

Comprehensive Progress Report

Mission: We, the staff of JSGS through designing and utilizing a curriculum rich in global studies and cultural awareness are committed to providing a safe and supportive environment in which all students can reach their full academic and behavioral potential. We are committed to preparing our students to be successful citizens in a multi-cultural society.

Vision: All students at JSGS will learn, succeed, and be empowered to become world-class learners.

- Goals:**
- By June 2027, Johnson Street Global Studies will work to excite elementary and middle school students about postsecondary options by exposing all scholars to at least 3 college and career preparatory experiences.
 - By June 2027, Johnson Street Global Studies will meet or exceed growth as measured by NC EOG assessments.
 - By June 2027, Johnson Street Global Studies will increase the percentage of Exceptional Children (EC) scholars demonstrating proficiency on their EOG by at least 3% (target goal: math--36.9% and reading 28.8%).



! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 09/09/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing PD to our school leaders and commits to making transformative work to increase student achievement across the district.	Add Actions	Kimberly Scott	06/11/2027
Actions				5 of 6 (83%)		
	2/26/21	JSGS will provide PD for teachers to ensure continuity of MTSS procedures and best practices. Students in need of supplemental and interventions will be identified during PLCs as well as the the process to determine what intervention strategies are best.		Complete 09/21/2020	Kris Wheat	09/21/2020
	Notes:	Principal will participate in the MTSS modules and then train staff appropriately. Teachers will enroll in Number Worlds and Fast Bridge , our district provided MTSS interventions.				
	2/26/21	The Attendance/Engagement team will work to identify students that are struggling academically due to poor attendance and support familes in improving their attendance and academic performance. In turn we are able to accurately identify students who do/do not need supplemental interventions within the MTSS framework.		Complete 09/25/2020	Meredith Boger	09/25/2020
	Notes:	Our Youth Development Coordinator is an integral part of this team, providing support with parent contact, home visits, and weekly check-ins. This position was purchased with Title 1 funds.				
	10/13/22	The ILT will meet weekly to review the needs of the staff and identify ways in which they can best be supported		Complete 02/07/2023	Sarah Clark	02/11/2023
	Notes:	The ILT will consist of Ms. Clark, Ms. McGoogan, Ms. Boger, and Ms. Trigg. This team will also assist the SLT in carrying out the expectations of Title I and the Title I funds. This action is to exit the school from TSI, low performance designation.				

3/8/23			JSGS will provide leveled professional development on understanding data to support increase staff data literacy	Complete 09/05/2023	Lisa Weisgarber-Trigg	09/05/2023
			<i>Notes:</i> Currently staff members have had some interaction with data during our vertical planning meetings. We would like to continue to increase their capacity so they are able to review data independently			
3/8/23			JSGS will provide tiered professional development on using data to inform instruction	Complete 06/04/2024	Lisa Weisgarber-Trigg	06/09/2024
			<i>Notes:</i> Once teachers have a firm grasp of reading data and identifying trends we will provide ongoing professional development on using the data to inform instruction.			
10/11/17			The District School Improvement Team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Kimberly Scott	06/11/2027
			<i>Notes:</i>			
Implementation:				02/26/2021		
Evidence			11/4/2020 See SIT meeting agenda and minutes. Social worker documentation of A/E Team meetings.			
Experience			11/4/2020 The SIT has been established and meets 1-2 times per month.			
Sustainability			11/4/2020 Setting our agendas in advance and ensuring that we reflect on our indicators and feedback.			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The SIT Team at Johnson Street Global Studies meets on a monthly basis. The team consists of principal, grade-level representatives, EC teacher, specialist, classified personnel, parent, and several appointed positions including the CF, MCL, Student Support, and Media Specialist. The School Improvement Plan and Title I plan are discussed and supported by the SIT Team. These meetings are publicized on our school website, weekly emails, and Connect-Ed calls. The team meets monthly to make decisions in the best interest of all stakeholders. In addition, we currently have an Instructional Team of Leaders that is comprised of school administration, our CF, and MCL that meets bi-weekly to ensure that all school goals are being met. There is also a	Limited Development 09/09/2016		

weekly MTSS Leadership Team meet that consists of our administrative team, instructional coaches, counselor, social worker, and youth development coordinator. All teams are strategic in their efforts to plan initiatives to continue to move the school forward. The teams assign tasks to various faculty members to ensure that all tasks are completed with fidelity and to ensure the overall success of the team goals. Meeting minutes are kept which also help to ensure that future agendas/discussion items are aligned. We will continue to monitor the successes of both team as it relates to the improvement of student outcomes for our school.

In addition, JSGS established goal teams for the 2024-25 school year in order to create and monitor school improvement goals. A representative from each grade level and/or department is assigned to each team (so that all perspectives are considered.) The teams focus on academic areas and also on the overall culture/climate of the school. We currently have a goal team for each of the following areas: MTSS behavior, parental/community engagement, SEL, global studies, and culture. Each goal team meets monthly and has pre-planned agendas that are shared out with its members. Thorough minutes are kept and shared with the school faculty through weekly PLCs, faculty meetings, an data meetings.

For previous (2024-25) and current (2026-2027) school years, all grade levels meet for PLCs (80-90 minutes weekly). Additional time is also allocated for after school planning on our mandated meeting day. During PLCs and grade level planning sessions, teachers, academic coaches, and the administrative team work together to review student data, create/review assessments, unpack standards, and create standards based lessons. The DPI unpacked standards, GCS Curriculum Guide, and district curriculum are referenced and used as a guide during this time. We are also currently focused upon all staff having a clear understanding of how to effectively unpack and understand the grade level standards. In addition, we are focused on ensuring that we have clear and concise standards based learning targets for each lesson that is used throughout the lesson and measurable.

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	At full implementation, our teams will be fully functional and effective at leading change. Each team will be led by teacher leaders that have been empowered to take on leadership responsibilities and will be able to collaboratively work with varying teams to help our school progress towards our annual goals. The work of our School Improvement Team will be led by varying goals team (SEL, global studies team, behavior, culture, parent/community engagement). In addition, our PLCs will be self-sufficient in driving the work of improving student outcomes. All school staff will be aware of current academic progress of grade level scholars. Teams will be frequently and consistently to discuss and strategize ways that we can more effectively impact student learning. Within our goal team structure, teams will ensure that the goals established within or school improvement plan are met with fidelity. Teams will closely monitor progress and share ways that we can continue to grow and improve. Our MTSS Leadership Team, ILT, and SBLT will effectively monitor school data and communicate it with all staff on a consistent basis as we work to move forward in the spirit of excellence. Additionally, at full implementation, JSGS PLCs regularly collaborate to solve challenges within the teaching and learning process, examine impact of curricula, and cooperatively plan and practice for the execution of lessons. Instructional teams work to build the curriculum from learning standards, curriculum guides, and a variety of resources and organize the curriculum into unit plans that guide instruction for all students and for each student. Based upon student data, JSGS's instructional teams provide support and/or enrichment opportunities to meet the needs of all learners. In doing so, flexible grouping amongst classes takes place in an effort for teachers to be able to meet scholars where they are and enhance their level of understanding. At this phase, JSGS will exit TSI status.		Kimberly Scott	04/23/2027
Actions		8 of 14 (57%)		
10/10/17	SBLT and Admin teams will continue to meet consistently.	Complete 09/01/2020	Lisa Weisgarber-Trigg	09/01/2020
Notes:				
10/13/22	The ILT meets weekly	Complete 04/04/2023	Rhonda McGoogan	04/04/2023
Notes: The ILT consists of Ms. Clark, Ms. McGoogan, Ms. Boger, and Ms. Trigg.				

4/5/23	The ILT will meet biweekly to review collected walkthrough data	Complete 12/12/2023	Meredith Boger	12/12/2023
	<i>Notes:</i> The team will utilize an agreed upon walkthrough document and will use the data to determine trends and PD			
5/26/23	The ILT will complete walkthroughs together to calibrate their lens and look fors	Complete 04/09/2024	Meredith Boger	04/09/2024
	<i>Notes:</i> The team will complete walkthroughs of varying grades and debrief after each to ensure a calibrated lens			
9/19/24	MTSS Leadership Team meetings will be established in an effort to closely monitor school data in the areas of attendance, SEL, behavior, and academics.	Complete 11/26/2024	Kimberly Scott	12/20/2024
	<i>Notes:</i>			
9/30/24	School wide data will be shared quarterly with staff in accordance with our FAM-S priorities.	Complete 06/10/2025	Paulette Fletcher	06/10/2025
	<i>Notes:</i> This is in alignment with FAM-S indicator 19			
1/16/24	The SLT will work together to review data quarterly and identify opportunities for growth and necessary action steps.	Complete 06/10/2025	Rhonda McGoogan	06/10/2025
	<i>Notes:</i>			
10/19/25	The school has established a team structure among teachers with specific duties and time for instructional planning.	Complete 12/19/2025	Chris Shafer	12/19/2025
	<i>Notes:</i> Mr. Shafer currently attends weekly goal team meets, PLCs and data team meetings. Teachers will gather to vertically plan and problem solve. Substitutes will be funded via Title I. This action is to exit the school from TSI, low performance designation. Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential. This action step has been completed as we have consistently established weekly PLC's and Data Meetings to cover our instructional planning. Additionally, with incorporating MTSS and having weekly meetings, we have a solid structure in place.			
10/19/25	Teachers will participate in learning walks to provide feedback to one another and to observe best practice in action.		Rhonda McGoogan	10/31/2026
	<i>Notes:</i> Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential.			

10/19/25	5th & 8th grade science teachers will receive support from district staff regarding new science standards and assessment so that we are equipped to best meet the needs of our scholars.		Paulette Fletcher	03/12/2027
<i>Notes:</i>				
10/19/25	Teacher will create and submit standards based lesson plans aligned to GCS curriculum. They will receive feedback on plans from our CF/MCLs.		Rhonda McGoogan	03/17/2027
<i>Notes:</i> Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 EIT for 5th grade.				
10/19/25	Vertical planning days will be provided to K-5 teachers and be facilitated by both the Math and ELA CF/MCL.		Rhonda McGoogan	06/12/2027
<i>Notes:</i> Teachers will gather to vertically plan and problem solve. This action is to exit the school from TSI, low performance designation. Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential.				
10/19/25	Teachers will continue to strengthen their understanding and build their capacity of the standards in which they teach, how to unpack them, and how to execute standards based instruction.		Kimberly Scott	06/12/2027
<i>Notes:</i> 10-14-2025, Folice Bailey and Beverly Dye serve as interim principals. Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential.				
10/19/25	Teacher leaders will be empowered to lead goal team meetings in an effort to continue to move our school community forward.		Kimberly Scott	06/12/2027
<i>Notes:</i> October 2025, currently Folice Bailey and Beverly Dye are serving as interim principals. Teachers will gather to vertically plan and problem solve. Substitutes will be funded via Title I. This action is to exit the school from TSI, low performance designation. Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential. Teacher leaders are meeting as Goal Teams, however due to changes this school year it has been inconsistent and therefore look to get back on track the second half of the year. Consequently, we have moved our target completion date until 6/12/26.				
Implementation:		06/17/2025		

<i>Evidence</i>	11/4/2020 See meeting agenda and minutes.			
<i>Experience</i>	11/4/2020 Admin team meets consistently.			
<i>Sustainability</i>	11/4/2020 Continuing to set agendas and meeting regularly.			

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

Initial Assessment:	During the 2026-27 school year, the principal and administrative team completed weekly classroom walk-through observations and provided a compilation of feedback including strengths, questions, and next step ideas. The principal routinely supported teachers as they worked to increase proficiency. In addition, teachers used the district provided curriculum to support the instruction of their students. As of 2024-25 and currently, teachers participate in weekly PLCS focused around standards based instruction. They continue to utilize district mandated curriculum as a means of teaching the NCSCOS. They are supported by the ILT team in streamlining the standards throughout their lessons. Further, teachers that are in their first year of teaching are struggling to own their personal classroom management plans. These teachers are not always employing the tools provided and need support with reflection and implementation. Teachers that have experience are needing support with a few students that continue to be written up into EduClimber. Within the 2024-25 school year all school wide behavior expectations have been rewritten and established. All JSGS staff have been trained on our school wide usage of Class Dojo as a means of positively recognizing scholars that are doing the right thing while also redirecting those that are not. In addition, within the first 10 days of school and after extended breaks, lessons are shared with staff and explicitly taught regarding school wide expectations. This year, we are also implementing SEL curriculum during morning meetings to help scholars learn the best ways to cope with challenges they encounter. In addition, this year in an effort to support staff, an external behavior consultant has been contracted and is being utilized to help with new structures for supporting student behavior.	Limited Development 09/09/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	

How it will look when fully met:	At full implementation, teachers will have the opportunity to receive daily support and weekly feedback from the instructional leadership team (Admin and/or CF/MCLs). Teachers will have frequent opportunities to have collegial conversations about instruction and ways to enhance student outcomes. Teachers will have the opportunity to grow in an area of their choosing with support from their fellow colleagues. In addition, teachers will be confident and able to successfully articulate the intended goal of the standards they are teaching and will be able to readily identify what mastery would entail. Teachers will consistently and independently be able to unpack their standards to determine what scholars must be able to know and how they will show it. Teachers will engage in data driven instruction and routinely use their data to identify growth opportunities as well as strengths among their teams. Additionally, all classrooms will have a clearly planned management system which outlines all procedures and expectations. Within the first week of school, teachers will work with our scholars to create classroom standards and class pledges. During the first two weeks of school and after winter/spring break, all teachers will teach specific lessons that reinforce our school wide standards of success. These lessons are created by our school MTSS Behavior team. In addition, the MTSS behavior team has developed and shared clear definitions of behaviors; updated systems for tracking and reporting minor and major office referral protocols, etc. JSGS staff will participate in professional learning in regards to positive reinforcement and understanding trauma. At JSGS, all classroom teachers implement social emotional learning curriculum with fidelity during morning meetings to help scholars build an understanding of their feelings, various coping strategies, and how to solicit help when needed. Within all classrooms, there is a clear plan of action for reteaching expected standards and ensuring that there are minimal disturbances to learning. Through the use of our social emotional learning practices, JSGS students are able to consistently manage their emotions, be problem solvers, respect others, and communicate effectively.		Noelle Simpson	06/11/2027
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Actions		3 of 10 (30%)		
10/13/16	The team will review trends in walk-through data, provide timely feedback to teachers and address accordingly with support and needed resources to ensure that Eureka Math, Open-Up, ARC and CKLA instruction is being delivered with fidelity.	Complete 05/09/2023	Sarah Clark	06/18/2023
Notes: All CFs will address this action in during PLCs and follow up conversations with teachers.				
9/12/18	The principal and admin team will conduct regular physical and/or virtual walk-through observations and provide immediate feedback using a Walk-Through form.	Complete 05/09/2023	Meredith Boger	06/18/2023
Notes: Teachers in greater need of support will be visited on a more consistent basis in order to provide necessary feedback and support.				
10/20/25	Teachers will be trained on the use of a behavior flowchart to determine consequences for students that are consistently not meeting school wide expectations.	Complete 10/20/2025	Chris Shafer	08/05/2025
Notes: Note indicates action was completed 5-26-2023.				
10/20/25	Data will be reviewed to determine if all teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.		Kimberly Scott	11/25/2026
Notes:				
6/7/24	The lead mentor will communicate monthly with mentors to provide specific needs for mentee support.		Coach Pastore	06/09/2027
Notes: The lead mentor will communicate monthly with mentors to discuss needs of mentees and strategic supports that are in place. The lead mentor will work with the ILT team to identify trends and provide professional development for strategic support.				
10/20/25	Teachers will build their capacity and understanding of best practices for instructional planning for whole group instruction.		Rhonda McGoogan	06/20/2027
Notes: Note indicates this action was completed on 5-26-2023.				
Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential.				
10/20/25	Teacher leaders will facilitate PLCs to strategically use data collected from grade level CFAs as well as state and district assessments to drive improvement.		Paulette Fletcher	06/20/2027
Notes: Note indicates this action was complete 9-30-2024.				

10/20/25			Each monthly staff meeting will begin with an SEL opener in which staff members will share instructional and behavioral strategies that support students.		Noelle Simpson	06/20/2027
<i>Notes:</i>			Title I funds used for 1 MCL 3 Differential. Title I funds used for 1 EIT.			
9/30/24			The instructional leadership will devise a school wide observation tool based upon Get Better Faster to support teachers in enhancing instructional practices.		Kimberly Scott	06/12/2028
<i>Notes:</i>			Originally we planned on implementing a new walkthrough tool, however with the district's Power Apps for both literacy and math, we don't currently need the new walkthrough tool. As a result, we have moved the target date out until the end of the year to see what the district expects moving forward with the use of the Power Apps and what staff are to use them.			
10/20/25			The ILT will engage teachers in the Get Better Faster protocol for instruction to help build capacity in agreed upon areas.		Paulette Fletcher	06/20/2028
<i>Notes:</i>			Note indicates 9/26/2022 this action was completed. Title I funds are used for 1 MCL 3 Differential. Title I funds are used for 1 MCL 1 Differential.			
Implementation:				09/12/2018		
Evidence			9/12/2018 82.2 % of teachers agree they receive feedback that helps them improve instruction according to TWC. This is evidenced as teachers are given feedback via walkthrough documents, email, and during PLC conversations.			
Experience			9/12/2018 We found that collaborative observation and debriefing after walkthroughs gave us a comprehensive perspective of teachers' instruction and how to better support them.			
Sustainability			9/12/2018 Continued collaborative walkthroughs will be needed to sustain these efforts. We will also include our Math Coach in informal walkthroughs and in coaching conversations with Eureka and Illustrative Math.			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Within the 2024-25 school year, staff have been retrained regarding the MTSS framework. New structures and systems are being implemented to ensure that scholars are receiving the necessary supports needed	Limited Development 10/09/2023		

according to the framework. Currently, JSGS staff are being trained on the progress monitoring tools and working to identify scholars in need of supplemental and intensive supports. Our MTSS Leadership Team meets weekly to monitor and plan for the pillars of MTSS (SEL, attendance, behavior, and academics). This team collaborates to ensure that all parts of the framework are working together to best meet the needs of our learners.

In 2025-2026, JSGS was identified as an Additional Target Support and Improvement school made eligible to low performance of Students with Disabilities (SWD). The School Annual Resource Allocation Review Self-Assessment indicated that for Dimension #1, Support Descriptors 5 - 8 did not meet or partially meets expectations. January 2026, a school reset was completed with grade level teams. The following findings were shared with the faculty/staff:

1. K-5 has a solid structure for working with your small groups as well as progress monitoring.
2. 6-8 needs support in structuring small groups. Although small group instruction exists in some classes, it is not consistently happening throughout all of middle school. This is an area of growth for us.
3. 6-8 also needs support with progress monitoring after Common Formative Assessments (CFAs).
4. K-8 we have identified data-driven Common Formative Assessments (CFAs) tools for grade level instruction.
5. K-8 there are inconsistencies regarding pre-assessments which help guide instructional practices, however 100% of Grades K-8 give CFAs.
6. K-8 there is also inconsistencies with spiraling standards and skills that students have not mastered after CFAs. This is an area of growth for us as well.
7. Follow-Through on Previously Established Instructional Expectations:
 - Data Protocol - inconsistency exists, but a majority to the teachers utilize the protocol. Note: Hyperlink preferred data tracker/tool into the data protocol and answer the questions. This makes the tool more functional, efficient and effective. Moving forward, this will be an instructional expectation.
 - Planning Guide - a large majority of teachers utilize the planning guide. There is inconsistency with uploading in the JSGS SharePoint. Moving forward, this will be an instructional expectation.
 - Lesson Plan PowerPoint - there is inconsistency utilizing this

	structure. More will be shared regarding schoolwide expectations after Wednesday's Admin and Thursday's ILT meetings Further, review revealed the EC teachers who work directly with SWD have no established PLCs for data review, vertical collaboration, and co-teacher planning. Further assessment highlighted that the master schedule and current structure does not reflect or support the full continuum of services (i.e. no resource classes). Johnson Street - RAR			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	At full implementation, JSGS school staff will effectively utilize the structures of MTSS in order to ensure that the needs of all scholars are met. Teachers will provide strong core instruction that meets the needs of at least 80% of our scholars and provide differentiated small groups to accelerate learning for all. MTSS problem solving teams will meet weekly to review student data, identify scholars in need of supplemental or intensive support, and review progress monitoring that has been completed for those currently in Tier II and III. Classroom teachers meet with scholars consistently to provide interventions deemed necessary by the problem solving team and collect data that they share with the team to ensure that inventions are effective and additional support is not needed. Students are progressing and showing growth as a result of strong core and differentiated supports. Teachers collaborate with support providers for scholars receiving Tier III supports in an effort to collaborate and ensure that instruction at all levels is aligned to the specific needs of the scholar. Evidence of Success will include MTSS team meeting minutes, progress monitoring data, and overall student achievement data. Additionally, K-8 will have small group instruction for standard-based instruction. Middle school will be structured to support small group instruction aligned with EC GC support.		Kimberly Scott	06/18/2027
Actions	6 of 9 (67%)			

10/9/23	Within the 2024-2025 school year, our school identified the following resource inequity of our school's leadership team receiving adequate coaching and support to exit CSI. As a result, our school plans to mitigate the inequity by providing professional development to SIT members and clarifying documents about CSI and the CSI process.	Complete 06/06/2025	Kimberly Scott	06/06/2025
<i>Notes:</i> This is in an effort to exit the CSI designation.				
6/7/24	The SLT will provide input regarding budget allocations based upon data and school improvement efforts.	Complete 06/09/2025	Drew Tonozzi	06/09/2025
<i>Notes:</i>				
2/9/26	Small group instruction	Complete 03/02/2026	EC and Core Teachers	03/02/2026
<i>Notes:</i> This goal aligns with the ATSI Plan				
2/9/26	Wilson Training/Certification for Selected EC Teachers (Level I)	Complete 04/30/2026	Denise Hughes	04/30/2026
<i>Notes:</i> Funded my GCS EC Department				
2/9/26	General Curriculum EC Teachers PLC	Complete 04/30/2026	Valerie Bonde	04/30/2026
<i>Notes:</i> GC EC teachers receive stipend for Saturday sessions funded by ATSI allocation				
2/9/26	Core and EC Small Group Planning Sessions	Complete 05/01/2026	Valerie Bonde	05/01/2026
<i>Notes:</i> Stipends or Substitutes paid from ATSI allocation				
10/19/25	Data will be reviewed to determine scholars approaching mastery and also those that are not meeting their growth projections to determine those that will be invited for additional supports Data from all participating scholars will be tracked in an effort to determine progress towards their goals.		Paulette Fletcher	02/01/2027
<i>Notes:</i> During the 2023-24 school year, an after-school tutoring program was implemented weekly for students in 3rd - 8th grades in the areas of Reading, Math, and Science. Attendance was not consistent amongst scholars school wide therefore making it difficult to assess the programs effectiveness. For Academic 2025-2026 federal funds were decreased, however Title I funds are being utilized for the following: 1 Youth Development Coordinator position 1 MCL 3 Differential 1 MCL 1 Differential - After Hours Tutoring - Parental Food Purchases				

2/9/26	During the 2025-2026 school year, our school identified that our school does not have an established Additional Targeted Support and Improvement Plan (ATSI) with goals and active action steps to address the needs of students in our ATSI school.		Kimberly Scott	06/30/2027
<i>Notes:</i> Action steps indicated in ATSI plan are also reflected in Comprehensive Plan. https://gcsnccom-my.sharepoint.com/:w/g/personal/baileyr_gcsnc_com1/IQDBjstMULGJSKkXcibfq0XnAfu4jv20pXMBbZ-q6fJ05EQ?e=apOso1				
2/9/26	Wilson Reading System Level II Certification		Valerie Bonde	06/30/2028
<i>Notes:</i> Level II is 2-year training and not provided by the district. Allocated funding source: ATSI allotment				
Implementation:		06/17/2025		
Evidence	6/17/2025 We found out we were not a CSI or TSI school in the fall, but also through SLT agendas and minutes, it can be seen where discussions were had about our budget.			
Experience	6/17/2025 Our SLT was good with transparency in regard to our budget in our efforts to increase our schoolwide data and overall improvement.			
Sustainability	6/17/2025 This will need to continue to be the case, especially in areas like Title I where our budget has decreased from year to year.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is a district walk through tool that is used to review classroom observation data. Additional improvement is needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 09/09/2016		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	At full implementation, JSGS will regularly analyze school performance data as a means of improvement. During weekly PLCs, grade level planning sessions, goal team meetings, monthly data meetings, faculty meetings, and School Improvement Team meetings, we will consistently view data in an effort to highlight our strengths and weaknesses in all areas. In turn, we will work closely with teachers to address areas of concern and to ensure that they have the tools and knowledge base to address these areas within their classes. The Instructional Leadership team (administration and MCLS/CFs) will look at data and trends from observations weekly in order to create professional development that is meaningful and will aid in increasing student achievement. Also, at full implementation, as JSGS's leadership team and PLCs review data, we will consistently review data that is disaggregated by the subgroups in which it serves (ethnicity/race, gender, EL status, etc) to ensure that all learners continue to grow in all content areas. This data will be shared frequently with all staff as a means of ensuring that everyone is able to do their part in supporting our scholars.		Paulette Fletcher	12/18/2026
Actions		5 of 7 (71%)		
10/13/16	Student performance data will be analyzed and compared for all subgroups including all, white, Hispanic, black, EC, AG, and ESL students during weekly PLCs and quarterly.	Complete 06/06/2023	Lisa Weisgarber-Trigg	06/19/2023

<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation.				
10/11/17	The school will continue to seek out and provide meaningful PD opportunities for staff members to support effective instruction. Staff members will be responsible for sharing content gained from off-site PD with the full staff.	Complete 10/10/2023	Nikelle Tucker	10/10/2023
<i>Notes:</i> World View Staff PD held on 10/28 will require Magnet funds.				
10/23/23	Maria Ponte will facilitate a discussion with the administrative team	Complete 10/20/2023	Meredith Boger	10/20/2023
<i>Notes:</i>				
10/23/23	Mariana Ponte will provide data professional development for the staff	Complete 11/02/2023	Meredith Boger	11/02/2023
<i>Notes:</i>				
9/30/24	Weekly data meetings will be implemented in an effort to monitor student progress/growth and to create subsequent small group plans to help close gaps in student understanding.	Complete 01/31/2025	Paulette Fletcher	06/12/2025
<i>Notes:</i>				
10/13/16	During PLCs, teams will discuss deficits in student learning amongst the various subgroups. As such, corrective action plans will be created and implemented to close current gaps in learning.		Rhonda McGoogan	06/11/2027
<i>Notes:</i> This action is an effort to exit school out of TSI-TA designation. This action supports CNA FAM-S Item 19.				
9/30/24	On a quarterly basis, grade level teams will have the opportunity to present their data to staff along with ways in which others can support. This is in an effect to solicit collective buy in and support as we shift towards the mindset that 'all kids are our kids'.		Paulette Fletcher	06/11/2027
<i>Notes:</i> This action supports CNA FAM-S Item 19.				
Implementation:		06/19/2019		
Evidence	9/12/2018 PLC agendas include identifying low performing students and subgroups, district provided equity PD, school-based staff development presented by teacher leaders, ILT walkthroughs, teachers participated in peer-observations, coaching sessions with Eureka, ARC and CKLA coaches.			
Experience	9/12/2018 CF's and coaches have been dilligent about helping teachers reflect on their instruction and how to modify it to reach low performing sub-groups. ILT looks at benchmark data to inform staff development and targeted remediation instruction.			

Sustainability	9/12/2018 -Need a system for tracking/monitoring progress of low performing students more effectively and efficiently. Looking into a Google Data Wall for next year.			
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Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Tier One: Teachers utilize a lesson plan protocol guide to internalize and unpack core instruction. Instructional support teams and teachers review these plans weekly in PLCs. The schedule is designed for all grade levels to pull small groups during Core (Tier 1) instruction. (Differentiated groups) Tier Two: DIBELS and NWEA are the district approved screeners to identify students at risk of needing supplemental support. This support is provided during WIN time. This year our focus is small group instruction. Currently we are reviewing pieces of small group instruction. Tier Three	Limited Development 09/06/2022		

How it will look when fully met:	At full implementation, JSGS school staff will effectively utilize the structures of MTSS in order to ensure that the needs of all scholars are met. Teachers will provide strong core instruction that meets the needs of at least 80% of our scholars and provide differentiated small groups to accelerate learning for all. MTSS problem solving teams will meet weekly to review student data, identify scholars in need of supplemental or intensive support, and review progress monitoring that has been completed for those currently in Tier II and III. Classroom teachers meet with scholars consistently to provide interventions deemed necessary by the problem solving team and collect data that they share with the team to ensure that interventions are effective and additional support is not needed. Students are progressing and showing growth as a result of strong core and differentiated supports. Teachers collaborate with support providers for scholars receiving Tier III supports in an effort to collaborate and ensure that instruction at all levels is aligned to the specific needs of the scholar. Evidence of Success will include MTSS team meeting minutes, progress monitoring data, and overall student achievement data. Additionally, K-8 will have small group instruction for standard-based instruction. Middle school will be structured to support small group instruction aligned with EC GC support.		Noelle Simpson	06/10/2027
Actions		1 of 10 (10%)		
9/10/26	MTSS Training was given to teachers and staff to review tiered instruction and the curriculum that teachers will use for supplemental and intensive training.	Complete 09/10/2026	Laura Stern	09/10/2026
	<i>Notes:</i> 9/10 School Psychologist Laura Stern administered the training to teachers and staff.			
10/17/24	Various resources (including technology software) will be purchased and utilized to support student learning of core instruction and targeted supports.		Andrew Tonozzi	02/01/2027
	<i>Notes:</i>			
2/9/26	Core and EC Small Group Planning Sessions		Valerie Bonde	03/02/2027
	<i>Notes:</i> Stipends or Substitutes paid from ATSI allocation			

9/30/24	Consistent Tier II and III meetings will be held with 5 week progress check-ins and 10 week data reviews to determine the success of the implemented interventions.		Lauren Stern	05/06/2027
<i>Notes:</i>				
10/17/24	Teachers will participate in professional learning surrounding best instructional practices to improve core and supplemental instruction (whole group and small group)		Paulette Fletcher	06/10/2027
<i>Notes:</i>				
10/19/25	School counselor, school social worker and Youth Development Coordinator work collaboratively to implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.		Natosha Meredith	06/10/2027
<i>Notes:</i> Title I funds are use for Youth Development Coordinator position. This action supports CNA FAM-S Item 7.				
10/19/25	Every week, teachers and admin will meet to share, review and discuss weekly (Core/Tier 1) common assessment data.		Natosha Meredith	06/10/2027
<i>Notes:</i>				
10/20/25	The data garnered from the Class Dojo (our core/Tier1 behavior tool) will be monitored by the A+ Team		Reginald Floyd	06/10/2027
<i>Notes:</i>				
9/30/24	Teachers will create intentional small group lessons based upon student need		Rhonda McGoogan	06/10/2027
<i>Notes:</i> This action supports CNA FAM-S 30.				
2/9/26	Wilson Reading System Level II Certification		Denise Hughes	06/30/2028
<i>Notes:</i> Level II is 2-year training and not provided by the district. Allocated funding source: ATSI allotment				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:	SEL Morning Meetings (daily) In Service Training (quarterly) MTSS Club Day (monthly) Check-in & Check-out (daily) Action Steps: Trauma Informed Teaching	Full Implementation 09/01/2026		
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Core Function:	Domain 4: Culture Shift
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Effective Practice:			Practice 4C: Engage students and families in pursuing education goals		
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To Target Date

Initial Assessment:	Curriculum Title 1 Nights such as Back to School Bash and Believe to Achieve Night, Lunch and Learn Character Breakfast International Night (annually) Winter and Spring Concerts National Eat Outside Day (annually) Awards Day (quarterly) Action Step: Book Buddies	Full Implementation 09/01/2026		
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