

Comprehensive Progress Report

Mission: Mission: To cultivate a supportive and safe community of learners who nurture academic, personal, and social achievement through creativity, respect, teamwork and compassion.

Vision: Vision: The Early Middle College @ GTCC Greensboro is where the duty of achievement becomes the passion for success, while equipping lifelong learners and ambassadors in a global society to pursue their dreams

Goals:

PERFORMANCE COMPOSITE: By June 2021, The Middle College at GTCC-Greensboro Performance Composite will increase from 85% to a minimum of 85.8%. (A1.02, A1.07, A2.01, A2.04, A2.13, A2.14, A3.03, A4.01, A4.06, A4.12, A4.16, B1.01, B1.02, B1.03, B2.03, B3.03, C2.01, C3.04, D2.08, E1.06, E1.09, E1.10, E1.13)

DISCIPLINE: By June 2021, the Early Middle College at GTCC Greensboro will increase the percent of student recognized with service learning hours from 88% to 90% as measured by district data tracking system. (A1.07, E1.07, E1.11)

ACHIEVEMENT GAP: By June 2021, the Early/Middle College at GTCC-GSO will increase the performance composite of all Non-African American female students as compared to African-American females students (>95%) from 90.9% by 2% to 92.9% as measured by the NC Accountability Model. (A1.07, A4.01, A4.06, A4.12, B1.04, B1.05)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
	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:	<p>All teachers collaborate to create, communicate, teach, and positively reinforce classroom rules and procedures at the beginning of each semester and throughout each semester. The rules and procedures will be posted in every classroom, taught by the teachers, and positively reinforced by both teachers and other students to redirect misbehavior and encourage behavior that supports a safe learning environment. A culture of learning will exist in every classroom and throughout the school so that safety, respect, responsibility, creativity, individual worth, academic focus, teamwork, and relationship are the core tenets that guide interactions between students and teachers every day. A clear and mutually agreed upon system of rewards and consequences will be ongoing in every classroom, and teachers will support one another when challenges arise. Administration will be present, known, and available for support every week. As a result, students, teachers, parents, and administrators will be empowered to move forward with the confidence that all stakeholders believe in the culture that has been created. Administrators and teachers will conduct periodic walkthroughs to evaluate the effectiveness of the rules and their implementation. Feedback from these observations will confirm the effectiveness of the rules or guide all necessary changes to the rules.</p>	Limited Development 07/24/2017		
----------------------------	--	-----------------------------------	--	--

How it will look when fully met:	<p>All teachers collaborate to create, communicate, teach, and positively reinforce classroom rules and procedures at the beginning of each semester and throughout each semester. The rules and procedures will be posted in every classroom, taught by the teachers, and positively reinforced by both teachers and other students to redirect misbehavior and encourage behavior that supports a safe learning environment. A culture of learning will exist in every classroom and throughout the school so that safety, respect, responsibility, creativity, individual worth, academic focus, teamwork, and relationship are the core tenets that guide interactions between students and teachers every day. A clear and mutually agreed upon system of rewards and consequences will be ongoing in every classroom, and teachers will support one another when challenges arise.</p> <p>Administration will be present, known, and available for support every week. As a result, students, teachers, parents, and administrators will be empowered to move forward with the confidence that all stakeholders believe in the culture that has been created.</p> <p>Administrators and teachers will conduct periodic walkthroughs to evaluate the effectiveness of the rules and their implementation. Feedback from these observations will confirm the effectiveness of the rules or guide all necessary changes to the rules.</p>		Michael Holton	08/01/2022
Actions		0 of 9 (0%)		
9/19/19	The Administrator, Teachers, Curriculum Facilitator, and School Counselor will meet to report on the effectiveness of the behavioral instruction system. Together, they will evaluate whether they are creating the culture that they want at the school through it. At this time, potential changes will be discussed and implemented. A new and regular schedule for walkthroughs will be created to sustain the evaluative process throughout the rest of the school year.		Administrators, Teachers, Curriculum Facilitator,	05/30/2021
Notes: (Sustain Practice)				
9/30/19	Action (Develop): Teachers and Administrators will meet to develop and decide upon rules and procedures that will be common for every classroom. An agreed upon system of rewards and consequences will also be created.		Teachers, Administration, Curriculum Facilitat	05/30/2021
Notes:				

9/30/19	Action (Communicate): The common rules and procedures, as well as the system of rewards and consequences, will be posted and taught in every classroom. Administrative staff will communicate these items to parents through a Connect-Ed message and Canvas announcement. Teachers will communicate these items to parents through their syllabi.		Teachers, Administration, School Counselor	05/30/2021
<i>Notes:</i>				
9/30/19	Action (Monitor Impact): New walkthroughs will be conducted to evaluate the effectiveness of any recommended changes. These additional walkthroughs will also continue to monitor the growth of our school culture of learning and positive behavior.		Administrators, Curriculum Facilitator, ILT Te	02/28/2022
<i>Notes:</i>				
9/30/19	Action (Support Implementation): Administrators and teachers will conduct weekly walkthroughs to assess the effectiveness of the newly implemented system of behavioral instruction. Specific and positive feedback will be provided to each teacher within 2 days of the walkthrough or at the next staff meeting, and necessary recommendations will be made.		Administrator	05/30/2022
<i>Notes:</i>				
9/19/19	Teachers and Administrators will meet to develop and decide upon rules and procedures that will be common for every classroom. An agreed upon system of rewards and consequences will also be created.		Teachers, Administration, Curriculum Facilitator,	08/01/2022
<i>Notes:</i> (Develop)				
9/19/19	The common rules and procedures, as well as the system of rewards and consequences, will be posted and taught in every classroom. Administrative staff will communicate these items to parents through a Connect-Ed message and Canvas announcement. Teachers will communicate these items to parents through their syllabi.		Teachers, Administration, School Counselor	08/01/2022
<i>Notes:</i> (Communicate)				
9/19/19	Administrators and teachers will conduct weekly walkthroughs to assess the effectiveness of the newly implemented system of behavioral instruction. Specific and positive feedback will be provided to each teacher within 2 days of the walkthrough or at the next staff meeting, and necessary recommendations will be made.		Administrators, Curriculum Facilitator, ILT Team	08/01/2022
<i>Notes:</i> (Support Implementation)				

9/30/19	Action (Sustain Practice): The Administrator, Teachers, Curriculum Facilitator, and School Counselor will meet to report on the effectiveness of the behavioral instruction system. Together, they will evaluate whether they are creating the culture that they want at the school through it. At this time, potential changes will be discussed and implemented. A new and regular schedule for walkthroughs will be created to sustain the evaluative process throughout the rest of the school year.		Administrators, Teachers, Curriculum Facilitat	09/30/2022
Notes:				

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	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:			Standard-aligned units exist for certain subjects. However, additional focus needs to occur for all subjects.	Limited Development 08/01/2016		
How it will look when fully met:			Well-constructed units, aligned to North Carolina Common Core Standards by subject and grade level, will be available for teachers to access and utilize in their classrooms. Units will have differentiated lessons, higher order thinking strategies, expected outcomes, and will be located on Canvas, our common platform.		Juliaette Thomas	08/01/2022
Actions				2 of 11 (18%)		
	10/22/19	A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.		Complete 10/22/2019	Adminstration, CF, and Staff	10/31/2019
Notes:			Evidence will be found in lesson plans that all teachers will incorporate multiple delivery options during classroom instruction which should include, but is not limited to, teacher-directed whole-class, teacher-directed small-group, independent work, and computer-based.			
	9/30/19	Action (Communicate): A variety of platforms for communication include face-to-face PD, PLCs, email, and Canvas.		Complete 03/31/2020	Admin, CF, Teachers	03/31/2020
Notes: 11/15/2019 and 02/15/2020						

9/30/19	Action (Development): Units of instruction will be designed to include standards-based objectives, criteria for mastery, and specific learning activities aligned to objectives. (Indicators A2.13 and A2.14)		Admin, CF, Teachers	03/15/2021
<i>Notes:</i> 11/15/21 and 03/15/2022				
9/30/19	Action (Support Implementation): Feedback and support with unit implementation will be consistently provided through ongoing collaboration and data analysis.		Administration, CF, Teachers	05/15/2022
<i>Notes:</i> 12/15/2021 and 05/15/2022				
9/30/19	Action (Monitor Impact): Administration and CF will provide feedback through observations, walkthroughs, and the results of district designed interim assessments.		Administration, CF, ILT	05/15/2022
<i>Notes:</i> 12/15/2021 and 05/15/2022				
9/30/19	Action (Sustain Practice): Weekly posting of unit lesson plans with feedback from administration and CF. Unit onboard training for new staff, including a thorough explanation of expectations. Ongoing collaboration with teacher teams and CF for unit tweaks and adjustments.		Administration, CF, Teacher Teams	05/15/2022
<i>Notes:</i> 12/15/2021 and 5/15/2022				
9/19/19	Units of instructions will be designed for each subject and grade level.		Admin, CF, Teachers	08/22/2022
<i>Notes:</i> (Develop)				
9/19/19	A variety of platforms for communication include face-to-face PD, PLCs, email, and Canvas.		Admin, CF, Teachers	08/22/2022
<i>Notes:</i> (Communicate)				
9/19/19	Feedback and support with unit implementation will be consistently provided through ongoing collaboration and data analysis.		Admin, CF, Teachers	08/22/2022
<i>Notes:</i> (Support Implementation)				
9/19/19	Administration and CF will provide feedback through observations, walkthroughs, and the results of district designed interim assessments.		Administration, CF, ILT	08/22/2022
<i>Notes:</i> (Monitor Impact)				
9/19/19	Weekly posting of unit lesson plans with feedback from administration and CF. Unit onboard training for new staff, including a thorough explanation of expectations. Ongoing collaboration with teacher teams and CF for unit tweaks and adjustments.		Administration, CF, Teacher Teams	08/22/2022

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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:		The staff is requesting peer observations and additional assessments of whether their instruction is improving based on professional learning offered throughout the school year. Collaboration and school-wide observations were strategies staff requested after completing the 2015-16 needs assessment based on the New School Design Principles.	Limited Development 08/01/2016		
		Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:		100% of our teachers will develop weekly lesson plans that are aligned with standards. The development of the lesson plans will include collaborating with one another. Leadership will provide feedback about lesson plans and actual lessons that focus on the tiered instructional system. The staff will receive Professional Development that details the tiered instructional system and its importance. Conducting peer observations with a system that includes observing, lesson plan reviews, and post conferences will take place. Lastly, the school will implement an instructional intervention model that requires teachers to provide evidence of data that indicates students that need additional support. They should also provide plans that detail how the students will be remediated based off of need.		Anyua Clark	08/01/2022
Actions			4 of 10 (40%)		
9/30/19	Action (Support Implementation):	The LEA/School structures professional development to provide adequate time for collaboration and active learning. C2.04	Complete 10/08/2019	Leadership and Teachers	10/15/2019
Notes:					
9/30/19	Action (Communicate):	All teachers receive initial and ongoing training and support in effective use of blended learning methods. D2.08	Complete 12/15/2019	Leadership	12/15/2019
Notes: A staff meeting will be held to train all the teachers on creating lesson plans while using the tier instructional system.					
9/19/19	Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school.		Complete 03/10/2020	Leadership	03/10/2020
Notes: (Sustain Practice)					

9/30/19	Action (Sustain Practice): Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school.	Complete 08/15/2020	Leadership	08/15/2020
<i>Notes:</i>				
9/19/19	A staff meeting will be held to train all the teachers on creating lesson plans while using the tier instructional system.		Leadership	01/08/2021
<i>Notes:</i> (Communicate)				
9/30/19	Action (Monitor Impact): Leadership will check lesson plans for evidence of learning activities personalized to student needs. Leadership will conduct specific walkthroughs that monitor instructions fidelity to plan.		Leadership	05/15/2021
<i>Notes:</i> 12/15/2021and 5/15/2022				
9/19/19	During grade level/team meetings immediately after the professional development, instructional coaches will work with teachers on creating team lesson plans following the requirements.		Leadership and Teachers	01/31/2022
<i>Notes:</i> (Support Implementation)				
9/30/19	Action (Develop): All staff will create a group consensus on the proper creation of lesson plans as it relates to the tier instructional system.		All Staff	02/15/2022
<i>Notes:</i>				
9/19/19	All staff will create a group consensus on the proper creation of lesson plans as it relates to the tier instructional system.		All Staff	03/30/2022
<i>Notes:</i> (Develop)				
9/19/19	Leadership will check lesson plans for evidence of learning activities personalized to student needs. Leadership will conduct specific walkthroughs that monitor instructions fidelity to plan.		Leadership	05/30/2022
<i>Notes:</i> (Monitor Impact)				
Implementation:				
Evidence	1/26/2017 Evidence: a copy of the completed Tiered Pyramid of Support has been submitted.			
Experience	1/26/2017 Mrs. Kijania and her team were able to create an excellent product.			
Sustainability	1/26/2017 The Tiered Pyramid of Support has been added to the Staff Handbook.			

	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:			All teachers provide a positive environment for students to feel comfortable in developing their emotional intelligence. This includes teaching students the beneficial ways to identify, understand, and successfully manage their own emotions, as well as acknowledging the emotions of others. This, in turn, will not only build the students’ interpersonal skills, but it will also build upon their cognitive intelligence as well.	Limited Development 08/01/2016		
How it will look when fully met:			All teachers provide a positive environment for students to feel comfortable in developing their emotional intelligence. This includes teaching students the beneficial ways to identify, understand, and successfully manage their own emotions, as well as acknowledging the emotions of others. This, in turn, will not only build the students’ interpersonal skills, but it will also build upon their cognitive intelligence as well.		Brandon Scott	08/01/2022
Actions				2 of 10 (20%)		
	9/30/19	Action (Support Implementation): After the curriculum of the professional development is taught, teachers will have a chance to share out and discuss their strategies as a group, as well as voicing any concerns they have about the topic so that they can receive the proper assistance.		Complete 02/15/2021	Curriculum Facilitator, ILT Team	02/15/2020
Notes:						
	9/30/19	Action (Sustain Practice): Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school.		Complete 09/15/2020	Administrators, Teachers, Curriculum Facilitat	09/15/2020
Notes:						
	9/30/19	Action (Monitor Impact): Leadership will conduct a time for sharing successes at the staff meetings where staff is encouraged to share practices, experiences, tips, concerns, etc. that may be celebrated by the group or may receive help from the group.			Curriculum Facilitator, ILT Team Members, Other De	05/15/2021
Notes:						
	9/19/19	Find a professional development on the importance of emotional intelligence and ways that teachers can build a positive and inclusive environment for students to develop emotionally.			Administration, Curriculum Facilitator, School Cou	08/01/2022

<i>Notes: (Develop)</i>				
9/19/19	Participate in professional development on the importance of emotional intelligence and ways that teachers can build a positive and inclusive environment for students to develop emotionally.		Teachers, Administration, School Counselor	08/01/2022
<i>Notes: (Communicate)</i>				
9/19/19	After the curriculum of the professional development is taught, teachers will have a chance to share out and discuss their strategies as a group, as well as voicing any concerns they have about the topic so that they can receive the proper assistance.		Administrators, Curriculum Facilitator, ILT Team	08/01/2022
<i>Notes: (Support Implementation)</i>				
9/19/19	Leadership will conduct a time for sharing successes at the staff meetings where staff is encouraged to share practices, experiences, tips, concerns, etc. that may be celebrated by the group or may receive help from the group.		Administrators, Curriculum Facilitator, ILT Team	08/01/2022
<i>Notes: (Monitor Impact)</i>				
9/19/19	Provide a refresher course at the beginning of the year for returning teachers and/or teachers new to the school.		Administrators, Teachers, Curriculum Facilitator,	08/01/2022
<i>Notes: (Sustain Practice)</i>				
9/30/19	Action (Develop): The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency. A4.21		Administration, Curriculum Facilitator, School Cou	12/15/2022
<i>Notes:</i>				
9/30/19	Action (Communicate): Participate in professional development on the importance of emotional intelligence and ways that teachers can build a positive and inclusive environment for students to develop emotionally.		Administration, School Counselor	12/15/2022
<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:			sample	Limited Development 07/24/2017		
How it will look when fully met:			The school will have in place a plan for ensuring 9th grade students are transitioning into high school in a helpful and positive manner and will continue to monitor students as they begin taking their college classes and have an established plan for how to help those students if there is a need. The school’s teachers will also communicate vertically to ensure students needs are being met.		Juliaette Thomas	08/01/2022
Actions				0 of 10 (0%)		
	9/30/19	Action: (Develop) Every student has a 5 year plan including high school courses and GTCC college degree courses aligned to the student’s secondary and post-secondary goals/plans. The college courses are also aligned to the Baccalaureate Degree plan (BDP) for students working on a College Transfer Degree. This plan is created during the student’s first semester and monitored/updated in registration meetings each semester.			Counselor and College Liaison	03/15/2021
Notes: 11/15/2020 and 03/15/2021						
	9/30/19	Action: (Communicate) Fall and Spring registration meetings are scheduled and posted in Canvas for staff. Each student has access to the 5 year plan, GTCC degree plan, and BDP (if applicable) through the Grade Level Canvas Class Notebook. Directions are posted in the Grade Level Canvas course for all and discussed with students and parent/guardians in individual meetings.			Counselor	05/15/2021
Notes: 12/15/2020 and 05/15/2021						
	9/30/19	Action: (Support Implementation) Staff will meet once a month to discuss action plans for students on the radar (as needed). Instructional Teams will meet regularly to review implementation of effective practice and student progress, (Indicator A2.01), from course to course.			Administration, Staff, Counselor, CF, College Liai	05/15/2021
Notes: 12/15/2020and 05/12/2021						

9/30/19	<p>Action: (Monitor Impact)</p> <p>College seminar provides students with the opportunity for content and credit recovery that is integrated into the regular school day to keep students on track for graduation. (IndicatorA4.12) To do this College Seminar Teachers meet biweekly with students in college courses . Students return college progress reports twice a semester to monitor progress. Progress report information is recorded and communicated to parent/guardians.</p> <p>Records will be kept on academic progress for both high school and college courses, withdrawals, and discipline referrals</p>		Administration, Staff, Counselor, CF, College Liai	05/15/2021
Notes: 12/15/2020 and 05/15/2021				
9/30/19	<p>Action: (Sustain Practice)</p> <p>Each student remains in the same “House” course for 9th – 12th grade to establish relationships and consistency. College Seminar is required for a minimum of 90 minutes a week for any 9th – 13th grade student in one or more college classes each semester with time/frequency adjusted to provide additional support as needed. Individual registration meetings with each student, the counselor, and college liaison occur each semester.</p>		Administration, Staff, Counselor, CF, College Liai	05/15/2021
Notes: 12/15/2020 and 05/15/2021				
9/19/19	<p>Every student has a 5 year plan including high school courses and GTCC college degree courses aligned to the student’s secondary and post-secondary goals/plans. The college courses are also aligned to the Baccalaureate Degree plan (BDP) for students working on a College Transfer Degree. This plan is created during the student’s first semester and monitored/updated in registration meetings each semester.</p>		Counselor and College Liaison	08/01/2022
Notes: (Develop)				
9/19/19	<p>Fall and Spring registration meetings are scheduled and posted in Canvas for staff. Each student has access to the 5 year plan, GTCC degree plan, and BDP (if applicable) through the Grade Level Canvas Class Notebook. Directions are posted in the Grade Level Canvas course for all and discussed with students and parent/guardians in individual meetings.</p>		Counselor	08/01/2022
Notes:				

9/19/19	Staff will meet once a month to discuss action plans for students on the radar. Teachers will also meet vertically to make sure students are getting what they need based on previous courses.		Administration, Staff, Counselor, CF, College Liai	08/01/2022
<i>Notes:</i>				
9/19/19	College Seminar Teachers meet biweekly with students in college courses. Students return college progress reports twice a semester to monitor progress. Progress report information is recorded and communicated to parent/guardians. Records will be kept on academic progress for both high school and college courses, withdrawals, and discipline referrals.		Administration, Staff, Counselor, CF, College Liai	08/01/2022
<i>Notes:</i>				
9/19/19	Each student remains in the same “House” course for 9th – 12th grade to establish relationships and consistency. College Seminar is required for a minimum of 90 minutes a week for any 9th – 13thgrade student in one or more college classes each semester with time/frequency adjusted to provide additional support as needed. Individual registration meetings with each student, the counselor, and college liaison occur each semester.		Administration, Staff, Counselor, CF, College Liai	08/01/2022
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/29/2016		
How it will look when fully met:			Current Implementation efforts Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan. Use principal as the person responsible What will this look like when fully implemented: The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement	Objective Met 11/08/20	Rodney Boone	05/15/2020
Actions						
	9/30/19	Action Step: The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2020		Complete 05/31/2020	Rodney Boone	05/31/2020
Notes:						

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			During staff meetings, we reflect on things that are working. We also focus on the areas on which we need to work.	Limited Development 09/19/2019		
<i>How it will look when fully met:</i>			Full implementation of this objective would look like a functioning leadership team that consists of the Principal, parents, and other key professional staff who meet on a regular basis, (once a month, with each meeting lasting a minimum of one hour) in order to review school progress. The leadership team will successfully record detailed meeting notes, agendas, and goals and will upload them into Indistar. All meetings and sub-meetings (departmental meetings) will record minutes where any feedback that was given during those sub-meetings will be recorded and presented back during the leadership meeting.		Brandon Scott	08/01/2022
Actions				3 of 10 (30%)		
	9/30/19	Action: (Develop) A template will be developed to record meeting minutes as well as feedback from subcommittee meetings. A monthly meeting agenda will also be created and distributed to the team prior to each meeting so participants can come prepared with feedback from their constituents. Plan and schedule leadership team meetings for the 2019-2020 school year		Complete 07/31/2019	Administration, and SBLT team	07/31/2019
<i>Notes:</i>						
	9/30/19	Action: (Communicate) A professional development will be held to communicate and train members where to locate newly created templates for minutes and agendas. Canvas will be used to store these documents where all members can access them. Communicate the schedule to the leadership team.		Complete 07/31/2019	Administration, and SBLT team	07/31/2019
<i>Notes:</i>						

9/19/19	A template will be developed to record meeting minutes as well as feedback from subcommittee meetings. A monthly meeting agenda will also be created and distributed to the team prior to each meeting so participants can come prepared with feedback from their constituents. Plan and schedule leadership team meetings for the 2019-2020 school year	Complete 08/01/2019	Administration, and SBLT team	08/01/2019
<i>Notes:</i>				
9/30/19	Action: (Support Implementation) The Administration will ask for feedback from teachers and parents in the form a surveys and informal discussions regarding School progress and suggestions for improvements for SBLT meetings and school performance. The Principal will clearly and effectively communicate any changes necessary based off feedback. (indicators: B1.04 and B1.05)		Administration, and SBLT team	12/15/2021
<i>Notes:</i>				
9/30/19	Action: (Monitor Impact) The SBLT team and administration will monitor the impact of the meeting by looking at monthly meeting minutes to ensure the team met for the full time, stayed on task and took adequate minutes. These minutes will then be shared with the whole staff for added accountability Between faculty and staff, in the interest of student achievement. Each member will actively serve as a liaison for their content area while collaboratively participating in school improvement processes. Each member will actively serve as a liaison for their content area while collaboratively participating in school improvement processes. A member will record meeting minutes and log the agenda into Indistar to record the effectiveness of the leadership team. (Indicator: B1.02)		Administration, and SBLT team	12/15/2021
<i>Notes:</i>				

9/19/19	A professional development will be held to communicate and train members where to locate newly created templates for minutes and agendas. Canvas will be used to store these documents where all members can access them. Communicate the schedule to leadership team.		Administration, and SBLT team	08/01/2022
<i>Notes:</i>				
9/19/19	The Administration will ask feedback from teachers in the form of a survey about how to make the meetings flow smoothly and more concise.		Administration, and SBLT team	08/01/2022
<i>Notes:</i>				
9/19/19	The SBLT team will monitor the impact of the meeting minutes by administration holding each meeting accountable. Administration will look at monthly meeting minutes to ensure the team meet for the full time, stayed on task and took adequate minutes. These minutes will then be shared with the whole staff for added accountability for the whole school in the interest of student achievement. Each member will actively serve as a liaison for their content area while collaboratively participating in school improvement processes. A member will record meeting minutes and log the agenda into Indistar to record the effectiveness of the leadership team.		Administration, and SBLT team	08/01/2022
<i>Notes:</i>				
9/19/19	The leadership team will sustain best practices by reviewing meeting norms, expectations and goals at the beginning of each semester for all returning and new teachers.		Administration, and SBLT team	08/01/2022
<i>Notes:</i>				
9/30/19	Action: (Sustain Practice) Staff meetings and ILT team will continue to meet regularly to review implementation of effective practices and student progress (Indicator: A2.01) The leadership team will sustain best practices by reviewing meeting norms, expectations and goals at the beginning of each semester for all returning and new teachers.		Administration, and SBLT team	11/15/2022
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Staff are aware of the duties that they are assigned. Staff also works to fulfill each of these duties accordingly.	Limited Development 09/19/2019		
How it will look when fully met:			When the objective is fully met, the school will have teams and team structures that allow time for teachers to develop, maintain, and address areas of concern for student improvement. The teams should address all areas of student improvement, including a Leadership Team, Instructional Teams (by subject, grade level, or both), and a School Community Council. These teams will have adequate time to meet and assess student progress on a continuing regular basis. The following is taken from the indicator wise ways and provides explicit “do-ables” for principals as to what the school should have as evidence of the objectives. It should be made clear that in order for the school to do this successfully, the indicator addresses that clear visions, missions, and direction with explicit teams and stakeholder involvement at the district level is a requirement for schools to have successfully aligned plans. The school Principal then involves himself in district level teams that discuss school progress district wide and reports back to the Superintendent.		Juliaette Thomas	08/22/2022
Actions				5 of 10 (50%)		
	9/30/19	Action: (Develop) Staff will meet to determine instructional teams, SCC, and Leadership Team members, meeting times and by-laws for each group, with emphasis placed on developing set goals, regular procedures, and adequate meeting time to allow for meaningful planning. Agendas/procedures should be for the purpose of maximizing efficiency and support school and district goals. Surveys will be provided for teacher input as to appropriate times and procedures.		Complete 07/31/2019	Whole Staff	07/31/2019
Notes:						

9/30/19	Action: (Communicate) In a staff meeting, teachers will be provided team structures, by-laws, and meeting times. Professional development must be provided if necessary, for those who do not understand instructional teams.	Complete 10/08/2019	Principal, CF, or Staff representative	10/15/2019
<i>Notes:</i>				
9/30/19	Action: (Support Implementation) At each teams' first meeting, an administrative representative/support person will be present to guide the teams efforts and ensure they are complying with bylaws, discussing relevant content, and supporting the school and district missions.	Complete 10/08/2019	Principal, CF, or Staff representative	10/15/2019
<i>Notes:</i>				
9/30/19	Action: (Monitor Impact) Administrative team members will review meeting notes, agendas, and student data to assess the effectiveness of the teams' work	Complete 12/15/2019	Principal, CF, or Counselor	12/15/2019
<i>Notes:</i>				
9/30/19	Action: (Sustain Practice) At the end of each school year, by-laws, procedures and student data will be analyzed, best practices will be reviewed , and adjustments will be made as necessary.	Complete 05/15/2020	Whole Staff	05/15/2020
<i>Notes:</i>				
9/19/19	Staff will meet to determine instructional teams, SCC, and Leadership Team members, meeting times and by-laws for each group, with emphasis placed on developing set goals, regular procedures, and adequate meeting time to allow for meaningful planning. Agendas/procedures should be for the purpose of maximizing efficiency and support school and district goals. Surveys will be provided for teacher input as to appropriate times and procedures.		Whole Staff	08/01/2022
<i>Notes:</i>				
9/19/19	In a staff meeting, teachers will be provided team structures, by-laws, and meeting times. Professional development must be provided if necessary, for those who do not understand instructional teams.		Principal, CF, or Staff representative	08/01/2022
<i>Notes:</i>				

9/19/19	At each teams' first meeting, an administrative representative/support person will be present to guide the teams efforts and ensure they are complying with bylaws, discussing relevant content, and supporting the school and district missions.		Principal, CF, or Staff representative	08/01/2022
<i>Notes:</i>				
9/19/19	Administrative team members will review meeting notes, agendas, and student data to assess the effectiveness of the teams' work.		Principal, CF, or Counselor	08/01/2022
<i>Notes:</i>				
9/19/19	At the end of each school year, by-laws, procedures and student data will be analyzed, best practices will be reviewed , and adjustments will be made as necessary.		Whole Staff	08/01/2022
<i>Notes:</i>				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our principal is the instructional leader in the building. He focuses on rigorous instruction. He completes three evaluations annually.	Limited Development 08/29/2016		
How it will look when fully met:			Feedback is provided to staff about different components that impact teaching and learning, such as lesson plans, pacing, questioning, discourse, pacing, instructional practices and assessments, just to name a few. Also, staff will utilize teacher-made and district designed assessments to determine students understanding and misconceptions of concepts in order to have students engage in corrective instruction.		Rodney Boone	08/01/2022
Actions				0 of 10 (0%)		
	9/30/19	Action (Monitor Impact): Administration (Principal, CF, and ILT Team) will provide feedback so teachers improve their practice by responding to principal's observations and/or observations by peers. (Indicator A1.02)			Administration, Curriculum Facilitator, an	03/15/2021
Notes:						
	9/30/19	Action (Support Implementation): Administration (Principal and CF) will ask for feedback from teachers about lesson plan and walkthrough feedback.			Administration and Curriculum Facilitator	05/30/2021
Notes:						

9/30/19	Action (Sustain Practice): Review of expectations for lesson plans and how walkthroughs will be conducted and walkthrough feedback process will be explained at the beginning of the year and with new staff who are hired during school year.		Administration and Curriculum Facilitator	09/15/2021
<i>Notes:</i>				
9/19/19	A process will be created to provide teachers feedback about their lesson plans Walkthroughs will be conducted. (Information will be shared as needed).		Administration, Curriculum Facilitator, and ILT Me	08/01/2022
<i>Notes:</i>				
9/19/19	Feedback will be communicated to teachers by email or face-to-face. Walkthrough feedback will be given to teachers via email, note, and/or face-to-face		Administration, Curriculum Facilitator, and ILT Me	08/01/2022
<i>Notes:</i>				
9/19/19	Administration (Principal and CF) will ask for feedback from teachers about lesson plan and walkthrough feedback.		Administration and Curriculum Facilitator	08/01/2022
<i>Notes:</i>				
9/19/19	Administration (Principal, CF, and ILT Team) will determine if teacher practices and student achievement has improved as measured by changes in instruction and student progress on district-made assessments		Administration and Curriculum Facilitator	08/01/2022
<i>Notes:</i>				
9/19/19	Review of expectations for lesson plans and how walkthroughs will be conducted and walkthrough feedback process will be explained at the beginning of the year and with new staff who are hired during school year.		Administration, Curriculum Facilitator, and ILT Me	08/01/2022
<i>Notes:</i>				
9/30/19	Action (Development): A process will be created to provide teachers feedback about their lesson plans Walkthroughs will be conducted and reports compiled reports showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (Indicator A3.03)		Administration, Curriculum Facilitator, and IL	11/15/2022

Notes:

9/30/19

Action (Communicate):
Feedback will be communicated to teachers by email or face-to-face.

Walkthrough feedback will be given to teachers via email, note, and/or face-to-face

Administration,
Curriculum
Facilitator, and IL

12/15/2022

Notes:

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			LEA Response: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School Response: Currently we regularly use Benchmark and EOC/NCFE data and aggregate classroom observation data to make decisions about school improvement and professional development. This information has helped increase student performance because the teachers and staff are monitoring progress and informing instruction on a regular basis.	Limited Development 08/29/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Administration will look at school performance and observation data in order to develop or make better decisions about school improvement and professional development needs.		Juliaette Thomas	08/01/2022
Actions				0 of 10 (0%)		
9/30/19	Action (Sustain Practice): PD sessions will be conducted to review data and demonstrate ways to monitor data				Administration and Curriculum Facilitator	01/15/2021
Notes: 8/15/19 and 01/15/2020						
9/30/19	Action (Monitor Impact): Interim assessment data will be reviewed after each administration of an EOC and NCFE. Data will be reviewable throughout the year				Administration, teachers and SBLT	05/15/2021

Notes: 12/15/2020 and 5/15/2021

9/30/19 Action (Development):
Administration Teams use student learning data to identify students in need of instructional support or enhancement.

Administration and teachers will review at the end of each semester.

Administration and Teachers

05/30/2021

Notes:

9/30/19 Action (Communicate):
Data reports will be uploaded in Canvas each semester and for the entire school year.

Teachers

09/15/2021

Notes: 01/15/2020 and 09/15/2020

9/30/19 Action (Support Implementation):

Data will be reviewed and disaggregated throughout the year and used to inform instructed

Administration and Curriculum Facilitator

09/15/2021

Notes: 1/15/2020 and 09/15/2021

9/19/19 Interim assessment data will be reviewed after each administration EOC and NCFE date. Administration and teachers will review at the end of each semester.

Administration and Teachers

08/01/2022

Notes:

9/19/19 Data reports will be uploaded course data in canvas each semester and for the year.

Teachers

08/01/2022

Notes:

9/19/19 Data will be reviewed and disaggregate throughout the year and used to inform instructed

Administration and Curriculum Facilitator

08/01/2022

Notes:

9/19/19 Data will be reviewable through out the year

Administration and Curriculum Facilitator

08/01/2022

Notes:

9/19/19 PD sessions will be conducted to review data and demonstrate ways to monitor data

Administration, teachers and SBLT

08/01/2022

Notes:

Implementation:				
<i>Evidence</i>	4/28/2017 We looked at various tools to inform our instruction based on data received. Teachers individualized the tools and shared how they were using them to improve performance on specific standards.			
<i>Experience</i>	4/28/2017 Teacher were able to share specific tools used for dis aggregating data.			
<i>Sustainability</i>	4/28/2017 Teachers will continue to share best practices.			

Core Function:	Dimension C - Professional Capacity
Effective Practice:	Talent recruitment and retention

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			LEA Response: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. School Response: Our school is using reliable evaluation tools. Feedback is timely, clear and constructive.	Limited Development 08/29/2016		
How it will look when fully met:			By June 2020, the school will utilize the policies and procedures for hiring and replacing staff as needed. Staff are rewarded throughout the year by the district and the school administration for a job well done or just because. They have done things such as provided meals and awards, among other things, to show their thanks and appreciation for a job well done. Evaluations will occur frequently and regularly, informal, formal and peer. Feedback will be provided within 1 week of observation.		Abby Karp	05/29/2022
Actions				0 of 10 (0%)		
	9/30/19	Action: (Support Implementation) Any staff member that feels there is a problem (positive or negative) with another member of the team should report it immediately.			Administration, CF, Counselor, Staff	05/15/2021

<i>Notes:</i>				
9/30/19	Action: (Monitor Impact) Administration will seek out the opinion of other selected staff members (Such as the ILT team) on new hires and how they feel the new members are adjusting and make suggestions to assist the new member		Administration, ILT , Selected Staff, Mentors	05/15/2021
<i>Notes:</i>				
9/30/19	Action: (Develop) Administrators and staff will develop a standardized questionnaire form of various types of questions and include requirements such as lesson plan samples or teaching portfolios, for all interviews		Admin/Staff	11/15/2021
<i>Notes:</i>				
9/30/19	Action: (Communicate) Administration will inform staff of protocols and procedures during staff meetings as needed		Administration	12/15/2021
<i>Notes:</i> Occurring throughout the year as protocols and procedures are changing to support school (student, staff, and parent) needs.				
9/19/19	Administrators and staff will develop a standardized questionnaire form of various types of questions and include requirements such as lesson plan samples or teaching portfolios, for all interviews		Admin/Staff	08/01/2022
<i>Notes:</i>				
9/19/19	Administration will inform staff of protocols and procedures during staff meetings as needed		Administration	08/01/2022
<i>Notes:</i>				
9/19/19	Any staff member that feels there is a problem (positive or negative) with another member of the team should report it immediately.		Administration, CF, Counselor, Staff	08/01/2022
<i>Notes:</i>				
9/19/19	Administration will seek out the opinion of other selected staff members(Such as the ILT team) on new hires and how they feel the new members are adjusting and make suggestions to assist the new member		Administration, ILT , Selected Staff, Mentors	08/01/2022
<i>Notes:</i>				
9/19/19	Administration will continue to use best practices to hire the best and brightest teachers for our students.		Administration	08/01/2022
<i>Notes:</i>				
9/30/19	Action: (Sustain Practice) Administration will continue to use best practices to hire the best and brightest teachers for our students.		Administration	09/20/2022

Notes:

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	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:			The school regularly communicates with parents in various ways (ConnectEd, Edmodo, Parent Nights, Home visits, etc.)but not every teacher communicates how to enhance the curriculum at home. Due to the age of our students, we promote high personal responsibility and ownership of educational success.	Limited Development 08/29/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			The school will regularly communicate with parents and guardians about school policies and procedures both in the school and at home.		Logan Macon	08/01/2022
Actions				5 of 10 (50%)		
	9/30/19	Action (Support Implementation): Teachers will provide parents and guardians with practical guidance to encourage students’ reading, study and homework habits with an understanding of a growth mindset. (Indicator E 1.10, Indicator E 1.09, Indicator E 1.13)		Complete 10/08/2019	Teachers and Staff	10/15/2019
Notes:						
	9/30/19	Action (Monitor Impact): Teachers and staff ensure that parents understand their role in students’ education. (Indicator E 1.12)		Complete 10/08/2019	Teachers and Staff	10/15/2019
Notes:						
	9/30/19	Action (Sustain Practice): Teachers will formally communicate with parents and guardians throughout the school year regarding classwork and school procedures through various communications including parent-teacher meetings. (Indicator E 1.11)		Complete 05/15/2020	Teachers and Staff	05/15/2020

<i>Notes:</i>				
9/30/19	Action (Development): Teachers will create and consistently maintain a document documenting communication with parents and guardians of students. (Indicator E1.01)	Complete 05/15/2020	Teachers and Staff	05/15/2020
<i>Notes:</i> 10/15/2019 and 05/15/2020				
9/30/19	Action (Communicate): The school will consistently communicate with parents and guardians regarding school policies, procedures and announcements through school announcements, Canvas, ConnectEd calls and other communication procedures (Indicator E 1.07).	Complete 05/15/2020	Teachers and Staff	05/15/2020
<i>Notes:</i> 10/15/2019 and 05/15/2020				
9/19/19	A contact log template will be developed for staff to equip staff to regularly contact parents. Upon creating this template, discussions of goals, visions and procedures for parent contacts will be discussed.		Teachers and Staff	08/01/2022
<i>Notes:</i>				
9/19/19	Teachers will receive the template during a staff meeting and receive follow up on progress and continued use of the parent contact log.		Teachers and Staff	08/01/2022
<i>Notes:</i>				
9/19/19	Teachers will give feedback and discuss parent contact logs during mentor meetings, staff meetings or among cohorts or among the department to support continued accountability and cooperation among staff.		Teachers and Staff	08/01/2022
<i>Notes:</i>				
9/19/19	Teachers will meet with mentors and/or within departments to review and discuss Teachers and the template and address concerns or comments regarding possible changes.		Teachers and Staff	08/01/2022
<i>Notes:</i>				
9/19/19	At the end of the semester reviews of the template will be completed by staff during a staff meeting to discuss possible changes and improvements to the template and the structure of parent contacts.		Teachers and Staff	08/01/2022
<i>Notes:</i>				
Implementation:				

<i>Evidence</i>	1/26/2017 The google form has been uploaded.			
<i>Experience</i>	1/26/2017 The core team of Barrett, Davis and Holton were instrumental in moving this forward.			
<i>Sustainability</i>	1/26/2017 The core team of Davis, Barrett and Holton will follow up to review process and product each month. Ideas, complaints and revisions will be submitted to the Core group each month for review and adjustment.			