

SOAR TO GREATNESS

# ANNUAL REPORT 2016



## MISSION

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.\*

\*This mission was adopted by the Guilford County Board of Education on December 12, 2000.

## CORE VALUES

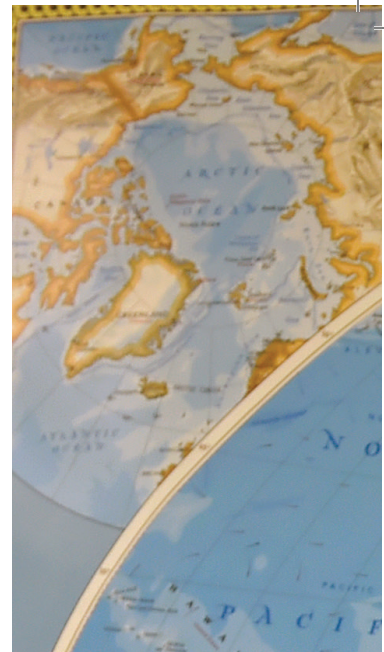
**DIVERSITY** - We are committed to creating an educational organization where a variety of persons and perspectives are welcome. We are committed to providing an environment where students and staff from all cultures and backgrounds may succeed.

**EMPATHY** - We are committed to developing a culture where our employees identify with and understand the feelings of our students and parents as well as their colleagues.

**EQUALITY** - We are committed to creating a school system where everyone is appreciated for who they are and evaluated solely on their contributions and performance. Through the work of this institution, we will create awareness of – and develop strategies to understand and eradicate – prejudice, discrimination and racism on the individual and organizational levels.

**INNOVATION** - We are committed to fostering a work environment where the goal is not to manage innovations, but to become innovative. Problems are identified, adults in the district assume ownership of the problems, and everyone works together as agents of the solution until the problems are solved. We will not stop until obstacles are removed, solutions are found, and clear and compelling goals are established.

**INTEGRITY** - We are committed to creating a school district that acts with honesty and forthrightness, holding ourselves to high academic and ethical standards and treating everyone with respect.





# 2016

## Annual Report Table of Contents

Letter from Superintendent	2
GCS by the Numbers	4
Guilford County Quick Facts	6
Personalized Learning	7
Record-breaking Graduation Season	8
School Recognitions	9
Character, Service and Safety	14
Parents, Family and Community	19
Opinion Poll	21
Community Partnerships	22
Educator and Organizational Excellence	24
Teachers in Every Classroom	25
Counting Every Dollar	26
Construction Update	27
Soaring to Greatness	29



# Letter from Superintendent

**Transitions offer a unique opportunity to examine deficits, enhance best practices, identify strengths and elevate an organization's vision.**



What a joy it is to be a part of an important transition for Guilford County Schools – one that involves a powerful, collective push from being “good” to becoming “great.”

Over the past few months, I have spoken to many of our students, teachers, parents, staff members and community leaders and have been delighted to learn that we are not content with simply being good. Our district is committed to being among the few who dare for greatness!

I firmly believe in the power of the collective, and have assembled a Transition Team comprised of some of the most brilliant minds in the areas of student achievement, equity, talent development, organizational effectiveness and learning optimization. Our children deserve nothing less. Their challenges are nuanced, which requires that we implement solutions that are personalized and targeted so that every single child in Guilford County Schools has an opportunity to fulfill his or her potential.

Today, our schools fall on a spectrum, with some excelling beyond state and national standards, and others still struggling. The goal of our incoming school board, as it was with their predecessors, is to rally around every school, particularly those that are the most challenged, to find strategic and creative ways to meet the needs of our diverse staff, faculty and student body.

I could not be more pleased with this GCS team, as their willingness to grapple with our achievement gaps and to offer their expertise is precisely what is needed to foster Guilford County's vision for a thriving educational community.

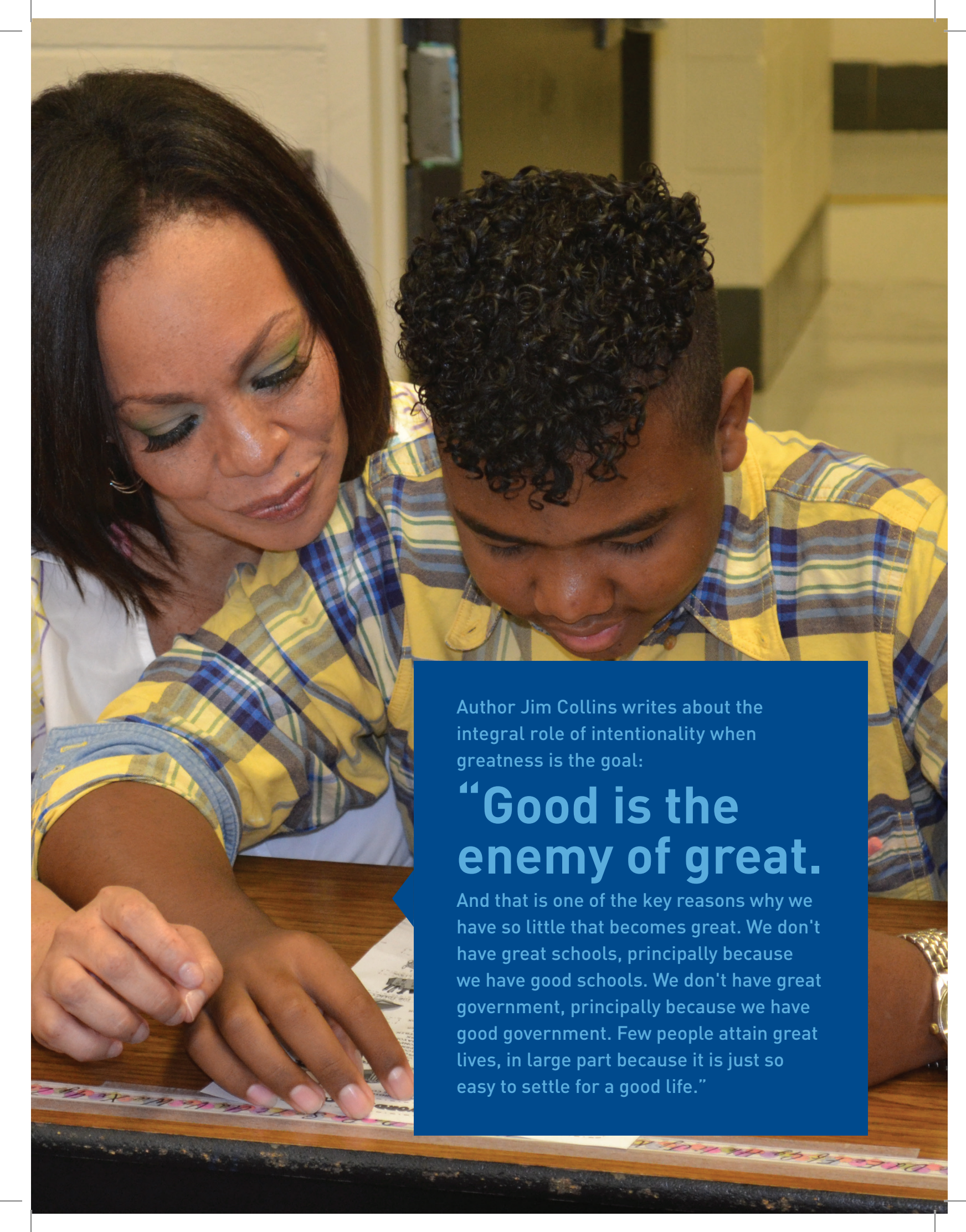
Our children's futures are full of promise, and it is our job to educate and prepare them to be ushered into the world, fully equipped to contribute their strengths and talents in ways that are authentic, meaningful and profoundly fulfilling. We can do this by emphasizing the infinite possibilities available to them, and by providing them with the resources and support to pursue those possibilities. Our children need us to be “all in.”

Together, we can soar to greatness.

*Sharon L. Contreras*

Sharon L. Contreras, Ph.D.  
Superintendent



A woman with dark hair and green eye makeup is looking down at a book. A young boy with curly hair is also looking down at the book. They are both wearing yellow and blue plaid shirts. The background is a blurred indoor setting.

Author Jim Collins writes about the integral role of intentionality when greatness is the goal:

**“Good is the enemy of great.”**

And that is one of the key reasons why we have so little that becomes great. We don't have great schools, principally because we have good schools. We don't have great government, principally because we have good government. Few people attain great lives, in large part because it is just so easy to settle for a good life.”



# GCS By The Numbers



## STUDENTS

K-12 student count for 2016-17:

**71,747**

PreK-13 student count for 2016-17:

**73,306**

2016-17 student demographics (20th Day)

- American Indian - 0.42%
- Asian - 6.25%
- Black - 40.62%
- Hispanic - 15.15%
- Multi-Racial - 4.01%
- Pacific Islander - 0.15%
- White - 33.4%

Number of advanced learners:

**13,792**

Number of special education students:

**10,733**

Number of students who are homeless:

**2,640**

Student poverty rate:

**62.3%**

Number of languages/dialects spoken:

**105**

Top Five Foreign Languages Spoken:  
Spanish, Arabic, Hindi, Vietnamese  
and Karen

Graduation rate (2016):

**89.4%**

## TRANSPORTATION

**597** buses

**2,972** bus routes

**39,713** stops made each day

**51,970.95** miles traveled daily

**700+** bus drivers



## SCHOOL NUTRITION

**5,476,044** breakfasts  
served in 2015-16, a 6.5%  
increase from 2014-2015

**8,041,007** lunches served  
in 2015-16, a 1% increase

**619,327** after-school  
snacks served, a 10% increase

**40,546** breakfasts served  
this summer, a 72% increase  
from June/July 2015

**92,174** lunches served this  
summer, a 34% increase

**780** School Nutrition Services  
employees



## EMPLOYEES AND SCHOOLS

Full-Time Personnel: **9,228**

Total personnel: **10,105**

Number of new teachers trained in summer 2016 through GCS Induction and Success: **342**

Number of AP courses offered: **30**

Number of magnet programs:

**54 programs at 45 schools**

Number of CTE courses:

**187 courses at 50 schools**

Number of minutes read through GCS

Reads 20 since 2014-15: **269,161,272+**



### FACILITIES

**340** school and administrative buildings

**127** schools

**12,287,138** square feet of facilities

**48** cents per square foot funding for maintenance

**7** current HVAC projects

**30,000** completed work orders in 2015-16

**51 years:** average age of district buildings



### TECHNOLOGY

**26,000** desktop computers

**18,000** tablets (PACE 1:1)

**5,000** lap tops

**11,000** phones

**1,700** mounted projectors

**4,700** TVs

**35,000** help desk tickets processed each year

(Numbers are approximate.)

# Guilford County Quick Facts

**517,600**

residents

**\$45,050**

median household  
income

**17.3%**

persons below  
poverty level

**12.7%**

language other  
than English  
spoken at home

**33.7%**

bachelor's degree  
or higher

**645.70**

land in  
square miles

**11**

cities and towns

Browns Summit, Gibsonville, Greensboro, High Point, Jamestown, Oak Ridge,  
Pleasant Garden, Sedalia, Stokesdale, Summerfield and Whitsett

\* Quick facts from United States Census Bureau



# Personalized Learning

“You’ll be on your way up!  
You’ll be seeing great  
sights! You’ll join the high  
fliers who soar to high  
heights!” Dr. Seuss

In Guilford County Schools, leaders and teachers strive to create a personalized learning experience for every child. We honor the diversity of our students, including the varied ways and rates at which they learn by crafting lessons that lead students down individualized pathways to college and career readiness. From a 6th grade math teacher working with students to track their own learning progressions to a high school biology teacher guiding her students in conducting research on the brain, our students are expanding their knowledge and future opportunities.

More than one-third of our seniors graduate having already passed one Advanced Placement, IB or college level course. Seniors graduate with industry standard certifications that allow them to immediately move into well-paying jobs. Almost 90% of our students graduate on time, having completed a personalized journey that prepared them for an exciting future. More than ever before, a Guilford County Schools education is a gateway to success.





# Record-breaking Graduation Season

GCS celebrated another record-breaking graduation season with an 89.4 percent graduation rate, 11 schools with graduation rates at 100 percent, six others with a graduation rate of 95 percent or higher, and students leaving GCS with offers of more than \$160.8 million in scholarships, not including the last-dollar tuition scholarships offered by Say Yes to Education Guilford.



**SOARING  
TO  
GREATNESS.**

Before leaving GCS, many students thanked the district for preparing them to succeed as they move from classroom to college, career and life.

Salutarian **Johnny Powell** and **Emmanuel Kelly** both set off for Harvard University after graduating from Southeast High in 2016. The two credit advanced placement courses for helping them grow as students and for helping them find their passions as they begin their college careers.



**Daisy Arguello** and **Wendy Dominguez** both came to GCS in middle school, without knowing English, but in 2016 they graduated from Smith High in the top 20 percent of their senior class. The two friends say the support and care of their teachers was critical in their success, particularly when applying to colleges since they both were the first high school graduates in their families.





#### SCHOOLS WITH 100% GRADUATION RATES

Academy at Central  
Academy at Smith  
Early College at Guilford  
Middle College at Bennett  
Middle College at GTCC-Greensboro  
Middle College at GTCC-High Point

Middle College at N.C. A&T  
Middle College at UNCG  
Penn-Griffin School for the Arts  
STEM Early College at N.C. A&T  
Weaver Academy

#### SCHOOLS WITH 95% + GRADUATION RATES

Greensboro College Middle College (98.7)  
Northern High (98.4)  
Middle College at GTCC-Jamestown (97.4)  
Northwest High (96.9)  
Southwest High (95.5)  
Southeast High (95.1)



The Early College at Guilford



Dudley High



Steven M. Cozart



Southern High FFA Horse Judging Team

#### SCHOOL RECOGNITIONS

- The Early College at Guilford was named a National Blue Ribbon School by the Department of Education.
- GCS had 14 high schools on the 2016 Washington Post's America's Most Challenging High Schools list. GCS schools also took 3 of the top 10 spots in the state; The Early College at Guilford made the paper's Public Elite list.
- Three high schools among the top 10 in the state are on the U.S. News and World Report 2016 Best High Schools list and 12 schools recognized overall.
- Six high schools completed the 2015-16 school year ejection free in all sports (Ben L Smith, Eastern, Grimsley, Northeast, Southern, and Southwest)
- Dudley High won the state 4A football championship.
- National Schools of Character: Brooks Global Studies, Oak Hill Elementary and Southeast High
- State Schools of Character: Haynes-Inman Education Center, Oak Hill Elementary and Southeast High
- Kiyoshi Carter, Western High, was named one of School Band and Orchestra Magazine's 50 Directors Who Make a Difference.
- John Phillips, Brooks Global Studies, was named the N.C. Science, Mathematics and Technology Education Center's Outstanding K-8 Educator.
- Fabian Reid, eighth-grade math teacher at Northeast Middle, was recognized as one of the most creative teachers in the country by The Henry Ford Teacher Innovator Awards.
- Steven M. Cozart, visual arts teacher at Weaver Academy, received the 2016 Dorothea Lange-Paul Taylor Prize from the Center for Documentary Studies at Duke University.
- Montlieu Academy of Technology, the district's first one-to-one technology school, was named an Apple Distinguished School, becoming one of approximately 200 schools across the country.
- Dudley High received the Hubert B. Humphrey Jr. Award, given annually for the most improved school, from the Z. Smith Reynolds Foundation.
- Northwest High students took fourth place in the North Carolina Association for Scholastic Activities Art Showcase. Winning students are: Savannah Raines (drawing), Ian Mayes (painting), Mary Frank (collage), Luke Johnson (computer-generated), Christian Pierce (sculpture), Kendall Balton (photography), Raymond Kim (mixed media) and Nathan Royall (printmaking).
- The Southern High FFA Horse Judging Team received a silver emblem plaque at the National FFA Competition in Indianapolis, Ind., in October. The National FFA Horse Evaluation is a competitive event that tests students' ability to select and evaluate horses. Team members are: Dominick Griffin, Amilia Schimmel, Abby Bruce (2016 graduate) and Michaela Green (2016 graduate).

## INCREASES IN SCHOOL GROWTH

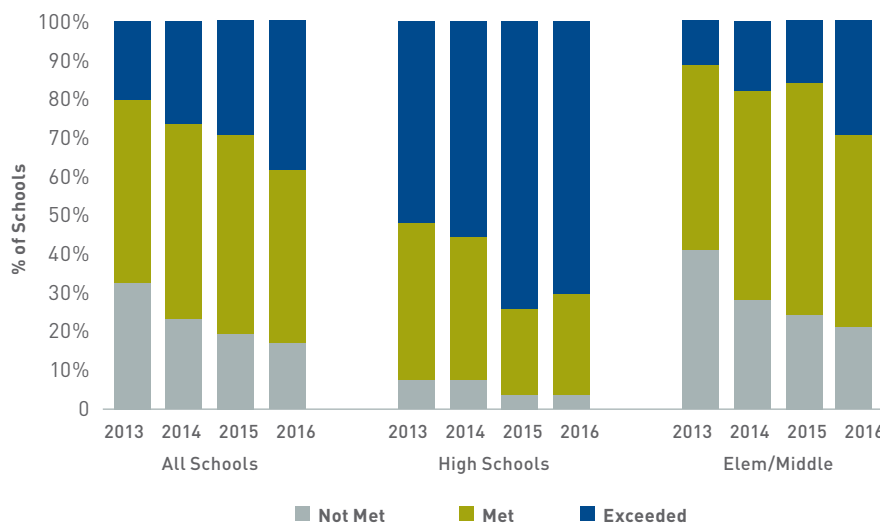
Nearly 83% of all GCS schools met or exceeded expected growth in 2016.

- Up from 80% of GCS schools in 2015
- 73.6% of all schools in North Carolina met or exceeded growth
- Percentage of GCS schools that exceeded growth increased from 29.1% in 2015 to 38.5% in 2016

Expected Growth is roughly the equivalent to a year's worth of growth/learning for a year of instruction.

- Meeting expected growth means students learned about a year's worth of information
- Exceeding expected growth means they learned more than a year's worth.

GCS School Growth from 2013 to 2016



## COOL TO BE SMART

A celebration of students passing a combination of at least five AP or IB exams or five qualifying college courses with a B or above while in high school.

# 5,541

Total Students Potentially Eligible

# 778

Total Students Who Met Criteria

# 12.4%

Increased from 659 qualifiers from the class of 2015 (out of 5,320)

# 203

Students from the class of 2016 passed 10 or more AP/IB exams or qualifying college courses (compared to 189 in 2015 and 170 in 2014)

# GCS: A GATEWAY TO SUCCESS

# 45

magnet and choice schools with 54 programs

Students can study Science, Technology, Engineering and Mathematics  
**(STEM)**, aviation, Spanish immersion, health sciences, Montessori and more

# 187

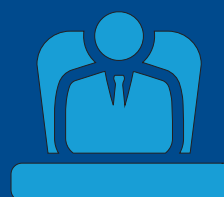
Career and Technical Education (CTE) courses in 50 schools





## 2016-2017 Teacher of the Year

Krista Hannah of Ferndale Middle



## 2016-2017 Principal of the Year

Kevin Wheat of Allen Jay Middle

**Rookie Teacher of the Year:** [Amanda Pickett, Sternberger Elementary](#)

**The Rosalyn Tanner Orr Mentor of the Year:** [Brandy Robinson-Laws, Andrews High](#)

### EMPLOYEES OF THE MONTH

January 2016 – [Bernadette Darby](#)

February 2016 – [Daniel Ivers](#)

March 2016 – [Tammy White](#)

April 2016 – [Ann Brooks](#)

May 2016 – [Kristie Altwater](#)

June 2016 – [Shannon Wicker](#)

July 2016 – [Julie Kimsey](#)

August 2016 – [Sharon McCleese](#)

September 2016 – [Del Pickard](#)

October 2016 – [LaToya Murphy](#)

November 2016 – [Todd Moore](#)

December 2016 – [Ken Bailey](#)

# CTE

programs include  
Cisco Security, Computer  
Programming Engineering &  
Design, Automotive Technology,  
Animal Science Horticulture,  
Health Science, Early Childhood  
Education, Culinary Arts &  
Hospitality and many more.

# 2

nationally  
recognized visual  
and performing-arts  
high schools

# 30

different Advanced  
Placement (AP) courses  
offered districtwide

Challenging  
International  
Baccalaureate

# (IB)

programs at four  
GCS high schools

# Academic Goals

## STRATEGIC PLAN 2016 GOAL TRACKING

Academic Area		Target Goal	Baseline 2012-13	Performance 2013-14	Performance 2014-15	Performance 2015-16	Status as of 11/1/2016
I.A	Increase the percentage of students who graduate from high school in four years from 84.5 to 90 percent as measured by the North Carolina cohort graduation rate method.	90.0%	86.2%	88.5%	89.3%	89.4%	<div></div>
I.B	Increase the percentage of students who perform at proficient and advanced levels on State End of Grade Reading (EOG) and Math tests, grades 3-8, and Science tests, grades 5 and 8. [2013-14 is baseline.]						
	Proficient Level:						
	Reading Grades 3-8 GLP Proficiency	66.5%		52.1%	51.6%	52.0%	<div></div>
	Math Grades 3-8 GLP Proficiency	64.6%		49.2%	48.5%	50.6%	<div></div>
	Science Grades 5 & 8 GLP Proficiency	69.2%		60.3%	62.5%	67.3%	<div></div>
	Advanced Level:						
	Reading Grades 3-8 CCR Proficiency	58.8%		41.4%	41.0%	41.8%	<div></div>
	Math Grades 3-8 CCR Proficiency	59.1%		41.3%	40.6%	43.4%	<div></div>
	Science Grades 5 & 8 CCR Proficiency	61.6%		49.7%	53.4%	57.9%	<div></div>
I.C	Increase the percentage of high school students who perform at proficient and advanced levels on the composite Biology, Algebra I and English II End of Course tests. [2013-14 is baseline.]						
	Proficient Level:						
	Biology GLP Proficiency	69.0%		56.3%	53.3%	54.1%	<div></div>
	Math I GLP Proficiency	68.0%		60.0%	62.2%	62.8%	<div></div>
	English II GLP Proficiency	72.5%		61.8%	58.8%	59.2%	<div></div>
	Advanced Level:						
	Biology CCR Proficiency	63.5%		48.3%	45.7%	46.3%	<div></div>
	Math I CCR Proficiency	62.6%		46.2%	51.9%	53.3%	<div></div>
	English II CCR Proficiency	66.0%		53.1%	49.5%	50.9%	<div></div>
I.D	Increase the percentage of graduating seniors who complete a CTE Concentration course of study.	42.6%	39.6%	31.7%	32.7%	30.3%	<div></div>
I.E	Increase the number of industry standard certifications, including WorkKeys certificates, earned annually by Career and Technical Education (CTE) graduating seniors by 5 percent from 3,190 in 2011-12 to 3,350 by 2015-16.	3,350	4,388	4,667	5,410	5,316	<div></div>
I.F	Increase the percentage of graduating seniors who have earned at least one college credit (through AP, IB or equivalent college courses) while in high school.	35.0%	31.4%	33.1%	34.7%	35.3%	<div></div>
I.F2	Increase the percentage of graduating seniors who earned a passing grade in at least one college course (passed an AP exam, passed an IB exam, or passed any college course with a D or better) while in high school.	36.8%	33.2%	35.0%	37.1%	37.6%	<div></div>



<b>I.G</b>	Increase the percentage of middle school students (disaggregated by sub-group) who are on-track for graduation as defined in GCS's Race to the Top-District grant application. [2013-14 is baseline.]						
	All Students	57.2%	45.29%	44.25%	43.56%	44.22%	●
	Asian Students	65.8%	55.24%	55.87%	54.50%	56.86%	●
	African-American Students	44.9%	29.33%	27.78%	28.00%	28.54%	●
	American Indian Students	50.1%	40.23%	35.00%	35.44%	25.00%	●
	Hispanic Students	50.2%	35.62%	34.96%	32.73%	35.39%	●
	Multi-Racial Students	57.1%	48.30%	45.66%	42.27%	41.43%	●
	White Students	71.7%	65.72%	61.14%	63.49%	64.17%	●
<b>I.H</b>	Increase the mean ACT composite score as measured by the state ACT administration during the 11th grade year from 18.0 to 20.0.	20.0	18.4	18.7	18.9	18.8	●
<b>I.I</b>	Increase the percentage of graduating seniors who meet the minimum entrance requirements for the University of North Carolina system.	69.2%	56.0%	57.2%	61.5%	60.9%	●
<b>I.J</b>	See Footnote #3						
<b>I.K</b>	Reduce gaps and disparities in performance between targeted subgroups on identified measures. [2013-14 is baseline.]						
	Reading 3-8 GLP Proficiency Gap: AA/W	-24.8		-36.2	-35.5	-35.5	●
	Math 3-8 GLP Proficiency Gap: AA/W	-26.0		-37.3	-36.9	-36.8	●
	EOC Composite GLP Proficiency Gap: AA/W	-24.9		-35.2	-30.3	-36.1	●

● Met/Exceeded 2016 Goal

● Not Met 2016 Goal but Made Good Progress - On Track to Meet Goal

● Not Met 2016 Goal but Made Some Progress

● Not Met 2016 Goal - Not on Track to Meet Goal

#### FOOTNOTES

- 1 GLP Proficiency (Grade-Level Proficiency) scores for 2013-14 and 2014-15 are based on Levels 3-5 on the new 5-level scale.
- 2 CCR Proficiency (College-and-Career-Ready Proficiency) scores for 2013-14 and 2014-15 are based on Levels 4 and 5 on the new 5-level scale.
- 3 Given the 12-2-2014 Guilford County Board of Education resolution requesting that the NC General Assembly repeal the legislation establishing School Performance Grades, the strategic goal I.J about improving performance grades has been removed from the strategic plan.



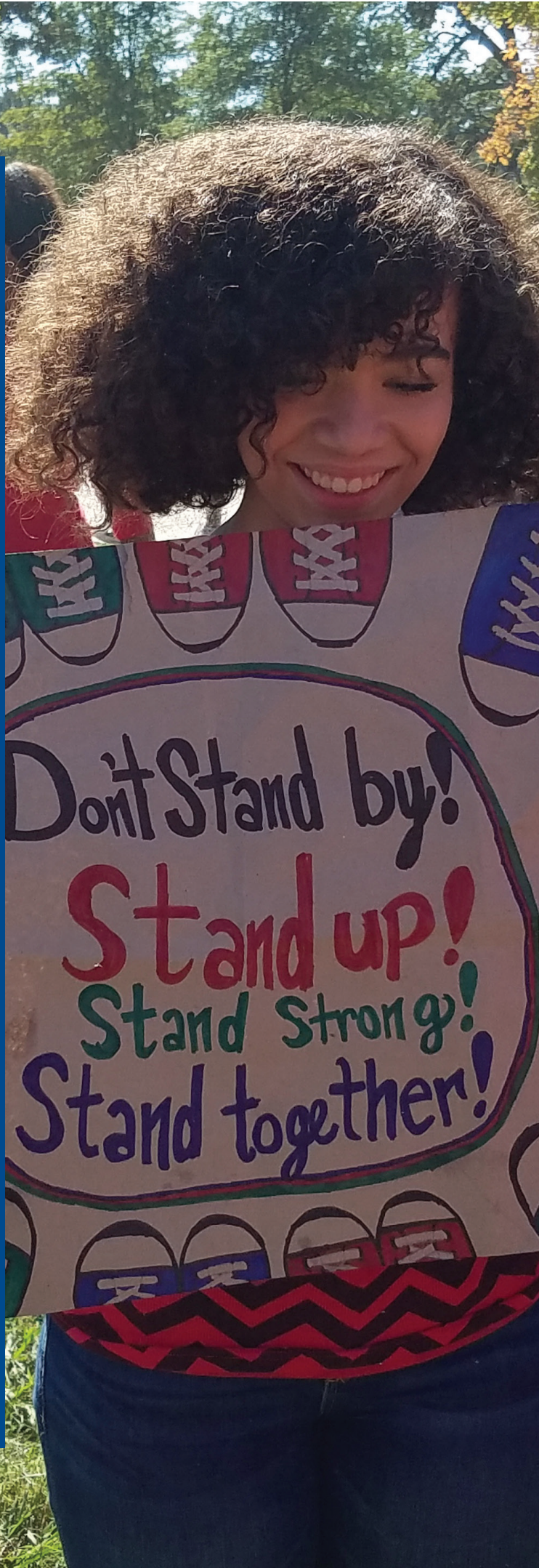


# Character, Service and Safety

“Refuse to be average.  
Let your heart soar as high  
as it will.” A.W. Tozer

Responsibility. Respect. Kindness. Courage. Integrity. Self-Discipline. Perseverance. These are the ingredients that build students of strong character. These are the attributes of our students who dedicate hundreds of hours to volunteering at their schools and in their communities resulting in 26% of our seniors graduating with a GCS Service-Learning Exemplary Award or Diploma.

Student character is reflected in the daily actions of our student body creating a safer environment for teaching and learning. Over 85% of fourth graders reported feeling safe in their schools. Eighty percent of parents feel that their child's school is a safe place to learn. School suspensions have dropped by over 2,000 incidents per year. Guilford County Schools is a place where students, parents and employees can achieve their goal of graduating students with both intelligence and character.

A young woman with curly hair is smiling and holding a large, hand-drawn sign. The sign has a white background with a black border and features the text "Don't Stand by! Stand up! Stand Strong! Stand together!" in various colors. The sign is decorated with drawings of sneakers at the top and bottom. The woman is wearing a red and black patterned shirt and blue jeans. The background shows a grassy field and trees.

Don't Stand by!  
Stand up!  
Stand Strong!  
Stand together!



# Students and Staff Making a Difference



- **The GCS Character Development Team** led the district in a year-long service-learning experience to address food insecurity across the community. As a result, schools collected more than 17,000 pounds of canned goods and opened four new school food pantries across the district. Additionally, in June of 2016, Guilford County went from number 1 in the nation for food insecurity to number 9.
- **100 percent of the 57 ACES programs** provided opportunities for students to make a difference in their community through quality service-learning experiences
- The ACES Program received the Character.org Promising Practices Recognition for providing the College and Career Exploration Guest Reader Experience in all 57 ACES programs. ACES leaders presented the character-development components of this experience at the organization's national conference.
- **6 high schools completed the 2015-16 school year ejection free in all sports** (Smith, Eastern, Grimsley, Northeast, Southern and Southwest)
- **1,461 seniors received service-learning** recognition, which is equivalent to 26% of the graduating class, exceeding the 2016 Strategic Plan Goal.
- **GCS increased the number of State and National Schools of Character.** New State Schools of Character include Haynes-Inman Education Center, Oak Hill Elementary and Southeast High. Three additional schools received Honorable Mention recognition and three schools, Brooks Global Education Center, Oak Hill Elementary and Southeast High went on to be recognized as National Schools of Character by Character.org. To date, GCS has 10 State Schools of Character and seven National Schools of Character.
- Increased the number of GCS school programs recognized for innovative character education practices by Character.org. To date, **GCS has 65 Promising Practice winners.**
- The GCS Homeless Education Office hosted its **7th Annual Jump Start Summer Academic Program for students experiencing housing instability.** This camp focused on STEM-related learning activities with engaging field lessons and other healthy living learning experiences. High school students also used this as a leadership opportunity by serving as junior counselors. This year, 130 students attended, marking the highest attendance total to date. GCS serves approximately 2,640 homeless students.

## COOL TO SERVE

A celebration of students who contributed at least 100 hours of servicing learning.

**1,461**

A record number of students contributed at least 100 hours of service to our community

**814**

More than half of that group, 814 students, received Service-Learning Diplomas for giving 250 hours or more of service

**647**

Students earned Service-Learning Exemplary Awards for giving at least 100 hours of service



This is the most service awards any class has earned since the program started in 2010

**\$31 million**

In the past six years, high school students have contributed more than 1.4 million hours of service, worth more than \$31 million dollars

**338,669**

Students this year completed 338,669 hours of service-learning, the most of any year since the program began

# YEAR OF GIVING

## FEBRUARY

GCS schools celebrated National Random Acts of Kindness week by hosting food drives for Backpack Beginnings. Schools collected more than 9,000 lbs. of food to start new food pantries at two GCS schools.

## APRIL

Middle College at GTCC-Greensboro students filled and donated "snackpacks" to elementary school pantries to help combat food insecurity during the summer months.

## JANUARY

EP Pearce Elementary students celebrated their successful fundraising campaign for the United Way. The school has raised more than \$10,000 for the United Way for the past three years, winning the organization's Spirit of North Carolina Award.

## MARCH

Archer Elementary fifth-graders combined science and service when they cleaned up the stream near their school alongside students from UNC-Greensboro. Afterwards, students wrote a bio-essay to estimate the health of the stream.

## MAY

DaJonae Stanback, a 5th grade student at Vandalia Elementary, used her birthday to raise money and host a "Thanksgiving 2.0" event to help feed the local homeless population.



## SAFETY IS A PRIORITY

The School Safety Office is committed to providing safe schools for our students, parents and employees on a daily basis. We continue to monitor and assess opportunities for improvement. We also provide professional development training to ensure that in an emergency, staff are prepared to respond. We are committed to strengthening our partnership with our local law enforcement personnel and emergency responders, allowing for quick responses, coordinated efforts and enhanced communications.

- 100% installation of "Panic Alarms" at traditional schools
- 100% Safe School Plans received and reviewed
- 100% GCS schematic diagrams submitted to the North Carolina Emergency Management for future vetting with our local emergency responders
- Ensured professional development for principals, assistant principals and SROs (School Resource Officers) - Parent Student Reunification/ Critical Incident Training was conducted
- Coordinated Executive level ICS (Incident Command System) training for Cabinet personnel
- Coordinated and facilitated a countywide GCS administrators and emergency responders' joint symposium. Members from the Riverview Garden School District in Ferguson, MO and Saint Louis University, disclosed lessons learned involving the civil unrest there.
- Coordinated and facilitated the 2016 annual joint SRO and Administrator luncheon. The theme for the symposium was "Creating a Common Vision for K-12 Security."
- Streamlined the 2016-17 Crisis Management and Emergency Handbook to mitigate, prepare for and respond to a critical event

## ALL STUDENTS CAN SUCCEED

Positive Behavior Interventions and Supports (PBIS) is a three-tiered process of providing instruction and support to promote the behavioral success of all students. This organization helps schools get the right supports to the right students and ensures that all students are supported.

In **Tier I**, all students are explicitly taught positive behavioral expectations organized under the district's identified character traits and all teachers use a consistent approach to discipline. In **Tier II**, the school provides supplemental behavioral skill interventions usually in small groups to students who need it. In **Tier III**, student centered planning is used to develop customized interventions with frequent progress monitoring. There are 43 elementary schools, 11 middle schools and 2 high schools implementing supports in a tiered process.

### JUNE

Allen Middle students spent the end of the year creating and giving soft pillows to residents of Woodland Place, an assisted living facility. The students continued the project into the summer break.

### AUGUST

GCS expanded its service-learning initiative into middle schools this year. Supported by local Rotary Clubs, four pilot schools are engaging in lessons designed to develop skills that support classroom instruction and service-learning experiences.

### OCTOBER

Northern High's freshman class volunteered for 10 service-learning projects around the community including, Kathleen Clay Library, Camp Carefree, Out of the Garden, Peacehaven Farms, McNair Elementary, Northern Elementary and more.

### DECEMBER

Health Science students at Page High collected and wrapped bears for patients in Cone Health's pediatric emergency department.

### JULY

During the summer of 2016, 175 GCS leaders partnered with 14 community agencies through 70 service-learning experiences to increase community access to healthy nutritious meals. GCS leaders contributed over 700 hours of service which equates to \$15,029 of an economic impact. Since 2012, GCS has served over 3,687 hours of totaling an economic impact of \$83,939.

### SEPTEMBER

GCS schools celebrated World Character Day with a variety of events recognizing the importance of developing character strengths such as resilience, kindness, grit, courage and integrity.

### NOVEMBER

Shadybrook Elementary students collected hundreds of socks to donate to Open Door Ministries and as part of a care package for local shelters.

# Operational and Organizational Goals

## STRATEGIC PLAN 2016 GOAL TRACKING

Operational and Organizational Area		Target Goal	Baseline 2011-12	Performance 2012-13	Performance 2013-14	Performance 2014-15	Performance 2015-16	Status as of 11/1/2016
<b>Character, Service and Safety</b>								
II.A	Increase the percentage of graduating seniors who earn a Service-Learning Exemplary Award or Diploma from 16 to 25 percent.	25.0%	16.0%	15.1%	17.9%	21.4%	26.0%	●
II.C	Increase student perception of safety in grades 4, 7, 9 and 11 as measured by annual student surveys.							
	Grade 4	70.0%	65.0%	60.0%	83.7%	86.7%	85.90%	●
	Grades 7, 9, & 11	83.0%	78.0%	74.0%	77.9%	78.7%	79.20%	●
II.D	Increase the percentage of students in grades 7, 9 and 11 who indicate their schools provide a caring and safe environment as measured by an annual student survey.	85.0%	81.0%	80.0%	78.2%	78.9%	79.0%	●
II.E	Increase the percentage of parents and community members who indicate that GCS schools are safe as measured by an annual public opinion poll.							
	Parents	78.0%	75.0%	76.0%	83.0%	81.0%	80.0%	●
	Community Members	69.0%	64.0%	67.0%	70.0%	66.0%	66.0%	●
II.F	Decrease the number of out-of-school suspensions related to non-compliance (Rule No. 6) and discourteous acts (Rule No. 8) in the Student Code of Conduct by 10 percent as measured by the annual suspension report.	3,792	4,213	3,430	No reliable data due to PowerSchool issues	1,659	2,217	●
II.G	Decrease the number of overall out-of-school suspensions by 10 percent.	9,014	10,015	9,180	No reliable data due to PowerSchool issues	6,585	7,776	●

● Met/Exceeded 2016 Goal

● Not Met 2016 Goal but Made Good Progress - On Track to Meet Goal

● Not Met 2016 Goal but Made Some Progress

● Not Met 2016 Goal - Not on Track to Meet Goal





# Parents, Family and Community

“Believe in people, they fly for a day. Teach them to believe in themselves, they soar for a lifetime.”

A.D. Posey

Parents choose Guilford County Schools for the array of excellent school choices, academic programs and highly qualified teachers. Parents stay with Guilford County Schools because of the close partnerships we build with our families. Guilford Parent Academy engages our parents, families and community through workshops, special events, free online resources, conferences and more. This year, more than 36,000 family members participated in a Guilford Parent Academy experience.

Family and other community members engage in partnerships in other ways. Almost a half-million hours were logged by our community volunteers this year! Guest readers, tutors, field trip coordinators and classroom assistants all partner to support the success of our students. Local businesses, foundations and individual donors added to this support by pledging more than \$470,000 in charitable and in-kind donations directly to the district.

Additionally, significant donations were made to the Say Yes to Education initiative to ensure that all eligible graduating seniors receive last-dollar tuition scholarships to attend college. Our parents, families and community partner with our schools to help all students soar to greatness.

**#GCSSoarToGreatness**



# Keeping Parents and the Community Informed & Engaged

Guilford Parent Academy (GPA) provides information and training on a variety of topics for parents, grandparents and family members caring for children and young people in Guilford County Schools. GPA also offers free 24-hour online tutoring for students and for moms and dads who need an academic refresher.

In its fifth year, GPA is designed to help parents help their children succeed at school and in life. GPA is leading the way for parent engagement and people are taking note on a local, state and national level. To date, when accounting for all programs and events completed since the start of GPA, participation totals exceed 120,000.

GPA has free online resources, available 24 hours a day, seven days a week.

## PRICELESS VALUE & COMMITMENT

In 2015-16, more than 12,000 volunteers donated their time and talent to build confidence and character in our students, providing a growth experience for schools and students. Those volunteers contributed a total of 473,526 hours of service. Their time is priceless, and at the national value of an hour of volunteer time, their service totals \$11,156,272.56.

## GPA Testimonials

"The GPA Grassroots Parent Coordinator program has revolutionized my involvement and interaction with my child's school. Over the past year, I have learned so much about how to partner with my child's school to help ensure her success. More importantly, I've been privileged to share the information I've learned with other parents as well." [Natasha Pace, Grassroots Parent Coordinator](#)

"Hundreds of Latino families of St. Mary's Church are very grateful for GPA in offering the Parent Academy on the Go. Many of these families have work schedules that do not allow them time to attend GCS educational sessions during the work week. By offering it on a Sunday evening and in Spanish, their children now have a level playing field with their curriculum studies." [Angel Guerrero, Male Involvement Chair for the Guilford County Council of PTAs](#)

## VOLUNTEERS OF THE MONTH FOR 2016

### January 2016

Hunter Haith, Washington Montessori

### February 2016

Israilita Jones, Madison Elementary

### March 2016

Sandra Schultz, Newcomers School

### April 2016

Shirrell Williams, Aycock Middle

### May 2016

Ricky Morton, Various Schools

### June 2016

Travis Helms, Southeast High

### October 2016

Michelle Ball, Claxton Elementary

### November 2016

Tracie Peebles, Sedalia Elementary

### December 2016

Kent Birge, The Middle College at UNCG



# Opinion Poll

## PARENT TRENDS

GCS Strategic Plan Measures	2009	2010	2011	2012	2013	2014	2015	2016
GCS keeps me informed (% agree, strongly agree)	74%	75%	80%	83%	85%	90%	87%	88%
GCS schools are safe (% agree, strongly agree)	69%	68%	78%	75%	76%	83%	81%	80%
GCS is responsive to requests (% agree, strongly agree)	67%	64%	66%	72%	75%	82%	79%	80%
GCS is doing a good job using taxpayer money to educate children (% agree, strongly agree)	49%	50%	53%	63%	67%	67%	69%	69%
Quality of education (good, very good)	80%	81%	82%	82%	81%	86%	84%	82%

## COMMUNITY TRENDS

GCS Strategic Plan Measures	2009	2010	2011	2012	2013	2014	2015	2016
GCS keeps me informed (% agree, strongly agree)	61%	62%	55%	75%	67%	72%	74%	69%
GCS schools are safe (% agree, strongly agree)	49%	59%	52%	64%	67%	70%	66%	66%
GCS is responsive to requests (% agree, strongly agree)	51%	52%	47%	64%	64%	64%	71%	65%
GCS is doing a good job using taxpayer money to educate children (% agree, strongly agree)	43%	40%	40%	48%	58%	58%	55%	54%
Quality of education (good, very good)	62%	68%	67%	75%	67%	68%	69%	71%



Volunteer Sandra Schultz organizing food pantry

# Changing Lives Through Partnerships



WFMY Team renovates Media Center at Sedgefield Elementary

---

Since 2012, WFMY News 2 has partnered with GCS to inspire elementary students with a love of reading through Read 2 Succeed, a high-energy weekly program that has reached nearly 65,000 young students in Guilford and surrounding counties. WFMY morning show personalities present an interactive show at schools that connects literacy to the real world and strengthens the message that reading should be a daily habit at every age.

In addition, WFMY renovates a GCS media center each year for its Make A Difference Day project. For the fifth year of this event, WFMY staff members spent the day at Sedgefield Elementary, where they cleaned and painted, organized and shelved books and even landscaped around the building.

---

---

Under a \$888,116 grant for a principal preparation program, Guilford County Schools partnered with High Point University to begin offering a Principal Leadership Academy to prepare principals to be transformational leaders.

---

---

Guilford County Schools is fortunate to have supportive faith leaders and houses of worship as partners. The Faith Partnership Initiative galvanizes the faith community and invites them to work with the district to eliminate barriers in the lives of students. The work we collectively do to nurture, teach and support our children will prepare them to wholly contribute to society as informed, capable citizens, no matter their background, ethnicity or socioeconomic status. The work has included adopting schools, providing books, reading buddies and donating items for food pantries.

---

**“Turn around the ‘m’ in me to make a ‘w’ and it’s we. We have to do the work and be on the frontline. The superintendent is our quarterback and calls the plays.”**

**Rabbi Fred Guttman, Temple Emanuel and Community Partner**

---

GCS is proud to work alongside Say Yes to Education Guilford to provide new opportunities for students. In 2016, more than 4,000 GCS graduates were eligible for last-dollar tuition scholarships through Say Yes. In 2017, GCS and Say Yes will move to the next phase of the program by launching a post-secondary planning system in 12 GCS schools. The system is designed to match students with services that can help them be successful in their journey from classroom to college, career and life.

---



# Operational and Organizational Goals

## STRATEGIC PLAN 2016 GOAL TRACKING

Operational and Organizational Area		Target Goal	Baseline 2011-12	Performance 2012-13	Performance 2013-14	Performance 2014-15	Performance 2015-16	Status as of 11/1/2016
III.A	Increase parent awareness of, and participation in, Guilford Parent Academy (GPA) programs (workshops, special events, conferences).							
	Awareness	70.0%	63.0%	72.0%	75.0%	66.0%	70.0%	<div></div>
	Participation	15,000	13,508	13,570	22,353	38,254	36,524	<div></div>
III.B	Increase use of GPA digital resources (online). [# user accounts]	10,000	3,302	5,843	7,817	10,013	12,207	<div></div>
III.C	Increase the number of volunteers active in GCS as well as the hours of service provided.							
	# Volunteers (*changed reporting system)	12,000	15,765	21,918	11,100*	17,160	12,019	<div></div>
	# Service Hours Provided	415,000	410,513	476,069	526,691	558,138	473,526	<div></div>
III.D	Increase the amount of charitable/in-kind donations received annually by GCS. (*Fund development focus shifted to support local Say Yes to Education initiative during 2015-2016.)	\$2 M	\$1.6 M	\$4.0 M	\$3.3 M	\$37.5 M*	\$470,319	<div></div>
III.E	Increase the percentage of GCS parents and community members who indicate that GCS keeps them informed (% of agree/strongly ratings.)							
	Parents	86.0%	83.0%	85.0%	90.0%	87.0%	88.0%	<div></div>
	Community Members	78.0%	75.0%	67.0%	72.0%	74.0%	69.0%	<div></div>
III.F	Improve the perception of GCS among parents and community members regarding the quality of education provided by GCS as measured by an annual public opinion poll. (% of good/very good ratings)							
	Parents	85.0%	82.0%	81.0%	86.0%	84.0%	82.0%	<div></div>
	Community Members	78.0%	75.0%	67.0%	68.0%	69.0%	71.0%	<div></div>
III.G	Improve parent and community perception regarding GCS responsiveness as measured by an annual public opinion poll. (% of good/very good ratings)							
	Parents	75.0%	72.0%	75.0%	82.0%	79.0%	80.0%	<div></div>
	Community Members	65.0%	64.0%	64.0%	64.0%	71.0%	65.0%	<div></div>

- Met/Exceeded 2016 Goal
- Not Met 2016 Goal but Made Good Progress - On Track to Meet Goal
- Not Met 2016 Goal but Made Some Progress
- Not Met 2016 Goal - Not on Track to Meet Goal

### FOOTNOTES

Re. III.C: The previous volunteer database did not require volunteers to re-register each year, so the numbers reflected cumulative volunteers over time not current, active volunteers. The new volunteer database requires volunteers to register each year, so the new number reflects current, active volunteers. Target goal was changed from 16,000 to 12,000 active volunteers.

# Educator and Organizational Excellence

“One can never consent to creep when one feels an impulse to soar.”

Helen Keller

Students and parents are not the only ones who think that Guilford County Schools is a great place to learn. Eighty-two percent of teachers rate Guilford County Schools as a good place to work and, overall, have high morale. Every year, our Human Resources department seeks out top talent from across the nation and starts the school year fully staffed. At 14 percent, the teacher turnover rate in Guilford is lower than the state average and lower than nearby districts.

Educators in Guilford County Schools have numerous opportunities to grow professionally and to take on leadership roles. Hundreds of professional development workshops, conferences, coaching sessions and access to e-books all contribute to increased educator effectiveness. Great teachers and principals make great students and graduates.





## TEACHERS IN EVERY CLASSROOM

### Professional Development

**1,106**

Professional Development  
(PD) sessions offered as of  
December 2016

**27,611**

Registrants for  
PD sessions

**187**

Literacy specific  
sessions

**4,926**

Continuing Education  
Units (CEU) awarded

### Induction and Success - Building the Capacity of New Teachers

**342**

Attended Orientation  
Training

**191**

Attended Mentor  
Training

**100%**

of classroom teacher vacancies  
filled by Day 1 of school for  
eight years in a row.

**2,374**

Elementary School Teachers

**1,179**

Secondary Teachers

**1,243**

Other Classroom Teachers

**1,138**

Teacher Assistants

**342**

New teachers trained in the  
summer of 2016 through  
GCS Induction and Success

**774**

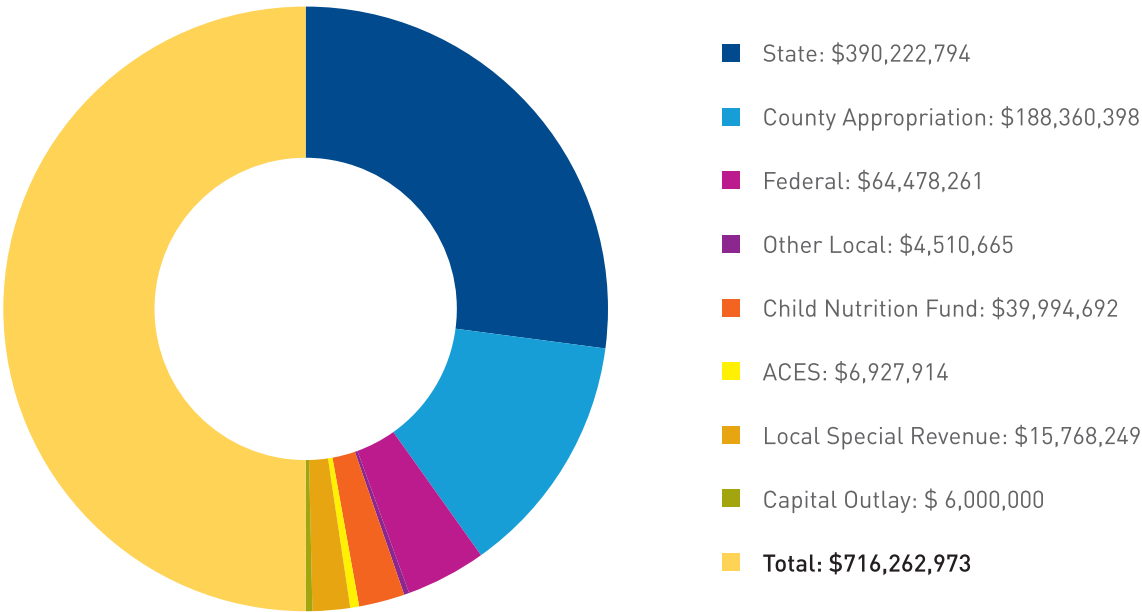
National Board Certified  
Teachers, ranking GCS 9th  
highest in the country.



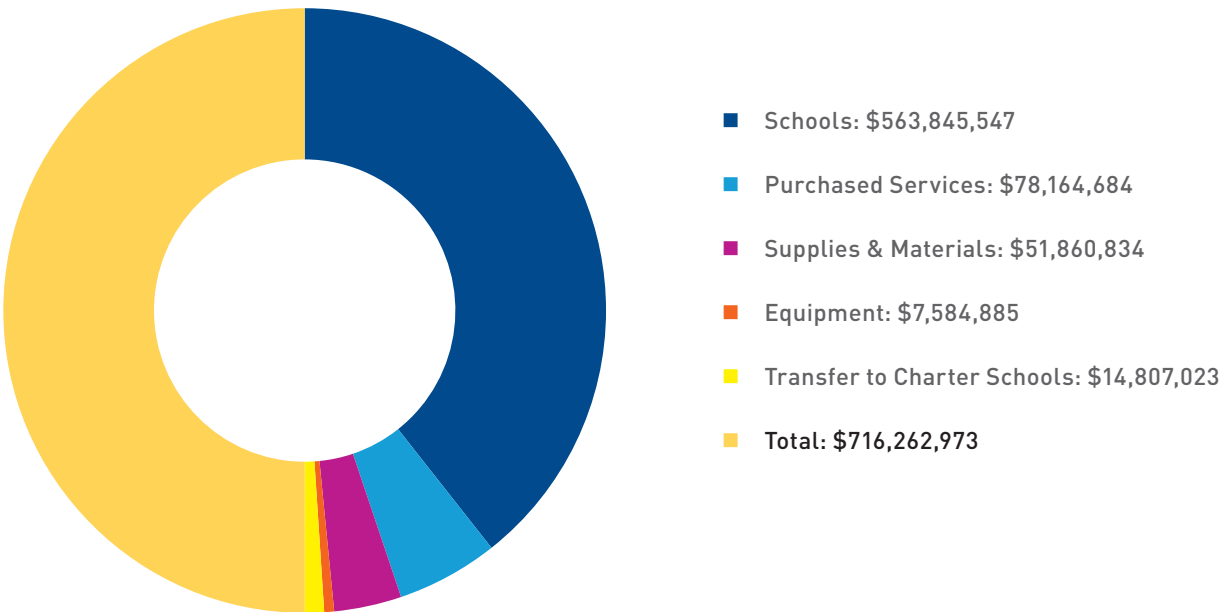
# 2016-17 Budget

## Counting Every Dollar

### REVENUES/SOURCES



### EXPENDITURES/USES





# 2016 Construction Update

## Construction Contracts

**\$362,515,457**

## Design Contracts

**\$25,243,074**

## Total

**\$387,758,531**



### 2016 CONSTRUCTION PROJECTS COMPLETED:

Dudley High School – Traffic Improvements  
 Northwood Elementary School – Kitchen Expansion  
 Northwest High School – Traffic Improvements  
 Allen Jay Middle School – Roof Replacement  
 Southeast High School – Roof Replacement  
 Southeast High School – Tennis Courts

### 2016 CONSTRUCTION PROJECTS IN PROGRESS

Bluford Elementary School – Renovations & Additions  
 High Point Central High School – Renovations & Additions  
 Hunter Elementary School – Replacement School  
 Smith High School – Physical Education Improvements  
 Western High School – Physical Education Improvements  
 Guilford Middle School – Replacement School  
 Southern Guilford High School – Replacement Stadium/Restroom/  
 Concession Building

# Operational and Organizational Goals

## STRATEGIC PLAN 2016 GOAL TRACKING

Operational and Organizational Area		Target Goal	Baseline 2011-12	Performance 2012-13	Performance 2013-14	Performance 2014-15	Performance 2015-16	Status as of 11/1/2016
<b>Educator and Organizational Excellence</b>								
IV.A	Improve employee satisfaction levels with communications from their direct supervisors/ principals.	75%				74.4%	82.0%	●
IV.B	Increase employee satisfaction levels with GCS as an employer; improve employee morale.							
	Biennial Employee Survey: Preferred place to work	85.0%	80.5%	81.0%	N/A	78.1%	N/A*	●
	Biennial Employee Survey: Have high morale	82.0%	78.5%	79.0%	N/A	78.5%	N/A*	●
	Biennial Teacher Working Conditions (TWC): Good place to work	85.4%	81.3%		81.3%		82.5%	●
IV.C	Reduce the annual teacher turnover rate as measured/ reported by the North Carolina Department of Public Instruction (NCDPI).	9.0%	11.7%	12.9%	13.2%	15.0%	14.0%	●
IV.D	Reduce the annual certified personnel turnover rate in hard-to-staff schools as measured/ reported by NCDPI. [Note: This includes turn-around schools.]	15.0%	19.0%	18.5%	19.0%	20.3%	N/A*	●
IV.E	Fill 100 percent of teacher positions by the first day of school each year.	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	●
IV.F	Increase teacher and leader diversity.							
	Teacher Diversity	35.0%	30.2%	30.6%	31.5%	33.2%	35.0%	●
	Leader Diversity	47.0%	42.0%	44.7%	48.2%	50.7%	21.0%	●
IV.G	Increase Minority and Women Business Enterprise (MWBE) participation.							
	MWBE 2008 Bond Construction	12.5%	28.6%	30.2%	30.1%	29.5%	29.3%	●
	MWBE 2012 QSCB Projects	12.5%	26.2%	19.3%	19.3%	19.5%	19.5%	●
IV.H	Meet or exceed key performance indicators for all operational and support areas.	See selected CGCS KPI measures for operational areas.						

● Met/Exceeded 2016 Goal

● Not Met 2016 Goal but Made Good Progress - On Track to Meet Goal

● Not Met 2016 Goal but Made Some Progress

● Not Met 2016 Goal - Not on Track to Meet Goal

### FOOTNOTES

Re. IV.B: The Annual Employee Survey was not administered during the spring of 2014 due to the administration of the Teacher Working Conditions survey. The Survey was administered again in Spring 2015. \* Survey will be administered Spring 2017.

Re. IV.D: This metric was calculated for teaching positions in Mission Possible Schools. This program is no longer operational.



The background of the entire page is a detailed world map. A hand is visible in the lower right, pointing towards the map. The map shows various continents, oceans, and geographical features. The text is overlaid on a dark blue rectangular area on the left side of the map.

# Soaring to Greatness

“No one can prepare you for what heights you will soar until you spread your wings.” Author Unknown

Guilford County Schools is undergoing a transition that offers the district a unique opportunity to examine the past, observe the present and plan for the future.

The district has a new superintendent and new school board members and makeup. The 2016 Strategic Plan also has been completed. The district must now position itself to soar to greatness and become a world-class district offering a world-class education to all students. Working hand-in-hand, the district will shape better futures for students and the community.

Leading this effort is the new superintendent of Guilford County Schools, Dr. Sharon L. Contreras. Accustomed to navigating transitions, she is the first woman, first person of Latina heritage, and the second African-American Superintendent of Guilford County Schools. A former teacher and principal, she is an advocate for providing high-quality education to all children and brings more than 25 years of experience in multiple states to our district.

“What I have learned is that providing 100 percent of our students with a high-quality education requires focus and effort from the entire community. I am committed to doing my part through focused, engaged and strategic leadership,” says Dr. Contreras.





# CRAFTING OUR FUTURE TOGETHER.

“Our children’s futures are full of promise, and it is our job to educate and prepare them to be ushered into the world, fully equipped to contribute their strengths and talents in ways that are authentic, meaningful, and profoundly fulfilling. We can do this by emphasizing the infinite possibilities available to them, and providing them with the resources and support to pursue those possibilities. Our children need us to be “all in.”

Together, we can soar to greatness.”

Sharon L. Contreras, Ph.D.  
Superintendent





## SUPERINTENDENT LAUNCHES LISTEN AND LEARN TOUR

**The Listen and Learn Tour was the First Initiative Launched by the Superintendent.** The tour was designed to give students, parents, staff and the community an opportunity to share with the superintendent those things they thought worked and didn't work. Attendees also were able to give the superintendent advice in leading a district with 71,000 plus students and more than 10,000 employees.

Dr. Contreras and members of the Board of Education hosted 11 sessions and the superintendent has attended numerous community events, listening and learning from thousands as they shared their likes, concerns, hopes and dreams.

Feedback from the sessions were recorded and will be used to develop the district's 2020 strategic plan. Results from the online survey will be released in January 2017 and will also be used to develop the plan.



## SCHOOL VISITS ARE A PRIORITY FOR SUPERINTENDENT

**The Superintendent Plans to Visit All 127 Schools.** For the past 25 years, she has been either a teacher, principal, chief academic officer, interim superintendent or superintendent, so she knows first hand the hard work of educating our children. The school visits allow her to see and better understand the quality of our education, ask questions and encourage students to do and be their very best.

As of December 2016, Dr. Contreras visited 67 schools. She started her journey in GCS on August 22, 2016.



## TRANSITION TEAM

**Transition Team Works to Identify GCS' Strengths and Opportunities for Improvement.** Dr. Contreras has enlisted the support of local educators, parents, business leaders, community members and national experts to form the Transition Team. Under the leadership of co-chairs, Dr. Harold L. Martin Sr., Chancellor of North Carolina A&T State University and Dr. James Merrill, Superintendent of Wake County Public School System, the team will make recommendations for sustaining and building on the district's strengths while addressing challenges and leveraging opportunities for higher levels of performance.

The Transition Team consists of four subcommittees: Student Achievement; School Choice, Equity & Excellence; Talent Development; and Organizational Effectiveness for Optimal Learning.

Recommendations from the Transition Team will help shape priorities for GCS' 2020 Strategic Plan.









## SUPERINTENDENT THANKS OUTGOING BOARD OF EDUCATION

Guilford County Schools appreciates the great work, sacrifice and support that the outgoing board members demonstrated.

Photo ID: Back Row (L to R)  
Alan Duncan, Linda Welborn,  
Rev. Amos Quick, Jeff Belton,  
Keith McCullough, Darlene Garrett,  
Dr. Sharon L. Contreras, Deena Hayes  
Seated: Dr. Sandra Alexander,  
Dr. Nancy Routh, Rebecca Buffington  
Not Pictured: Ed Price



## GCS WELCOMES INCOMING BOARD

Guilford County Schools looks forward to working closely with the board to improve the lives of students and shape a better future for the community.

Guilford County Board of Education members, districts and contact information

T. Dianne Bellamy Small, [District 1](#) (336 580 4655, [bellamysmall@gcsnc.com](mailto:bellamysmall@gcsnc.com))  
Anita Sharpe, [District 2](#) (336 294 5238, [sharpeaw@hotmail.com](mailto:sharpeaw@hotmail.com))  
Pat Tillman, [District 3](#) (336 580 9270, [tillmap@gcsnc.com](mailto:tillmap@gcsnc.com))  
Linda Welborn, [District 4](#) (336 674 8504, [welborl@gcsnc.com](mailto:welborl@gcsnc.com))  
Darlene Garrett, [District 5](#) (336 643 6070, [dygarr@aol.com](mailto:dygarr@aol.com))  
Wes Cashwell, [District 6](#) (336 690 9517, [cashwew@gcsnc.com](mailto:cashwew@gcsnc.com))  
Byron Gladden, [District 7](#) (336 690 9610, [gladdeb@gcsnc.com](mailto:gladdeb@gcsnc.com))  
Deena Hayes, [District 8](#) (336 690 9516, [hayesd@gcsnc.com](mailto:hayesd@gcsnc.com))  
Alan W. Duncan, At-Large (336 645 3320, [aduncan@mullinsduncan.com](mailto:aduncan@mullinsduncan.com))  
Superintendent Sharon L. Contreras, Ph.D. (336 370 8992, [superintendent@gcsnc.com](mailto:superintendent@gcsnc.com))

# Stay Connected



GCS APP | [WWW.GCSNC.COM](http://WWW.GCSNC.COM) | GCSTV

---

[www.gcsnc.com](http://www.gcsnc.com)

712 N. Eugene Street  
Greensboro  
North Carolina  
27401

