

## Comprehensive Progress Report

**Mission:**

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

**Vision:**

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

**Goals:**

- The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 9.6% in SY2021-22 to 29.8% in SY2022-23 and 50.0% in SY2023-24.
- The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from \_\_\_% on the Fall 2021 Panorama Screener (in Grades 3-5) to \_\_\_% in SY2022-23 and \_\_\_% in SY2023-24.
- Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 36.6% in SY2021-22 to 29.8% in SY2022-23 and 23.0% in SY2023-24.
- We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.
- Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)
- To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>High expectations for all staff and students</b>			
<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

JWGA strives to prepare all teachers with the necessary tools and strategies for classroom management. This begins with recognition through our Cardinal P.R.I.D.E Behavior matrix and voice level monitoring guide. We currently use the behavior modification technician to assist teachers with restorative practices to reduce behavior concerns in the classroom. We seek to minimize behavioral distraction by praising good behavior publicly, while having crucial conversations through social stories privately with the students who need behavioral guidance. This involves collaboration with the family (parents) of the student. Through observation and feedback based on the school culture trajectory, we will ensure that all teachers implement school culture expectations. This expectation is described, modeled, and practiced with coaching to positively teach and reinforce consistent routines and procedures classrooms.

**Shared Behavioral Expectations**

JWGA staff utilizes the Cardinal P.R.I.D.E. Behavior Matrix. This expectation matrix was shared through staff PD, the employee handbook, and posted throughout the campus. Cardinal P.R.I.D.E., a series of ideal character traits for all JWGA scholars is also heavily publicized and reinforced to students and staff alike where scholars and classrooms earn Cardinal Tickets for recognition and rewards. These concurrent behavioral expectations culminated in quarterly assemblies (Cardinal Conventions). During this event hosted by our Student Services Team, students are rewarded and recognized for their adherence to the PRIDE character traits. Cardinal Conventions also served as an opportunity to address school-wide character education and is coordinated and facilitated by the student services team. Additionally, teachers were provided with a handbook section that provided an in class/office behavioral flow chart along with information on logical consequences for behavior in the event the expectations and/or CMS rules and procedures are not followed. The intent of these initiatives are to align teachers across the school in how they can maintain positive behaviors and responded to disruptive behaviors.

Limited Development  
10/01/2019

Priority Score: 2

Opportunity Score: 2

Index Score: 4

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

**Beginning Teacher Support**

The existing Beginning Teacher Support meetings will continue to operate monthly, but emphasize providing additional classroom support through individual coaching and professional development. We will ensure that all teachers establish and positively teach and reinforce consistent rules and procedures in their classroom and provide positive reinforcement during classroom Walkthroughs and observations.

**Coaching Caseload/BMT Support**

The ILT/MTSS Leadership Team meeting structure will be altered to include a bi-monthly analysis of data from daily instructional and culture walkthroughs. This data will be used to develop school-wide and individual teacher coaching plans. The coaching caseload is built for differentiation based on placement on the culture and rigor trajectory. Teachers who need additional support for classroom culture will be provided additional coaching resources including individualized coaching by a member of our Student Services Team or ILT.

**Caring Schools Community**

The Caring Schools Community curriculum will be taught with fidelity and integrity during the school year during a dedicated block at the beginning of each school day. The master schedule has been designed to provide time daily for SEL instruction as well as a portion of teacher planning time to rehearse the lessons. The student services team will provide additional support in the implementation of this curriculum by providing character education lessons across all grade levels monthly or more often as needed.

**Restorative Practices**

Students will be able to self-regulate actions and emotions by progressing through the steps of restorative circles. This includes the use of the Yale color feelings chart to Teachers will be provided ongoing professional support the articulation of feelings. Development of restorative practices allows teachers to effectively manage and maintain a positive classroom community. Using provided resources from the Student Services Team, students will be able to internalize and articulate their moods and emotions without prompting negative behavior.

**Tonya Johnson  
(8.19.2019)**

**06/01/2023**

<b>Actions</b>		<b>0 of 1 (0%)</b>		
10/1/19	<p>Grier will implement and focus on Cardinal P.R.I.D.E., restorative practices, GBF school culture and rigor trajectory to provide the ongoing support of teachers' performance and classroom management. Teachers will receive feedback using the school culture trajectory guide to implement strategies that engage students and reflect on their classroom practices.</p> <p>Each beginning teacher will be assigned a skilled mentor (that will compliment their areas of growth) to receive formal coaching monthly and informal coaching once a week, as measured by monthly mentor logs.</p>		Lindsey Macconnie	06/01/2023
<p><i>Notes:</i> Oct. 2021: Grier is following and implementing the Grier Pride Matrix to impact student performance academically and behaviorally.</p> <p>Feb: Grier is making progressing towards meeting this goal by working with the counselors, Social worker and BMT to implement continuous support for teachers and their practices revolving around student behavior and social emotional needs.</p> <p>April: Teachers teach rules and procedures and they are revisited as needed. The staff went through a refresher Behavior PD. We have a behavior matrix that is followed, SEL time to work on behavior and mental health, and a BMT to support students and staff. We are currently progressing because there are some teachers having challenges in the area of classroom management, however I believe they have taught them in a positive way.</p> <p>June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines.</p>				
<b>Implementation:</b>		06/11/2021		
<b>Evidence</b>	6/11/2021 4/21/2021:			
<b>Experience</b>	6/11/2021 4/21/2021: we worked with all beginning teachers to ensure they had the support to instruct and grow students during this remote/ hybrid model of teaching and learning.			

<b>Sustainability</b>	6/11/2021 4/212021: we will continually work on this action, because the action has become a habit, but we need the coaching sessions to be more impactful.			
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<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>			
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	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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<b>Initial Assessment:</b>			<p>We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas Additionally, we are moving into year two of our K-3 EL Education adoption and K-5 enVision adoption. 4th and 5th grade will be in their second year of EL Education. SORA and EPIC will serve as our online text resources. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.</p> <p>In terms of PLCs and planning, we are currently working to identify new processes and procedures to support staff as they plan to be more data driven and standard oriented.</p> <p>We have used Title 1 and general school funds to purchase supports for standards-aligned instruction:</p> <ul style="list-style-type: none"> <li>• Teacher Leadership Pathway Extended Impact Teacher differentials</li> <li>• Tutors</li> <li>• Extended Employment funds used for curriculum development</li> <li>• Book studies related to PLCs, curriculum, instructional best practices, etc.</li> </ul>	Limited Development 09/30/2019		
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<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> <li>• Implementation of district curricula with integrity</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally</li> <li>• Common vocabulary and academic language being used</li> <li>• Discussion around standard-alignment and what mastery looks like</li> <li>• Student growth and achievement data should be increasing for all subgroups without gaps</li> </ul>		<p><b>Bridget Wilson</b></p>	<p><b>06/01/2023</b></p>
<p><b>Actions</b></p>		<p><b>1 of 3 (33%)</b></p>		
<p>8/10/20</p>	<p>Teacher PLCs will work collaboratively each week to create stability, productivity and consistency through team norms, structures for accountability, clear expectations from administration, meeting structures and communication. The Leadership Team will assess the effectiveness of PLC collaboration through staff surveys, PLC observation, PLC debriefs and teacher feedback.</p>	<p>Complete 03/02/2022</p>	<p>Bridget Wilson</p>	<p>02/01/2022</p>
<p><i>Notes:</i> Oct/Nov 2021: Teachers are beginning to lead portions of the PLCs with the support of their facilitators. Teachers are beginning to internalize the lessons and the standards to enhance the learning experience for our scholars.</p> <p>Jan/Feb: Teachers are learning from each other during PLC meetings and using the time to internalize and work with facilitators and model lessons and implement best practices. Teachers are working collaboratively to impact student growth across their grade levels.</p> <p>April: PLCs meet weekly to create standards aligned lessons and model strategies. All grade levels participate in a weekly/daily PLC led by a facilitator. PLCs work collaboratively to develop standards -aligned lessons. Teachers are following standards that are set in place for them.</p>				

9/30/19	The Leadership Team will implement weekly informal instructional observations with an identified common look-for. The team will analyze data and create a coaching plan (individual/school-wide) based on the analysis. The effectiveness of this practice will be measured using data from the informal observation tool, Leadership Team meeting notes, JWGA coaching caseloads, and improvement in teacher practice.		francine romain (9.1.2021)	06/01/2023
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*Notes:* 11/4/2020: ILT has implemented a weekly instructional walkthrough schedule with identified common look-fors. Staff have all had several walkthroughs in various content areas by different ILT members and received feedback using a common form aligning with the instructional focus. Feedback related to the common look fors is given to each teacher and shared with the content and/or grade level facilitator. Data from these walkthroughs is analyzed weekly with focus on needed areas of improvement.

12/2/2020: JWGA is making steady progress, but needs to continue to meet weekly to align our observations and ensure we are consistent in all messaging while working on ensuring all staff receive consistent feedback.

3/12/2021: Walkthroughs are focused, data is analyzed, and the administrative team identifies trends in areas. The effectiveness is still in progressing as the measurement of the delivery still needs refinement in the area of feedback. Based on our walkthroughs we still need to work on the internalization and implementation.

Oct. 2021: We are conducting weekly walkthroughs and using the data and observational notes to impact and lead coaching sessions for each teacher and to help guide PLC planning.

April: Teachers receive prompt feedback following a walkthrough and observation. The expectation is for facilitators and admin to conduct Walkthroughs consistently from the beginning of the year until the end of the year. This has become a habit, however the consistency has become less due to class coverage and other daily tasks. We should continue to work to make this a habit for the duration of the academic school year.

June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines.

10/1/19	Teachers will internalize (the what and how) and implement the district-provided enVision and EL curricula with fidelity utilizing district pacing, tools, and assessments. The effectiveness of teachers' delivery of instruction will be measured by the Leadership Team through PLC and teacher reflection, informal and formal observations, student daily work and data analysis, and action planning and implementation processes.		Bridget Wilson	06/01/2023
<p><i>Notes:</i> April: Teachers are utilizing the district and state supported pacing calendars and working to ensure they teach the curriculums with dedication and integrity. They are also using OG during small group time as needed and also have support from their facilitators to ensure they have tools and utilize best practices during instruction. Walkthroughs and formal observations provide teachers with feedback regularly.</p> <p>June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines.</p>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

We will be providing in-person instruction for all students throughout this school year. We will be working to update our master schedule and service delivery models to ensure we are meeting the needs of all student IEPs, LIEPs, and TD plans. Additionally, we are utilizing the district's updated Standard Treatment Protocol when providing supplemental and intensive interventions.

We have used Title 1 and general school funds to purchase supports for standards-aligned instruction:

- Teacher Leadership Pathway Extended Impact Teacher differentials
- Tutors
- Extended Employment funds used for curriculum development
- Book studies related to PLCs, curriculum, instructional best practices, etc.

In terms of our MTSS leadership team, we are currently working to identify new processes and procedures to support staff as they meet and plan.

Limited Development  
10/01/2019

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• Teachers implementing core curriculum with integrity</li> <li>• Diverse use of best practices and strategies that address different learning styles and needs</li> <li>• Established MTSS team, structures and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Focus is on the quality of instruction rather than student deficits</li> <li>• Purposeful tiered instruction is being provided for academics and behavior</li> <li>• Data driven instruction and decision-making</li> </ul> <p>Teachers will receive consistent feedback and coaching from regularly scheduled walkthroughs, which aligns to the instructional excellence components, and academic outcomes of the SIP. Teachers will implement core curriculum with integrity. Feedback will be recorded in an automated walkthrough summary that will be sent immediately to the teacher via email. This automated procedure will serve as a measure of accountability and evidence that feedback is consistent and timely and actions are showing progression in teacher practice. The implementation of standardized PLC protocols concurrent with efforts to build leadership capacity in classroom teachers will assist in providing more time for ILT members to conduct walkthroughs more frequently.</p>			<b>Bridget Wilson</b>	<b>06/01/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/10/20	Design/Implement an instructional process that includes small group instruction for supplemental and intensive support for each grade level. Schedule support staff to strategically implement lessons based on data.		Bridget Wilson, ILT	06/01/2023
<i>Notes: JWGA is progressing to meeting this goal. We implemented</i>					

9/24/20	Instructional planning will provide opportunities to design and practice evidence-based strategies aligned for the individual needs of students. Instructional walkthroughs will support the monitoring, and feedback provided will aid teachers and support staff in making adjustments. Analyze BOY data to identify student groups and/or students who are in need of supplemental or intensive interventions.		Bridget Wilson, Tonya Johnson, Paige Hughes	06/01/2023
<p><i>Notes:</i> Oct. 2021: We have begun to meet as a MTSS Leadership team to identify students who need additional academic support. There are supplemental and intensive groupings and interventions are in place. Progress monitoring is also beginning.</p> <p>June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with district specialists to help with these efforts.</p>				
9/24/20	Analyze student IEPs, LIEPs, and TD plans; develop a master schedule that meets all student needs for all students who need the support. Conduct weekly walkthroughs to monitor implementation of student individualized plans and tiered instruction. Monitor student progress with core, supplemental and intensive instruction.		Leadership Team	06/01/2023
<p><i>Notes:</i> Oct. 2021: We are currently working with teachers, EC teachers, and the MTSS leadership team to implement student IEPs. We are working to ensure that students are receiving their accommodations with integrity and fidelity.</p> <p>April: We have begun meeting weekly to identify the progress made by students in these subgroups to ensure they are receiving the services they need to be successful. During these meetings we look at data, anecdotal notes, and other sources to make decisions about continuing services and ensuring adjustments are being made.</p> <p>June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with district specialists to help with these efforts.</p>				
<b>Implementation:</b>			09/10/2020	
<b>Evidence</b>	9/10/2020			
<b>Experience</b>	9/10/2020			
<b>Sustainability</b>	9/10/2020			

	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
		<p><i>Initial Assessment:</i></p>	<p>The transition to in-person learning from remote learning has had a tremendous impact on the social and emotional development of our students. We are working to address both their current state in response to the pandemic as well as continuing to further their social emotional development by implementing a social emotional universal screener called Panorama and the Caring School curriculum for direct social-emotional instruction.</p> <p>In terms of our Student Services PLC, we are currently working to identify new processes and procedures to support staff as they meet and plan.</p> <p>We have used Title 1 school funds to purchase supports for supporting our students social and emotional states:</p> <ul style="list-style-type: none"> <li>• Behavior Modification Technician position</li> </ul> <p><b><u>Additional implementation efforts:</u></b></p> <p><b>Shared Behavioral Expectations</b></p> <p>Cardinal PRIDE, a series of ideal character traits for all JWGA scholars was also heavily publicized and reinforced to students and staff alike. These concurrent behavioral expectations culminated in quarterly assemblies (Cardinal Conventions). During this event, students were rewarded and recognized for their adherence to the PRIDE character traits. Cardinal Conventions also served as an opportunity to address school-wide character education that was facilitated by the student services team. Additionally, teachers were provided with a handbook section that provided information on logical consequences for behavior that did not follow expected Cardinal Pride Behaviors or CMS rules and procedures. The intent of these initiatives was to align teachers across all grade levels in how they responded to disruptive behaviors.</p>	<p>Limited Development 10/01/2019</p>		
		<p><b><i>How it will look when fully met:</i></b></p>	<p>This indicator will be fully met when the following criteria is</p>		<p>francine remain (9.1.2021)</p>	<p>06/01/2024</p>

consistently implemented throughout the entire school:

- SEL curriculum with explicit instruction that is being implemented with integrity
- Serving the whole child for all children
- Established MTSS teams, structures and processes
- Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)
- Purposeful tiered instruction is being provided
- Data driven instruction and decision-making
- Accurate identification of student needs rooted in data
- Teachers utilize culturally relevant and culturally proficient strategies, language, and practices
- A safe and welcoming environment is provided for all students
- Create a comprehensive student services program
- Support with physical and mental health awareness initiatives
- Conduct comprehensive needs assessment (staff, students, and parents as well as a review of data)
- Adapt, implement, and monitor grade-level content-area instruction, curriculum and environment provided within the core for behavior/social-emotional and attendance areas based on the data analysis from the MTSS Leadership Team
- Create supplemental and intensive behavior intervention groups using standard treatment protocol based on data analysis and problem-solving as identified by the MTSS Leadership Team
- Collaborative discussion to problem solve for caseloads and identifying needs, SBMH referrals and progress towards goals
- The school-wide House System will be implemented in Pre-K-5th grade (including our Extensions students) focused on academics, behavior and SEL. It will also be intentionally integrated with the Pride behavior matrix (PBIS model).
- Caring School Curriculum will be taught with fidelity in all classes.
- Students will be able to self-regulate actions and emotions by progressing through the steps of restorative circles.
- Using provided resources from the BMT and counselors, students will be able to internalize and articulate their moods and emotions without prompting negative behavior.
- A consistent decrease in the Chronic Absenteeism rate
- A consistent decrease in the number of discipline referrals
- A consistent increase in social emotional skills based on Panorama data

<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/1/19	Staff will implement the district Caring School Curriculum daily with fidelity and integrity. Restorative practices within the Caring School Curriculum will be identified. The Students Services and Leadership Teams will monitor through PLC conversations and feedback, daily fidelity checks, analysis of trends through data checklists and instructional observations.		Jaime Brooks/ Lashica Hemingway/ Lindsey MacConnie	06/01/2023
<p><i>Notes:</i> Oct. 2021: The guidance counselors and Social Worker collected SEL data and began creating lesson plans aimed at positively impacting student social-emotional growth. The team was asked to provide feedback and identify trends that needed to be addressed with students and teachers.</p> <p>April 2022: Daily SEL block at the start of the day for each grade level. During SEL we use Caring School Curriculum during morning meetings. This is also done at the PLCs. There are a lot of new staff here that have never been trained on Restorative Practices, this might need to be addressed.</p> <p>June: JWGA is using the Caring Schools curriculum with fidelity and integrity, and the students are all in during the SEL block with their teachers and the school counselors. The Students Services and Leadership Teams will monitor through PLC conversations and feedback, daily fidelity checks, analysis of trends through data checklists and instructional observations. We are progressing towards completing the daily checks and instructional observations.</p>				

	8/18/20	<p>Staff will analyze Panorama data and discuss trends bi-weekly to build capacity for all staff on core instructional practices for social emotional support and skill-building. Teams will identify skills of need that support collaborative communities within the school and increase student engagement and attendance, and will develop plans for support within the SEL block of instruction. Students Services and Leadership Teams will monitor for an increase in attendance, engagement and achievement toward goals within the Panorama data through PLC conversations, formal and informal observations and coaching.</p> <p>We will continue to build community through our Cardinal Pride behavior matrix and house color system.</p>		Lashica Hemingway, Jaime Brooks	06/01/2023
<p><i>Notes:</i> Nov. 2021: The guidance counselors collected the Panorama survey data and began creating lesson plans aimed at increasing the scores of the survey. The team was asked to provide feedback and identify trends that needed to be addressed with students and teachers.</p> <p>April 2022: Teachers have given the Panorama survey, and the counselors have used the data to drive instruction for their grade level needs. The counselors also shared this information with the ILT and how they gather teacher input on the data collected from the survey to help teachers with classroom management and other strategies for improving student interactions with their peers and teachers.</p> <p>June: JWGA is using the Panorama data with fidelity and integrity, and the students are receiving lessons based on their answers by their teachers and the school counselors. The Students Services and Leadership Teams will continue to monitor PLC conversations and feedback. We are progressing towards completing the daily checks and instructional observations.</p>					
KEY	A4.16	<p><b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b></p>	Implementation Status	Assigned To	Target Date

<p><b>Initial Assessment:</b></p>	<p>Prior to the start of a school year, scholars' current teachers utilize student achievement data and knowledge of student behavior to design classes for the upcoming school year.</p> <p>It is evident that more focus is needed on grade-to-grade transitions. Teachers in the current year often lack awareness of individual student's areas of need as they enter their class or know the behavioral or academic interventions or accelerations put into place the previous school year.</p>	<p>Limited Development 10/01/2019</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	
<p><b>How it will look when fully met:</b></p>	<p>Grier will use a created action plan to analyze student data as they matriculate from the current grade to the next, and hold transition meetings during MTSS and data meetings to help meet the needs of the student with data from previous teachers to give input about student needs and areas of growth.</p> <p><b>Vertical Alignment</b></p> <p>Math/Science and Literacy/EL committees and corresponding facilitators will realign their focus to provide support for school wide ELA and Math school improvement goals. The committees will meet monthly to discuss vertical alignment of ELA and Math standards across all grade levels, drafting a shared document that can be accessed by each PLC. These committees will utilize grade level pacing calendars to determine their focus and outcomes for each month's meeting. Additionally, the school will schedule an opportunity each month during Wednesday staff meetings to continue this alignment procedure and share the insight gained.</p> <p><b>Student Services Team</b></p> <p>The Student Services Team will meet weekly to align their actions to school wide goals centered on reducing chronic absenteeism, the implementation of the Caring Schools Community Curriculum and restorative practices to reduce behaviors inconsistent with Cardinal Pride expectations.</p> <p>Prior to the close of each school year, the Student Services Team will</p>		<p><b>Bridget Wilson</b></p>	<p><b>06/01/2024</b></p>

analyze student-level discipline data, review the attendance data tracked by our Social Worker and review documented and observed behavior concerns (Tier II/III). This will ensure all leadership teams are able to identify and determine potential attendance and behavioral concerns as students transition to the next grade.

**Early Intervention**

Prior to the beginning of each school year, student benchmark and EOY state testing will be collected and sorted by percentile. This data will be used to begin the problem solving and intervention assignment process prior to the first weeks of the new school year.

**MTSS Leadership Team**

The MTSS leadership team will review all open Tier II and III intervention plans and develop an action plan to continue the implementation of interventions. The MTSS Leadership team will monitor the baseline assessments for newly identified students, and analyze the progress monitoring data collected for students in the MTSS platform.

<b>Actions</b>		<b>0 of 2 (0%)</b>		
10/1/19	The work of the committees and the math and science facilitators will be measured by the committees submitted monthly meeting agenda which captures the committees' School improvement alignment/data review, link to the school vision and mission, planning/implementation, Next Steps/reflection. The Agendas are house within the JWGA Committee Folder in the staff google drive. All committees are responsible for presenting their committee results in relation to their intended goals at the end of the year.		Denishie Allen, Paige Hughes	06/01/2023

Notes: Oct. 2021: Currently we are working hard to establish norms and expectations in committees to be successful and fulfill their purpose outline in the School Improvement plan. The committees are reflecting on the work done in the previous years and how that could be used to impact student growth during this school year.

April 2022: PLC action planning based on data. This data is constantly reviewed and adjusted to support positive student outcomes by use of vertical planning. Admin and staff work together to implement the plans and their is collaboration with the PLC teams and committee to ensure that students achieve high scholastic expectation. . The math and science committee worked extremely hard with the math facilitators to host a fifth grade math night and a Pi Night for the entire student body and their families. We had an overwhelming turnout and the feedback was positive.

June: Committees met on a monthly basis to reach goals and communicated those goals that were most aligned to our school improvement goals. We are making progress to use the end of the year data to drive our work throughout the year. We will continue to make progress to meet this goal during the next academic school year.

10/1/19

Literacy/EL committees and ELA facilitators will align focus to vertical alignment across all grade levels. The work of the committees will be measured by the committees submitted monthly meeting agenda which captures the committees' School improvement alignment/data review, link to the school vision and mission, planning/implementation, Next Steps/reflection. The Agendas are house within the JWGA Committee Folder in the staff google drive. All committees and literacy facilitators are responsible for presenting their committee results in relation to their intended goals at the end of the year.

Nilaja Dobson  
(9.2.2020), Tonya  
Johnson

06/01/2023

*Notes:* Oct. 2021: Currently we are working hard to establish norms and expectations in committees to be successful and fulfill their purpose outline in the School Improvement plan. The committees are reflecting on the work done in the previous years and how that could be used to impact student growth during this school year.

April 2022: PLC action planning based on data. This data is constantly reviewed and adjusted to support positive student outcomes by use of vertical planning. Admin and staff work together to implement the plans and their is collaboration with the PLC teams and committee to ensure that students achieve high scholastic expectation. . The Literacy/academic committee worked extremely hard with the literacy facilitators to host a Literacy and Read to Achieve night for the entire student body and their families. We had an overwhelming turnout and the feedback was positive.

June: Committees met on a monthly basis to reach goals and communicated those goals that were most aligned to our school improvement goals. We are making progress to use the end of the year data to drive our work throughout the year. We will continue to make progress to meet this goal during the next academic school year.

<b>Implementation:</b>		06/11/2021		
<b>Evidence</b>	6/11/2021			
<b>Experience</b>	6/11/2021			
<b>Sustainability</b>	6/11/2021			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Northeast Learning Community provides weekly support through, but not limited to: observation and coaching of classroom, PLC and administrative practices, parent communication and leadership development. The Northeast Learning Community also provides opportunities for schools to collaborate with other schools with similar and different demographics to adopt best practices.	Limited Development 10/01/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this objective is fully met, the coaching and feedback provided by the Northeast Learning Community support along with the professional development and other structures in place will result in Joseph W. Grier Academy no longer having the Low Performing School designation.	<b>Objective Met 06/08/22</b>	<b>Bridget Wilson</b>	<b>06/01/2022</b>
<b>Actions</b>					
	8/14/20	The Northeast Learning Community Coaching Plan will be used to support the principal in motoring and maintaining a clear focus on school improvement. This plan will be revisited during weekly coaching sessions and monitored for effectiveness of actions.	Complete 06/01/2022	NELC Representative	06/01/2022
		<i>Notes:</i> The Northeast Learning Community Coaching Plan has been used to support the principal in motoring and maintaining a clear focus on school improvement. This plan has been revisited during weekly coaching sessions and monitored for effectiveness of actions.			
<i>Implementation:</i>			06/08/2022		

<p><b>Evidence</b></p>	<p>6/8/2022</p> <p>3/12/2021: The LEA has a very attentive LEA Support and Improvement Team. The principal and Assistant Principal meet weekly to discuss the ongoing objective and the SIP goals and action steps to meet full implementation. The LEA Support also meets regularly with the ILT to ensure that goals are being met and action items are checked to ensure the leaders are aware of the actions needed to reach full implementation.</p> <p>June: The coaching and feedback provided by the Northeast Learning Community support along with the professional development and other structures in place have begun to see results in helping to move closer to meeting our goals and making progress.</p>			
<p><b>Experience</b></p>	<p>3/22/2021</p> <p>3/12/2021: The LEA has a very attentive LEA Support and Improvement Team. The principal and Assistant Principal meet weekly to discuss the ongoing objective and the SIP goals and action steps to meet full implementation. The LEA Support also meets regularly with the ILT to ensure that goals are being met and action items are checked to ensure the leaders are aware of the actions needed to reach full implementation.</p> <p>6/1/2022: JWGA has fully met this objective and is receiving and utilizing the coaching and feedback provided by the Northeast Learning Community support along with the professional development and other structures in place will result in Joseph W. Grier Academy no longer having the Low Performing School designation.</p>			
<p><b>Sustainability</b></p>	<p>3/22/2021</p> <p>We will continue to work closely with the LEA Support to ensure full implementation practices are continued.</p> <p>6/1/2022: We will continuously seek guidance from the NELC in our pursuit to reach our school improvement goals. To ensure we are sustaining our efforts, we will continue to work with members from the NELC to improve practices and strategies. We are still working towards no longer having the Low Performing designation.</p>			

	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
<i>Initial Assessment:</i>			Walkthroughs by ILT were aligned to district ILT look fors and teachers were given immediate informal feedback in the moment. Currently, members of the ILT were given a weekly schedule of teachers they will observe and provide instantaneous feedback too. Staff receive at least one walkthrough per week, and the information gathered is sent to the teachers and ILT Google folder. This information is turned into graphs that highlight the needs and areas of growth that are needed and are discussed with ILT and adjustments are made for each teachers' area of need. There are other TLP leaders who are receiving training on how to conduct observations and coach their assigned teachers to use best practices to improve student success.	Limited Development 10/01/2019		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			<p>Instructional Leadership members were chosen by the administration (including teachers and content facilitators) and leaders from the Teacher Leader Pathway were hired through panel style interviews. The highest priority of the school is providing data driven instruction according to the standard treatment protocols. We will use weekly data collected to provide timely feedback and create plans to meet expected growth for teachers. The Instructional Leadership Team will meet twice weekly to ensure effectiveness of implementation of daily PLC meetings and data driven meetings.</p> <p>When this goal is fully implemented, teachers will receive consistent feedback weekly according to the JWGA standardized walkthrough form aligned with instructional excellence "look fors" and core action steps. All walkthroughs will be documented in an ILT Google folder and discussed/shared during bi-weekly ILT meetings to identify and pivot to changing coaching needs. Members of the Instructional Leadership Team will give regular and consistent feedback weekly to ensure effective instructional practices are occurring on a daily basis. Each ILT member will calibrate individually and monthly with the principal on the use of the walkthrough instrument, coaching stances and providing feedback. Leaders are developed in each PLC that effectively lead and facilitate aligned model lessons and all aspects of the IPA. The TLP teachers will also share their observations and coaching notes with ILT</p>		Bridget Wilson	06/01/2023

to help better calibrate the needs of each teacher. Differentiated PD is provided monthly and documented on the Google Master Calendar with follow-up surveys designed to assess the effectiveness and aligned with the CMS Adult Learning Pathways and is responsive to identified school instructional needs through surveys and district requirements. PDP goals are aligned with school and district initiatives and each PLC member's identified growth goals.

### **Instructional Excellence**

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

Instructional Planning Protocols/Adult Learning: The development of standardized instructional planning protocols across all grade levels will streamline PLC rituals (Unpacking, Modeling, Data Analysis, Action Planning). Each teacher within the PLC will be provided training and practice on these protocols. The expectation is that once these protocols are in place, any PLC members will be able to set agendas and facilitate meetings, providing additional time for ILT members to conduct instructional walkthroughs, provide in the moment coaching, and provide direct small-group instructional support for students.

Instructional Walkthroughs/Coaching Caseload: Changes to the walkthrough form include alignment to the Instructional Excellence "Look Fors" and fidelity checks for the newly adopted curriculums. Each member of the ILT will have an assigned coaching caseload. The coaching frequency will be differentiated by teacher experience, EVAAS and MAP growth, walkthrough data and proficiency data. The expectation is that structural changes to PLC protocols will provide additional availability for facilitators to provide more frequent walkthroughs. As an instructional leadership team, qualitative/quantitative data extracted from walkthroughs and student data will be analyzed in bi-weekly meetings. Action plans for individual teachers will be determined based on this analysis. Concurrently, the

instructional leadership team will analyze instructional trends and assessment data and determine focus cycles that will guide weekly instructional walkthroughs.

Student Learning/Lesson Plans: Teachers will receive clear, constructive feedback/guiding questions on weekly lesson plans by content area. Written comments in Google Drive and follow up in PLCs and through walk-throughs will ensure that student-centered lesson plans entail aligned content, scaffolded questions to prompt analytical thinking, equitable instructional practices, and strategies previously discussed in PLC meetings based on the 4 T's in ELA and Standard, Contextual and Procedural processes in Mathematics.

MTSS Leadership Meeting/Data Review: During these meetings we will define and communicate core district and school-based instructional, curricular, and environmental expectations for academic, behavior/social-emotional and attendance areas. We will also analyze school-wide academic, behavior/social-emotional and attendance data for the effectiveness of instruction, curriculum, and environment in meeting student needs. Each member of the ILT will share grade level quantitative data for the team to analyze and make instructional decisions

After collecting data, we will develop implementation plan for supplemental and intensive support based on standard treatment protocol for academic, behavior/social emotional and attendance needs in the school. Aligning year-long, ongoing professional development and coaching to support MTSS implementation will be a priority. We will analyze the effectiveness of supplemental and intensive intervention systems. Provide consistent communication with Supplemental/Intensive Support teams to provide data-based recommendations to drive intervention implementation.

### Instructional Excellence

ILT will review findings from their instructional walkthroughs. Coaching differentiation will be determined based on walkthrough data and student quantitative data. School-wide and individual teacher action plans will be developed alongside an ILT focus area for the next cycle.

### **Weekly Student Services Team Meeting**

The expanded Student Services Team will begin to meet weekly to discuss behavior/attendance trends and develop/implement

interventions in the remote setting. The addition of a BMT and school social worker will help to facilitate the expansion of the Student Services Team. Alongside the existing team members (counselors, school psychologist, and administration) the Student Services Team will meet weekly to align their actions to school-wide goals centered on reducing chronic absenteeism, the implementation of the Caring Schools Community curriculum and restorative practices to reduce behaviors not inconsistent with Cardinal Pride expectations. The team will also offer suggestions of best practices for remote learning for teachers addressing behavior concerns. The team will also be responsible for the following and serve as the lead contact for the behavior/social-emotional MTSS caseload.

- Create a comprehensive student services program
- Support with physical and mental health awareness initiatives
- Conduct comprehensive needs assessment (staff, students, and parents as well as review of data)
- Adapt, implement, and monitor the grade level of content area instruction, curriculum and environment provided within core for behavior/social-emotional and attendance areas based on the data analysis from the MTSS Leadership Team.
- Create supplemental and intensive behavior intervention groups using standard treatment protocol based on data analysis and problem solving as identified by the MTSS Leadership Team.
- Collaborative discussion to problem solve for caseloads and identifying needs, SBMH referrals and progress towards goals.
- Review communication received from the Student Services department.
- Attend appropriate district level Student Services professional development.

10/1/19	<p>School administrators will work to conduct calibration exercises for Teacher Evaluations and Instructional Walkthroughs. The calibration exercises will occur once each quarter in order to maintain consistency and alignment when conducting observations and walkthroughs. Action plans and steps will be measured by the instructional walkthrough form and ILT analysis documents that are developed after each calibration exercise found in the ILT google drive. The principal and assistant principal will share the calibration data with the ILT prior to the next rotation of walkthroughs to ensure consistency and targeted opportunities for growth.</p>		Bridget Wilson, Francine Romain	06/01/2023
	<p><i>Notes:</i> Oct. 2021: Walkthroughs are happening weekly and feedback is being given within 24 hours using the Core Actions to guide our meetings and coaching.</p> <p>April 2022: We are working towards implementing daily/weekly instructional walkthroughs and calibrating the walkthrough document to provide feedback to teachers.</p> <p>June: JWGA began the year conducting instructional walkthroughs and debriefing with the ILT and other members of the staff to talk about strategies and feedback to teachers. During the school year the implementation of instructional walkthroughs, feedback, and debriefing was paused due to staffing shortages, climate and culture. A document was needed to provide feedback and use for conducting walkthroughs. JWGA will continue to work towards full implementation.</p>			
10/1/19	<p>Design/Implement common protocols for IPA rituals within PLC work sessions. (Instructional Excellence)</p> <p>We will monitor the implementation of the IPA protocols through Admin PLC walkthroughs. Each PLC will also indicate their meeting objective/defined protocol by updating an agenda (Google Drive) which highlights the protocol used and the applicable standard.</p>		ILT	06/01/2023

Notes: Dec 2021: JWGA continues to work towards meeting this goal. More work is needed to have this practice as routine. There is a need for professional development in order to implement the goals for this indicator.

April 2022: JWGA continues to work towards meeting this goal. More work is needed to have this practice as routine. There is a need for professional development in order to implement the goals for this indicator.

June 2022: JWGA will reach out to district specialists to help with the implementation of this objective/ action step.

10/3/19 We will conduct weekly instructional walkthroughs of classrooms on a rotating schedule. The teachers will receive instantaneous feedback through the use of a Google Form. We will implement weekly instructional walkthroughs and analyze data as an ILT to identify trends and areas of growth. Create an action plan (individual/school-wide) based on the analysis of the instructional walkthroughs conducted and will use the data to promote the use of best practices in during instruction. We will also schedule time to follow up with the teacher to ensure the implementation of the feedback is being used during instruction.

Francine Romain,  
Bridget Wilson

06/01/2023

Notes: Oct. 2021: Walkthroughs are happening weekly and feedback is being given within 24 hours using the Core Actions to guide our meetings and coaching.

April: Teachers receive prompt feedback following a walkthrough and observation. The expectation is for facilitators and admin to conduct Walkthroughs consistently from the beginning of the year until the end of the year. This has become a habit, however the consistency has become less due to class coverage and other daily tasks. We should continue to work to make this a habit for the duration of the academic school year. There is more work that needs to be done to ensure this is made routine.

June: JWGA will continue to work towards full implementation.

**Implementation:**

03/22/2021

<b>Evidence</b>	3/22/2021 3/12/2021: We are completing weekly walkthroughs, providing immediate feedback and implementing this feedback in our PLC meetings relating to the IPA protocols with the use of Google Documents and forms. This is routine. The ILT meets with their assigned grade level PLCs to discuss data and meet the needs of the individual teachers as well as the students. We also share documents, agendas, and data using a Shared Google drive across grade levels and the school. We have implemented weekly times to analyze the data from the walkthroughs to coach teachers on areas of growth outlining immediate action steps.			
<b>Experience</b>	3/22/2021 3/12/2021: We are completing weekly walkthroughs, providing immediate feedback and implementing this feedback in our PLC meetings relating to the IPA protocols with the use of Google Documents and forms. This is routine. The ILT meets with their assigned grade level PLCs to discuss data and meet the needs of the individual teachers as well as the students. We also share documents, agendas, and data using a Shared Google drive across grade levels and the school. We have implemented weekly times to analyze the data from the walkthroughs to coach teachers on areas of growth outlining immediate action steps.			
<b>Sustainability</b>	3/22/2021 3/12/2021: We will continue to completing weekly walkthroughs, providing immediate feedback and implementing this feedback in our PLC meetings. The ILT will continue to meet regularly to give leader instructional feedback. We will continue to share data from learning walks across grade levels. We will also continue to meet weekly to analyze the data from the walkthroughs to coach teachers on areas of growth outlining immediate action steps during PLC daily meetings.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>Each grade level PLC meets for one hour daily, five days a week for planning. There are dedicated days for each subject area, MTSS, and data evaluations. This schedule is shared with the staff, and meetings are held in- person.</p> <p>JWGA has begun the work to build leadership capacity in teachers by having staff representation in the SLT, FAC, and ILT. We also have embraced having TLP teachers who all have been given their responsibilities for their respective roles.</p> <p>JWGA committees, comprised of teachers (chairs and co-chairs) from each grade level, met once a month but their efforts were focused primarily on tangible outcomes such as school-wide events.</p>	<p>Limited Development 10/01/2019</p>		
	<p>Priority Score: 2                      Opportunity Score: 2</p>	<p>Index Score: 4</p>		
<p><b>How it will look when fully met:</b></p>	<p>Team structures will be charged with specific functions and purpose for each PLC meeting daily. Each day will be assigned a particular target that aligns with the content area they teach and a day for MTSS and data evaluation. Grier will also address the priority of parent involvement, best practices, strategies, and equity during their PLCs and how those areas of need will be continuously revisited and improved throughout the year. All teams and their facilitators will prepare agendas for their meetings, maintain minutes, and catalog their work products in a shared Google Drive. There will also be time for PLCs to have business meetings to discuss other topics once a month and routinely check that all school and district policies are being met in their grade level.</p> <p><b>Instructional Alignment</b></p> <p>PLCs will utilize EVAAS projections, previous EOG results, MAP, and formative and summative classroom data to identify trends, determine human and material resource needs and anticipate and implement a plan of support. Planned and purposeful level setting will utilize best practice protocols around data and occur monthly with leadership teams, quarterly with PLC's as they analyze and track EVAAS and/or MAP Projections with action steps based on the data, and will be presented to all staff immediately after testing cycles with results to interpret.</p>	<p><b>Objective Met 06/08/22</b></p>	<p><b>francine romain (9.1.2021)</b></p>	<p><b>06/01/2022</b></p>

Master Schedules - All PLC's have daily common planning of 60 minutes to allow for the implementation of the IPA with fidelity. The focus is to elevate and align core instruction and maximize time to analyze data and respond with a well-planned purposeful action plan.

Instructional Planning Approach Cycles - All grade levels and content areas will utilize the IPA process to align goals, monitor student progress and respond to instructional needs to increase student growth and achievement which will result in an improved growth index and school grade score. We will monitor our progress towards meeting these goals weekly or bi-weekly through district assessments, state assessments, NC Check-Ins and curriculum assessments which will be documented on our data dashboard. Our SLT, school improvement committees and PLCs will own SIP goals, strategies and progress monitor towards stated goals.

Vertical Alignment - Math/Science and Literacy/EL committees will realign their focus to provide support for school-wide ELA and Math school improvement goals. The committees will meet monthly to discuss the vertical alignment of ELA and Math standards across all grade levels, drafting a shared document that can be accessed by each PLC. These committees will utilize grade level pacing calendars to determine their focus and outcomes for each month's meeting. Additionally, the school will schedule an opportunity each month during Wednesday staff meetings to continue this alignment procedure and share the insight gained.

**Actions**

9/10/20 Develop and utilize a schedule for PLC that will include support staff with a clear purpose for attendance. Conduct PLC meetings to support teachers in preparing for instruction. Schedule includes collaborative EC and grade level PLC, Connect/ Special Area PLCs, Specialized services PLCs within staff work hours. A consistent format has been developed for PLCs to utilize and access for instructional support.

Complete 06/01/2022

Francine Romain

06/01/2022

Notes: Oct. 2021: We have recently completed some shifting to of human resources to provide support to teachers with collaboration and planning.

April 2022: The teachers at JWGA adhere to the master schedule. PLC meetings run effectively with jobs, days for specific content areas and autonomy time. All grade levels have common planning everyday. The majority of the staff are on teams. Each team meets monthly and has been implementing projects throughout the year. Scheduled weekly plc meetings for all grade levels.

June: JWGA has made a habit of conducting PLC meetings, but needs more emphasis on including special area teachers and EC support staff.

<b>Implementation:</b>		06/08/2022		
<b>Evidence</b>	6/8/2022 6/1/2022: JWGA teachers and staff know where they are expected to be during the day, and how to ask for coverage if they are out and how to plan accordingly. Teachers use the schedule with fidelity and integrity to ensure that all students are receiving daily instruction.			
<b>Experience</b>	6/8/2022 6/1/2022: JWGA worked to create a master calendar and schedule to support teachers and all students for small group and daily homerooms.			
<b>Sustainability</b>	6/8/2022 6/1/2022: Including connect/special area, EC, ESL, and other support services during weekly meetings.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We will be working to update our systems for monitoring instruction and providing timely, meaningful feedback. Our principal and leadership team will be updating practices to observe and coach teachers on their instructional practices. We will also be updating the ways in which we provide teachers feedback to ensure we are able to maintain a continuous coaching cycle.  We have used Title 1 school funds to purchase:	Limited Development 10/01/2019		

- Differential for TLP positions (EIT and MCL)
- Book studies and PD related to observation and feedback

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

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

- Principal is highly visible and regularly present in classrooms and PLCs.
- Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs
- Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction
- Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice

**Bridget Wilson**

**06/01/2023**

**Actions**

**0 of 3 (0%)**

10/1/19

The Leadership Team will conduct calibration exercises for formal teacher evaluations (Admin) and informal instructional observations. Calibration exercises will occur once each quarter in order to maintain consistency and alignment. Effectiveness will be measured by the alignment of instructional feedback provided and ILT analysis of trends after each calibration exercise.

Bridget Wilson,  
Francine Romain

06/01/2023

*Notes:* Oct. 2021: The administration performed calibration observations of classroom teachers from multiple grade levels before observations for the school began. These observations were attended by all members of the administration team and were able to find common look-fors using the Core Actions.

April 2022: The administration performed calibration observations throughout the school year of classroom teachers from multiple grade levels before each round of formal observations. These observations were attended by all members of the administration team and were able to find common look-fors using the Core Actions.

June 2022: Although, the administration performed calibration observations at the start of the schoolyear of classroom teachers from multiple grade levels before each round of formal observations. These observations were attended by all members of the administration team and were able to find common look-fors using the Core Actions. However, the alignment of instructional feedback provided by members of the ILT with an analysis was not conducted each quarter.

10/1/19 Coaching caseloads, differentiated based on needs and ILT strengths, will be developed and reflected upon based on teacher and student results. The Principal/AP will have an assigned caseload for coaching all ILT members on coaching strategies and alignment to school goals using direct coaching and coaching from NELC/ district leaders. Effectiveness of coaching at all levels will be measured through coaching notes, teacher and student results and observations.

Bridget Wilson,  
Francine Romain

06/01/2023

*Notes:* Oct. 2021: Members of the ILT team began conducting instructional walkthroughs aimed at providing action steps for teachers to impact student achievement.

April: Teachers are guided through PLCs with an assigned facilitator for the content areas in which they teach. The facilitators also provide one on one sessions for teachers who need additional support. These teachers meet with their facilitators to create a plan that is needed for their instructional success.

June: JWGA will continue to work towards progress utilizing a common observational tool to conduct weekly instructional observations with written feedback, and provide differentiated coaching sessions (as needed) to all teachers. We will continue to work with members of ILT to assign them teachers to support based on their areas of expertise with proven data.

10/3/19

The Leadership Team will utilize a common observational tool to conduct weekly instructional observations with written feedback. One on one coaching sessions (as needed) will be provided to all teachers.

Bridget Wilson,  
Francine Romain

06/01/2023

*Notes:*

Oct. 2021: We are currently beginning the process of coaching teachers based on feedback from the instructional walkthroughs.

April: Teachers receive prompt feedback following a walkthrough and observation. The expectation is for facilitators and admin to conduct Walkthroughs consistently from the beginning of the year until the end of the year. This has become a habit, however the consistency has become less due to class coverage and other daily tasks. We should continue to work to make this a habit for the duration of the academic school year.

June 2022: JWGA will continue to work towards progress utilizing a common observational tool to conduct weekly instructional observations with written feedback. One on one coaching sessions (as needed) will need to be provided to all teachers.

**Core Function:**

**Dimension C - Professional Capacity**

**Effective Practice:**

**Quality of professional development**

	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
			<p><i>Initial Assessment:</i></p> <p>Instructional leaders looked at data aligned with their content area and began to use the Data Dashboard located in Google Drive. Data goals and a shared understanding of how to analyze data were not clearly defined across different grades and content levels as assessments and data sources varied. The CMS DUSI team was consulted in the second half of the school year to provide training for facilitators and teams on how to look at and analyze data in order to guide instruction. Implementation of meaningful data analysis and data-driven reteach by content area teams remained inconsistent and data was not uploaded or discussed consistently by ILT.</p> <p><b>Instructional Walkthroughs</b></p> <p>Walkthroughs by ILT were aligned to district ILT look for and teachers were given immediate informal feedback in the moment. However, follow up was limited as ILT worked through prioritizing instructional needs and identifying the highest coaching needs. ILT did not focus on coaching on building capacity but was reactive based on teacher and data needs only.</p>	Limited Development 10/01/2019		
			<p><i>How it will look when fully met:</i></p> <p>The School Leadership Team will regularly look at school performance data and individual teacher data. The team will also look at the data and aggregate classroom observation data to make decisions about school improvement and professional development needs. Instruction Leadership team members will lead the conversation with teachers to discuss trends and patterns amongst subgroups. Identify the areas of need and shift human resources and interventions to those in need. The team structures will utilize the specific duties and time for instructional planning as outlined in the Google Drive.</p> <p><b>Instructional Excellence</b></p> <p>Teachers will receive consistent feedback and coaching from regularly scheduled walkthroughs, which aligns to the instructional excellence</p>		Bridget Wilson	06/01/2024

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

Instructional Planning Protocols/Adult Learning: The development of standardized instructional planning protocols across all grade levels will streamline PLC rituals (Unpacking, Modeling, Data Analysis, Action Planning). Each teacher within the PLC will be provided training and practice on these protocols. The expectation that once these protocols are in place, any PLC members will be able to facilitate meetings, providing additional time for ILT members to conduct instructional walkthroughs.

Instructional Walkthroughs/Coaching Caseload: Changes to the walkthrough form include alignment to the Instructional Excellence “Look Fors” and fidelity checks for the newly adopted curriculums. Each member of the ILT will have an assigned coaching caseload. The coaching frequency will be differentiated by teacher experience, EVAAS growth, and proficiency data. The expectation is that structural changes to PLC protocols will provide additional availability for facilitators to provide more frequent walkthroughs. As an instructional leadership team, qualitative/quantitative data extracted from walkthroughs and student data will be analyzed in bi-weekly meetings. Action plans for individual teachers will be determined based on this analysis. Concurrently, the instructional leadership team will analyze instructional trends and determine focus cycles that will guide upcoming instructional walkthroughs.

Student Learning/Lesson Plans: Teachers will receive clear, constructive feedback/guiding questions on weekly lesson plans by subject. The written comments in Google Drive will ensure that the lesson plans entail content, questions, and strategies previously discussed in PLC meetings based on the 4 T’s in ELA and Standard, Contextual and Procedural processes in Mathematics.

### **Instructional Leadership Team Meeting**

The weekly Instructional Leadership Teams will undergo a slight

restructure as the back-half of these meetings will operate on a bi-weekly rotation.

ILT Meeting Restructure

- Logistics/Operations/District Focus
- Bi-weekly Cycle

MTSS Leadership Meeting/Data Review

- Define and communicate core district and school-based instructional, curricular, and environmental expectations for academic, behavior/social-emotional and attendance areas
- Analyze school-wide academic, behavior/social-emotional and attendance data for the effectiveness of instruction, curriculum, and the environment in meeting student needs.
- Develop an implementation plan for supplemental and intensive support based on the standard treatment protocol for academic, behavior/social-emotional and attendance needs in the school.
- Align year-long, ongoing professional development and coaching to support MTSS implementation.
- Analyze the effectiveness of supplemental and intensive intervention systems.
- Communicate with Supplemental/Intensive Support teams to provide data-based recommendations to drive intervention implementation.
- Each member of the ILT will share grade level quantitative data for the team to analyze and make instructional decisions

Instructional Excellence

- ILT team will review findings from their instructional walkthroughs. Coaching differentiation will be determined based on walkthrough data and student quantitative data. School-wide and individual teacher action plans will be developed alongside an ILT focus area for the next cycle.

<b>Actions</b>		<b>0 of 3 (0%)</b>		
10/1/19	Conduct instructional walkthroughs and analyze walkthrough data as an ILT, with a weekly focal point. Through the analysis of the Walkthrough, the ILT will benefit from job embedded PD and continue to calibrate to support observational feedback and coaching.		Melinda Gray	06/01/2023

Notes: Oct. 2021: Walkthroughs are happening weekly and feedback is being given within 24 hours using the Core Actions to guide our meetings and coaching.

April: Teachers receive prompt feedback following a walkthrough and observation. The expectation is for facilitators and admin to conduct Walkthroughs consistently from the beginning of the year until the end of the year. This has become a habit, however the consistency has become less due to class coverage and other daily tasks. We should continue to work to make this a habit for the duration of the academic school year.

June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with district specialists to help with these efforts of instructional walkthroughs and using the data to help drive PLCs and coaching for teachers.

10/1/19 Implement and utilize best practices to plan, design, and implement effective instruction utilizing the curriculum.

Utilize district provided resources (ie. Unit assessments) to unpack standards, plan and practice instructional practices that will meet the needs of our diverse learners.

Utilize reflection questions to asses readiness to effectively implement lessons and adjust instruction.

Instructional  
Leadership Team

06/01/2023

*Notes:* Oct. 2021: We are currently working alongside specialist from the district to help increase student growth using the curriculum and district provided resources.

April 2022: JWGA is working hard to ensure the effectiveness of our teachers in their specific content area. We have weekly meetings with district specialist to help with strategies and walkthroughs to provide feedback and coaching with teachers. We use our PLC time to unpack standards, model the teaching we want to see in the classrooms, and practice finding and teaching through misconceptions.

June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with district specialists to help with these efforts for coaching and leading and learning during PLCs. We are focusing on modeling and best practices during our time together as grade level teams and working to plan vertically.

10/1/19 Effectively restructure the MTSS process and shift the mindsets of teachers to plan strategically for MTSS implementation and conduct progress monitoring. Build the MTSS framework and begin the problem solving process for school improvement.

Melinda Gray

06/01/2024

*Notes:* Oct. 2021: We noticed we needed to do some mild shifting. We are now in the process of providing MTSS tiered interventions to students that were identified using the MAP assessment data and teacher anecdotal notes.

April 2022: JWGA is currently working with support staff and ILT members to increase the effectiveness of our MTSS interventions. We are currently conducting weekly MTSS leadership meetings weekly to discuss the progress of students, assess data and make recommendations on the support needed for each student in the MTSS structure.

June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with MTSS district specialists to help with these efforts. We are beginning to meet weekly.

**Core Function:**

**Dimension C - Professional Capacity**

**Effective Practice:**

**Talent recruitment and retention**

KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Joseph W. Grier has always looked for ways to highlight teacher achievement throughout the school. Many efforts to recognize the hard work that our teachers put forth each day have been successful in showcasing this dedication and talent.</p> <p><b>STAR Teacher/Teacher of the Quarter</b></p> <p>These teachers were highlighted during a staff meeting and provided a gift basket from our partners at the Simmons YMCA. Teacher of the Quarter was selected via peer nomination and voting. The winner each quarter received a custom Grier blanket and recognition during a staff meeting.</p> <p><b>Newsletter - Cardinal Connections</b></p> <p>Teachers were frequently highlighted in the Cardinal Connections, a feature in the newsletter showcased their experiences and interests.</p> <p><b>Leadership Opportunities</b></p> <p>Through direct teacher interest or identified leadership capacity, select teachers were invited to attend several professional development opportunities such as Leader in Me and the Instructional Planning Approach. The idea was to build leadership capacity as teachers took back the lessons learned to their PLCs.</p>	<p>Limited Development 10/01/2019</p>		

<p><b>How it will look when fully met:</b></p>	<p><b>Teacher Recognition</b></p> <p>JWGA will continue to recognize a Teacher of the Quarter as nominated and voted on by their peers. Additionally, a restructuring of JWGA social media accounts will begin to emphasize and highlight teachers and their instructional practices.</p> <p><b>Adult Learning/Building Leadership Capacity</b></p> <p><u>PLC Structure</u> - Each grade level PLC member has a defined leadership role within their team. Each position has a defined purpose and assigned tasks/projects they need to complete.</p> <p><u>JWGA Committees</u> - Committees' efforts have been reformatted to align to SIP goals and given the autonomy to develop strategies/projects aligned to the completion of said goals.</p> <p><u>Teacher-led Professional Development</u> - JWGA will look to expand the frequency of Teacher-led Professional Development.</p>		<p><b>Bridget Wilson</b></p>	<p><b>06/01/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>10/1/19</p>	<p>Leadership team will continue to promote recognizing and rewarding staff to support school culture and climate (ie. Cardinal Teacher of the Year and assistant award, Cardinal Call Outs).</p>		<p>Bridget Wilson, Jennis Jackson</p>	<p>06/01/2024</p>
<p><i>Notes:</i> Oct. 2021: We have not began this work. We are planning to revisit in December, before we leave for the break.</p> <p>April: We have announced and celebrated our Teacher and Teacher Assistant of the year. They both receive a year-long parking space, and other gifts. Teachers are also encourages to Shout-out their colleagues during PLC meetings.</p> <p>June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with our PTA, and parent advocate to ensure that staff and faculty members are recognized on a consistent basis. This is an action that we will continue to work towards completing.</p>				

10/1/19	Teacher leadership capacity will continue to be built with school improvement committees, grade level chairs, Task Force, School improvement team teacher representatives, and teacher leader pathway design team members, instructional leader team members direct support to teachers.		JWGA school improvement Committee Chairpersons	06/01/2024
<p><i>Notes:</i> Oct. 2021: We are utilizing our grade level leaders to help communicate announcements and information to the their PLC members and also impact the decisions being made in the building.</p> <p>April: Teachers are encouraged by Admin and facilitators to lead by example. They are given leadership opportunities during PLCs, there are also teacher-leader pathway individuals on various teams throughout the building. There is also a Grade level chairperson who works directly with the Principal to disseminate information to the other members of the PLC. The admin team has met with each staff member to inquire about their possible leadership goals.</p> <p>June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with grade level teachers to make this action step more consistent and analyze the data and the work being done in committees to ensure the alignment with our school improvement goals.</p>				

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>			
<b>Effective Practice:</b>		<b>Family Engagement</b>			
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 are working to streamline our communication through the use of ConnectEd and direct teacher to family messages. Additionally, we are working to increase the number of parent supports and resources.

We have used Title 1 and general school funds to purchase supports for standards-aligned instruction:

- Teacher Leadership Pathway Extended Impact Teacher differentials
- Tutors
- Extended Employment funds used for curriculum development
- Book studies related to PLCs, curriculum, instructional best practices, etc.

Parents and guardians are encouraged daily to actively participate with their scholar each day. There are also parent information meeting happening across all grade levels to acclimate parents and guardians to the learning experience at Grier. We are holding open house, and curriculum nights to keep parents aware of standards that will be covered and ways to help their scholar succeed. Parents are encouraged to participate in the school community through SLT, and parent-teacher conferences.

Limited Development  
10/01/2019

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• SEL curriculum with explicit instruction that is being implemented with integrity</li> <li>• Serving the whole child for all children</li> <li>• Established MTSS teams, structures and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Purposeful tiered instruction is being provided</li> <li>• Data driven instruction and decision-making</li> <li>• Accurate identification of student needs rooted in data</li> <li>• Teachers utilize culturally relevant and culturally proficient strategies, language, and practices</li> <li>• A safe and welcoming environment is provided for all students</li> </ul> <p>JW Grier Academy will use our communication platforms such as social media, our website, marquee, email communications to parents and ConnectEd messages. By the end of the 2021-2022 school year, we will increase parental involvement by 40%. We will continue to seek grants to provide our scholars and families opportunities to build knowledge through experiences that align to content. Grier is devoted to having 100% parent-teacher conference rate and signatures on report cards and progress reports. Grier will have collaborative relationships with all stakeholders in teaching and learning. We will incorporate two-way communication to ensure that school events have high participation and engagement across all family groups with open access; language is not a barrier. Parent survey results will be used to indicate the effectiveness of participation and engagement.</p>			<b>Bridget Wilson</b>	<b>06/01/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/1/19	<p>Host family events (ie. Town hall meetings, Open House, Curriculum Nights, Student-led conferences) and allow a platform for feedback.</p> <p>Measure the effectiveness and attendance by parent survey.</p>			Bridget Wilson, Jennis Jackson	06/01/2023

Notes: Oct. 2021: We are in constant communication and creating new ways to have families involved with their student's achievement in school.

April 2022: JWGA is working to meet the needs of all families and are keeping them informed with weekly updates via email, and ConnectEd. The families are also provided a weekly calendar of events. JWGA has hosted Math and Literacy nights, curriculum nights, and student-led conferences. The support has increased our family involvement over the course of the school-year.

June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with district specialists to help with these efforts. We need to focus on gathering post data, and using the data to ensure all families are being heard and are aware of the happenings at JWGA.

10/21/19

Engage families through regular communication from Principal (grade & rotation specific messages) highlighting events, important announcements, and celebrations for the upcoming week. The message will reference resources to support the home-school connection (ie. curriculum, specialized services and tech support, and events).

We will measure the effectiveness of the regular communication from the principal by increasing readership and ConnectEd message listeners by 40% as reported through the analytics from ConnectEd dashboard.

Bridget Wilson,  
Francine Romain

06/01/2023

Notes: Oct. 2021: Principal Wilson is using ConnectEd regularly to keep families informed on what is happening at JW Grier weekly and for special events and announcements.

April 2022: JWGA is working to meet the needs of all families and are keeping them informed with weekly updates via email, and ConnectEd. The families are also provided a weekly calendar of events. JWGA has hosted Math and Literacy nights, curriculum nights, and student-led conferences. The support has increased our family involvement over the course of the school-year.

June: JWGA is working towards full implementation, and will need more time to make this action a habit for daily routines. We are working with the PTA, and parent advocate to ensure all stakeholders are aware of the happenings at JWGA.

**Implementation:**

03/22/2021

<p><b>Evidence</b></p>	<p>3/22/2021          We are not sending as many whole school messages any more. We are sending grade level and rotation specific messages now. Readership was decreasing when non-specific grade level messages were going out and parents did not want to listen to messages not directed to them. Readership has increased up to at least 80% now that messaging is more grade level specific. This is a routine.</p>			
<p><b>Experience</b></p>	<p>3/22/2021          We are not sending as many whole school messages any more. We are sending grade level and rotation specific messages now. Readership was decreasing when non-specific grade level messages were going out and parents did not want to listen to messages not directed to them. Readership has increased up to at least 80% now that messaging is more grade level specific. This is a routine.</p>			
<p><b>Sustainability</b></p>	<p>3/22/2021          We will continually send meaningful communication to our families that is more differentiated based on the messaging that is being sent.</p>			