

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 2026-27 school year, our school's chronic absenteeism rate will be reduced by at least 5% 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.

B3.03 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.

B3.03 By June 2027, 90% of teachers will demonstrate proficient implementation of identified schoolwide instructional priorities (e.g., intentional circulation, checking for understanding, student discourse, responding to misconceptions, and use of/tracking of exit ticket data) as measured through weekly instructional walkthrough data and coaching cycle evidence. (Target: Increase the implementation of high-leverage instructional practices through feedback cycles and evidence of teacher growth.)

C3.04 By May 2027, Johnston Charter Academy will achieve an employee engagement score of 80 or higher and maintain a staff retention rate of at least 90% through intentional efforts to increase staff voice, recognition, leadership opportunities, and professional support.

C2.01: By the end of December 2027, 100% of grade-level PLCs will consistently utilize the PLC+ process to analyze student performance data, identify instructional priorities, develop action plans, and monitor the effectiveness of instructional responses, as evidenced through PLC artifacts, meeting observations, and student performance data.

D2.05 By May 2027, Johnston Charter Academy will increase student ownership of the school environment by implementing a student-led Bobcat Beautification Team and schoolwide stewardship systems, resulting in a 15% point increase in positive responses on student, staff, and family climate surveys related to cleanliness, pride, and care for the school environment.



! = Past Due Objectives

KEY = Key Indicator

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
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 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
Notes:					
	8/16/25	Open House, Curriculum Night, EOG Prep Night	Complete 06/30/2025	Taisha Liggins-Cox	06/30/2025

Notes:

Implementation:			08/16/2025		
Evidence			8/16/2025 see archived newsletters sent by principal and teachers		
Experience			8/16/2025 Principal and staff established a weekly cadence for providing a school level and individual teacher/grade level newsletter weekly		
Sustainability			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
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
<i>Initial Assessment:</i>			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. The next set of action steps will shift from measuring frequency to measuring the impact and quality of feedback.	Limited Development 08/16/2025		
<i>How it will look when fully met:</i>			Evidence of full implementation includes Admin continuing the current use of the interactive framework and basic conditions for teachers and instructional schoolwide weekly focus to provide feedback on curriculum and instruction. Teachers continue to attend scheduled one on one meetings to receive constructive feedback for implementation. There are biweekly informal observations are happening consistently. There is increased implementation of high-leverage instructional practices through feedback cycles and evidence of teacher growth.		David Warren	12/15/2027
Actions				2 of 6 (33%)		
	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.		Complete 01/30/2026	David Warren	06/30/2026
<i>Notes:</i>						
	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.		Complete 01/15/2026	David Warren	06/30/2026
<i>Notes:</i>						
	6/18/26	Johnston will Identify Schoolwide Instructional Priorities			Jamila Bowser	06/15/2027
<i>Notes:</i> -Johnston Basic conditions are normed as instructional non-negotiables and consistently coached throughout the year. -Walkthroughs and feedback are aligned to these priorities. -Staff use the success criteria and look-fors to successfully sustain consistent effort in facilitating normed instructional non-negotiables (implementation and coaching).						
	6/18/26	The Administration will use walkthrough data to drive coaching.			Jamila Bowser	06/15/2027

		<i>Notes:</i> Johnston Administration will conduct weekly walkthroughs. Johnston Administration will aggregate trends by grade level and schoolwide in admin meetings and Dean One to One meetings. Johnston Administration will use data to determine coaching priorities.				
6/18/26		Johnston will implement Feedback-to-Action Cycles			Jamila Bowser	06/15/2027
		<i>Notes:</i> During teacher one-on-ones, Deans will work with staff to identify one action step and follow up within 5 school days. Deans will collect evidence of implementation and share that evidence with the principal.				
6/18/26		Johnston Administration will showcase effective practice			Jamila Bowser	12/15/2027
		<i>Notes:</i> Johnston administration will identify teacher exemplars. Johnston administration will create schedules that allow staff to conduct peer observations or video exemplars. Johnston administration will highlight effective implementation during PLCs and/or administration weekly notes (dean or principal).				
	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
<i>Initial Assessment:</i>		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		
		Priority Score: 2 Opportunity Score: 2 Index Score: 4				
<i>How it will look when fully met:</i>		The principal will document and share budget allocation chart with all stakeholders (Title I Meeting (fall), Spring Continuous School Improvement Meetings (spring)). 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. A summary that captures each year's feedback is archived annually.		Objective Met 06/18/26	David Warren	06/30/2026
<i>Actions</i>						
5/17/23		Create a district support and improvement team		Complete 06/30/2025	Zachary Miller	06/30/2025
		<i>Notes:</i> School Improvement Team will meet monthly. District Team will meet at least trimesterly.				

8/16/25	Implement steps that SIT team creates based on stakeholder feedback.	Complete 06/18/2026	David Warren	06/30/2026
<i>Notes:</i> Principal shares feedback with school improvement team from staff, parents, and the Johnston Board. A program evaluation/summary is captured as a result of discussions (identify trending strengths, trending areas for opportunity, and how both will be addressed moving forward).				
Implementation:		06/18/2026		
Evidence	6/18/2026 Please see meeting presentations, surveys collected, and feedback summary documents.			
Experience	6/18/2026 The school worked to implement the measures needed to facilitate the sharing of information and documenting the fall and spring meeting in 2024			
Sustainability	6/18/2026 The principal will continue to facilitate stakeholder meetings in the fall and in the spring to share resource allocation, budget, etc. and will solicit feedback from stakeholders. A summary of survey feedback that includes strengths, areas of opportunity, and how each will be addressed will be created after each round of meetings (twice a year - one summary for fall and one for spring)			

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
Initial Assessment:			2024-25: 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, and Boltfest and March Madness months to boost morale . 2025-26: Reduction of staff turnover (19 staff members left in 2024, 15 staff members left in 2025, 7 staff members left at the end of this year). We have continued our cadence with Talent Acquisition to recruit talent aligned to the work at Johnston, routine around consistent coaching, March Madness/Boltfest, and joy/appreciation days. We added moral focus staff awards and staff recognition by staff in our three leadership buckets: leaders of learning, leaders of self, leading together. 2026-2027: This year, we are looking to build teacher leadership capacity by having them lead committees, conduct peer observations, and a teacher store where they earn points to purchase items from a Johnston store.	Limited Development 08/16/2025		
How it will look when fully met:			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), Staff Leadership AwardsBoltfest and March Madness months to boost morale (calendared, communicated through weekly notes, and conducted). Full implementation will also consist of a score of 80 or higher in the fall and spring on the employee engagement survey and 90% of staff are retained annually.		Kiara McCullough	05/12/2027
Actions				4 of 6 (67%)		
	8/16/25	Implement monthly Johnston Joy/Appreciation Days		Complete 08/23/2023	Jamila Bowser	08/23/2023
Notes:						
	8/16/25	Consistent and proactive engagement with the Talent Acquisition Team		Complete 06/03/2024	Jamila Bowser	06/30/2024

Notes:				
8/16/25	consistent feedback on full curriculum implementation from Deans (biweekly)	Complete 08/16/2025	Jamila Bowser	09/30/2024
Notes:				
8/16/25	Implementation of Boltfest and March Madness months to increase staff morale.	Complete 03/30/2025	Jamila Bowser	03/30/2025
Notes:				
8/16/25	At least a score of 80 on the staff engagement score		Jamila Bowser	05/12/2027
Notes: 6/18/26: Our employee engagement overall score has increased 9 points since implementing this goal. We are 7 points away from meeting this goal.				
6/18/26	90% of staff are retained annually		Kiara McCullough	06/12/2027
Notes: As evidenced through Insite Turnover Report.				

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 and exit ticket data (weekly) and use it to inform next steps. Teachers per grade level each trimester will meet to discuss the performance data and make decisions about student improvement. Admin will provide staff with PD if any needs arise for improvement.		Kiara McCullough	12/30/2027
Actions				2 of 4 {50%}		
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:					
	6/18/26	Teachers group students based on the data and use it to target intervention and reteach.		Kiara McCullough	06/15/2027
Notes: -Intentional Circulation Rosters -Evidence that the data changed what happened next (Data → Decision → Action → Result) -Teachers addressing misconceptions real time and/or during reteach -Student Ownership (they can explain why they are working on an reteach/intervention task)					
	8/16/25	Administration coaches PLC protocol based on PLC Plus model		Jamila Bowser	12/30/2027
Notes: Teachers use PLC+ to identify root causes, determine instructional responses, and monitor the impact of those responses. PD is provided based on trends.					
	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:		Staff are provided with NHA-led PD Needs assessment administered and showed a high level of PD needs Administration sharing PD Interest Survey PD shows evidence of staff interest plus school needs	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. The PD provided and implementation changes student outcomes.		Taisha Liggins-Cox	12/30/2027
Actions			1 of 2 (50%)		
	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
Notes:					

6/18/26	Teachers will participate in instructional inquiry cycles that include data analysis, instructional adjustment, implementation, and reflection on student outcomes.		Taisha Liggins-Cox	12/30/2027
<i>Notes:</i> Goal: 100% of teachers will participate in instructional inquiry cycles that include data analysis, instructional adjustment, implementation, and reflection on student outcomes. This goal is next in the series of implementing PLC+. It looks at whether the next step worked, rather than just consistent implementation of the intervention protocol.				

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	12/30/2026
Actions			3 of 4 (75%)		
6/18/26		There is an intervention block established for each grade level in our school	Complete 08/01/2023	Madison Allen and Ashley Rasin	08/30/2023
<i>Notes:</i>					
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

Notes:

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

12/30/2026

Notes:

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	
Initial Assessment:		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	Limited Development 10/24/2023			

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	- 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 profiles - Staff 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
<i>Notes:</i>					

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
Notes:				
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	Target Date
<i>Initial Assessment:</i>			weekly communications to staff to determine weekly focus goals based on trends; fall and spring survey to get feedback from staff and parents regarding progress; Trashcans placed in high traffic areas to decrease littering. Established bathroom expectations and posted posters outside each bathroom with age-appropriate verbiage. We have set expectations for what a clean classroom looks like.	Limited Development 08/16/2025		
<i>How it will look when fully met:</i>			2024-2025: weekly communications to staff to determine weekly focus goals based on trends; monthly survey to get feedback from staff regarding progress 2025-2026: Weekly communications to staff and parents to communicate weekly focus goals based on Cleaner than we found it campaign; Trimesterly survey to staff and parents (Fall and Spring engagement surveys + one school created survey during Winter). This year is about creating systems to maintain expectations put in place last year and beginning to build student leadership and ownership of the school environment.		Kiara McCullough	06/15/2027
Actions				1 of 6 (17%)		
	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
<i>Notes:</i>						
	6/18/26	Create a Schoolwide Cleanliness Scorecard			Rebecca Mauro	08/01/2026

	<i>Notes:</i> Administrators and student leaders conduct weekly walks. Look-fors: -Clean floors -Trash disposed properly -Tables wiped -Bathroom expectations met (following Bathroom Expectations posters posted in each bathroom) Celebrate a winner from each grade band (K-2, 3-5, 6-8) - classes that meet expectations weekly (Leading Together Incentive, Clean Room Award Cards displayed outside of each room, Monthly overall winner based on each month's week to week points)			
6/18/26	Launch a "Cleaner Than You Found It" Campaign		Jennifer Miele	10/01/2026
	<i>Notes:</i> Semester focus areas: August: Classrooms September: Hallways October: Bathrooms November: Cafeteria December: Outdoor spaces (repeat monthly foci for semester 2) Students learn: -Why it matters. -What excellence looks like. -How stewardship reflects leadership.			
6/18/26	Establish a Bobcat Beautification Team (School Cleanup Committee composed of students leading with parent/staff advisors)		Jennifer Miele	10/30/2026
	<i>Notes:</i> Includes: -Representatives from elementary, middle school, and leadership groups. -Monthly meetings. -Student-led initiatives. Responsibilities: -Conduct campus "beautification walks." -Identify concerns. -Develop solutions. -Promote school pride.			
6/18/26	Implement Classroom Stewardship Jobs		Jennifer Miele	11/20/2026

Notes: Every classroom has:
 -Floor monitor
 -Supply steward
 -Technology steward
 -Classroom reset leader (last five)

Focus: Leave the room better than you found it.

8/16/25 Trimesterly survey to measure progress of "set direction" is administered to staff and feedback implemented

Kiara McCullough

06/06/2027

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
<i>Notes:</i>				
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
<i>Notes:</i>				
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	Target Date
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
Notes:						
	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
Notes:						
Implementation:				08/16/2025		
Evidence			8/16/2025 Archived calendars, invitations, and weekly notes			

<i>Experience</i>	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			
<i>Sustainability</i>	8/16/2025 Continuing the communication cadence and continuing to host the information events			