

Comprehensive Progress Report

Mission:

Governors' Village STEM Academy empowers all scholars' academic and individual achievement by fostering critical thinking, communication, collaboration, and creativity; thus becoming lifelong learners positioned to excel in STEM pathways in high school, college, careers and beyond.

Innovative Trailblazers, Pioneers of the Impossible

Vision:

Provide all students the best education available anywhere, preparing every child to lead a rich and productive life.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 71.1 % in SY2024-25 to 76.1% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 22.1% in SY2024-25 to 32.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.4 % in SY2024-25 to 50.6% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

The percent of Black and Hispanics students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 will increase from 38.4% in SY 2024-25 to 55% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The percent of OSS/ISS incidents will decrease from 24.75% in SY 2024-25 to 14% in SY 2025-26. 100% of students will participate in SEL lessons created by SSLPC with a focus on decreasing bullying incidents (Aligns to A1.07, A4.06 and CMS Guardrail 2).

The percentage of chronic absenteeism will decrease from 33.1% in SY 24-25 to 18% by EOY 2025-2026. (Aligns to A1.07, A4.06, and CMS Guardrail 3)

The percentage of highly effective, licensed classroom teachers that the school will retain will increase from 80% in 2024-2025 to 85% in 2025-2026. (Aligns to A1.07, A4.06, and CMS Guardrail 3)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)

The percent of students scoring College and Career Ready (CCR) on Science End of Grade assessments in grade 5 will increase from TBD (SCI EOG are being re-normed this year) in SY2024-25 to 75% in SY2025-26. (Aligns to A2.04 and B3.03)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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
<i>Initial Assessment:</i>		<p>During the 2024-2025 school year, the school-level Instructional Leadership Team meets weekly to review and discuss instructional focuses and the resource allocation receipt and use through the involvement of all stakeholders in prioritizing needs and areas of focus. During the 2024-2025 school year, resource allocation of school and Title 1 funds was discussed at each ILT meeting and three School Improvement Plan meetings. Additionally, the school principal meets bi-weekly with financial secretaries to review the status of the allocation of purchased and received instructional tools,</p> <p>Successes in the school year 2024-2025 included utilizing local funds to support classrooms with materials and supplies to continue Capturing Kids' Hearts PD, SEL digital programming for all students, and mindfulness and online tools to support programming. Title 1 funding was utilized to support professional development, personnel positions, additional staff members, and support parent events for both upper and lower campuses.</p> <p>Our EC Facilitator helped GVSA to improve the quality of instruction for our EC scholars, as evidenced by an increase in GLP of 7.0% on the Lower Campus, which is an increase of 5.2% and 9.4% on the Upper Campus, which was a slight decrease of -0.5%.</p> <p>The school year 2024-2025 challenges included the hiring and training of 5 new EC teachers on both campuses.</p> <p>Opportunities to address these challenges in the 2025-2026 school year include utilizing the ILT Meetings to discuss and review the school's needs and the funds available to support them, working closer with the SIT to guide school resources to the areas needed, and growing our STEM programming both during and after school hours—allowing all students to participate in after-school hours STEM programming.</p>	Limited Development 09/15/2023		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	While our school has aligned resource allocation (money, time, human resources) within each school's instructional priorities, this indicator will be fully met when we are no longer identified as having a low-performing designation or TSI designation for students with disabilities. Moreover, we will meet all of our school improvement goals, and students' proficiency and growth will increase such that all students meet or exceed growth targets.			Jeffrey Cook	06/30/2026
Actions			0 of 22 (0%)		
1/31/25	Two of our science teachers will present at and gather valuable STEM resources to bring back and share from the National Science Teacher Association Conference in Philadelphia, costing approximately \$2100 per educator. This information gathered at the conference and then shared will ensure the continuation of innovative STEM experiences for our students.			Jeffrey Cook	04/01/2025
<i>Notes:</i>					
6/16/25	We are utilizing ATSI funding (\$6,289) received in February 2025 to purchase curriculum materials and other resources to support specially designed instruction for students with disabilities.			Jeffrey Cook	04/15/2025
<i>Notes:</i>					
3/21/25	We are devoting \$850.00 to Blick Art and \$250.00 to School Speciality for art supplies to support our art elective class as well as materials for our Artifact Museum. The Artifact Museum showcases Module 3 ELA work and is shown to parents and students.			Jeffrey Cook	05/05/2025
<i>Notes:</i>					
3/19/25	We will utilize Title 1 funds to purchase necessary instructional materials and supplies from Demco (\$1345.00), PSS (\$2414.00), Staples (\$3086.00), Dollar Days (\$3490.00), and ISME (\$1221.86) We are devoting Title 1 funds (\$1221.86) will be aligned with A4.01/D1.02 and vendor is ISME for purchase of Red Word Books.			Jeffrey Cook	05/09/2025
<i>Notes:</i>					
3/21/25	We will use Graphic Productions to purchase 8th Grade EOG Review Books for \$350 in order to prepare our scholars for End of Year testing in ELA, Math and Science.			Jeffrey Cook	05/15/2025
<i>Notes:</i>					

3/25/25	We will utilize \$1500 of our Title 1 funds to purchase necessary STEM equipment for our lab through LEGO Education and Doodler 3D.		Jeffrey Cook	06/01/2025
<i>Notes:</i>				
3/25/25	We will allocate \$2300 to Wards Science to purchase microscopes for our 8th grade science classes. Our 8th grade science is an EOG test area.		Jeffrey Cook	06/01/2025
<i>Notes:</i>				
3/25/25	We will utilize \$2250 of Title 1 funds to purchase poster maker supplies from Prestige Systems South.		Jeffrey Cook	06/10/2025
<i>Notes:</i>				
2/28/25	We are devoting Title 1 funds (\$8,436.00) (vendor name: Carson Dellosa, Staples, Discount School Supply, School Specialty, PSS, ODP-Office Depot, EAI Education) to support materials and supplies for STEM classroom on lower campus. Title 1 funds (\$2,000.00) will be aligned to the STEM program - STEM lab equipment (vendor name: Eduporium), Title 1 funds (\$1221.86) will be aligned with A4.01 and vendor is ISME. Purchases through Carson Dellosa vendor includes Spectrum Reading Workbooks.		Jeffrey Cook	06/15/2025
<i>Notes:</i>				
2/28/25	We are devoting \$2742.87 of Title 1 funds to Staples Advantage and \$550.07 of Title 1 funds to School Specialty in order to purchase instructional supplies for 5 - 8 grades. Teachers will use classroom supplies to provide engaging lessons and STEM fair presentations in order to reach our end of year data goals.		Jeffrey Cook	06/15/2025
<i>Notes:</i>				
3/3/25	We are devoting Title 1 funds (vendor: Summer Bridge) for books \$1,562.55. Books for students(k-1) to take home. Fund family engagement.		Jeffrey Cook	06/15/2025
<i>Notes:</i>				
9/20/23	Within the 2023-24 and 2024-25 school year, our school identified instructional capacity as a resource inequity. As a result, our school plans to mitigate this inequity by providing EC teachers with coaching and support using the Get Better Faster Framework in alignment with our RELAY and NCILA professional development. (EVAAS)		Jeffrey Cook	06/15/2025
<i>Notes:</i> CNA: https://docs.google.com/document/d/1gVO7QDMnndtnFw1TthUNCAgwPI9_ObARo3ONS311C6E/edit?usp=sharing				

9/20/23	Within the 2023-24 and 2024-25 school year, our school identified instructional capacity as a resource inequity. As a result, our school plans to mitigate this inequity by sending 8 ILT members to RELAY/NCILA to be trained in the Get Better Faster coaching framework. The team will work with other members of the ILT to execute a tiered coaching plan for staff. (EVAAS, 3rd grade ELA, 8th grade math)		Jeffrey Cook	06/15/2025
<i>Notes:</i> CNA: https://docs.google.com/document/d/1gVO7QDMnndtnFw1TthUNCAgwPI9_ObARo3ONS311C6E/edit?usp=sharing				
12/18/24	We are devoting Title I funds to support a partnership (\$15,000 for general STEM programming and \$13,000 for the Upper Campus 3rd Quarter Museum Project) with the Dot. The Dot enhances the capacity of our teachers to extend STEM-based learning opportunities for all students.		Jeffrey Cook	06/15/2025
<i>Notes:</i>				
12/18/24	We are devoting Title I funds (\$3,000) to support a partnership with Lorien Arts. Lorien Arts provides additional after-school visual arts programming to our students on our Upper Campus.		Jeffrey Cook	06/15/2025
<i>Notes:</i>				
6/23/25	Completed ATSI School Annual Resource Allocation Self-Assessment		Jeffrey Cook	06/15/2025
<i>Notes:</i> https://docs.google.com/document/d/1ppurFFzo6zMKCVHWhJYzHi2EuaMOY_OLisUAKsJfRhM/edit?usp=sharing				
9/8/25	We are partnering with Q Foundation Solutions, LLC to provide a one-day workshop for \$1,500 to all Student Services team members. The workshop focuses on cognitive behavior training and restorative practices, aiming to build the team's capacity for serving scholars with high behavior incident rates.		Jeffrey Cook	11/15/2025
<i>Notes:</i>				
9/20/23	Utilize Title I funding to provide BetterLesson coaching to enhance the instructional capacity of 8 ILT members. Subgroup performance will increase CCR by 5% of Black and Hispanic students in targeted classes. (EVAAS, 3rd grade ELA, 8th grade math)		Jeffrey Cook	06/10/2026
<i>Notes:</i>				

9/8/25	We are utilizing Title 1 funding (\$9,600 per campus) to partner with UNCC New Teacher Support to provide four beginning teachers on each campus with weekly in-person coaching as well as three professional development sessions to all staff. Mid year audit will be conducted in January to determine Return on Investment related to teacher performance and growth towards to assigned goals and student growth.		Jeffrey Cook	06/15/2026
<i>Notes:</i>				
9/8/25	We are partnering with Heart Math Tutoring (\$5,000) to provide 50 of our (Grade 2 - Grade 4) students with one-on-one math tutoring twice per week between October - May. Subgroup performance will increase CCR by 5% of Black and Hispanic students in targeted classes. Mid-year equity audit will allow evaluation of programming and modifying supports.		Jeffrey Cook	06/15/2026
<i>Notes:</i>				
9/8/25	Utilize Title I funding (\$6,050) to provide BetterLesson coaching to enhance the instructional capacity of 3 ILT members. Subgroup performance will increase CCR by 5% of Black and Hispanic students. (EVAAS, 3rd and 4th grade ELA & Math, Early Literacy)		Jeffrey Cook	06/15/2026
<i>Notes:</i>				
9/8/25	We are devoting Title I funds to support a partnership (\$10,000 for general STEM programming and STEM teacher curriculum coaching and implementation support) and \$20,000 for the Upper Campus for 3rd Quarter Museum Project, STEM Career Exploration, and STEM Fair Support) with the Dot. The Dot enhances our teachers' capacity to extend STEM-based learning opportunities to all students. Mid Year equity audit completed in January will allow review of Return on Investment of STEM Coaching support, teacher support, and student academic outcomes increases.		Jeffrey Cook	06/15/2026
<i>Notes:</i>				
Implementation:		09/08/2025		
Evidence	6/19/2025 See executed purchase orders.			
Experience	6/19/2025 All instructional supplies and partnerships were procured and used to support the implementation of high-quality instruction and learning experiences.			

Sustainability	6/19/2025 Funding permitted we will continue to augment state and local provided resources to enhance instructional programming and learning experiences.			
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Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:

During the school year 2024-2025, our ILT and Admin teams met regularly to discuss our School Goals and how they aligned with data from the previous year's EOGs, i-Ready, DIBELS, and Benchmarks. After each district test was given, our teams helped teachers disaggregate the data to inform small group instruction and whole class re-teaching lessons. Data charts were shared and explained amongst each grade level.

Successes in the school year 2024-2025 include using our ILT and admin team to analyze i-Ready and Benchmark data after each administration. The MCLs also had data dives with individual teachers and teams. During PLC meetings, formal and informal data were used to drive instruction and reteaching. The admin team also used observational anecdotes from grade-level walkthroughs before their weekly meetings. The strengths and areas for growth for each grade level team were discussed each week.

Based on our data results, we aim to be responsive to differentiated professional development needs so that teachers receive the greatest benefit. Since PD is mostly the same across the board, one-on-one coaching was provided to most beginning teachers to address their unique needs.

An opportunity for growth is to create planning templates for PLC meetings that incorporate data talks and to use rooms with data posters on display so our area of needs is always at the forefront. In addition, creating a tool that would allow the admin team to quantify their walkthroughs would allow us to prioritize better teachers who need support in various observation areas.

Limited Development
09/15/2023

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>Specifically, this indicator will be fully met through the work of our Instructional Leadership Team, during which we carefully plan instructional leadership endeavors in response to the analysis of student data that enhance the capacity of all PLCs and individual teachers to lead their respective students to meet or exceed growth targets on quarterly benchmarks and end-of-year assessments. Professional development will be directly tied to classroom observations and analysis of student learning data.</p> <p>Goals are student focused and include: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 71% in SY2024-25 to 78% in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 22.1% in SY2024-25 to 35% in SY2025-26. The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 31.4 % in SY2024-25 to 50% in SY2025-26. The percent of Black and Hispanics students scoring Grade Level Proficient (GLP), on math End of Grade assessments in grades 3-8 will increase from 38.4% in SY 2024-25 to 45% in SY 2025-26.</p>			Jeffrey Cook	06/10/2026
Actions			0 of 2 (0%)		
9/20/23	ILT will monitor DIBELS, MAP, microphase and MVPA benchmarks assessments, and common assessments to assess student growth and achievement progress to inform future PLC and professional development next steps. (3rd grade ELA, 8th grade math, EVAAS)			ILT	06/30/2026
<i>Notes:</i>					
12/10/24	BetterLesson Coaching will provide 1:1 coaching for instructional leaders at GVSA. This coaching will focus on leadership strategies around using student data, leading adults, and running effective PLCs. Strengthening these areas of instruction will allow our teachers to be more effective in the classroom and in turn our scholars to have improved academic outcomes.			Jeffrey Cook	06/30/2026
<p>Coaching meetings will take place every other week for 30 minutes. The Better Lesson coaches will explore a problem of practice that our MCLs are facing and help them to create targeted action plans to improve outcomes.</p>					
<i>Notes:</i>					

Implementation:		06/23/2025		
Evidence	6/23/2025 ILT members used data to discuss our state of school. This information informed decisions within grade-level PLCs. See ILT Running Agendas.			
Experience	6/23/2025 ILT team used data throughout the year to inform next steps within small groups, beginning teacher development and PD in the school.			
Sustainability	6/23/2025 Timely examination of data points during important benchmark and diagnostic testing windows.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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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Initial Assessment:

During the 2024-2025 school year, the instructional leadership team successfully implemented differentiated PD related to literacy, math, instructional technology tools (iReady, DreamBox, Imagine Reading, Imagine Learning), and MTSS intervention processes and assessments. Branching Minds and MTSS PD guided teachers in data-driven solutions that improved collaboration to improve student outcomes. The ongoing PD on MTSS enhanced our practices, structures, and approaches and gave a platform to improve data collection and increase accountability. With the data collected through previous MTSS work, students could be assigned to specific practices and tools to support student's needs, from special services in some areas to enrichment. MTSS leads were assigned on each campus, MTSS school-wide meetings were held bi-weekly.

During the 2024-2025 school year, small group accountability checks occurred in each grade level with support from instructional leadership team members. Small group lesson plan feedback was shared weekly with teachers and included in each PLC weekly meeting by grade or subject area, depending on grade level. ILT members completed weekly walkthroughs with the required feedback

Challenges during 2024-2025 included MCLs and Facilitators staff covering core classes resulting in loss of support for beginning teachers. Both campuses also were challenged with managing resignations and attendance. Teacher and student consistency with utilizing instructional tools offered in Literacy was also an ongoing challenge.

Based on the data from the last two school years, we know that some of our strengths going into 2025-26 will be establishing a process with norms and expectations, working with teachers and parents to review student progress on supplemental or intensive interventions of tiered instruction. Monitoring student progress and creating a weekly routine will strengthen our data-driven process.

For the 2025-26 school year, there are opportunities to work with students, staff, MCLs, and admin to create and monitor processes K-8 through MTSS PLCs on both campuses. We will align the role with the school's and district's goals/ guardrails.

Limited Development
08/08/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When fully met, all students will receive Tier 1 core instruction that is standards aligned. Teachers will use informal and formal assessment data to determine if students need Tier 2 or Tier 3 interventions outlined in the district's Standard Treatment Protocols. MTSS plans will be created and progress monitored to ensure that all students have the supports they need to make academic gains. Student plans and growth will be shared at monthly MTSS meetings.</p> <p>Our whole-school goal is for all students to meet or exceed growth targets on quarterly benchmarks and end-of-year assessments. Specifically, students identified as scoring non-proficient or demonstrating a decline in expected growth, as indicated by MVPA quarterly benchmark data, will significantly improve in math and reading in response to MTSS academic interventions.</p>			Charles Copeland	06/10/2026
Actions			3 of 6 (50%)		
4/1/25	<p>By the end of the 2025-2026 school year, the school will increase the percentage of students in identified subgroups meeting or exceeding Grade-Level Proficiency (GLP) and College and Career Readiness (CCR) targets by 10%. This will be achieved through the strategic implementation of Title-I funded resources to accelerate learning, with progress monitored and reported on a quarterly basis. We will utilize Title 1 funds to provide instructional supplies for our Exceptional Children's classrooms so they have all the resources available to promote equity in their learning pathways towards End-of-Year success. (\$496.00 will go to Office Depot for math supplies; \$351 will go to Staples for general instructional materials; \$1240 will go to School Specialty for instructional supplies; \$1723 will go to Hand2Mind for math, ELA and STEM supplies; and \$220 will go to Lakeshore Learning for SEL materials).</p>		Complete 06/11/2025	Jeffrey Cook	06/10/2025
	<i>Notes:</i>				
6/23/25	Completed ATSI School Annual Resource Allocation Self-Assessment		Complete 06/15/2025	Jeffrey Cook	06/15/2025
	<i>Notes:</i> https://docs.google.com/document/d/1ppurFFzo6zMKCVHWhJYzHi2EuaMOY_OLisUAKsJfRhM/edit?usp=sharing				

8/8/24	By the end of the 2025-2026 school year, 100% of teachers will implement high-quality, data-driven small-group instructional plans for all Tier 3 students, as evidenced by classroom observations and plan reviews. This will result in 75% of Tier 3 students demonstrating at least one year of academic growth, as measured by a combination of benchmark assessments and progress monitoring data. (Goal 1 and Goal 2)	Complete 06/18/2025	Jeffrey Cook	06/30/2026
<i>Notes:</i>				
8/27/24	Grade-level PLCs will meet weekly to analyze benchmark and progress monitoring data to identify students requiring Tier II and Tier III support. As part of this process, PLCs will collaboratively develop, implement, and monitor a structured intervention plan for each student. The PLC will evaluate the effectiveness of these plans monthly, aiming for an increase in the percentage of students moving from Tier II to Tier I (core instruction) and from Tier III to Tier II support. The ultimate goal is to reduce the overall number of students in Tier II and Tier III interventions by 15% by the end of the 2025-2026 school year. (Goal 4 and FAM-S 3)		Jeffrey Cook	06/30/2026
<i>Notes:</i>				
8/27/24	By the end of the 2025-2026 school year, the Student Services team will implement targeted academic supports, resulting in a 15% decrease in the percentage of students appearing on monthly D/F reports. This will be measured by tracking the number of failing grades each month and evaluating the effectiveness of the interventions designed collaboratively with PLCs. (Goal 4, Guardrail 3)		Kamiya Jones	06/30/2026
<i>Notes:</i>				
3/27/25	We are devoting Title 1 funds (\$1221.86) will be aligned with A4.01/D1.02 and vendor is ISME for purchase of Red Word Books. These materials will support as the school implements a tiered instructional system that allows teachers (K-2) to deliver evidence-based instruction aligned with the individual needs of students across all tiers in K-2.		Jeffrey Cook	06/30/2026
<i>Notes:</i>				
Implementation:		06/23/2025		
Evidence	6/23/2025 Small group plans, MTSS data, and PLC agendas were used through out the year to show continuous work on targeting our student's academic and behavioral growth.			

Experience	6/23/2025 After data was examined, small group plans were the main focus where targeted instruction was implemented to reach every student. Within PLCs, all group members participated in student driven discussions for academic and behavior achievement and growth.			
Sustainability	6/23/2025 Use D and F Reports, Absenteeism, Branching Minds and Data to identify and support students so they can reach their full potential.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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
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Initial Assessment:	<p>During the 2024-2025 school year, effective classroom management and positive classroom procedures were prioritized to grow academic proficiency. Knowing students thrive in a calm, orderly, loving environment, it was paramount that we started the year by going over classroom rules and procedures in a positive light and continuing to practice those procedures throughout the year. To create a successful school year, GVSA did the following in 2024-2025:</p> <ul style="list-style-type: none"> A “5-Day Strong Start” plan was created for both the Upper and Lower campuses and used and followed for the first week of school. The plan continued with specific directions throughout the instructional day, reminding teachers of crucial classroom management steps to take when beginning their classroom in August. Slide decks going over classroom rules, school-wide rules, and the CMS Code of Conduct were created for both schools and shown across the entire campus at different times. To continue these practices, the “GVSA Playbook” was created and reviewed on both campuses. The playbook outlines strong classroom management procedures and expectations to refresh the teacher’s memory of essential practices needed during the year. <p>As a school, many other documents and events were created to support teachers and students with positive interactions that support positive classroom environments and teaching a child holistically.</p> <ul style="list-style-type: none"> Most staff have attended the Capturing Kids' Hearts training. This pivotal training changed how many staff members interacted with students during heightened emotions. 	Limited Development 09/15/2023		
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- Throughout the year, a team of teachers took the training and led professional development on using the discipline strategies within the classroom.
- An “All Campus Behavior Matrix was created to outline what behaviors and rules are expected throughout the building so students can have P.R.I.D.E being a GVSA Cougar.
 - P - personal responsibility
 - R - respect
 - I - Integrity
 - D -disciplined
 - E - engaged
- A Reflection Center was created on the lower campus to nurture students who were having difficulty in the classroom. It served as a calm space where students could reset and be heard, allowing them to return to the classroom ready to learn.

On lower campus, OSS decreased from 67 in SY 2023-24 to 48 in SY 2024-25. On upper campus, OSS increased from 203 in SY 2023-24 to 331 in SY 2024-25.

Reporting referrals became easier for teachers in the lower school who started using Educator's Handbook. This year, upper campus teachers could now record minor incidents and how those were handled.

Challenges at GVSA over the 2024-2025 SY have included an influx of students in grades 5 and 7 with unique behavior needs. While we worked to accommodate these students, several incidents caused conflict between our new and existing student population, leading to referrals.

In the 2025-2026 school year, we anticipate the following challenges:

- Creating a routine for all students. Vacancies must be filled with a consistent, qualified teacher to have that order and consistency. With a consistent, qualified teacher, not only will students receive the structure and routine needed in their day, but they will also receive engaging lessons that lead to less disruptive behaviors and fewer opportunities for situations to arise where suspensions may occur.
- There is a continued need for a strong school-wide social-emotional curriculum and student support groups.

We can address these challenges by being strategic with our classroom placement of students within the grade level, movement within the building, support staff and administration monitoring, the use of

counselors and social workers within the building, set routines and procedures, and school-wide discipline procedures. Additionally, we will focus on hiring qualified, committed teachers and moving them through the onboarding process as quickly as possible so we start the school year fully staffed, addressing staff needs and making sure staff feel validated and heard so we can keep the qualified staff we already have.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

This indicator will be fully met when all teachers employ effective classroom management and consistently reinforce classroom rules and procedures. This will be evidenced by the execution of our school-wide behavior matrix and discipline matrix. Teachers will model and reinforce positive behaviors while building relationships and respect throughout the day. Ultimately, the maximized learning time will translate to 95-100% of scholars meeting or exceeding growth targets and decreasing our ISS and OSS rates.

Jeffrey Cook

06/10/2026

Actions

0 of 4 (0%)

1/31/25 We are purchasing additional copy paper to support instruction using Title 1 Funds (\$6,000).

Jeffrey Cook

02/15/2026

Notes:

9/20/23 Student Services Team will receive Restorative Practices training with the goal of expanding school-wide to staff by the end of this school year. (FAM-S 30-31, OSS, SEL)

Student Services Team

06/10/2026

Notes:

8/29/24 Restorative practices will shift the focus from punishment to learning and accountability as staff encourages open and respectful communication to help reduce conflict. The strategies utilized will include reflection protocols and documenting interactions and interventions by individual students.

Student Services Team

06/30/2026

Notes:

8/29/24	Restorative practices will empower students to practice empathy and forgiveness and give equal time to all involved parties to share their feelings. A strategy utilized will include Re-entry/reflection meetings to allow community dialogue that can be used to build relationships, heal harms, and increase accountability. Re-entry meetings will be used to welcome a student back to the school community after an absence.		Student Services Team	06/30/2026
<i>Notes:</i>				
Implementation:		06/23/2025		
Evidence	6/23/2025 SST meeting agenda notes. Use of social contracts and reflective questioning with students.			
Experience	6/23/2025 Our Student Services Team received training on Restorative Practices and in turn implemented reflection protocols throughout the school. Counselors documented interactions with students in Branching Minds. Staff were trained in Capturing Kids' Hearts protocols.			
Sustainability	6/23/2025 Continue to train all staff in using reflection protocols through PDs. Use of Capturing Kids' Hearts, including the creation of social contracts in every classroom.			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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Initial Assessment:

As of June 2025, preliminary data show that GVSA's OSS disproportionality for Black students on Lower and Upper campus was 78.6% (decrease from 81.7%).

Other 2024-25 Data that has been analyzed related to this indicator:

Chronic absenteeism- 34.31% (an increase of 8.62%)

Incident Referral Data—The lower number increased from 643 in 2023-24 to 441 in 2024-2025, while the upper number decreased from 402 in 2023-24 to 500 in 2024-2025.

Successes included reducing OSS disproportionality for Black students. GVSA successfully met its goal of decreasing the out-of-school suspension (OSS) disproportionality for Black students as listed above. This indicates progress in promoting fair and equitable disciplinary practices. It also reflects that implementing the Capturing Kids Hearts curriculum and integrating Community Connection Circles made an impact and enhanced students' belief in their academic abilities.

This year's challenges have included some students with repeated OSS and an increase of students in grades 5 and 7 with unique behavioral challenges. While we worked to accommodate these students, several incidents occurred that caused conflict between our new and existing student populations. This is an opportunity we can continue to work to address next school year.

Limited Development
08/08/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Our teachers will develop positive relationships with their students and be able to recognize their social-emotional needs. Daily Morning Meetings will utilize components of the Capturing Kids' Hearts program and school counselors will provide additional support by providing lessons on character education. Counselors will also form small group counseling and one-on-one check-ins based on referrals from teachers, parents, attendance, behavior and academic data. Counselors and admin will use restorative practices to ensure that all scholars have a chance to make positive changes. Teachers will use positive discipline to enforce classroom rules and expectations. When necessary, they will refer students to the MTSS team so additional interventions and data tracking can occur. As a result, attendance and academic data will improve and the number of discipline referrals will decrease.</p>			Ayisha Haskins	06/10/2026
Actions			0 of 5 (0%)		
	3/19/25	<p>Our school will implement the Laniece Listens: Becoming Her Teen Workshop for all 6th through 8th grade female students, using the \$12,000.00 investment to increase attendance and improve behavior. The effectiveness of the program will be measured by tracking two key outcomes compared to the 2024-2025 school year's female student cohort:</p> <p>A 5% increase in daily attendance rates among participating students. A 10% decrease in disciplinary referrals for participating students.</p>		Jeffrey Cook	05/09/2026
	<i>Notes:</i>				
	8/8/24	<p>Student Services Team (SST) will support teachers in implementing the CMS Social-Emotional Learning (SEL) curriculum across all grade levels. The SST will measure the effectiveness of the curriculum by tracking two key outcomes:</p> <p>A 10% increase in the percentage of classrooms fully implementing the SEL curriculum. A 15% decrease in student disciplinary referrals and a 5% increase in daily attendance rates, particularly among students receiving targeted SEL-based interventions.</p>		Jeffrey Cook	06/30/2026
	<i>Notes:</i>				

8/28/24	Implement a comprehensive attendance plan to improve student attendance and engagement. Using the Tier I plan developed on 8/28/25 as the foundation, we will strategically apply Tier II and Tier III interventions based on school data and student needs. We will measure the plan's effectiveness by monitoring student movement through the tiers, aiming for a 20% decrease in the number of students requiring Tier II and Tier III support. We will also strive for a 5% increase in the number of students moving from Tier II to Tier I attendance status and from Tier III to Tier II. (Guardrail 2)		Jeffrey Cook	06/30/2026
<i>Notes:</i>				
8/28/24	The administrative team will facilitate a structured professional development plan for all teachers on the Capturing Kids' Hearts (CKH) framework. To ensure successful implementation, we will track the fidelity of teachers' use of CKH strategies, aiming for 85% of teachers to meet the defined expectations. The effectiveness of this program will be measured by a 15% decrease in student disciplinary referrals and a 10% decrease in truancy rates school-wide. (Guardrail 1, and Guardrail 4)		Jeffrey Cook	06/30/2026
<i>Notes:</i>				
8/28/24	Our school will achieve 85% fidelity in the implementation of the Cougar Pride Behavior Matrix, as measured by weekly administrative walkthroughs. To ensure consistent responses to student behavior, we will develop and train all staff on a school-wide problem behavior definition and a clear flowchart for responding to student behaviors at each tier. The effectiveness of this core behavior system will be measured by a 20% decrease in student disciplinary referrals, compared to the previous school year's data.(FAM-S 30, Guardrail 2)		Jeffrey Cook	06/30/2026
<i>Notes:</i>				
Implementation:		06/23/2025		
Evidence	6/23/2025 Middle school students attended Becoming Her workshops. SEL curriculum was supported by the SST team. CCC videos were created every week. Attendance plan was used to address chronic absenteeism concerns.			

<p><i>Experience</i></p>	<p>6/23/2025 SST provided support to all teachers in implementing Capturing Kids' Hearts in every class. SEL lessons were used each morning along with Community Connection Circles. Attendance plans and behavior matrix the foundation for building a positive school climate.</p>			
<p><i>Sustainability</i></p>	<p>6/23/2025 Additional training for CKH for teachers in school-wide PD. Train staff on the use of the behavior matrix and positive discipline. Use of slides for SEL and CCC lessons.</p>			