

Comprehensive Progress Report

Mission: The mission of Southern Guilford High School is to empower students to realize their full academic potential by providing an inclusive, collaborative, and positive atmosphere.

In this stimulating environment, students will learn and grow intellectually, socially, and emotionally in order to become responsible citizens.

Vision: Southern High School will be a safe, equitable, supportive, invigorating and challenging learning environment that embraces the diversity within the school community. All stakeholders, including students, parents, teachers, administrators and community members will work collaboratively to develop and implement plans and strategies to ensure that students achieve high academic standards. Students will become adaptable, responsible, productive, and ethical citizens who are prepared to succeed in an increasingly competitive global society.

Goals:

PERFORMANCE COMPOSITE: By June 30, 2025, Southern Guilford High School will increase its overall Performance Composite by at least 3 percentage points, from 27.6% in 2023-24 to 30.6% in 2024-25, as evidenced by the English II, Math I, Math III, and Biology EOC assessments. (A2.04, A1.10, A4.01, A4.16, B1.03, B2.03, B3.03, C3.04)

DISCIPLINE: By June 30, 2025, Southern Guilford High School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 851.62 number in 2023-24 to 766.45 number in 2024-25. (A1.07, A4.06, B1.01, B1.03, E1.06)

ATTENDANCE: By June 30, 2025, Southern Guilford High School will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 35.2% in 2023-24 to 30.2% in 2024-25.

FAM-S Goal 3 (Leadership): A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social and emotional support. Multiple teams at SGHS may be charged with implementation of MTSS. A formal communication protocol and overlapping membership across teams exists.

FAM-S Goal 10 (Capacity/Infrastructure): The leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities. Instruction and intervention design and delivery includes factors such as standards, instructional routines, universal behavior supports, lesson planning for active student engagement.

FAM-S Goal 22 (Problem-Solving): Across all tiers, integrated data-based problem solving for student attendance, academic, behavior, and social and emotional outcomes occurs across areas and grade levels.



! = Past Due Objectives		KEY = Key Indicator			
Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date

Initial Assessment:			Instructional teams (PLCs) are established and have set meeting times. Collaborative planning is a routine feature of these meetings. Frequency and efficacy of these PLCs varies across departments. Teams do not always keep minutes to document their meetings, and those who do are not consistently including data-based problem-solving in their minutes. The prescribed meeting template includes prompts to discuss data.	Limited Development 09/30/2024		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Staff will submit their PLC minutes per the established school process (using the template & submitting on the staff Canvas page). Minutes will include data-based problem-solving and planning in increasing frequency, with all teams engaging in data-based problem-solving at least 50% of the meetings.		Amelia Barnes	06/13/2025
Actions				1 of 2 (50%)		
	9/30/24	Provide PLC meeting template that aligns with district goals for collaborative planning and data review.		Complete 08/16/2024	Amelia Barnes	10/01/2024
<i>Notes:</i>						
	9/30/24	Monitor submitted PLC minutes to identify staff needs and progress towards this goal.			Amelia Barnes	06/30/2025
<i>Notes:</i> Barnes will periodically check PLC minutes, provide written responses, and follow-up as needed.						
Implementation:				09/30/2024		
Evidence			9/30/2024 On August 28, I shared the required template and instructions on the staff Canvas page and sent an email notifying staff to check the page for instructions.			
Experience			9/30/2024 I turned the district PLC template into an editable document and provided it to staff via the staff Canvas course.			
Sustainability			9/30/2024 I will modify and re-share this template annually to adapt to district initiatives, staff feedback, and observed school needs.			
		A2.03	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(5093)	Implementation Status	Assigned To	Target Date

Initial Assessment:			Dr. Boone reserves time in his calendar every week for classroom observations, conferencing with teachers, sharing resources with staff, attending PLCs and department meetings, participating in district-level classroom walkthroughs, etc.	Full Implementation 10/09/2024		
		B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Currently, administrators provide most communication to staff regarding expectations, requirements, and initiatives. The School-Based Leadership Team could be employed more effectively to communicate with staff, which would in turn support administrators in delegating and creating more time for instructional planning and student support (B2.06).</p> <p>Title I funds used to employ a teacher assistant who manages testing has helped with this (compared to previous years).</p>	Limited Development 10/09/2024		
How it will look when fully met:			School-Based Leadership Team will take a more active role in presenting/communicating information to staff, through staff meetings, department meetings and PLCs, and through delegated leadership roles.		Rodney Boone	06/30/2025
Actions						
<i>Notes:</i>						
	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:			We began the year with a 2-day leadership retreat in the summer. Meetings are scheduled for the entire year for twice a month which includes sub committees.	Limited Development 10/20/2022		
How it will look when fully met:			Leadership committee will meet during the summer to review the school's mission statement, vision, previous year's data, SIP for the next year. Items will be discussed and recommendations will be voted one. The Leadership team will continue to meet during the school year to ensure the school is staying		Ramon Ruiz	06/30/2025

			aligned with the SIP and discuss if any adjustments need to be made.			
Actions				2 of 4 (50%)		
10/26/23	The Leadership Team will meet once a month during the school year to ensure the school is staying aligned with the SIP.			Complete 06/07/2024	Suzanne Townsend	05/31/2024
<i>Notes:</i>						
10/26/23	The Leadership Team will have a summer retreat to review the school's data and work on the next years SIP. The Leadership Team members in attendance will receive a stipend.			Complete 06/28/2024	Suzanne Townsend	06/28/2024
<i>Notes:</i>						
10/9/24	The Leadership team will meet twice per month for the 2024-25 school year.				Ramon Ruiz	06/30/2025
<i>Notes:</i>						
10/9/24	The Leadership Team will have a summer retreat to review the school's data and work on the next years SIP. The Leadership Team members in attendance will receive a stipend (through Title I funds).				Jessie Raeford	07/30/2025
<i>Notes:</i>			Title I funds are allocated for stipends under staff development.			
		B1.06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(5858)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Performance data from previous years' accountability tests (EOC, ACT, WorkKeys) are used to set goals for the current year. This includes proficiency levels, standards-level data when available, and participation data (95%). This data is compiled by the principal, curriculum facilitator, and testing coordinator (Title I-funded teacher assistant) and distributed to leadership and teaching staff, who help develop the goals for the year.	Full Implementation 10/09/2024		
		B2.06	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.(5146)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Title I funds are used to employ several staff members whose services make administrators more available for instruction and student support--most significantly, a teacher assistant who manages the most time-intensive aspects of standardized testing (paperwork, communications, mandated trainings). However, administrators still spend a significant portion of time managing other programs and duties that	Limited Development 10/09/2024		

	limit their available time (such as supervision duties at arrival, lunch, and dismissal). Additionally, responding to student disciplinary infractions and referrals frequently interferes with administrators' planned tasks and availability for instructional support.			
How it will look when fully met:	Administrators will have developed systems to delegate tasks and management of programs by increasing leadership capacity among school staff and providing opportunities for the school community to take ownership of programs and activities.		Jairo Lopez	06/30/2025
Actions				
<i>Notes:</i>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
	B2.02	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(5142)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>School-Based Leadership Team has a voice in some decisions, but these center mostly on issues of student conduct and behavior management. SBLT's role in instructional/curricular decisions could be expanded more.</p> <p>Title I funds (staff development participant) will be used to provide opportunities for the SBLT to do more in-depth and extensive work around school decisions and planning than can be accomplished in our routine meetings.</p>	Limited Development 10/09/2024		
How it will look when fully met:		The School-Based Leadership Team will meet routinely (1-2 times per month) for short meetings (1 hour) and annually for full-day retreats (2 days in summer) to engage in the decision-making process regarding significant topics, including curriculum, learning, professional development, and implementation of initiatives.		Ramon Ruiz	08/15/2025
Actions					
<i>Notes:</i>					
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides	Implementation Status	Assigned To	Target Date

			timely, clear, constructive feedback to teachers.(5149)			
Initial Assessment:			<p>The administrative team completes mandatory formal observations and evaluations.</p> <p>Administrators and curriculum facilitator complete occasional low-stakes (non-evaluative) walkthroughs using a standard tool to identify trends. (This has happened sporadically in the past and should be expanded this year.)</p>	Limited Development 09/13/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The administrative team will have quality impact on the instructional practice within the building. There will be instructional conversations regarding the observed strategies and practices observed in the building. There will be an ongoing process of observation, data collection, dialogue as a team, feedback, and observation for implementation/growth from staff.		Jairo Lopez	06/30/2025
Actions				5 of 7 (71%)		
9/13/18		Set the expectations for staff in terms of what is expected to be seen in each classroom (Learning Objective, "i can" statement, agenda, and lesson plans).		Complete 08/19/2019	Brian Muller	09/06/2019
<i>Notes:</i>						
9/13/18		Customize the classroom walk-through tool to measure the implementation of the instructional practices.		Complete 10/04/2019	Allison Adams	10/11/2019
<i>Notes:</i>						
9/13/18		Plan, prepare, and implement professional development opportunities surrounding implementation of Social-Emotional Learning techniques, and high-yield instructional strategies within the classrooms.		Complete 06/11/2020	Allison Adams	06/11/2020
<i>Notes:</i>						
10/5/20		An observation schedule will be created to ensure observations for all teachers and observable staff, as well as post observation meetings for feedback, are completed in a timely manner.		Complete 09/15/2021	Jairo Lopez	09/15/2021
<i>Notes:</i>						
9/13/18		Use the classroom walk-through tool, formal and informal observations, and the review of lesson plans as tools to provide feedback to staff. This information will then be used to improve and		Complete 06/07/2024	Jairo Lopez	06/03/2024

	refine instructional practice throughout the school year.			
<i>Notes:</i>				
10/9/24	Administrators will complete formal observations and evaluations through established process.		Jairo Lopez	06/30/2025
<i>Notes:</i>				
10/9/24	Curriculum facilitator, administrators, and teacher leaders will complete informal, non-evaluative walkthroughs.		Amelia Barnes	06/30/2025
<i>Notes:</i>				
Implementation:		09/13/2018		
Evidence	9/13/2018			
Experience	9/13/2018			
Sustainability	9/13/2018			
	B3.04	The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)	Implementation Status	Assigned To
Initial Assessment:		<p>Based on previous year's assessment data and school accountability results, the principal identified a need for additional professional development for teachers of EOC courses to improve curriculum implementation and enhance instructional practices to support student mastery of content standards. Title I funds are allocated to pay for professional development programs, substitutes for PD days, stipends for participation in professional learning outside of contract hours/beyond normal duties, etc.</p> <p>Effectiveness will be monitored throughout the year and fully evaluated after assessment data is published following state testing.</p>	Limited Development 10/09/2024	
How it will look when fully met:		Teachers of EOC courses will participate in professional learning and collaborative practices with teacher-leaders. Learning from this PD will be implemented in classrooms. If successful, we will meet or exceed expected growth and expected achievement (proficiency levels) in EOC courses.	Rodney Boone	06/30/2025
Actions		0 of 3 (0%)		
10/9/24	Obtain funding for professional development for EOC teachers.		Rodney Boone	10/31/2024
<i>Notes:</i>				

10/9/24	EOC teachers will participate in professional development and collaborative planning with teachers from a partner school.		Ramon Ruiz	12/31/2024	
Notes:					
10/9/24	Assessment data will be monitored to evaluate effectiveness. (Ongoing)		Amelia Barnes	06/30/2025	
Notes: This will include interim assessment data, other diagnostic tools, and summative data from state assessments.					
	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Student progress is monitored in multiple ways. Student attendance is monitored through the weekly chronic attendance reports. Students grades are reported to parents/guardians through interim reports, access to PowerParent/PowerSchool and quarterly report cards. Behavior concerns are documented by the Choices logs and office referrals.	Limited Development 09/08/2022		
How it will look when fully met:		Chronic attendance reports will be used to prioritize outreach efforts to contact parents of students who are missing school. Failure reports be used to identify students at risk of not graduating on time. Choices logs will be used to assist with behavior intervention to prevent time out of class.		Janice Thomas	06/30/2025
Actions			3 of 7 (43%)		
9/8/22	Choices logs will be kept daily to document students who are out of class due to behavior issues.		Complete 09/08/2023	Tarik Tucker	09/08/2023
Notes:					
9/8/22	Chronic attendance reports will be provided to the school social worker, counseling staff and administration weekly to determine students who are at risk of academic decline based on missing days. Attendance reports are tiered to help assist with determining students who are at the highest risk.		Complete 09/15/2023	Danielle Whitaker	09/15/2023
Notes: Ms. Idol (Data Manager) will run the report weekly and share it with the identified group.					
9/8/22	Failure reports will be run at the end of each quarter to provide counselors with information on students who are in jeopardy of not passing classes. This information will allow them to prioritize outreach of students who are in danger of getting off track.		Complete 10/26/2023	Counselors	10/31/2023
Notes:					

10/9/24	Teachers will routinely notify parents of chronic absences, failing grades, and other concerns that may inhibit student success.		Rachel McConoughey	06/30/2025
<i>Notes:</i> TalkingPoints (purchased with Title I funding) supports this action by improving communication with families who do not speak English.				
10/9/24	Teachers will report chronic absences to school social worker in a timely manner after making parent contact.		Kim Boggan	06/30/2025
<i>Notes:</i> Social worker and counselors will provide staff with training on this process.				
10/9/24	Social worker and counselors will train staff in processes related to chronic absences, abuse, neglect, and suicide intervention to support identification of concerns that require intervention.		Janice Thomas	06/30/2025
<i>Notes:</i>				
10/9/24	Social worker, graduation coach, case managers, and/or MTSS team will manage interventions for students at risk of failure or dropping out.		Allison Adams	06/30/2025
<i>Notes:</i>				

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>			All teachers new to the profession are assigned a mentor within the building for support. Representatives from the school attend career fairs to recruit quality staff. The North Carolina Educator Evaluator System is used for formal staff evaluations, and the classroom walk-through tool for informal evaluations of staff. Procedures for seeking and providing support among peers are available (including a Teams channel for collaborative problem-solving).	Limited Development 09/30/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			Staff will be supported at multiple levels. Staff will be celebrated and recognized for their efforts within the building. There will be a clear set of expectations on the evaluation and continual improvement processes.		Rodney Boone	06/03/2025
Actions				5 of 7 (71%)		

9/30/19	Celebrate staff at meetings through the "Apple of my Eye" award.	Complete 06/11/2020	Allison Jones	06/01/2020
<i>Notes:</i>				
9/30/19	Create the "Non-Negotiable" information sheet for staff to outline the expectations for staff members as it relates to various items (attendance, grading, culture and climate, instruction, etc.).	Complete 09/15/2021	Brian Muller	09/15/2021
<i>Notes:</i>				
9/30/19	Attend career fairs for recruitment of qualified new staff.	Complete 05/31/2024	Brian Muller	06/03/2024
<i>Notes:</i>				
9/30/19	Members of the administrative team, including the curriculum facilitator and department specific staff are invited to attend interviews with potential staff.	Complete 06/07/2024	Brian Muller	06/03/2024
<i>Notes:</i>				
10/9/24	Assign mentors for beginning teachers	Complete 08/26/2024	Nicole Gomez	12/31/2024
<i>Notes:</i>				
10/9/24	Regular support meetings for beginning teachers will provide professional learning and collaborative opportunities.		Amelia Barnes	06/30/2025
<i>Notes:</i> BT support meetings will be held monthly after school. Each meeting will address a specific, actionable skill relevant to expectations or events happening at that time. Mentors are invited to attend with their BTs to provide additional support. Meetings are open to experienced staff who are interested in receiving this information and support as well.				
10/9/24	Mentors will meet with beginning teachers routinely to provide support.		Nicole Gomez	06/30/2025
<i>Notes:</i> This will be monitored through completion of GCS mentor logs.				
Implementation:		10/09/2024		
Evidence	10/9/2024 Mentor teachers have been assigned to their BTs in NCEES.			
Experience	10/9/2024 Prior to the first day of school, beginning teachers were paired with mentor teachers. Mentors have been trained. BTs and mentors know expectations for meetings.			
Sustainability	10/9/2024 Mentors and BTs will continue to meet throughout the year according to tiered requirements (weekly for BT1, monthly for BT3)			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		A1.03	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>In the past, staff PLCs have been inconsistent in frequency, format, and effectiveness. (For example, PLCs might meet together to check in, but were not consistently collaboratively planning.)</p> <p>This year, Title I funds will be used to support PLCs for EOC classes that will include a collaborator from another school as well. These collaborative PLCs will meet to share strategies, evaluate data, and plan instruction. Funds will be used to cover substitutes so that teachers may participate in peer observation, and participants in this initiative will receive additional compensation (EEA) for the additional time they will spend collaborating with partners at another school outside of their contract hours.</p>	Limited Development 10/09/2024		
How it will look when fully met:			<p>PLCs will meet routinely and engage in productive collaboration (planning instruction, data analysis, and professional learning), as evidenced by their submitted minutes and observations by administrators & CF.</p> <p>EOC teachers will collaboratively learn from and plan with a peer teacher at a partner school in order to enhance instructional quality and improve student outcomes, as evidenced by minutes and/or recordings of these meetings and use of shared resources and strategies.</p>		Amelia Barnes	06/30/2025
Actions						
Notes:						
		A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Data from observations is collected through NCEES and walkthrough tools. This data is not currently aggregated and shared with staff.	Limited Development 10/09/2024		
How it will look when fully met:			Staff will be aware of trends in instructional practices and curriculum implementation		Rodney Boone	08/30/2025

			throughout the building. Professional development will be structured to meet needs identified in this data.			
Actions				0 of 5 (0%)		
10/9/24		Administrators complete formal observations and assess in NCEES.			Jairo Lopez	06/30/2025
Notes:						
10/9/24		Administrators, CF, curriculum coaches, and teacher-leaders will complete informal observations (walkthroughs) to collect additional data.			Amelia Barnes	06/30/2025
Notes:						
10/9/24		Data from observations (formal/evaluative and informal walkthroughs) will be compiled to identify trends.			Rodney Boone	06/30/2025
Notes:						
10/9/24		School-level data (trends, outliers) will be anonymized and shared with staff periodically to communicate progress towards professional goals.			Rodney Boone	06/30/2025
Notes:						
10/9/24		Professional development plans will be created or adjusted in response to findings from observations and teacher evaluations.			Amelia Barnes	06/30/2025
Notes:						
		C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staff have some opportunities to share and lead in areas of strength within their own departments (PLCs). These opportunities could be expanded to the rest of the staff through school-based PD, staff meetings, and shared resources.	Limited Development 10/09/2024		
How it will look when fully met:			Staff strengths will be identified. Staff will have opportunities to share their strengths and support others outside of their PLC.		Rachel McConoughey	06/30/2026
Actions						
Notes:						
	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:	The leadership teams (SBLT and administrative team) regularly review school performance data. School performance data (NC School Report Card, EVAAS data, EOC results, ACT scores, ACCESS data, NCTWCS data, and NWEA MAP data) is shared with staff and used to guide both the writing of the school improvement plan and to develop professional development for teachers that is relevant to student/school needs.	Limited Development 08/16/2016		
How it will look when fully met:	School Performance data is reviewed, disaggregated, and discussed among the leaders and major stakeholders in the building. This information is used to make school-wide goals, and decisions that impact teaching and learning.	Objective Met 06/06/24	Amelia Barnes	06/03/2024
Actions				
9/30/19	The Instructional Leadership Team meets regularly to discuss School Performance data and make plans for improving instructional practices.	Complete 06/11/2020	Kenyatta Ridley	06/11/2020
<i>Notes:</i>				
9/30/19	The Instructional Leadership Team will conduct classroom walk-throughs throughout the school year to initiate discussion about instructional needs, and provide feedback to staff on ways to improve current instructional practice.	Complete 06/11/2020	Kenyatta Ridley	06/11/2020
<i>Notes:</i>				
9/30/19	The School Leadership meets regularly and discusses issues related to the school, including school performance data.	Complete 06/03/2023	Brian Muller	06/03/2023
<i>Notes:</i>				
10/26/23	Administration, teachers, and other staff members will have the opportunity to attend Professional Development workshops and conferences to learn more about innovative best practices and research-based methodologies. All expenses associated with the PD will be covered by the school.	Complete 06/07/2024	Kenyatta Ridley	04/30/2024
<i>Notes:</i>				
10/26/23	Pay for substitutes for classroom teachers when they are attending professional development.	Complete 06/07/2024	Marlis Ferris	04/30/2024
<i>Notes:</i>				
9/30/19	School performance data (common assessments, interim assessments) is discussed in PLC's to develop plans for improving instructional practice.	Complete 06/07/2024	Brian Muller	06/03/2024
<i>Notes:</i>				

9/1/23			The School Leadership meets regularly and discusses issues related to the school, including school performance data.	Complete 06/07/2024	Suzanne Townsend	06/12/2024
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>In previous years, professional learning has been limited to district-mandated trainings, with occasional differentiated or customized learning opportunities offered upon staff request.</p> <p>This year, Title I funds will be used to support PLCs for EOC classes that will include a collaborator from another school as well. These collaborative PLCs will meet to share strategies, evaluate data, and plan instruction. Funds will be used to cover substitutes so that teachers may participate in peer observation, and participants in this initiative will receive additional compensation (EEA) for the additional time they will spend collaborating with partners at another school outside of their contract hours.</p>	Limited Development 10/09/2024		
How it will look when fully met:			Staff will have engaged in professional learning opportunities relevant to their roles, responsibilities, strengths, and needs including digital learning competency, collaborative learning with peers, and coaching. This will be monitored by completion of self-paced Canvas courses, minutes and/or recordings from meetings, and coaching summaries provided by coaches.		Amelia Barnes	06/30/2025
Actions						
Notes:						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Most teachers routinely assess students in some way, but data is not consistently analyzed by all teachers, and curriculum is not consistently adjusted based on data. Some teachers limit their assessment format only to summative tests and district-mandated assessments. Teachers	Limited Development 10/09/2024		

			may identify trends in data but may not have the tools to differentiate in response to the data. Title I funds will be used to purchase software subscriptions that provide an additional source of data and differentiated support.			
How it will look when fully met:			Teachers will have routine practices for collecting and analyzing student data. Teachers will implement supports and supplemental materials to differentiate for students based on data, and will adjust core instruction when more than 20% of students are not achieving a given standard. This will be reflected in PLC minutes and lesson plans.		Amelia Barnes	06/30/2025
Actions						
<i>Notes:</i>						
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers use data obtained through formal and informal assessments to determine students level of learning and comprehension.	Limited Development 09/08/2022		
How it will look when fully met:			Teachers will use various data points throughout the semester to determine student progress and will implement strategies for students who are not making growth. When this objective has been met, student progress will be evident based on improved assessment scores and grades.		Amelia Barnes	06/30/2025
Actions				0 of 4 (0%)		
	9/8/22		Benchmark data is shared with teachers and strategies are shared to provide differentiated support to students.		Mary Swindell	01/26/2023
<i>Notes:</i>						
	9/8/22		Student progress and data will be shared and discussed during bimonthly PLC's.		Mary Swindell	06/10/2023
<i>Notes:</i>						
	10/9/24		Data from assessments (interim, PSAT/PreACT, etc.) will be shared with teachers.		Amelia Barnes	06/30/2025
<i>Notes:</i>						
	10/9/24		PLCs will analyze and plan based on data from district, state, and classroom-based assessments, as reflected in PLC minutes.		Amelia Barnes	06/30/2025
<i>Notes:</i>						

	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently offer a full continuum of EC services, Extended Learning Programs, IST, restorative practices, and leveled instructional computer programs for various courses and content.	Limited Development 09/27/2019		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			<p>Students will receive targeted instruction of supplemental supports in the areas of behavior, social-emotional, attendance, math and reading based on the level of need (academic levels of support: remediation, intervention, maintenance, enrichment). Students that are determined to be "at-risk" through an early warning system will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.</p> <p>Teachers will supplement core instruction and curricular materials with school-provided resources (e.g. IXL) to meet students' individual learning needs and promote mastery of content standards.</p>		Molly Rooks	06/30/2025
Actions				11 of 15 (73%)		
	9/27/19	Develop a team to focus on equal opportunities for all students as it relates to enrollment in advanced level courses such as AP and college level courses.		Complete 06/11/2020	Erica Covington	06/11/2020
<i>Notes:</i>						
	9/27/19	Staff is participating in a year-long, school-wide professional development on Social and Emotional Learning (SEL) that will bring awareness to the impact of adult behaviors and attitudes on student learning.		Complete 06/11/2020	Kenyatta Ridley	06/11/2020
<i>Notes:</i>						
	9/27/19	Revamp the organization for our EC program in terms of personnel to maximize the effectiveness of all services provided to students.		Complete 06/11/2020	Allison Jones	06/12/2020
<i>Notes:</i>						
	9/27/19	PLC's will meet at least twice a month to discuss data from common formative assessments and		Complete 06/09/2023	Allison Adams	06/03/2023

	interim assessments to determine effectiveness of CORE instruction.			
<i>Notes:</i>				
9/30/19	Technology will be improved in some classrooms to enhance teaching and learning for all students.	Complete 06/09/2023	Brian Muller	06/03/2023
<i>Notes:</i> Title I funds will be used to purchase 10 interactive panels for teaching and learning and integration of technology. Title I funds will be used to purchase additional licenses for the "Membean" program.				
10/5/20	EOS team will work on putting in place supports for students in AP classes.	Complete 06/09/2023	Angela Morris	06/03/2023
<i>Notes:</i>				
10/26/23	Purchase and effectively incorporate supplemental materials for teaching and learning in Math and Biology. This could consist of learning kits and classroom supplies and materials needed to enhance teaching and learning. (DeltaMath, BioZone, etc.)	Complete 04/30/2024	Amelia Barnes	04/30/2024
<i>Notes:</i>				
10/26/23	Purchase and implement Membean software for English II which automatically differentiates and personalizes to each student's skill level.	Complete 06/07/2024	Amelia Barnes	05/31/2024
<i>Notes:</i>				
10/26/23	Purchase and implement Edificity (Intervention Scheduling Software) to create a flex schedule that allows for academic interventions and goal maintenance sessions during the school day.	Complete 05/30/2024	Amelia Barnes	05/31/2024
<i>Notes:</i>				
10/26/23	Purchase and implement Talking Points software as a was to engage with all families in their home language to build strong partnerships.	Complete 06/07/2024	Amelia Barnes	05/31/2024
<i>Notes:</i>				
9/1/23	PLCs will meet at least twice a month to discuss data from common formative assessments and interim assessments to determine effectiveness of Tier 1 (core) instruction.	Complete 06/07/2024	Amelia Barnes	06/07/2024
<i>Notes:</i> Barnes will collect minutes to keep record of these meetings.				
10/9/24	Purchase IXL software license to support student learning in math, English, science, social studies, and foreign language.		Rodney Boone	01/01/2025
<i>Notes:</i>				
10/9/24	Train staff in use of IXL to support student mastery.		Ramon Ruiz	01/31/2025
<i>Notes:</i>				

10/9/24	Evaluate use and effectiveness of IXL software to support student learning.		Amelia Barnes	06/10/2025
<i>Notes:</i>				
10/9/24	MTSS team meets for implementation of MTSS process.		Allison Adams	06/30/2025
<i>Notes:</i>				
Implementation:		09/01/2023		
Evidence	9/8/2022			
Experience	9/8/2022			
Sustainability	9/8/2022			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Nearly all staff provide instruction in whole-group format and computer-based format. Many teachers provide independent work, but this is not always structured in a way that leads to success. Some teachers provide teacher-directed small group instruction, but this is not consistent throughout the staff.	Limited Development 10/09/2024		
How it will look when fully met:			Teachers use a variety of methods (reflected in lesson plans and observations) to support student learning.		Allison Adams	06/30/2026
Actions						
Notes:						
	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 promote positive classrooms by providing staff with continued, differentiated support throughout the school year.	Limited Development 08/15/2017		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Classrooms will be well-managed, as evidenced by effective teaching and learning in all classrooms. We will use a classroom walk-through instrument to provide feedback and collect data from the classrooms. Additional supports will be made available to staff who demonstrate a need in this regard.		Allison Adams	06/30/2025

Actions			1 of 3 (33%)			
	9/13/18	School-wide expectations for classrooms are communicated to staff.	Complete 08/19/2022	Brian Muller	08/19/2022	
Notes:						
	9/13/18	Classrooms will be observed to evaluate the climate. Based on this, feedback will be provided for teachers, and action steps provided for those who demonstrate concerns.		Brian Muller	06/07/2024	
Notes:						
	8/23/22	Staff will be provided with opportunities for professional development and resources such as classroom management templates and mentor coaching for beginning teachers.		Angela Morris	06/07/2024	
Notes:						
Implementation:			09/13/2018			
Evidence		9/12/2018				
Experience		9/12/2018				
Sustainability		9/12/2018				
	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:		All teaching staff are involved in PLCs that meet at a frequency of 2-4 times per month. Part of the effectiveness of PLCs is how data is used to drive and inform instruction. Teachers are using district provided Scope and Sequence to plan and inform instruction.		Limited Development 08/02/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Professional Learning Communities will be teacher led and focused on data-driven conversations about improving instructional best practices, addressing methods of corrective instruction when needed, and collaborative planning.		Objective Met 06/06/24	Amelia Barnes	06/12/2024
Actions						
	9/12/18	Create a master list of PLC times and dates per department.	Complete 09/13/2019	Kenyatta Ridley	09/13/2019	
Notes:						
	9/12/18	Provide PLC meeting norms that will promote data-driven dialogue within the group.	Complete 06/09/2023	Mary Swindell	08/29/2022	
Notes:						
	10/1/20	Use interim assessment data to highlight teacher strengths, encourage the sharing of teaching	Complete 06/09/2023	Mary Swindell	06/10/2023	

	methodology, and to encourage collaborative planning among a PLC to support each other through their strengths to grow students.			
<i>Notes:</i>				
9/12/18	Use Interim Assessment and other relevant data sources to drive conversations within the PLCs, and refine instructional practice based on the analysis of the data.	Complete 06/09/2023	Mary Swindell	06/12/2023
<i>Notes:</i>				
9/1/23	Create master list of PLC and department meeting schedules.	Complete 09/01/2023	Amelia Barnes	09/12/2023
<i>Notes:</i>				
10/26/23	Field trips will be offered to enhance the curriculum and expose at-risk students to experiences that are not often accessible. Field trips will also enhance leaderships skills and team building opportunities.	Complete 06/07/2024	Kenyatta Ridley	04/30/2024
<i>Notes:</i>				
9/1/23	Use Interim Assessment and other relevant data sources to drive conversations within the PLCs, and refine instructional practice based on the analysis of the data.	Complete 06/06/2024	Amelia Barnes	06/12/2024
<i>Notes:</i> Amelia Barnes will provide assessment data to PLCs when available and will collect meeting minutes to ensure that PLCs are discussing data and applying it to instructional decisions.				
9/1/23	Provide PLC meeting template that outlines norms, agenda, and requirements for data review.	Complete 08/31/2023	Amelia Barnes	09/01/2024
<i>Notes:</i> This template will be shared with all staff.				
Implementation:		06/06/2024		
Evidence	9/1/2023 Template emailed to staff on 8/31/23			
Experience	9/1/2023 Amelia Barnes created a template for department and PLC meetings that included objectives and SIP indicators that should guide meeting, space for an agenda, and an outline for members to complete which guides staff through using data to inform instruction.			
Sustainability	9/1/2023 Edits to template will be made if need arises; ongoing work to enforce use of template.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and	Implementation Status	Assigned To	Target Date

			post-high school outcome (e.g. student enrollment in college, student in careers).(5127)			
Initial Assessment:			A team of school administrators, counselors, school social worker, counseling secretary, graduation coach, and college bridge support counselor will monitor student progress towards graduation and post-high school plans. Title I funds are used to employ a teacher who serves as graduation coach and provides support for online courses (for recovery credit or dual enrollment college credit).	Limited Development 08/23/2022		
How it will look when fully met:			Progress will be measured by graduation rates, enrollment and attendance at post-high school options, and senior surveys at the end of the school year.		Allison Adams	06/30/2025
Actions				0 of 2 (0%)		
	8/23/22		Teachers take attendance daily and monitor student academic progress. Students who are frequently absent or failing will be referred to the school social worker and school counselor.		Kim Boggan	06/30/2025
<i>Notes:</i> School social worker (Boggan) and counselors communicate process to staff for reporting excessive absences.						
	8/23/22		Data will be reviewed by the graduation team (Administrators, school counselors, school social worker, graduation coach, and college bridge support counselor) at critical times of the school year, including after the first 20 days of school.		Kim Boggan	06/30/2025
<i>Notes:</i> The graduation team (including a Title 1-funded teacher acting as graduation coach) will examine student data.						
		A4.11	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).(5129)	Implementation Status	Assigned To	Target Date
Initial Assessment:			July 21, 2022. Learning Hubs were implemented at the beginning of the 2021-2022 school year as an extra support for students. Learning Hubs operated before and after school and at least one Saturday each month. While many of our students had productive experiences in Learning Hub (getting tutoring from teachers or peers, catching up on work, completing online courses through GCS or GTCC), improvements can be made to ensure the experience is productive for all students.	Limited Development 07/21/2022		

How it will look when fully met:			To have many of our students have productive experiences in Learning Hub (getting tutoring from teachers or peers, catching up on work, completing online courses through GCS or GTCC) and ultimately increasing the pass rate in classes. Also, we would like to increase the number of books in the school's library to keep the library relevant and up to date for the students to extend their learning.	Objective Met 06/06/24	Rachel McConoughey	05/31/2024
Actions						
	10/26/23		Purchase and put into circulation more library books. We want books that are relevant and up to date for our students to extend their learning and understanding.	Complete 06/07/2024	Rachel McConoughey	04/30/2024
<i>Notes:</i>						
		A4.12	The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5130)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Title I funds are used to pay for a teacher who facilitates online credit recovery courses during the school day. (This staff member also serves as the Graduation Coach.)	Full Implementation 10/09/2024		
		A4.15	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>Title I funds are used to pay for a teacher who facilitates online dual-enrollment courses during the school day. (This staff member also serves as the Graduation Coach.) Our Career Development Coordinator and school counselors educate students about available opportunities for work-study programs (GAP, CTE courses with internships) and advanced courses (AP, dual-enrollment). The school's academy director provides information to students and staff about service learning requirements.</p> <p>Barriers to participation in some of these opportunities still exist--especially for dual enrollment courses that occur on the college campus, due to the need for transportation to an alternate location and costs associated with fees and books.</p>	Limited Development 10/09/2024		

How it will look when fully met:			The school will continue to offer online courses and in-person AP courses to all interested students. The school will identify ways to decrease barriers for students who wish to participate in other advanced learning and enrichment opportunities.		Janice Thomas	06/30/2025
Actions						
<i>Notes:</i>						
	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:			During the registration process, counselors meet individually with all students to discuss their progress towards graduation. Students are encouraged, when applicable, to challenge themselves by moving up from College Prep to Honors or Honors to Advanced Placement. Teachers are also asked to submit lists of students who, they feel, could move up to a higher level of coursework.	Limited Development 08/29/2017		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			The Discrepancy Report from the Data Console will indicate that all students are scheduled appropriately with regards to their recommended rigor.	Objective Met 09/12/18	Suzanne Townsend	06/03/2024
Actions						
	1/4/18		Continued focus on literacy. Research best use of funds to increase number of books available for student use.	Complete 02/06/2018	Karen Lloyd	02/06/2018
<i>Notes:</i>			Literacy needs addressed: -eBooks purchased for media center -hard cover titles added for circulation -Easy read high demand books increased for circulation -Autistic and EC classes additional titles for classrooms			
	1/4/18		Literacy initiative for all 9th graders (ARC) is supported and enhanced by 7 additional coaching days (10 total)	Complete 05/01/2018	Sylvia Ray	05/01/2018
<i>Notes:</i>			ARC coach visits, coaches, and models for ARC teachers.			
	1/4/18		Classrooms will begin technology upgrades with Title I monies.	Complete 07/31/2018	Karen Lloyd	06/05/2018
<i>Notes:</i>			TI-84 calculators were purchased for math classes (1:1) TI-89 Calculators were purchased for Calculus			

	class TI-30+ Calculators were purchased for science classes and state/national testing UV compact lamps for Forensic class(es) 25 Document cameras			
10/26/20	We acquired and distributed devices to families in need as a way to address equity of accessibility at SGHS.	Complete 03/31/2021	Jairo Lopez	10/16/2020
<i>Notes:</i> As of 10/10/2020 all families that had requested a laptop have been assigned at least one laptop.				
8/29/17	School counselors work with students during registration to make certain that they are aware of the dual enrollment opportunities for college credit.	Complete 04/03/2023	Jairo Lopez	06/03/2023
<i>Notes:</i>				
1/4/18	Continuing to support under-developed learners with tutorials both during the school day by means of Credit Recovery via APEX courses.	Complete 06/09/2023	Jairo Lopez	06/03/2023
<i>Notes:</i> Title I pays for 100% of our Graduation Coach/APEX lab teacher.				
9/27/19	Extended Learning Programs will be offered at specific times during the school year to provide opportunities for corrective instruction as well as enrichment.	Complete 06/09/2023	Allison Adams	06/03/2023
<i>Notes:</i> Twice weekly for certain weeks during each semester.				
9/27/19	The Equal Opportunity Schools team will be trained to promote awareness of inequities in assignment of students to advanced level courses, and begin using strategies to combat the inequities for the school.	Complete 06/13/2023	Angela Morris	06/03/2023
<i>Notes:</i>				
9/27/19	The AP Potential reports will be used in conjunction with the Equal Opportunity Schools Survey to determine students who should be challenged with higher level courses such as AP and college level courses.	Complete 06/09/2023	Angela Morris	06/03/2023
<i>Notes:</i>				
2/7/24	Host a family night to inform parents and students about curricular options	Complete 02/07/2024	Kenyatta Ridley	02/07/2024
<i>Notes:</i> Family night will be open to parents of current 8th through 12th graders. 8th grade parents will be aware of supports available to help their students transition to high school. 10th and 11th grade students/parents will learn about opportunities for dual enrollment with GTCC. Senior students/parents will receive assistance with FAFSA to support transition to higher education.				

10/26/23	Purchased a position to offer continued support for under-developed learners by way of Credit Recovery via APEX courses.	Complete 06/07/2024	Kenyatta Ridley	05/31/2024
<i>Notes:</i>				
10/26/23	Purchased two Teacher Assistant positions that support teachers and students by monitoring student progress and offering academic, social, and emotional support.	Complete 06/07/2024	Brian Muller	05/31/2024
<i>Notes:</i>				
9/1/23	School counselors work with students during registration to make certain that they are aware of the dual enrollment opportunities for college credit.	Complete 06/07/2024	Allison Adams	06/07/2024
<i>Notes:</i>				
9/1/23	Continuing to support under-developed learners with tutorials both during the school day by means of Credit Recovery via APEX courses.	Complete 06/07/2024	Kenyatta Ridley	06/07/2024
<i>Notes:</i>				
Implementation:		09/12/2018		
Evidence	9/12/2018 Documentation is provided and attached as evidence of the implementation of this objective. 9/12/2018			
Experience	9/12/2018 The various tasks were completed by staff to accomplish this goal. 9/12/2018			
Sustainability	9/12/2018 Our goals for this school year will be similar, though not directly related to this objective. While we will continue to do these tasks, there are no further needed steps to document towards this objective.. 9/12/2018			
	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:		Limited Development 10/09/2024		
Over the past several years, school funds have been used to purchase some furniture and equipment to meet needs of staff and students (ex: replacing some damaged/failing equipment and furniture).				
This process is ongoing, and many classrooms in our building still need new equipment or furniture--in particular, add or replace student seating (desks, tables & chairs) and added storage due to increased quantity of consumable materials that must be kept in the classroom throughout the school year. Our building is old, and much of its equipment and furniture has not been updated in several decades. Due to expense, we cannot replace all broken/outdated				

	furniture and equipment at one time, so this process will stretch over several years. Title I money is allocated to support this need each year. Additionally, we make use of the GCS Warehouse and community resources (e.g. Guilford Education Alliance) whenever possible.			
How it will look when fully met:	Classrooms will have what they need (furniture, supplies, etc.) to create good conditions for learning. School equipment will increase school safety and enhance the learning environment.		Dan Knott	06/30/2027
Actions		0 of 1 (0%)		
10/9/24	Assess classroom/facility needs.		Rodney Boone	06/30/2025
<i>Notes:</i> A survey will be shared with staff to assess needs for larger items (furniture, equipment) in their classrooms. The data generated from this survey will be used to determine priorities for purchasing equipment and furniture using Title I funds for the following year.				

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:			<p>School staff members utilize a variety of methods to communicate information to parents including: Blackboard Connect, Open Houses, teacher webpages, teacher emails, newsletters, home visits, text messages, phone calls, progress reports, and Remind. Parents and students have the ability to view student grades as they are updated via PowerSchool. Two-way communication can be difficult due to our diverse population (non-native English speakers) and a lack of updated contact information.</p> <p>Title I funds are used to purchase TalkingPoints subscription to facilitate communication between school and families, especially those in need of translation services.</p> <p>Title 1 funds are used to purchase supplies, materials, programming, and food for parent engagement events that support student learning and future success.</p>	Limited Development 08/16/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			

How it will look when fully met:	Parents and guardians are well informed about matters relating to their individual students expectations in terms of academics, behaviors, and extra-curricular activities. The school connects to parents and guardians using a variety of means for communication.		Angela Morris	06/10/2025
Actions		14 of 16 (88%)		
11/3/16	Leadership team members will go back to their departments and brainstorm ideas for meeting parents/families in their neighborhoods.	Complete 12/06/2016	Craig Repko	12/06/2016
<i>Notes:</i> By department, who is interested in going out to meet families? Generate list and submit to SIP chair.				
3/7/17	Lunch and Learn Event	Complete 05/15/2017	Melanie Palmer	05/02/2017
<i>Notes:</i> May 15 - Mrs. Palmer researched vendors, created a parent contact list, and generated potential topics for discussion during Lunch and Learn sessions. Due to repeated scheduling conflicts, the Lunch and Learn event did not take place. We would like to continue planning this event for the 2017-2018 school year. Invite all parents through ConnectEd, flyers home with students, announcement on school website and translations in Spanish and Urdu. Parents must RSVP for food prep. We will have parents complete a survey onsite to gather and analyze information and to receive feedback.				
10/20/16	Diverse opportunities for parent involvement: Out of the Garden	Complete 05/02/2017	Brad Hensley	05/02/2017
<i>Notes:</i> Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding				
1/4/18	Parent Night	Complete 12/07/2017	Karen Lloyd	12/07/2017
<i>Notes:</i> After evening Leadership Meeting, Parents and families attended Dinner Theater "Golden Oldies"				
8/29/17	Southern Guilford will host parent learning sessions to help prepare and inform them of options for their child for college, career and life. Parents will be given the opportunity to share their ideas for school improvement.	Complete 05/08/2018	Bernadette Jones	05/08/2018
<i>Notes:</i> Social worker will work with school counselors and other school support personnel to compile resources to be provided to our parents.				
10/20/16	Southern Guilford High School will host an ESL Family night to provide information to our families with limited English language.	Complete 08/28/2019	Jairo Lopez	10/04/2019

<i>Notes:</i>				
10/4/16	Southern Guilford High School will host a parent night in conjunction with Title I to inform parents on matters relating to curriculum, school-wide expectations, and extra-curricular activities.	Complete 10/24/2019	Karen Lloyd	10/31/2019
<i>Notes:</i>				
10/20/16	We will host various "Senior Night" events to highlight information for parents of seniors to prepare them for post graduation plans for their students.	Complete 06/11/2020	Cynthia Parks	06/11/2020
<i>Notes:</i>				
10/20/16	Southern Guilford High School provides Adult ESL classes throughout the school year for parents and families with limited English to assist in their acquisition of the English language in support of their students.	Complete 06/11/2020	Miriam Marroquin	06/11/2020
<i>Notes:</i>				
10/5/20	Counseling is hosting weekly senior webinars via Teams to keep seniors informed on important information.	Complete 06/11/2021	Cynthia Parks	06/11/2021
<i>Notes:</i>				
10/5/20	We will host a Drive-Thru Title I night to disseminate information to families.	Complete 10/29/2021	Brian Muller	10/31/2021
<i>Notes:</i>				
10/5/20	Connect-Ed Messages, emails, and selected communications are translated to Spanish and sent out for families that do not speak English	Complete 06/02/2023	Jairo Lopez	06/03/2023
<i>Notes:</i>				
10/26/23	Southern Guilford High School will host a parent night in conjunction with Title I to inform parents on matters relating to curriculum, school-wide expectations, and extra-curricular activities. Brochures, supplies, and resources will be given to parents at each event.	Complete 04/30/2024	Kenyatta Ridley	04/30/2024
<i>Notes:</i>				
10/26/23	Title 1 parent events will serve food in order to increase participation and provide balanced meals for families	Complete 04/30/2024	Kenyatta Ridley	04/30/2024
<i>Notes:</i>				
10/9/24	Fall Title 1 Parent Engagement Event		Angela Morris	10/22/2024
<i>Notes:</i> Title 1 Parent Engagement event will precede fall band concert. Title I funds will be used to provide meals for families that attend and to cover other associated materials costs.				

10/9/24	Purchase/renew TalkingPoints subscription.		Marlis Ferris	06/30/2025
<i>Notes:</i> Action will recur unless SBLT determines that this program is no longer the best option for our school's needs, at which time we will change programs or eliminate it from the budget.				
Implementation:		09/27/2019		
Evidence	9/27/2019			
Experience	9/27/2019			
Sustainability	9/27/2019			