

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 1B: Monitor short-and long-term goals			
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			2026-2027 Title Budget: Non-Restricted Allotment: \$130, 379.79 Parent/Family Engagement Allotment: \$2,643.50 <u>As of October 2026:</u> EA for Saturday Academy- proposed for 11 Teachers. Including Fica/Retirement - Est \$7.062.00; This will impact our 3rd-8th grade scholars. Saturday Academy will occur from April 17-May 22. As a part of our ATSI School Improvement Plan, this year we will also be focused on supporting our EC students towards their personal growth. Library Allowance- Email sent to Toonozzi requesting a book order- Est \$5.000; This will impact all students; and assist in increasing student engagement and love of reading. Consultant- Gladstone - Encumbered for \$3,500; She will be working with our middle school teachers and Adaptive EC teacher to improve and refine classroom management and relationship building for those particular subgroups (middle school students and EC Adaptive students, respectfully). Poster Maker- Quote for \$5120.00 Using Title 1 Fund supplies and materials of \$3723.00 School Funds to pay-Balance; This will assist with helping teachers develop posters and anchor charts which align with teaching and learning in the classroom. Total of these Expenditures = \$19.285.00	Limited Development 10/20/2026		
How it will look when fully met:			All Title I Funds will be intentionally used to ensure that the School Improvement Plan is being enacted.		Kimberly Scott	06/15/2027
Actions				0 of 7 (0%)		
10/20/26		Title I funds are utilized for Library Books			Andrew Tonozzi	02/15/2027
Notes:						
10/20/26		Title I funds are utilized for Contracted Services			Kimberly Scott	02/28/2027

Notes:				
10/20/26	Title I funds are utilized for Parent Food Purchases		Karen Atkinson	03/01/2027
Notes:				
10/20/26	Title I Funds are utilized for daytime tutors		Karen Atkinson	05/20/2027
Notes: 2 certified tutors (40.00) x 3 hours a week x 25 weeks				
10/20/26	Title I funds are utilized for After Hours Tutors		Kimberly Scott	05/20/2027
Notes: 11 teachers for \$7,062				
10/20/26	Title I funds are utilized for EEA Additional Responsibilities		Kimberly Scott	05/20/2027
Notes:				
10/20/26	Title I funds are utilized for Instructional Supplies and Materials		Kimberly Scott	06/15/2027
Notes:				

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		1 of 7 (14%)		
10/16/26	Teacher teams will look at their EVAAS value added data, reflect on their instructional effectiveness throughout the 25-26 school year and to choose 1-2 instructional areas to target this year.	Complete 10/16/2026	Kimberly Scott	10/16/2026

<i>Notes:</i>				
10/16/26	Five Week Mid Cycle Check-ins -Check in to view and discuss the progress with students who are receiving supplemental (Tier 2) instruction		Laura Stern	04/01/2027
<i>Notes:</i>				
10/16/26	Ten Week Mid Cycle Check-in: Check in to view and discuss the progress with students who are receiving supplemental (Tier 2) instruction		Laura Stern	05/06/2027
<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.		Kimberly Scott	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.				
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.		Paulette Fletcher	06/12/2027
<i>Notes:</i>				
9/18/26	A+ Staff will meet will meet weekly to look and disaggregate Class Dojo behavioral (Tier I) data		Natosha Meredith	06/20/2027
<i>Notes:</i>				
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 diligent 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.			

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/Three: 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. Mrs. Stern provided a refresher training for all K-8 teachers to review the Standard Treatment Protocol. Staff will review Tier 2 data at the 5 and 10 week marks.	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 (Grade Level 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. 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. Ultimately, students will demonstrate ongoing growth as a result of strong core and differentiated supports. 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 9 (11%)		
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
Notes: 9/10 School Psychologist Laura Stern adminstered 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>				
9/18/26	Teachers will receive ongoing training on how to create and sustain flexible, fluid, and data based small group instruction.		Marian Kanipes	05/18/2027
<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 implement 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 used for Youth Development Coordinator position. This action supports CNA FAM-S Item 7.				
9/30/24	Teachers will create intentional small group lessons based upon student need		Paulette Fletcher	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 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have shared our goal with School Leadership Team. Some staff expose, integrate, and define careers that align to their curriculum. In August, we partnered with NC A&T Honors College for them to lead interactive sessions on helping students recognize their unique gifts and strengths. Teachers plan field trips and expose them to new careers. We have a yearly career that's being implemented in the spring. In the past we have done it only for middle school.	Limited Development 09/17/2026		
<i>How it will look when fully met:</i>			- Teachers intentionally connect CKLA, math, science, social studies, and global studies to real-world problems and careers. - Every K–8 student receives intentional exposure to a wide variety of careers, including careers they may not encounter within their immediate family/community. Exposure is planned across grade levels so students aren't repeatedly hearing about the same few professions. - College and Career awareness isn't left to individual teachers. The school has a K–8 progression defining what every Jaguar should experience each year. <u>Information to use to determine full implementation:</u>		Noelle Simpson	06/10/2027
Actions				1 of 5 (20%)		
	10/20/26	Middle school students will complete the YouScience assessment to explore their strengths, interests, and potential career pathways, increasing awareness of future educational and career opportunities.		Complete 10/23/2026	Natosha Meredith	10/23/2026
<i>Notes:</i>						
	10/15/26	Middle school students will take a trip to the Greensboro Coliseum to explore and learn about careers and career pathways.			Thomas Clay	11/19/2026
<i>Notes:</i>						
	10/6/26	We will hold a family night for rising 9th graders to expose them to future career options			Natosha Meredith	11/20/2026
<i>Notes:</i>						
	10/6/26	We will hold a career fair in the spring to expose K-8 students to various 21st century skills.			Reggie Floyd	05/01/2027

Notes:

10/6/26 Every classroom teacher will expose student to at least one profession that aligns with their subject.

Davida Busari

06/12/2027

Notes:

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4C: Engage students and families in pursuing education goals

KEY

E1.06

The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)

Implementation
Status

Assigned To

Target Date

Initial Assessment:

We communicate with our parents through various channels, with the priority being class dojo. That is very teachers share what's happening in the classroom with teaching and learning, homework assignments, and upcoming events happening at Johnson Street.

We have led several parent events so far, which include:

- Popsicles with the Principal-July 28th
- Open House-August 4th
- National Eat Outside Day-August 28th
- Parent Portal Workshop for Spanish speaking families-Sept 4th
- Back to School Bash (Title I Night)-Sept 10th
- Curriculum Title 1 Nights such as Back to School Bash and Believe to Achieve Night
- Upcoming: Character Breakfast-Responsibility

We also send out communication weekly through Connect Ed.

Limited Development
09/01/2026

How it will look when fully met:	• <u>Clear communication about learning expectations:</u> Families regularly receive grade-level information about what students are learning in reading, math, science, and social studies—not just grades or test scores. • <u>Specific “at-home” strategies:</u> Teachers provide simple, realistic ways families can reinforce current learning, such as questions to ask while reading, vocabulary to practice, math games, fluency practice, or ways to connect learning to everyday experiences. • <u>Parent learning opportunities:</u> Curriculum nights, workshops, videos, demonstrations, or family academic events actually teach parents how to help, rather than simply telling them that they should help. Evidence to measure effectiveness: Staff gather K-8 parent feedback and look at participation, communication data, surveys, or other evidence to determine what capacity and supports families need and how effective are the supports we provide.		Kimberly Scott	06/10/2027
Actions		0 of 3 (0%)		
10/6/26	We will hold a quarterly curriculum night to inform parents/families		Kimberly Scott	06/01/2027
Notes:				
10/6/26	Teachers and teacher teams will utilize translation resources more to reach and educate multi language families.		Allison Buniva	06/15/2027
Notes:				
10/6/26	K-8 Teacher teams will send a newsletter monthly		Paulette Fletcher	06/15/2027
Notes:				