meeting our goals for the 24-25 school year include a large number of transient students. Many of the third-grade students were new to JWGA this year. There was a lack of reading foundational skills, resulting in a significant learning gap. Two of the four classrooms began the year using OG during ALL Block to help close the achievement gap. Three of the four teachers were Beginning Teachers. Lastly, students struggled with stamina and question analysis.

The opportunities to address these challenges for the 24-25 school year include continuing to analyze data to determine student placement and flexible grouping and creating guidelines/systems for transient families to build relationships. In addition, we will build stronger school-home connection to support students. Finally we will require classroom teachers to utilize WIN and ALL-Block to address stamina and question analysis (Core 4 & All Hands on Deck).

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> <li>• Implementation of district curricula with integrity</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally</li> <li>• Common vocabulary and academic language being used</li> <li>• Discussion around standard-alignment and what mastery looks like</li> <li>• Student growth and achievement data should be increasing for all subgroups without gaps</li> <li>• Culturally responsive instruction</li> </ul>		<p><b>Bridget Wilson</b></p>	<p><b>06/30/2028</b></p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>9/23/25</p>	<p>JWGA worked to create a master calendar and schedule to support teachers so that they have a duty free planning each day.</p>	<p>Complete 08/25/2025</p>	<p>Hyzenthalay Shiver and Tiasha Drummond</p>	<p>08/25/2025</p>
<p><i>Notes:</i> Each teacher gets a 45 minute planning 4 days a week and a 90 minutes planning 1 day each week.</p>				
<p>8/6/24</p>	<p>During PLCs, teachers will use Data analysis and action planning systems and processes aligned with the Balanced Assessment System. (aligns to CMS Guardrail 1 and CMS Goal 1,2,3 and 4)</p>		<p>Hyzenthalay Shiver and Tiasha Drummond</p>	<p>12/01/2025</p>
<p><i>Notes:</i></p>				
<p>8/6/24</p>	<p>The Instructional Leadership Team will use evidence of core actions and equitable practices in classrooms (Standard-alignment, Rigor, Engagement) (aligns to CMS Guardrail 1 and CMS Goal 1,2,3 and 4, Title I funds)</p>		<p>Bridget Wilson</p>	<p>06/10/2026</p>
<p><i>Notes:</i> Admin team will calibrate walkthroughs and feedback by completing walkthroughs and using a walkthrough protocol, then convening and discussing the feedback to be given and follow-up action items.</p>				

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>		<p>As of May 2025, JWGA has expanded the use of CKH strategies and methods to ensure that it is a school wide effort. We were chosen as a National Showcase school in response to our hard work and dedication. Successes aligned to this indicator include the addition of the SEL block in the master schedule and implementing Capturing Kids Hearts. In addition, our Social worker and Student Services Team actively monitored attendance and followed up with students and families as needed. Anticipated challenges for the 25-26 School Year include teachers using CKH lessons with fidelity and an increased number of students enrolling with mental health needs. Opportunities to address these challenges in the 2025-2026 school year include guidance scheduling Buddies lunch, which is specific to targeted areas (counselors), such as divorce, anxiety, friendship, etc. In addition, guidance will model and schedule grade level morning meetings on a rotating basis. We will also incorporate new mentoring programs for students through community partners (TBD based on availability of the partners in the Fall 2025) Also, we have discussed the entire staff getting CPI trained, in order to focus on the de escalation strategies.</p> <p>June 2024 - Our SIP Goals that align to this indicator are:</p> <p>The percent of students reporting a positive self-perception of their self-management on the Fall Panorama Screener (in Grades 3-5) will increase from 72% in September 2021 to 75% in September 2024.</p> <p>and</p> <p>Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 36.6% in SY2021-22 to 29.8% in SY2022-23 and 23.0% in SY2023-24.</p> <p>As of June 2024, we have partially met our goal aligned to this</p>	Limited Development 08/06/2024		

indicator. According to the panorama survey in self-management, we were at 70% (up 3% from last year). We did meet the disproportionality goal of 23%, as our disproportionality decreased from 44.5% to 16.2%. We also improved attendance, our chronic absenteeism rate increased 0.65% from 29.57% in 22-23 to 30.4% in 23-24. According to the Teachers Working Condition Survey: 97.8% of teachers report that they agree with “This school uses positive behavioral interventions and supports.”95.65% of teachers report that they agree with “Teachers\* routinely enforce the rules for student conduct.

Successes aligned to this indicator include the addition of the SEL block in the master schedule and implementing Capturing Kids Hearts. In addition, our Social worker and Family Advocate actively monitored attendance and followed up with students and families as needed.

Anticipated challenges for the 24-25 School Year include teachers using SEL with fidelity and an increased number of students enrolling with mental health needs. In addition, the county appointed Social Worker will have less hours designated to support our school.

Opportunities to address these challenges in the 2024-2025 school year include guidance scheduling Buddies lunch specific to targeted areas, such as divorce, anxiety, friendship, etc. In addition, guidance will model and schedule grade level morning meetings on a rotating basis. We will also incorporate new mentoring programs for students through community partners (TBD based on availability of the partners in the Fall 2024)

Priority Score: 2

Opportunity Score: 2

Index Score: 4

***How it will look when fully met:***

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:

- SEL curriculum with explicit instruction that is being implemented with integrity
- Serving the whole child for all children

\* Capturing Kids Hearts will be fully implemented throughout the school

**Bridget Wilson**

**06/30/2026**

- Established MTSS teams, structures and processes
- Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)
- Purposeful tiered instruction is being provided
- Data driven instruction and decision-making
- Accurate identification of student needs rooted in data
- Teachers utilize culturally relevant and culturally proficient strategies, language, and practices
- A safe and welcoming environment is provided for all students
- Create a comprehensive student services program
- Support with physical and mental health awareness initiatives
- Conduct comprehensive needs assessment (staff, students, and parents as well as a review of data)
- Adapt, implement, and monitor grade-level content-area instruction, curriculum and environment provided within the core for behavior/social-emotional and attendance areas based on the data analysis from the MTSS Leadership Team
- Create supplemental and intensive behavior intervention groups using standard treatment protocol based on data analysis and problem-solving as identified by the MTSS Leadership Team
- Collaborative discussion to problem solve for caseloads and identifying needs, SBMH referrals and progress towards goals
- Caring School Curriculum will be taught with fidelity in all classes.
- Using provided resources from the BMT and counselors, students will be able to internalize and articulate their moods and emotions without prompting negative behavior.
- A consistent decrease in the Chronic Absenteeism rate
- A consistent decrease in the number of discipline referrals
- A consistent increase in social emotional skills based on Panorama data

This aligns to CMS Guardrail 3. This aligns to CMS Goal 7 and 8

**Actions**

**1 of 4 (25%)**

9/23/25 All teachers will receive a Duty Free lunch period each day. The cafeteria monitor will remain in the lunch room to supervise all students and assist with transitions.

Complete 09/19/2025

Anthony Cannon

09/19/2025

*Notes:*

8/6/24 Grier staff will execute a three tiered Attendance Plan to decrease our number of chronically absent students by 20% from 2024-2025. (aligns to CMS Goal 7)

Attendance Plan Link:  
<https://docs.google.com/document/d/1LqmFmFowQv5gRgVNCJOUTWAHcohNqiagLHWEH9zxQDk/edit?usp=sharing>

Keren Potter

10/01/2025

*Notes:*

8/6/24 Staff will analyze suspension data and discuss trends bi-weekly to build capacity for all staff on core instructional practices for social emotional support and skill-building. Teams will identify skills of need that support collaborative communities within the school and increase student engagement and attendance, and will develop plans for support within the SEL block of instruction. Students Services and Leadership Teams will monitor for an increase in attendance, engagement and achievement toward goals within the Educators Handbook data through PLC conversations, formal and informal observations and coaching. (aligns to CMS Guardrail 3 and CMS Goals 7 and 8)

Jamie Brooks and  
Laschica Hemingway

04/15/2026

*Notes:*

8/6/24 Staff will implement Capturing Kids Hearts. Staff will focus on Bullying Prevention and Restorative Practices through daily SEL lessons. The Students Services and Leadership Teams will monitor through PLC conversations and feedback, daily fidelity checks, analysis of trends through data checklists and instructional observations. Grier will also fully implement Capturing Kids Hearts curriculum to meet the social, emotional, academic, and behavioral needs of the students. Core instruction of the character lessons will be implemented on a regular basis.(aligns to CMS Guardrail 3 and CMS Goals 7 and 8 ; aligns with FAM-S 31)

Jamie Brooks and  
Lashica Hemingway

06/10/2026

*Notes:*

**Implementation:**

06/10/2025

<b><i>Evidence</i></b>	6/10/2025			
<b><i>Experience</i></b>	6/10/2025			
<b><i>Sustainability</i></b>	6/10/2025			