

Comprehensive Progress Report

Mission:

Johnsonville Elementary is committed to educating global citizens that have a passion for learning, respect for self and others, and appreciate individual differences.

Vision:

Johnsonville empowers all students to demonstrate self awareness, ownership, accountability and respect while embracing the cultures and ideas of others.

Goals:

MATH GOAL: By May 2027, student math achievement will increase by 10% as measured by North Carolina Summative Performance Data, compared to the baseline data from the 2025–2026 school year. (B3.03, A4.01, A2.04)

English Language Arts GOAL: By May 2027, student reading achievement will increase by 10% as measured by the North Carolina Summative Performance Data compared to the baseline data from the 2025–2026 school year. (B3.03, A4.01, A2.04)

TEACHER EFFECTIVENESS: By October 2026, 95% of Johnsonville teachers will demonstrate a rating of Blue (exceeds expected growth) on the EVAAS teacher effectiveness data from the 2025–2026 school year results. (B3.03, A2.04, A4.01)

Target Group: By May 2027, students with disabilities (SWD) will demonstrate a minimum of 5% growth in achievement data, as measured by North Carolina Summative Performance Data, compared to baseline data from the 2025–2026 school year. (D1.02, A4.01)

By May 2027, Johnsonville Elementary’s overall student achievement will increase by 10%, as measured by North Carolina Summative Performance Data, compared to baseline data from the 2025–2026 school year. (C2.01, A4.01)



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>			At Johnsonville we utilize Bullseye platform to conduct walkthroughs frequently and provide immediate feedback to teachers.	Limited Development 10/25/2023		
<i>How it will look when fully met:</i>			The principal utilizes the Bullseye platform to conduct walkthroughs frequently. In doing so, as soon as the walkthrough is complete, the teacher receives feedback on what the principal saw. There are multiple templates to choose from, including one with narrative feedback on implementation of literacy components and one that focuses more broadly on the instruction, curriculum, and environment within the classroom. Further, the feedback given can easily be compiled to identify trends, both for a given teacher and across a team or school.		Renee Gilmore	05/29/2027
Actions				3 of 5 (60%)		
	2/12/25	Select teachers that demonstrate performance concerns will be given three targeted goals by the instructional coach to implement to improve their performance. The principal along with the instructional coach will monitor implementation of the targeted goals and adjust goals as needed.		Complete 06/09/2026	Renee Gilmore	05/23/2026
<i>Notes:</i> 12-15-25 At this time, there are no teachers at Johnsonville with performance concerns. In the future, if performance concerns become an issue targeted goals will be implemented. 1-26-26 One teacher at Johnsonville has received targeted goals as of January 2026. The goals are as follow: -Ensure all instructional materials for the day are prepared and organized in binders. -Develop and follow weekly lesson plans with your team that include						

clearly defined learning objectives, engaging activities, differentiated strategies, and aligned assessments.

- Demonstrate a strong command of subject matter through accurate explanations, effective instruction, and appropriate responses to student questions.

2-12-26 One teacher at Johnsonville has received targeted goals as of January 2026. The goals are as follow:

- Ensure all instructional materials for the day are prepared and organized in binders.

- Develop and follow weekly lesson plans with your team that include clearly defined learning objectives, engaging activities, differentiated strategies, and aligned assessments.

- Demonstrate a strong command of subject matter through accurate explanations, effective instruction, and appropriate responses to student questions.

3-16-26 One teacher at Johnsonville has received targeted goals as of January 2026. The goals are as follow:

- Ensure all instructional materials for the day are prepared and organized in binders.

- Develop and follow weekly lesson plans with your team that include clearly defined learning objectives, engaging activities, differentiated strategies, and aligned assessments.

- Demonstrate a strong command of subject matter through accurate explanations, effective instruction, and appropriate responses to student questions.

4-23-26 One teacher at Johnsonville has received targeted goals as of January 2026. The goals are as follow:

- Ensure all instructional materials for the day are prepared and organized in binders.

- Develop and follow weekly lesson plans with your team that include clearly defined learning objectives, engaging activities, differentiated strategies, and aligned assessments.

- Demonstrate a strong command of subject matter through accurate explanations, effective instruction, and appropriate responses to student questions.

5-27-2026- One teacher at Johnsonville has received targeted goals as of January 2026. The goals are as follow:

- Ensure all instructional materials for the day are prepared and organized in binders.

- Develop and follow weekly lesson plans with your team that include clearly defined learning objectives, engaging activities, differentiated strategies, and aligned assessments.

- Demonstrate a strong command of subject matter through accurate

	explanations, effective instruction, and appropriate responses to student questions. -Teacher has resigned effective 6-30-26			
2/12/25	The principal will delegate staff observations to the assistant principal and peer observations to experienced teachers to be conducted based on the state's timeline. Feedback will be provided during the post observation conference within ten days of the observation.	Complete 06/09/2026	Renee Gilmore	05/23/2026
	<i>Notes:</i> 12-15-25 The assistant principal has complete all assigned observations for the first and second round of comprehensive and standard observations. She has completed all assigned abbreviated observations for the first round. All comprehensive and standard observations for Jville are complete with the exception of the new PE teacher who will be taking his training on January 5th. All peer observations have been assigned by Ms. Gilmore and are due to be completed by the end of January. 1-26-26 100% of peer observations and standard observations have been completed for January 2-12-26 Ms. Gilmore and Ms Rivera have started the standard observations that are due at the end of February. Coach Ittersagen started in December. His first observation and peer observation are completed. He needs one more comprehensive observation and Ms. Rivas will be completing it asap. Ms. Malcolm started in January, Ms Gilmore has scheduled her first observation. 3-16-26 Ms. Gilmore and Ms Rivera have started the comprehensive observations that are due at the end of March. Ms. Malcolm started in January, Ms Rivera will be completing her second observation on Friday, March 20th. Mrs. Siemion's last observation will be completed in April due to maternity leave. 4-23-26 Ms. Gilmore and Ms. Rivera have finished the comprehensive observations. We have two more standard observations to complete. I have started the summative evaluations. I have one guidance counselor out on leave. Her last observation and evaluation will be completed after May 15th. She returns May 26th. 5-27-26 All summative evaluations have been completed.			
10/25/23	The instructional coach will conduct daily walkthrough on high priority teachers. These will be teachers that need additional support.	Complete 06/09/2026	Jennifer Ksiazak	05/29/2026

Notes: 12-15-25 The instructional coach conducted no walkthroughs in December due to her other obligations. She is training the new fifth grade teacher and teaching fifth grade science. She also schedule and facilitates all problem solving meetings. It has been determined that at this time the instructional coaches other obligations trumps the walkthroughs. Ms. Gilmore and Ms. Rivera are completing walkthroughs at this time. The team has decided to keep this action because the goals is that the coach conduct walkthroughs when applicable. The instructional coach is working directly with the new fifth grade teacher.

1-26-26 The instructional coach conducted no walkthroughs in January due to her other obligations. She is training the new fifth grade teacher and teaching fifth grade science. She also schedules and facilitates all problem solving meetings. It has been determined that at this time the instructional coache's other obligations trumps the walkthroughs. Ms. Gilmore and Ms. Rivera are completing walkthroughs at this time. The team has decided to keep this action because the goals is that the coach conduct walkthroughs when applicable. The instructional coach is working directly with the new fifth grade teacher.

2-12-26 The instructional coach conducted three walkthroughs due to her other obligations. She is training the new fifth grade teacher and teaching fifth grade science. She also schedules and facilitates all problem solving meetings. It has been determined that at this time the instructional coach's other obligations trumps the walkthroughs. Ms. Gilmore and Ms. Rivera are completing walkthroughs at this time. The team has decided to keep this action because the goals is that the coach conduct walkthroughs when applicable. The instructional coach is working directly with the new fifth grade teacher.

3-16-26 As of March 16th only 3 walkthroughs have been completed as of this time due to student behaviors, test obligations, etc. The last SIT meeting was 2-12-26 in which 38 walkthroughs were completed after the meeting for February. The instructional coach complete 12 of those walkthroughs.

4-23-26 As of April 23rd, we have completed 22 walkthroughs.

5-27-26 No walkthroughs completed in May due to End of Grade Testing and closing out the school year

2/12/25	District coaches will conduct walkthroughs and offer feedback to teachers, supporting instructional improvement and the implementation of new learning strategies aligned with the science of reading and best practices.		Jennifer Ksiazak	05/23/2027
<i>Notes:</i> 12-15-25 The instructional coach conducted no walkthroughs in December due to her other obligations. She is training the new fifth grade teacher and teaching fifth grade science. She also schedule and facilitates all problem solving meetings. It has been determined that at this time the instructional coaches other obligations trumps the walkthroughs. Ms. Gilmore and Ms. Rivera are completing walkthroughs at this time. The team has decided to keep this action because the goals is that the coach conduct walkthroughs when applicable. 1-26-26 During the month of January, the instructional coach has not documented any walkthroughs due other obligations. Ms. Gilmore completed 17 walkthroughs. 2-12-26 During the month of February , the instructional coach has completed 3 walkthroughs due other obligations. Ms. Gilmore completed 9 walkthroughs. Access testing obligations has prevented Ms. Rivera from completing walkthroughs. Only 12 walkthroughs have been completed as of this time due to remote learning days, testing and student behavior. 3-16-26 As of March 16th only 3 walkthroughs have been completed as of this time due to student behaviors, test obligations, etc. The last SIT meeting was 2-12-26 in which 38 walkthroughs were completed after the meeting for February. Anna Coats completed one walkthrough on March 11th. She observed math in grades 1st-3rd. 4-23-26 As of April 23rd, we have completed 22 walkthroughs. 5-27-26 No walkthroughs completed in May due to End of Grade Testing and closing out the school year				
10/25/23	The principal and assistant principal will conduct daily walkthrough on teachers. The principal and the assistant principal will alternate grade level spans each week to conduct walkthroughs.		Renee Gilmore	05/29/2027

Notes: 12-15-25 Ms. Gilmore completed 22 walkthroughs in the month of December. Ms. Rivera did not complete any in the month of December. The last walkthrough for Rivera was 11-17-25. She completed four walkthroughs in November. The next steps is that Ms. Gilmore and Ms. Rivera complete at least 10 walkthroughs a walk.

1-26-26 Ms. Gilmore completed 17 walkthroughs in the month of January. Ms. Rivera did not complete any in the month of January.

2-12-26 During the month of February , Ms. Gilmore completed 9 walkthroughs. Access testing obligations has prevented Ms. Rivera from completing walkthroughs. Only 12 walkthroughs have been completed as of this time due to remote learning days, testing and student behavior.

3-16-26 As of March 16th only 3 walkthroughs have been completed as of this time due to student behaviors, test obligations, etc. The last SIT meeting was 2-12-26 in which 38 walkthroughs were completed after the meeting for February.

4-23-26 As of April 23rd, we have completed 22 walkthroughs.

5-27-26 No walkthroughs completed in May due to End of Grade Testing and closing out the school year

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Title 1 budget item is aligned with the school improvement plan. We indicate on every purchase order how it is aligned with the school improvement plan.	Limited Development 11/19/2020		
How it will look when fully met:			Johnsonville's leadership team meets regularly to review the resources currently in place These meetings are done collaboratively to both identify the needs of the school as well as to assess the effectiveness of the resource implementation. Physical resources are inventoried and maintained. A process is in place to identify areas needing additional resources. This process ensures needed resources are identified while preventing duplication of support in another area. These resources are focused on the core instructional foci of Curriculum, Instruction and Environment. Each year, the effectiveness of the resources is examined and adjustments are made based on this analysis.		Renee Gilmore	05/29/2027
Actions				1 of 5 (20%)		
	2/12/25	The Seven Mighty Moves resource will be ordered for each first grade teacher to use in a book study to improve small group reading instruction.		Complete 06/06/2025	Sahayra Rodriguez	05/23/2025
Notes:						
	2/12/25	Allocate funding will be used to purchase classroom furniture that teachers can utilize as a tool for organizing instructional material and promote teacher lesson delivery.			Christie Jackson	05/23/2027

Notes: 12-15-25 The team has not purchased any furniture for the 2025-2026 school year but have been discussing the needs. The next steps are to purchase new classroom rugs and shelves. The future plans are to update desk in all fifth grade classrooms.

1-26-26 State and local funds have been spent for the 2025-2026 school year. Some of the items that were purchased includes: new rugs for homerooms, shelves, office chairs for the third grade team, and individual classroom supplies for students, etc.

2-12-26 We have until March to spend federal funds. Teachers are purchasing items for their classrooms that will be used for students.

3-16-26 Restricted funds are due by March 18th. Teachers have purchased items for their classrooms to enhance instruction. We purchased shelves, walkie talkie batteries, carpets for classrooms, etc.

4-25-26 All local, state and federal funds have been used for the 2025-2026 school year.

5-27-26 All local, state and federal funds have been used for the 2025-2026 school year.

11/19/20	All purchase orders aligned with the School Improvement Plan.		Christie Jackson	05/29/2027
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Notes: 12-15-25 All purchase are aligned with the school improvement plan.

The purchases that have been made includes instructional material to enhancement learning for students. The team will continues to assess the needs and purchase material that aligns with the school improvement plan.

1-26-26 We have until March to spend federal funds. Teachers are purchasing items for their classrooms that will be used for students. State and local funds have been spent for the 2025-2026 school year. Some of the items that were purchased includes: new rugs for homerooms, shelves, office chairs for the third grade team, 3rd, 4h and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchase are aligned with the school improvement plan. The purchases that have been made includes instructional material to enhancement learning for students. The team will continues to assess the needs and purchase material that aligns with the school improvement plan.

2-12-26

3rd, 4h and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchase are aligned with the school improvement plan. The purchases that have been made includes instructional material to enhancement learning for students. The team will continues to assess the needs and purchase material that aligns with the school improvement plan.

3-16-26

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4-25-26 3rd, 4th and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchase are aligned with the school improvement plan and have been received.

5-27-26 3rd, 4th and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchases are aligned with the school improvement plan and have been received. Tutoring end in May to prepare for end of year testing.

11/19/20	The School Improvement Team are informed and gives input on purchase orders.		Renee Gilmore	05/29/2027
<i>Notes:</i> 12-15-25 The team has not purchased any furniture for the 2025-2026 school year but have been discussing the needs. The next steps are to purchase new classroom rugs and shelves. The future plans are to update desk in all fifth grade classrooms. 1-26-26 State and local funds have been spent for the 2025-2026 school year. Some of the items that were purchased includes: new rugs for homerooms, shelves, office chairs for the third grade team, 3rd, 4h and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchase are aligned with the school improvement plan. The purchases that have been made includes instructional material to enhancement learning for students. The team will continues to assess the needs and purchase material that aligns with the school improvement plan. 2-12-26 We have until March to spend federal funds. Teachers are purchasing items for their classrooms that will be used for students. 3rd, 4h and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchase are aligned with the school improvement plan. The purchases that have been made includes instructional material to enhancement learning for students. The team will continues to assess the needs and purchase material that aligns with the school improvement plan. 3-16-26 We have until March 18th to spend federal funds. Teachers have purchased items for their classrooms that will be used for students. 3rd, 4h and 5th grade teachers are tutoring after school, individual classroom supplies for students, etc. All purchase are aligned with the school improvement plan. The purchases that have been made includes instructional material to enhancement learning for students. The team will continues to assess the needs and purchase material that aligns with the school improvement plan. 4-25-26 All local, state and federal funds have been used for the 2025-2026 school year. 5-27-26 All local, state and federal funds have been used for the 2025-2026 school year.				

10/25/23	Within the 2025–26 school year, our school identified the following resource inequity, students with disabilities in reading and math, and as a result our school plans to mitigate this inequity by implementing evidence-based interventions to support students with disabilities in reading and math. These supports include: Targeted small-group instruction that focuses on each student’s specific learning needs. Regular progress monitoring using tools that track how students are doing over time. Data-driven instructional adjustments to ensure that teaching strategies are working and are adapted as needed. These steps will help us provide more personalized, effective support, leading to improved academic performance and greater success for all students with disabilities. We are implementing this action due to the 2024–2025 EOG results for this subgroup.		Renee Gilmore	05/29/2027
	<i>Notes:</i> 12-15-25 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on December 1st- December 11th with first and second grade teachers. A PLC was held with the third grade team on December 17th to discuss the NC Math Check In data/Next Steps. Next steps: At the completion of MOY assessments, individual data talks and PLCs will be help with all homeroom teachers to discuss data and next steps. Johnsonville's Leadership Team meet December 15th-19th from 7:15am to 7:45am to discuss data trends from August to present. Each grade level analyzed grade level data. The grade levels presented to the Leadership Team their steps to move their students forward. Kindergarten: Identify struggling students to provide differentiated instruction more intentionally First Grade: Focus on asking specific questions during the read aloud- data looks very good Second Grade: For math; focusing on how students are assessed to mirror how they should learn during math instruction			

Third Grade-Fifth Grade-Using DOK 3 questions during instruction 1-26-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on January 22nd and 23rd with fourth grade teachers. There are data talks scheduled for January 27th-29th with third grade teachers. A PLC was held with the kindergarten team on January 15th to discuss centers activities. PLCs for the MOY assessments will be held in February once the window closes. Next steps: At the completion of MOY assessments, individual data talks and PLCS will be held with all homeroom teachers to discuss data and next steps. Johnsonville's Leadership Team meet in February to discuss MOY data and next steps.

2-12-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in February with the first and second grade teams (2nd, 3rd, 11th, 12th, 13th). PLCs were held on February 2nd with fourth grade to discuss check in data. PLCs were held on February 5th and 6th will all grade levels to discuss mclass data and Iready PLC. Next steps: We will use the information from the data to plan intentional instruction for students.

3-16-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in March with Mrs. Lowery on March 2nd and the kindergarten team on March 16th. PLCs were held on March 10th, 11th and 12th with kinder, first and second grade to discuss mclass data. PLCs are scheduled with 3rd, 4th and 5th at the end of the month to discuss upcoming NC Checkins. Next steps: We will use the information from the data to plan intentional instruction for students.

4-25-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions.

The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in April. PLCs were held on April 2nd with third, fourth and fifth grade teachers too discuss NC Check in data. PLCs are scheduled with k, 1st and 2nd grades on April 29th to prepare for the end of the school year.

Next steps: We will use the information from the data to plan intentional instruction for students.

5-27-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each student's progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meetings can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in May.

Core Function:

Domain 2: Talent Development

Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Homeroom teachers have grade level planning at least three times a week to plan instruction and review student data. The admin, instructional coach and homeroom teachers have PLCs after every benchmark assessment to analyze students data to identify strengths and weaknesses. During the PLCs, teachers along with the assistance of the instructional coach determine next steps to improve instruction. Johnsonville has a data drive accessible to all staff to document data.	Limited Development 10/12/2016		
<i>How it will look when fully met:</i>			Our school is led by data-driven decision-making. The school leadership team analyzes student outcome data and classroom observations to identify strengths, weaknesses, and achievement gaps among sub-groups. Professional development is strategically planned based on data insights, and resources are allocated efficiently. The school provides targeted support for struggling students, fosters a culture of continuous improvement, and sets clear expectations for instructional practices. Collaboration, community involvement, and ongoing evaluation are key elements, all aimed at ensuring every student receives a high-quality education and the opportunity to thrive academically.		Jennifer Ksiazak	05/29/2027
Actions				4 of 7 (57%)		
	10/14/16	We will have PLCs to analyze student mClass performance, Iready benchmark data and NC Check data. The instructional coach will support teacher in determining instructional needs of individual students.		Complete 04/29/2024	Jennifer Ksiazak	04/29/2024

Notes:

10/25/23 Instructional coach facilitates data discussions on a: school-wide, grade level, teacher bases. The instructional coach will facilitate professional development informed by the above data analysis routine.

Complete 04/29/2024

Jennifer Ksiazak

04/29/2024

Notes: As needed

10/14/16 Principals will use classroom observations to determine individual strengths and weaknesses of teacher's instructional practices and support will be provided to teachers that address individual teacher instructional weaknesses and strengths to increase student achievement.

Complete 06/09/2026

Renee Gilmore

05/29/2026

Notes: 12-15-25 The principal and assistant principal are conducting formal observations to support teachers' efforts in addressing student strengths and weaknesses. Ms. Gilmore completed 22 walkthroughs in the month of December. Ms. Rivera did not complete any in the month of December. The last walkthrough for Rivera was 11-17-25. She completed four walkthroughs in November. The next steps is that Ms. Gilmore and Ms. Rivera complete at least 10 walkthroughs a walk.

1-26-26 The principal and assistant principal are conducting formal observations to support teachers' efforts in addressing student strengths and weaknesses. Ms. Gilmore completed 17 walkthroughs in the month of January. Ms. Rivera did not complete any in the month of January. The next steps is that Ms. Gilmore and Ms. Rivera complete at least 10 walkthroughs a week.

2-16-26 1-26-26 The principal and assistant principal are conducting formal observations to support teachers' efforts in addressing student strengths and weaknesses. Ms. Gilmore completed 9 walkthroughs in the month of February so far. Mrs. Ksiazak has completed 3 so far. The next steps is that Ms. Gilmore and Ms. Rivera complete at least 10 walkthroughs a week.

3-16-26 Ms. Gilmore and Ms Rivera have started the comprehensive observations that are due at the end of March. Ms. Malcolm started in January, Ms Rivera will be completing her second observation on Friday, March 20th. Mrs. Siemion's last observation will be completed in April due to maternity leave.

4-25-26 Ms. Gilmore and Ms Rivera have started the standard observations that are due at the end of April. Ms. Gilmore has started summative evaluations which are due on May 15th. Ms. Tillman, guidance counselor, is out on maternity leave. Her observations and evaluation will be complete when she returns on May 26th. HR is aware.

5-27-26 All summative observations and walkthroughs have been completed for the 2025-2026 school year

10/25/23

The principal conducts individual data talks with teachers to support and address the needs of the students.

Complete 06/09/2026

Renee Gilmore

05/29/2026

Notes: 12-15-25 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on December 1st- December 11th with first

and second grade teachers. A PLC was held with the third grade team on December 17th to discuss the NC Math Check In data/Next Steps. Next steps: At the completion of MOY assessments, individual data talks and PLCs will be help with all homeroom teachers to discuss data and next steps.

Johnsonville's Leadership Team meet December 15th-19th from 7:15am to 7:45am to discuss data trends from August to present. Each grade level analyzed grade level data. The grade levels presented to the Leadership Team their steps to move their students forward.

Kindergarten: Identify struggling students to provide differentiated instruction more intentionally

First Grade: Focus on asking specific questions during the read aloud- data looks very good

Second Grade: For math; focusing on how students are assessed to mirror how they should learn during math instruction

Third Grade-Fifth Grade-Using DOK 3 questions during instruction

1-26-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The

instructional coach meets with teachers to plan Tier 2 interventions.

The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on January 22nd and 23rd with fourth grade teachers. There are data talks scheduled for January 27th-29th with third grade teachers. A PLC was held with the kindergarten team on January 15th to discuss centers activities. PLCs for the MOY assessments will be held in February once the window closes.

Next steps: At the completion of MOY assessments, individual data talks and PLCs will be help with all homeroom teachers to discuss data and next steps.

Johnsonville's Leadership Team meet in February to discuss MOY data and next steps.

2-16-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The

instructional coach meets with teachers to plan Tier 2 interventions.

The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in February with the first and second grade teams (2nd, 3rd, 11th, 12th, 13th). PLCs were held on February 2nd with fourth grade to discuss check in data. PLCs were held on February 5th and 6th will all grade levels to discuss mclass data and Iready PLC.

Next steps: We will use the information from the data to plan intentional instruction for students.

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Next steps: We will use the information from the data to plan intentional instruction for students.

4-25-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in April. PLCs were held on April 2nd with third, fourth and fifth grade teachers too discuss NC Check in data. PLCs are scheduled with k, 1st and 2nd grades on April 29 th to prepare for the end of the school year.

Next steps: We will use the information from the data to plan intentional instruction for students.

5-27-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each student's progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meetings can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in May.

9/10/24 Homeroom teachers will analyze data daily to inform instruction.

Jennifer Ksiazak

05/23/2027

Notes: 12-15-25 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on December 1st- December 11th with first and second grade teachers. A PLC was held with the third grade team on December 17th to discuss

the NC Math Check In data/Next Steps.

Next steps: At the completion of MOY assessments, individual data talks and PLCs will be help with all homeroom teachers to discuss data and next steps.

Johnsonville's Leadership Team meet December 15th-19th from 7:15am to 7:45am to discuss data trends from August to present. Each grade level analyzed grade level data. The grade levels presented to the Leadership Team their steps to move their students forward.

Kindergarten: Identify struggling students to provide differentiated instruction more intentionally

First Grade: Focus on asking specific questions during the read aloud- data looks very good

Second Grade: For math; focusing on how students are assessed to mirror how they should learn during math instruction

Third Grade-Fifth Grade-Using DOK 3 questions during instruction
1-26-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on January 22nd and 23rd with fourth grade teachers. There are data talks scheduled for January 27th-29th with third grade teachers. A PLC was held with the kindergarten team on January 15th to discuss centers activities. PLCs for the MOY assessments will be held in February once the window closes.

Next steps: At the completion of MOY assessments, individual data talks and PLCs will be help with all homeroom teachers to discuss data and next steps.

Johnsonville's Leadership Team meet in February to discuss MOY data and next steps.

2-16-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. ata talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All

scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in February with the first and second grade teams (2nd, 3rd, 11th, 12th, 13th). PLCs were held on February 2nd with fourth grade to discuss check in data. PLCs were held on February 5th and 6th will all grade levels to discuss mclass data and Iready PLC. Next steps: We will use the information from the data to plan intentional instruction for students.

3-16-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar.

Next steps: We will use the information from the data to plan intentional instruction for students.

4-25-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar.

Next steps: We will use the information from the data to plan intentional instruction for students.

5-27-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each student's progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meetings can be found on the Eaglet calendar.

Next steps: We will use the information from the data to plan intentional instruction for students.

2/24/25 Grade level teams meet and analyze assessments and data to inform instruction.

Christie Jackson

05/25/2027

Notes: 12-15-25 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each

students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on December 1st- December 11th with first and second grade teachers. A PLC was held with the third grade team on December 17th to discuss the NC Math Check In data/Next Steps.

Next steps: At the completion of MOY assessments, individual data talks and PLCS will be help with all homeroom teachers to discuss data and next steps.

Johnsonville's Leadership Team meet December 15th-19th from 7:15am to 7:45am to discuss data trends from August to present. Each grade level analyzed grade level data. The grade levels presented to the Leadership Team their steps to move their students forward.

Kindergarten: Identify struggling students to provide differentiated instruction more intentionally

First Grade: Focus on asking specific questions during the read aloud- data looks very good

Second Grade: For math; focusing on how students are assessed to mirror how they should learn during math instruction

Third Grade-Fifth Grade-Using DOK 3 questions during instruction 1-26-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on January 22nd and 23rd with fourth grade teachers. There are data talks scheduled for January 27th-29th with third grade teachers. A PLC was held with the kindergarten team on January 15th to discuss centers activities. PLCs for the MOY assessments will be held in February once the window closes.

Next steps: At the completion of MOY assessments, individual data talks and PLCS will be help with all homeroom teachers to discuss data and next steps.

Johnsonville's Leadership Team meet in February to discuss MOY data and next steps.

2-16-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets

to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. ata talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in February with the first and second grade teams (2nd, 3rd, 11th, 12th, 13th). PLCs were held on February 2nd with fourth grade to discuss check in data. PLCs were held on February 5th and 6th will all grade levels to discuss mclass data and Iready PLC. Next steps: We will use the information from the data to plan intentional instruction for students.

3-16-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar.

Next steps: We will use the information from the data to plan intentional instruction for students.

4-25-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar.

Next steps: We will use the information from the data to plan intentional instruction for students.

5-27-26 Homeroom teachers have common planning on Monday, Tuesday and Wednesday to look at data and plan. Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each student's progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meetings can be found on the Eaglet calendar.

Next steps: We will use the information from the data to plan intentional instruction for students.

10/14/16	School-wide 2025-2026 EOG Reading and Math data will be analyzed to determine areas that need school-wide improvement and professional development will be provided to teachers and staff members that address school wide areas of need to increase student achievement.		Renee Gilmore	05/29/2027
	<i>Notes:</i> 12-15-25 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on December 1st- December 11th with first and second grade teachers. A PLC was held with the third grade team on December 17th to discuss the NC Math Check In data/Next Steps. Next steps: At the completion of MOY assessments, individual data talks and PLCS will be help with all homeroom teachers to discuss data and next steps. Johnsonville's Leadership Team meet December 15th-19th from 7:15am to 7:45am to discuss data trends from August to present. Each grade level analyzed grade level data. The grade levels presented to the Leadership Team their steps to move their students forward. Kindergarten: Identify struggling students to provide differentiated instruction more intentionally First Grade: Focus on asking specific questions during the read aloud- data looks very good Second Grade: For math; focusing on how students are assessed to mirror how they should learn during math instruction Third Grade-Fifth Grade-Using DOK 3 questions during instruction 1-26-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held on January 22nd and 23rd with fourth grade teachers. There are data talks scheduled for January 27th-29th with third grade teachers. A PLC was held with the kindergarten team on January 15th to discuss centers activities. PLCs for the MOY assessments will be held in February once the window closes. Next steps: At the completion of MOY assessments, individual data talks and PLCS will be help with all homeroom teachers to discuss data and next steps. Johnsonville's Leadership Team meet in February to discuss MOY data and next steps.			

2-16-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in February with the first and second grade teams (2nd, 3rd, 11th, 12th, 13th). PLCs were held on February 2nd with fourth grade to discuss check in data. PLCs were held on February 5th and 6th with all grade levels to discuss mclass data and Iready PLC. Next steps: We will use the information from the data to plan intentional instruction for students.

3-16-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. Data meeting with Ms. Gilmore were held in March with Mrs. Lowery on March 2nd and the kindergarten team on March 16th. PLCs were held on March 10th, 11th and 12th with kinder, first and second grade to discuss mclass data. PLCs are scheduled with 3rd, 4th and 5th at the end of the month to discuss upcoming NC Checkins. Next steps: We will use the information from the data to plan intentional instruction for students.

4-25-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each students progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meeting can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in April. PLCs were held on April 2nd with third, fourth and fifth grade teachers too discuss NC Check in data. PLCs are scheduled with k, 1st and 2nd grades on April 29 th to prepare for the end of the school year.

Next steps: We will use the information from the data to plan intentional instruction for students.

5-27-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each student's progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meetings can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in May. Johnsonville's EOG test results were very good.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Instructional teams will review data from different sources during PLC meetings to identify areas of need for students.	Limited Development 10/22/2021		
<i>How it will look when fully met:</i>			Teachers have several ways to determine mastery through the instructional process. The pre-test and posttest address only target objectives. The teacher assesses for mastery of prerequisite and enhanced objectives through learning activities. Between the pre-test and the post-test, students complete a variety of learning activities, including independent work and homework. The data team will use different data sources to target at risk students and to recognize students that may need AIG testing.		Jennifer Ksiazak	05/31/2027
Actions				0 of 1 (0%)		
	10/22/21		Teachers will use data to determine when students will need supplemental and/or intensive support. Data should reflect 80% of instruction on grade level.		Grade Level Teams/Problem Solving Team	05/31/2027
<i>Notes:</i>						

	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
Initial Assessment:			Johnsonville has regular PLCs that analyze student data throughout the school year led by the instructional coach. Student benchmark data is stored and accessible in JES classes. Each grade level K-5th meets three times a week to plan differentiated core instruction including meeting once a week to analyze student data and identify students that need Tier 2 supplemental instruction. Teachers utilize Benchmark Advance and Eureka Math to provide differentiated core instruction for reading and math. Teachers also can use supplemental resources such as Iready, Core Ready, Ready, etc to provide differentiated instruction. Recommendations are made to the Problem-Solving Team for students who need to receive Tier 3 intensive instruction.	Limited Development 10/12/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			At Johnsonville, a fully met tiered system will feature high-quality instruction, data-driven decision-making, differentiation of instruction, ongoing professional development, teacher collaboration, early intervention for struggling students, a focus on equitable education, continuous improvement, and supportive leadership. The system will enhance student success by proactively addressing their needs and providing effective support.		Renee Gilmore	05/29/2027
Actions				4 of 6 (67%)		
	10/25/23	Grade level PLCs will be held after every benchmark assessment to analyze student data and determine continued instruction.		Complete 05/21/2024	Jennifer Ksiazak	05/10/2024
Notes:						
	10/14/16	JES will develop a data-tracking spreadsheet(JES classes) to be used to document the student’s data: mClass Reading 3D, Fountas and Pinell Benchmark Assessment System, Iready, and NCDPI K-2 math assessment.		Complete 05/21/2024	Jennifer Ksiazak	05/29/2024
Notes:						

9/25/25	Within the 2025–26 school year, our ATSI school will implement the following evidenced-based interventions, targeted professional development for teachers to increase overall performance of students with disabilities. As a result, teachers will be better equipped to deliver instruction that is accessible, inclusive, and aligned with each student’s learning goals—ultimately improving academic outcomes and promoting equity across the classroom. We are implementing this action due to the 2024–2025 EOG results for this subgroup.	Complete 09/29/2025	Jennifer Ksiazak	10/01/2025
<i>Notes:</i> 5-27-26 Data talks with Ms. Gilmore and the instructional coach are scheduled to discuss each student's progress and needs. The instructional coach meets with teachers to plan Tier 2 interventions. The problem solving team meets to plan Tier 3 interventions. All scheduled meetings can be found on the Eaglet calendar. There were no individual data talks with teachers scheduled in May.				
10/25/23	Teachers will participate in professional development to provide differentiated instruction for students with disabilities.	Complete 12/01/2025	Ashleigh Stern	05/29/2026
<i>Notes:</i>				
10/25/23	Each grade level K-5th meet three times a week to plan differentiated core instruction including meeting once a week to analyze student data and identify students that need Tier 2 supplemental instruction. Teachers utilize Benchmark Advance and Eureka Math to provide differentiated core instruction for reading and math. Teachers also can use supplemental resources such as Iready, etc to provide differentiated instruction.		Jennifer Ksiazak	05/29/2027

Notes: 12-15-25 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

1-26-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

2-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

3-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

4-25-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

5-27-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

10/25/23 Recommendations are made to the Problem-Solving Team for students who need to receive Tier 3 intensive instruction.

Jennifer Ksiazak

05/29/2027

Notes: 12-15-25 The problem solving team meets to plan Tier 3 interventions.

All scheduled meeting can be found on the Eaglet calendar. In the month of December the problem solving team met on December 8th, 9th, 11th and 12th. The team met on fourteen students to add interventions or refer to the EC team based on the data. The team meets every four week on students that are in Tier 3.

1-26-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

2-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

3-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students. Referrals are made to the problem solving team for students to add Tier 3 interventions. The problem solving team meets to determine those interventions. The team meets again in four weeks to determine next steps.

4-25-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

5-27-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students. Referrals are made to the problem solving team for students to add Tier 3 interventions. The problem solving team meets to determine those interventions. The team meets again in four weeks to determine next steps.

<i>Evidence</i>	9/25/2023			
<i>Experience</i>	9/25/2023			
<i>Sustainability</i>	9/25/2023			

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
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Initial Assessment:	Each grade level team plan together at least three times a week to create standard-aligned units of instruction for each subject. During these planning sessions, teachers plan differentiated instruction based on student data. Teachers plan pre/post assessments to determine student mastery. Teachers plan supplemental instruction for selected students.	Limited Development 10/11/2016		
How it will look when fully met:	Johnsonville's instructional teams (grades k-5th, resource team, enhancement team) develop and refine instructional units that are standards-aligned. The standards-aligned units of instruction should include standards-based objectives and criteria for mastery, pre/post-tests to assess student mastery, differentiated learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers. Results of assessments should be used to adjust instruction as necessary. EL and Special Education teachers should be involved when applicable to help develop standards-aligned IEPs and students' linguistic needs. Evidence of full implementation includes samples of weekly lesson plans, increased student achievement on Common Formative Assessment data, and minutes from Grade-level planning/PLCs from the grade level teams at Johnsonville.		Jennifer Ksiazak	05/29/2027
Actions		1 of 6 (17%)		
10/14/16	Grade Level teams will develop pre/post and common assessments for math, ELA, science(5th) standards that would provide evidence of standards mastery.	Complete 04/29/2024	Renee Gilmore	04/29/2024
Notes:				

10/14/16	All instructional teams meet weekly in their grade level planning sessions to plan standards-based instruction units. During these planning sessions, teachers plan differentiated instruction based on student data.		Grade Level Chair	05/29/2027
<i>Notes:</i> 12-15-25 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students. Using 1. Standard course of study 2. Unpacking documents 3. Sandhills regional guides 4. NCDPI wiki resources 5. Benchmark Advance/Eureka lesson 1-26-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students. Using 1. Standard course of study 2. Unpacking documents 3. Sandhills regional guides 4. NCDPI wiki resources 5. Benchmark Advance/Eureka lesson 2-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students. Using 1. Standard course of study 2. Unpacking documents 3. Sandhills regional guides 4. NCDPI wiki resources 5. Benchmark Advance/Eureka lesson 3-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive				

as evidence of planning appropriate instruction to students.

Using

1. Standard course of study
2. Unpacking documents
3. Sandhills regional guides
4. NCDPI wiki resources

5. Benchmark Advance/Eureka lesson

4-25-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

Using

1. Standard course of study
2. Unpacking documents
3. Sandhills regional guides
4. NCDPI wiki resources

5. Benchmark Advance/Eureka lesson

5-27-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

Using

1. Standard course of study
2. Unpacking documents
3. Sandhills regional guides
4. NCDPI wiki resources

5. Benchmark Advance/Eureka lesson

9/21/17	Teachers will reference learning targets in reading, math, and science (5th) lessons to determine students current understanding of lesson.		Homeroom Teachers	05/29/2027
<i>Notes:</i> 12-15-25 Essential questions(I can statements) are developed by teams during the creation of lessons in PLC's and planning times. The instructional coach will guide teachers in the development of EQ's. Evidence will be collected through observed walkthroughs and lesson plans. Teachers will analyze data daily to determine if students are learning the material and next steps. Teacher lesson plans can be used as references for instructional needs. 1-26-26 Essential questions(I can statements) are developed by teams during the creation of lessons in PLC's and planning times. The instructional coach will guide teachers in the development of EQ's. Evidence will be collected through observed walkthroughs and lesson plans. Teachers will analyze data daily to determine if students are learning the material and next steps. Teacher lesson plans can be used as references for instructional needs. 2-16-26 Essential questions(I can statements) are developed by teams during the creation of lessons in PLC's and planning times. The instructional coach will guide teachers in the development of EQ's. Evidence will be collected through observed walkthroughs and lesson plans. Teachers will analyze data daily to determine if students are learning the material and next steps. Teacher lesson plans can be used as references for instructional needs. 3-16-26 Essential questions(I can statements) are developed by teams during the creation of lessons in PLC's and planning times. The instructional coach will guide teachers in the development of EQ's. Evidence will be collected through observed walkthroughs and lesson plans. Teachers will analyze data daily to determine if students are learning the material and next steps. Teacher lesson plans can be used as references for instructional needs. 4-25-26 Essential questions(I can statements) are developed by teams during the creation of lessons in PLC's and planning times. The instructional coach will guide teachers in the development of EQ's. Evidence will be collected through observed walkthroughs and lesson plans. Teachers will analyze data daily to determine if students are learning the material and next steps. Teacher lesson plans can be used as references for instructional needs. 5-27-26 Essential questions(I can statements) are developed by teams during the creation of lessons in PLC's and planning times. The				

instructional coach will guide teachers in the development of EQ's. Evidence will be collected through observed walkthroughs and lesson plans. Teachers will analyze data daily to determine if students are learning the material and next steps. Teacher lesson plans can be used as references for instructional needs.

10/22/23 Teachers will plan lesson that utilizes whole group instruction, Small group instruction and one-on-one instruction daily.

Grade Chair

05/29/2027

Notes: 12-15-25 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

1-26-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

2-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

3-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

4-25-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

5-27-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

10/22/23

Teachers will create classroom lessons that foster visual, auditory, reading/writing, and kinesthetic learning.

Grade level chair

05/29/2027

Notes: 12-15-25 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

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3-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

4-25-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

5-27 -26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

10/22/23 Teachers' weekly lesson plans will reflect intentional planned instruction using modeled, shared, guided and independent activities

Grade Level Chair

05/29/2027

Notes: 12-15-25 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

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2-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

3-16-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

4-25-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.

5-27-26 Homeroom teachers have common planning on Mondays, Tuesdays and Wednesdays to plan differentiated core instruction and analyze student data. The instructional coach meets with teachers to plan Tier 2 interventions. Teacher lesson plans can be found in the drive as evidence of planning appropriate instruction to students.