

Comprehensive Progress Report

- Mission:** Through a program of rigorous academics, character development, and a focus on the individual progress and needs of students, our school develops critical-thinking scholars who are well-prepared for high school, college, career, and life.
- Vision:** To create and sustain an equitable learning space where personalized instruction and scholar voice is prioritized.
- Goals:**
- C3.01 By the end of the 2025-2026 school year, our school's chronic absenteeism rate will be reduced by at least 10% points.
 - D1.02 By the end of June 2025, the principal will share budget allocation data with all stakeholders and provide an opportunity to share feedback at least twice throughout the year. By the end of June 2025, all feedback trends will be documented and shared during the Spring Continuous School Improvement meetings with stakeholders.
 - D2.05 By June 2024, all grade will norm a clean-up process for scholars to use before they leave a classroom/bathroom. By June 2024, the Johnston facilities team will ensure that each classroom has a documented and followed cleaning routine.
 - A1.07 By June 2024, 90% of teachers will implement the behavior matrix as evidenced by positive and adjusting behavior counts in live school and myNHA.
 - A2.04 By the end of June each school year, there will be an established PLC schedule, biweekly one-on-one meetings with Deans/Teachers, and 100% implementation of the NHA standards-based curriculum.
 - A4.01 By the end of June 2025, Johnston will have fully implemented the NHA assessment cycle as well as the schoolwide intervention protocol to respond to data.
 - A4.16 By the end of June 2026, Johnston Intervention and EC scholars will grow in reading and math proficiency by 5 percentage points.
- By the end of June 2026, all Deans informally assess classroom instruction at least once biweekly by providing timely and clear glows/grow communication to staff.



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	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>			<p>During culture week, establish outreach to parents by welcoming them during orientation, curriculum night. During these sessions, teachers provide a clear outlook on expectations with teacher, parent and student communication.</p> <p>Teachers and Principal create and share weekly newsletters.</p>	Limited Development 08/16/2025		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
<i>How it will look when fully met:</i>			Evidence of full implementation includes parents are aware of upcoming dates and events. Streamlining information designated for individual classrooms verses the entire school.	Objective Met 08/16/25	Taisha Liggins-Cox	06/30/2025
Actions						
	8/16/25		During culture week, establish outreach to parents by welcoming them during orientation, curriculum night. During these sessions, teachers provide a clear outlook on expectations with teacher, parent and student communication.	Complete 06/30/2025	Taisha Liggins-Cox	10/30/2024
<i>Notes:</i>						
	8/16/25		Open House, Curriculum Night, EOG Prep Night	Complete 06/30/2025	Taisha Liggins-Cox	06/30/2025
<i>Notes:</i>						
Implementation:				08/16/2025		
<i>Evidence</i>		8/16/2025	see archived newsletters sent by principal and teachers			
<i>Experience</i>		8/16/2025	Principal and staff established a weekly cadence for providing a school level and individual teacher/grade level newsletter weekly			
<i>Sustainability</i>		8/16/2025	continue the cadence as established each school year			

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Evidence of full implementation includes consistent and regular PLC (grade level), wing, and staff meetings at least monthly as evidenced by meeting minutes, slide decks, supporting PLC documents (meeting agendas).	Full Implementation 08/16/2025		
Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Admin currently monitors curriculum and instruction through observations with clear and constructive feedback through 03s at least twice a month using the interactive classroom framework.	Limited Development 08/16/2025		
How it will look when fully met:			Evidence of full implementation includes Admin continuing the current use of the interactive framework for teachers to get feedback on curriculum and instruction. And to have teachers continue to attend scheduled one on one meetings to receive constructive feedback for implementation. Biweekly informal observations are happening consistently.		David Warren	06/30/2026
Actions				0 of 2 (0%)		
		8/16/25	Admin to set a consistent cadence throughout the year to observe teachers informally and formally with clear goals as it relates to the Classroom Framework.		David Warren	06/30/2026
Notes:						
		8/16/25	Teachers attend scheduled meetings and use the feedback to adjust planning and implementation of lesson plans to help meet the needs of students.		David Warren	06/30/2026
Notes:						

	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:			We provide the opportunity for feedback from all stakeholders on where to spend the money. We receive money from the state and document that we use that money for the correct resources.	Limited Development 05/17/2023		
How it will look when fully met:			The principal will document and share budget allocation chart with all stakeholders (Title I Meeting, Spring Continuous School Improvement Meetings). The principal will solicit feedback from all stakeholders regarding how Title I and any other grant funding should be spent. Feedback trends will be documented in the Spring Continuous School Improvement presentation to help shape next steps regarding how funding will be used.		David Warren	06/30/2026
Actions				1 of 2 (50%)		
	5/17/23	Create a district support and improvement team		Complete 06/30/2025	Zachary Miller	06/30/2025
	Notes:	School Improvement Team will meet monthly. District Team will meet at least trimesterly.				
	8/16/25	Implement steps that SIT team createsbased on stakeholder feedback			Zachary Miller	06/30/2026
	Notes:					

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	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>			Consistent and timely interfacing with Talent Acquisition Team, informal and formal observations conducted by the administration as well as peer observations, monthly joy/appreciation days, moral focus staff awards, Boltfest and March Madness months to boost morale .	Limited Development 08/16/2025		
<i>How it will look when fully met:</i>			Evidence of full implementation includes consistent and timely interfacing with Talent Acquisition Team (tracking in talentSpot), informal and formal observations conducted by the administration as well as peer observations (O3 notes, feedback emails, formal observation form), monthly joy/appreciation days (calendared and conducted), moral focus staff awards (calendared, conducted, and template copies of awards), Boltfest and March Madness months to boost morale (calendared, communicated through weekly notes, and conducted)		Kiara McCullough	05/12/2026
Actions				4 of 5 (80%)		
	8/16/25	Implement monthly Johnston Joy/Appreciation Days		Complete 08/23/2023	Jamila Bowser	08/23/2023
	<i>Notes:</i>					
	8/16/25	Consistent and proactive engagement with the Talent Acquisition Team		Complete 06/03/2024	Jamila Bowser	06/30/2024
	<i>Notes:</i>					
	8/16/25	consistent feedback on full curriculum implementation from Deans (biweekly)		Complete 08/16/2025	Jamila Bowser	09/30/2024
	<i>Notes:</i>					
	8/16/25	Implementation of Boltfest and March Madness months to increase staff morale.		Complete 03/30/2025	Jamila Bowser	03/30/2025
	<i>Notes:</i>					
	8/16/25	At least a score of 80 on the staff engagement score			Jamila Bowser	05/12/2026
	<i>Notes:</i>					

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:			Teachers get opportunities to observe teachers tracking/intentionally circulating; Data days are held and data analyzed; Teachers are coached on the intentional circulation success criteria. PD is provided based on trends.	Limited Development 08/16/2025		
How it will look when fully met:			Teachers will look at school performance data weekly in the classroom to direct their instruction. Teachers will consistently track intentional circulation data (weekly). Teachers per grade level each trimester will meet to discuss the performance data and make decistions about student improvement. Admin will provide staff with PD if any needs arise for improvement.		Kiara McCullough	06/30/2026
Actions				2 of 3 (67%)		
	8/16/25	Staff will be provided with PD on intentional circulation.		Complete 08/30/2024	Kiara McCullough	08/30/2024
Notes: Coaching will be provided to staff all year to master this strategy.						
	8/16/25	Teachers meet at least biweekly to discuss student data and decide next steps based on intervention criteria (small group, whole group, etc).		Complete 06/06/2025	Kiara McCullough	06/30/2025
Notes:						
	8/16/25	Administration coaches PLC protocol based on PLC Plus model			Jamila Bowser	06/30/2026
Notes:						

		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Staff are provided with NHA-led PD</p> <p>Needs assessment administered and showed a high level of PD needs</p> <p>Administration sharing PD Interest Survey</p> <p>PD shows evidence of staff interest plus school needs</p>	Limited Development 05/17/2023		
How it will look when fully met:			All staff feel that they are being provided with PD that is differentiated to meet their individualized needs based on experience and content area.	Objective Met 08/16/25	Taisha Liggins-Cox	08/30/2025
Actions						
	5/17/23		Staff will receive information in advance that presents the purpose (what, how, when, and why) opening, quarterly, and regional PD and how it connects to their position/role and student learning.	Complete 08/20/2025	Regina Johnston	08/30/2025
<i>Notes:</i>						

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
<i>Initial Assessment:</i>			NWEA is administered as a universal screener; Those that fall in the bottom quartile are marked to be further assessed via AIMSWEB and progress monitored periodically; Interventionists are identified and paraprofessionals have a plan	Limited Development 08/16/2025		
<i>How it will look when fully met:</i>			Evidence of full implementation includes...Paraprofessionals are not being pulled away from their work to function as substitutes; Teachers actively use daily and weekly assessment data to target student mastery; Grades 4-8 intervention block functions based on ""current need"" (meaning intervention groups are fluid based on student progress); there is evidence of consistent enrichment for scholars that have shown mastery.		Taniya Mitchell	06/30/2026
Actions				2 of 3 (67%)		
	8/16/25	Teachers are giving NHA common assessments according to their content pacing.		Complete 06/30/2025	Madison Allen and Ashley Rasin	06/30/2025
<i>Notes:</i>						
	8/16/25	A normed system is established to consistently track assessment data regularly		Complete 06/30/2025	Madison Allen and Ashley Rasin	06/30/2025
<i>Notes:</i>						
	8/16/25	intervention groups are fluid based on student progress; there is evidence of consistent enrichment for scholars that have shown mastery.			Rebecca Mauro and Dr. McCullough	06/30/2026
<i>Notes:</i>						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

<i>Initial Assessment:</i>	<p>We have a JCA Behave with Care Matrix; in Grades K-5 we have the color change system that aligns to BWC; We have implemented zones of regulation to help scholars with executive functioning skills and using that as a tool to show self control; House Points Incentives/Cats Cash Cart/MONthly MS Cultural Parties; Moral Focus Implementation schoolwide with lessons, grades assigned, showcase of work and kick-off assemblies as well as monthly award assemblies</p>	<p>Limited Development 10/24/2023</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<ul style="list-style-type: none">Classroom management at JCA is facilitated effectively and is managed/reinforced using behavior management best practices (in the behavior matrix and best practices in general).Staff at JCA understand and use the JCA Behavior Matrix to assess the level of behavior a scholar is exhibiting for each incident.Staff are well informed about effective classroom management practices (best practices).Staff consistently enter behavior incidents and positive instances into myNHA and live school.Staff look for opportunities to award live school points to scholars (even those that are not always exhibiting the behavior we want to see)Staff profiles in live school and myNHA behavior reports present a balance picture of discipline/positive capture of scholar profilesStaff use zones of regulations to prompt conversations with scholars to identify with their emotional state.Scholars are actively engaged in instruction from class beginning to end.Staff foster strong and positive relationships with scholars.Staff encourage the calm corner to support scholars regulating their emotions.Scholars at JCA understand and model school-wide expectations by showing respect to peers and staff, being accountable for their actions, and being safe.The school wide management plan is consistently and effectively implemented by all staff members.Other evidence of success is seen through trimesterly merit event attendance, teacher feedback on the GLINT survey, live school reports, myNHA behavior/attendance reports, informal and formal observations, and parent feedback via Voice of the Parent Survey.		Objective Met 08/16/25	Taisha Liggins-Cox	06/12/2026
Actions					
10/24/23	Revise the JCA behavior matrix to reflect Behave with Care by adding the classroom management strategies and best practice behavior management strategies, moral focus virtues, as well as color levels; also create an "at a glance" document as a 1-pager for quick reference.		Complete 11/30/2023	Ashley Rasin, Kenee Reddick, Madison Allen	11/30/2023
Notes:					

10/24/23			Staff are trained on the LiveSchool platform and the criteria/expectation of using it with fidelity is set.	Complete 11/30/2023	Jamila Bowser	11/30/2023
Notes:						
10/24/23			Staff look for opportunities to assign positive points and behavior incident points to scholars.	Complete 11/30/2023	Madison Allen, Ashley Rasin, Kenee Reddick	12/01/2023
Notes:						
Implementation:				08/16/2025		
Evidence			8/16/2025 LiveSchool Platform usage report, Behave with Care Schoolwide Behavior Report			
Experience			8/16/2025 Behavior Matrix was revamped to provide teacher strategies, Staff actively use Liveschool, zones of regulation and Behave with care to establish appropriate student behavior			
Sustainability			8/16/2025 Training of new staff on these systems to sustain the culture			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We meet with Deans in PLCs and 03s. Staff are provided with a planning period for teams to meet. Opportunity to meet with NHA curriculum and instruction Specialists.	Limited Development 08/16/2025		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Evidence of full implementation includes each grade level team working collaboratively for weekly Google Slides/lesson plans, common assessments, etc. All staff will utilize the JCA Vault (Google Drive) to store daily/weekly lessons (google slides, etc.), full implementation of response to data protocol during PLC meeting time.	Objective Met 08/16/25	David Warren	06/30/2025
Actions						
8/16/25			Staff will use the NHA Curriculum as their foundation to creating a google slide deck for teaching each lesson and stor it systematically on school google drive.	Complete 06/30/2025	Madison Allen and Ashley Rasin	06/30/2025
Notes:						

8/16/25	Staff will facilitate learning using set curriculum and supporting materials in the classroom	Complete 06/30/2025	Madison Allen and Ashley Rasin	06/30/2025
<i>Notes:</i>				
Implementation:		08/16/2025		
Evidence	8/16/2025 Johnston Vault Instructional folders and Dean follow-up notes			
Experience	8/16/2025 Established Johnston Vault for all staff to use to store teaching slide decks and supporting materials			
Sustainability	8/16/2025 Continue to inspect work in the vault as well as train new staff to execute the same cadence			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Monthly Wing meetings, collaboratively working with Wing, Grade Level PLCs, Data Dives, etc.	Limited Development 08/16/2025		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Evidence of full implementation includes each grade level meeting with the next grade level every couple months (staff or data days). Sharing resources with the next grade level teachers. At the end of the year, students meet for a few minutes with the next grade level teachers.	Objective Met 08/16/25	Taniya Mitchell	06/30/2025
Actions						
	8/16/25	Utilize assessment data (mClass, common assessments, NC Checkins) to analyze data and identify scholar academic need.		Complete 06/30/2025	Taniya Mitchell	06/30/2025
Notes:						
	8/16/25	Use the data to differentiate learning (create intervention/workshop groups).		Complete 06/30/2025	Taniya Mitchell	06/30/2025
Notes:						
	8/16/25	Consistently conduct data dive meetings to analyze benchmark data and determine next steps		Complete 06/30/2025	Taniya Mitchell	06/30/2025

Notes:					
Implementation:			08/16/2025		
Evidence			8/16/2025 School Calendar, Data Tracking Sheets, Dean Weekly notes that capture meeting invitations		
Experience			8/16/2025 Established data collection and analysis cadence		
Sustainability			8/16/2025 Calendar and adhere to milestone meetings as scheduled + use data to drive next steps		
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To
Initial Assessment:			weekly communications to staff to determine weekly focus goals based on trends; trimester survey to get feedback from staff regarding progress	Limited Development 08/16/2025	
How it will look when fully met:			weekly communications to staff to determine weekly focus goals based on trends; monthly survey to get feedback from staff regarding progress		Kiara McCullough
Actions				1 of 2 (50%)	
	8/16/25	Principal and Deans send weekly notes to teams (schoolwide view and wing view) to set direction each week with academic, cultural, socioemotional foci	Complete 06/30/2025	Kiara McCullough	06/30/2025
Notes:					
	8/16/25	Trimesterly survey to measure progress of "set direction" is administered to staff and feedback implemented		Kiara McCullough	06/06/2026

Notes:

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, we have a systematic approach to cultivating the behaviors we want to see at The Academy such as Behave with Care, zones of regulation, moral focus, behavior intervention plan (BIP), social contract, culture week, culture components of the classroom framework	Limited Development 08/16/2025		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			Evidence of full implementation includes scholars have positive relationships with peers and staff. Scholars being able to effectively communicate their current zone of regulation and use the strategies to self-regulate. Scholars will be intrinsically motivated without teacher prompt. Scholars proactively use the calming corner or advocate for "needing a minute".	Objective Met 08/16/25	Taisha Liggins-Cox	06/30/2026
Actions						
	8/16/25	Classroom Social Contracts are posted in each classroom and followed with fidelity.		Complete 08/30/2024	Taisha Liggins-Cox	08/30/2024
Notes:						
	8/16/25	The Culture Week is established as an annual cadence all staff facilitate to foster intentional positive school culture.		Complete 08/30/2024	Taisha Liggins-Cox	09/02/2024
Notes:						
	8/16/25	Zones of Regulation Strategies are normed throughout the building and goals to fully implement are established/pursued.		Complete 06/06/2025	Taisha Liggins-Cox	06/06/2025
Notes:						
	8/16/25	Behave with Care is fully implemented in the school (includes behavior support plans and teacher strategies)		Complete 06/06/2025	Taisha Liggins-Cox	06/06/2025
Notes:						
Implementation:				08/16/2025		

Evidence	8/16/2025 Culture Week Documents, Social Contracts Posted in rooms, Behave with Care Schoolwide Behavior Report, Behavior Support Plans, Zones of Regulations Goals Posters Posted and Referred to regularly			
Experience	8/16/2025 Established the Culture Week annually and provided PD on Behave with Care, Zones of Regulations, and Social Contracts			
Sustainability	8/16/2025 Continue Culture Week annually and provide new staff with PD on Behave with Care, Zones of Regulations, and Social Contracts			

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
Initial Assessment:			During culture week, establish outreach to parents by welcoming them during orientation, curriculum night. During these sessions, teachers provide a clear outlook on expectations with teacher, parent and student communication. Teachers and Principal create and share weekly newsletters.	Limited Development 08/16/2025	
			Priority Score: 3 Opportunity Score: 3 Index Score: 9		
How it will look when fully met:			Evidence of full implementation includes parents are aware of upcoming dates and events. Streamlining information designated for individual classrooms versus the entire school.	Objective Met 08/16/25	Jennifer Carey 06/30/2025
Actions					
	8/16/25	The principal consistently sends schoolwide weekly updates to parents and staff		Complete 06/07/2024	Taisha Liggins-Cox 06/07/2024
Notes:					
	8/16/25	Teachers send weekly updates to parents that capture the learning and events in the week ahead		Complete 06/06/2025	Taisha Liggins-Cox 06/06/2025

<i>Notes:</i>				
8/16/25	Establish outreach to parents by welcoming them during orientation, curriculum night, EOG Prep Night, etc. During these sessions, teachers provide a clear outlook on expectations with teacher, parent and student communication.	Complete 06/06/2025	Taisha Liggins-Cox	06/30/2025
<i>Notes:</i>				
Implementation:		08/16/2025		
Evidence	8/16/2025 Archived calendars, invitations, and weekly notes			
Experience	8/16/2025 Established weekly communication cadence from staff and principal to parents; established information events throughout the year that equip parents to support scholar learning			
Sustainability	8/16/2025 Continuing the communication cadence and continuing to host the information events			