Comprehensive Progress Report

Mission: Our mission is to engage, challenge, and empower students in an accepting, unique environment on a college campus.

Vision: Our vision is that students enter GCMC with the expectation that they will receive a quality education in an environment where they will be recognized and celebrated as individuals.

Goals:

Performance Composite: By June 2021, as measured by our performance composite scores, Greensboro College Middle College will increase our school performance grade score by 2.5% from 89 to 91. (A 2.01, A 2.04, A. 2.05, A 2.07, A. 2.13, C2.01, B 3.03)

Discipline: By June 2021, as measured by Educators Handbook data, Greensboro College Middle College will have less than 5% of the student body with disciplinary infractions. (A1.07, A1.09, A 4.05, A 4.06, A 4.09, A 4.16)

Culture/Climate: By June 2021, as measured by the NC Teacher Working Condition Survey, the overall working condition rating will increase 2.5% from 82 to 84%. (B1.03, B2.01, B2.02, B2.03, C3.04)

Achievement Gap: By June 2021 as measured by an earned grade of C or above on NCFE exams, Greensboro College Middle College will decrease the achievement gap between (AA and White student) subgroups by 2% from a 10% to 8% proficiency gap. (C2.01, E1.06, D2.05, A4.15, A4.11, A1.05, A4.01)

| ! = 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:	Currently teachers maximize their opportunities to build relationships with students in a small school environment. Some teachers supervise student activity clubs to foster positive relationships among students. Teacher set expectations in their classrooms to monitor behavior and attendance. It is our goal for 2019 ad moving forward to utilize our advisory groups more to support our students social and emotional learning as well as academic. Currently our groups only meet a few times a year, but our goal is to hold monthly meetings with a topic focus.	Limited Development 08/27/2017		
	Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:	Teachers will set clear expectations for student behavior and attendance. The evidence that will support our efforts to fully implement this objective will be reduced tardiness and absences as reflected in powerschool. Also a reduction is detention for repeated tardiness. The plan worked well for most of the school year. We will revisit the policy in August 2019.	**Objective Met 09/28/19**	**Cheri Keels**	**05/24/2020**
Actions				
8/28/18	The team will continue to meet once a month and more as needed. Each meeting we will review and record our progress towards meeting our goals.	Complete 05/24/2018	Cheri Keels	05/24/2018
Notes:	see action steps			
8/27/17	The staff will implement and monitor the new attendance/tardy policy to reduce excessive tardiness and unexcused absences	Complete 05/25/2018	Cheri Keels	05/25/2018
Notes:				
9/28/19	We will make needed revisions in the current tardy policy	Complete 09/24/2019	Cynthia Smith	09/24/2019
Notes:				
9/28/19	Use Advisory times to teach and review school wide rules and expectations	Complete 11/19/2019	Cynthia Smith	11/19/2019
Notes:				

9/28/19	Data Manager will run a weekly report to reflect student overall tardies. SBLT will examine this data monthly to determine if interventions are needed.	Complete 12/17/2019	Lorraine Marshall	12/17/2019
Notes:				
10/16/19	A2.17 ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.	Complete 12/17/2019	Cheri Keels	12/17/2019
Notes:				
9/28/19	During the SBLT meetings, the team will meet in December to discuss attendance, tardies, and discipline data.	Complete 12/17/2019	Cynthia Smith	12/17/2019
Notes:				
11/19/19	Teachers will collaborate and create a schedule for bathroom breaks.	Complete 12/17/2019	Cheri Keels	12/19/2019
Notes:				
12/17/19	The staff will implement the new policy that will allow students to exempt teacher made exams based on attendance and grades above an 80.	Complete 03/17/2020	Cheri Keels	03/24/2020
Notes:				

Implementation:		09/28/2019		
Evidence	5/31/2019 5/31/2019- Tardy policy, detention documents, attendance letters, emails to social work for home visits,			
Experience	5/31/2019 This year our SBLT meetings were more goal oriented than in the past. We had a better handle on how to use the Indistar program guide us through meeting our goal. Using wise ways was helpful identifying and refining our strategies.			
Sustainability	5/31/2019 We will need to continue meeting on a monthly basis to identify gaps and address our SIP goals especially if we do not meet our goals for this year. Another focus will be making sure our strategies continue to align with the district's strategic plan.			

A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date

Initial Assessment:	We have created a form where students can apply to start a extra-curricular club. Students have to find a teacher to sponsor the club and the club has to be approved by the principal before starting. We also have an annual Powder Puff Football Game and a Class Warfare Basketball game that students can participate in afterschool. We also have school wide service projects there students can earn service learning hours.	Full Implementation 09/30/2019		

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The ILT has been development and we meet weekly to discuss our goals, plans, and actions. The team consist of the principal and math teacher, science teacher and social studies teacher. We also attend district mandated meeting lead by The New Leaders.	Limited Development 09/30/2019		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When this goal is fully met, the ILT will be a high functioning team who focuses on school improvement using data, effective teaching practices, classroom observations and feedback. The team training lead by New Leaders will provide an opportunity for strategic planning to take place to eradicate gap in student performance and to improve overall teaching and learning at GCMC.	**Objective Met 09/23/20**	**Lindsay Stephenson**	**05/24/2020**
Actions				
9/30/19	ILT team of Ms. Keels, Ms. Stephenson, Ms. Ambrosino, and Mrs. Swindell meet bi-weekly create plans for observations and data collection in order to identify achievement gaps.	Complete 05/22/2020	Gina Ambrosino	05/22/2020
Notes:				
Implementation:		09/23/2020		
Evidence	9/23/2020			
Experience	9/23/2020			
Sustainability	9/23/2020			

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:		English Language, Math, & Social Studies, units already exist through the district. Teachers can use these unit models to make modifications and adjustments to improve instructional delivery practices for other content areas.	Limited Development 08/15/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will use curriculum and standard aligned units to plan along with the district scope and sequence to plan weekly lessons. Teachers will upload their lesson plans to a common site (Canvas or Sharepoint).	**Objective Met 09/18/19**	**Cheri Keels**	**05/12/2020**
Actions					
	8/28/17	Teachers with a North Carolina Final exam for their class will obtain and use GCS pacing guides to plan units and weekly lesson plans.	Complete 05/25/2018	Cheri Keels	05/25/2018
	Notes:				
	8/28/17	Teachers without an NCFE will meet with like subject teachers to write unit plans and pacing guides aligned with standards.	Complete 05/25/2018	Cheri Keels	05/25/2018
	Notes:	Teachers with use early release dates, or workdays to plan with other teachers from other Middle Colleges.			
	8/28/18	Teachers of the Core Content will use the GCS scope and sequence to plan and pace engaging lessons.	Complete 05/20/2019	Cheri Keels	05/20/2019
	Notes:				
	8/28/17	Teachers will collaborate with their peers, and the administrator to plan modify, adjust, and/or create unit plans for each content area.	Complete 05/20/2019	Cheri Keels	05/20/2019
	Notes:				
	9/25/18	Teachers of tested content will create Benchmarks that align with NCFE and AP exams. Benchmarks will be given every six weeks.	Complete 12/17/2019	Lindsay Stephenson	12/17/2019
	Notes:				
	10/16/19	A. 1.06: ALL teachers provide sound instruction in a variety of modes: teacher-directed whole class; teacher-directed small group; independent work; computer-based.	Complete 12/17/2019	Mary Swindell	12/17/2019
	Notes:	Evidence of this should be found in weekly lesson plans.			
	10/16/19	A.2.26 All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.	Complete 12/17/2019	Mary Swindell	12/17/2019
	Notes:				
Implementation:			09/18/2019		

				Implementation Status	Assigned To	Target Date
Evidence	5/31/2019					
Experience	5/31/2019 While working on this indicator, we used the district's pacing guides to help us develop our units as we attempted to align them with the standards.					
Sustainability	5/31/2019					

		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teacher are creating lesson plans for the week and required to upload them to canvas every Monday by the start of class.	Limited Development 09/30/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Our goal is that every teacher uses the designed template to record their lesson plan. Once they are complete they are to be uploaded to their individual folders in Canvas. The principal will review them weekly and provide feedback. Teacher will align their task to standards. There should be evidence in the focused observations of aligned task. Lesson plans should also reflect 21st Century strategies to include: higher order thinking questions, differentiation, the use of technology, etc...	Objective Met 09/23/20	Cheri Keels	05/22/2020

Actions					
9/30/19	Create a lesson plan template		Complete 05/22/2020	Cheri Keels	05/22/2020
Notes:					
9/30/19	Create a canvas dashboard to upload lesson plans		Complete 05/22/2020	Cheri Keels	05/22/2020

	Notes:					
Implementation:				09/23/2020		
	Evidence	9/23/2020				
	Experience	9/23/2020				
	Sustainability	9/23/2020				
		A2.07	**ALL teachers include vocabulary development as learning objectives. (5097)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Some teachers are uploading lesson plans for review.	No Development 09/30/2019		
How it will look when fully met:			Teachers will incorporate a vocabulary focus in the daily instruction with the use of word wall, anchor charts, and/or graphic organizers.		**Cheri Keels**	**05/20/2021**
Actions				0 of 1 (0%)		
		10/2/19	Teachers will create word wall to explicitly teacher tier two and tier three vocabulary.		Cheri Keels	05/20/2021
	Notes:					

		A2.13	Units of instruction include standards-based objectives and criteria for mastery.(5103)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teacher use district pacing guides as a resource for creating long and short term lesson plans.	Limited Development 10/02/2019		
How it will look when fully met:			Teachers will create long term lesson plans that are directly aligned with standard-objectives.		**Cheri Keels**	**05/20/2021**
Actions				0 of 1 (0%)		
		10/2/19	Instructional Teams organize the curriculum into unit plans that guide instruction for all students and for each student.		Cheri Keels	05/20/2021
		Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Data analysis and instructional planning

		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our ILT team meets weekly to discuss our strategies for Corrective Instruction Action Plan based on teacher made benchmark data, NCFE, etc... Our current state of implementation is collecting data as an ILT team and presenting the data to teachers to reflect and plan for corrective instruction.	Limited Development 01/03/2019		
How it will look when fully met:			The ILT will hold monthly meeting, or more frequent if necessary to discuss school data. The team will conduct classroom learning walks to gather low-inference data. The team will use this information to help support teachers will teaching practices and strategies to improve students performance.	**Objective Met**	**Cheri Keels**	**05/14/2020**
Actions				2 of 2 (100%)		
		6/3/19	ILT team will conduct walkthroughs.	Complete 05/20/2020	Cheri Keels	05/20/2020
		Notes:				
		6/3/19	Revisit New Leaders information for continued guidance with ILT goals and focus.	Complete 05/20/2020	Cheri Keels	05/20/2020
		Notes:				

		A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The EC teacher and 504 coordinator monitors students individual education plans and 504 plans to ensure students needs are met in the regular education class.	Limited Development 10/02/2019		
How it will look when fully met:			dfd		Crystal Horton	05/20/2021
Actions				0 of 1 (0%)		
		10/2/19	Progress monitoring techniques can provide that information for students with IEP's ad 504 plans.		Crystal Horton	05/21/2021
		Notes:				
		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We use benchmark test to help teachers gauge their students' progress toward year-end standards-based assessments and make adaptations in instruction and to identify students in need of additional assistance.	Limited Development 10/02/2019		
How it will look when fully met:			ILT and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.		Cheri Keels	05/20/2021
Actions				0 of 1 (0%)		
		10/2/19	Create a schedule for benchmark testing for NCFE courses.		Cheri Keels	05/20/2021
		Notes:				

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:	Teachers provide differentiation based on students' varied needs. Professional development is needed in this area. The principal and the ILT team will provide ongoing support with MTSS training using district provided module as a resource.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	Teachers will employ teaching practices with multi-tiered instruction and support. Sample teacher lesson plans that include modifications. Principal observations and feedback, student data, and RTI strategies.	**Objective Met 09/28/19**	**Cheri Keels**	**05/24/2020**
Actions				
10/26/16	Teachers will provide an opportunity for students to engage in ACT prep studies. Each teacher will have students assigned to them during a portion of their planning time twice weekly. Teachers will keep a record of participating students. Letters will be sent home to invite students that have been identified for this remediation.	Complete 12/20/2016	Bill Blumke	12/20/2016
Notes:	Students have been provided with ACT prep materials and assigned to a teacher. Several students have attended for teacher support. We will continue to monitor this to see if we need to adjust this task based on student participation and performance.			
10/26/16	The staff will participate in Odyssey training with Christopher Bronson during 1/2 Staff Development training. Teachers will learn how to create supplemental activities with Odyssey in their content areas to support students who need skill remediation and coursework recovery. Students who have concerns of failing grades and poor attendance will be the target group for remediation.	Complete 04/14/2017	Bill Blumke	04/14/2017
Notes:	Although PD training will be ending by the above completion date, the staff will continue using this as a differentiation strategy to be monitored continually.			
8/23/16	Teachers will continue to upload weekly lesson plans to SharePoint that reflect multi-tiered instruction to be checked by the administrator.	Complete 05/09/2018	Cheri Keels	05/25/2018

Notes:	Teacher will use the multi-tiers system of support to identify in their lesson plans how lesson are differentiated to meet the needs of all students in order to provide feedback for adjustments and modifications.			
9/18/17	The administrator will provide feedback to teacher teachers on lesson plans and walk-throughs to be used as a tool for reflections and discussion in TLC's	Complete 05/09/2018	Cheri Keels	05/25/2018
Notes:				
9/28/19	A lesson plan template will be created for teacher to record lesson plans that are aligned with curriculum standards and new district pacing guides that were provided BOY.	Complete 08/06/2019	Cheri Keels	08/06/2019
Notes:				
9/28/19	Modeled lesson plans and multi-tiered activities will be shared by teachers in staff meetings.	Complete 05/20/2020	Cheri Keels	05/24/2020
Notes:				
9/28/19	Lesson plans will be turned in weekly through canvas, discussed in PLC's and given feedback.	Complete 05/20/2020	Cheri Keels	05/24/2020
Notes:				
9/29/19	The administrator, ILT teams and peer colleagues will conduct focused walks to identify evidence that support MTSS strategies.	Complete 05/20/2020	Cheri Keels	05/24/2020
Notes:				
Implementation:		09/28/2019		
Evidence	4/13/2017 The results of student tests indicate our level of success in this area. While we have a measured level of success thus far, we will need to continue our efforts to ensure future success.			
Experience	4/13/2017 We have found that our staff uses various effective strategies to address special needs students. The approaches are as varied as the students' myriad kinds of difficulties. Our best measure of success in the endeavor is student grades on teacher tests, state tests, college board tests, and ultimately the graduation rate.			
Sustainability	4/13/2017 We will have to continuously keep track of individual students and their needs to continue our success in this area.			

		A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently use advisory groups to reiterate school expectations, to discuss social skills and to build relationships.	Limited Development 10/02/2019		
How it will look when fully met:			Use Advisory times to teach and review school wide rules and expectations, help student with the stress of college application and funding, check with student regularly about the their success in their college classes.		**Cheri Keels**	**05/20/2021**
Actions				0 of 1 (0%)		
		10/2/19	Meet monthly with students in advisory groups.		Cheri Keels	05/20/2021
		Notes:				
	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:			Teachers open up their classrooms during lunch and planning time for students to come to them for tutoring, or to engage in general conversations about social issues the impact the students.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Currently in our small school environment teachers spend a lot of time building relationships with students. However, we do not formally document how these relationships support students with managing their emotions. We have continued to hold meetings and conduct various clubs and other activities with students.		**Mary Swindell**	**05/20/2021**
Actions				8 of 12 (67%)		
		8/28/17	Teachers will to meet with students during lunch and planning time to build relationships with students. However, if students need to address specific concerns they can arrange to meet with the teachers for after-school tutoring as well.	Complete 05/25/2018	Dorothy Wood-Webb	05/25/2018
		Notes:				
		9/29/19	Create a Students of Concern Form.	Complete 09/03/2019	Cheri Keels	09/03/2019

Notes:				
9/29/19	As the SOC facilitator Ms. Swindell will explain in a staff meeting how the SOC team will operate and how teachers can utilize the team to provided tiered support for students.	Complete 09/03/2019	Mary Swindell	09/03/2019
Notes:				
9/29/19	Create school wide expectations and discuss with students during Advisory Meetings.	Complete 10/03/2019	Mary Swindell	10/03/2019
Notes:				
9/29/19	Teachers and Principal will be trained about MTSS with district modules that focuses on behavior.	Complete 05/22/2020	Cheri Keels	05/22/2020
Notes: Recurrence will take place as directed by the district.				
9/29/19	All staff members will submit SOC forms for students who can benefit from interventions related to (attendance, academics, and Social/Emotional behaviors) that impede their success.	Complete 05/22/2020	Mary Swindell	05/22/2020
Notes:				
9/29/19	The SOC team will meet weekly to discuss intervention strategies for students whose names have been submitted	Complete 05/20/2020	Mary Swindell	05/22/2020
Notes:				
9/29/19	Ongoing communication with staff, students and parents about expectations via email and newsletter.	Complete 05/22/2020	Cheri Keels	05/22/2020
Notes:				
10/5/20	Teachers and Principal will be trained about MTSS for the second year of implementation using district webinars and modules.		Cheri Keels	12/20/2021
Notes:				
10/5/20	The SOC team will meet weekly to discuss intervention strategies for students whose names have been submitted		Mary Swindell	12/20/2021
Notes:				
10/5/20	Ongoing communication with staff, students and parents about expectations via email and newsletter.		Cheri Keels	12/20/2021
Notes:				
10/5/20	While online for remote learning teachers will hold weekly Advisory Meetings and conduct Social/Emotional activities during the meetings.		Crystal Horton	12/20/2021

	Notes:				
Implementation:			09/28/2019		
Evidence	8/27/2018 Team Building days, Powder Puff Football, NHS Club, War-Fare Basketball Game, Heartchase events, tutorial sign-in sheets.				
Experience	8/27/2018 We used Advisory groups to meet with students at the beginning of the year and a few times throughout the course of the year. A few teachers, not all , supervised clubs. We have more clubs and activities that would allow teachers to build relationships with students.				
Sustainability	8/27/2018 We will need to continue to work on how to utilize our Advisory groups more. Possibly revisiting the master schedule to adjust lunch times, or start/end times so that we can set aside a block of time to meet in advisory groups more.				

		A4.09	**The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			The school counselor meets with students to create a 2-year success plan which involved a plan of required HS courses and college courses as electives.	Limited Development 10/02/2019		
How it will look when fully met:			Our goal is for this to become a team effort, not just a responsibility of the school counselor.		**Crystal Horton**	**05/20/2021**
Actions				**0 of 1 (0%)**		
		10/2/19	All teachers are involved in making sure students are on track for graduation during their advisory group meetings.		Crystal Horton	05/20/2021
	Notes:					

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:		Our program is designed to support students during their last two years of school and to help them make the transition to an institute of higher learning by giving them early expose to college courses.	Limited Development 08/28/2017		
How it will look when fully met:		Students will work with the school counselor to complete a graduation plan. We will hold monthly advisory meetings to monitor students success of their college classes. Through the advisory group meetings the staff will work towards supporting students in the college classes they are taking while at GCMC. It will also serve and an opportunity to support students as they plan and apply for college.		**Crystal Horton**	**05/22/2021**
Actions			4 of 7 (57%)		
	8/28/17	Each students will have a transcript analysis determining what they need for high school graduation; they will work with the guidance counselor to choose college course that can fit into their schedule as electives.	Complete 05/25/2018	Dorothy Wood-Webb	05/25/2018
	Notes:				
	9/29/19	English teachers will plan vertically in PLC meetings.	Complete 05/20/2020	Cynthia Smith	05/22/2020
	Notes:				
	9/29/19	Create and use benchmarks to monitor students progress towards mastery of standards.	Complete 05/22/2020	Cynthia Smith	05/22/2020
	Notes:				
	9/29/19	Teachers analyze their benchmark data to determine the need for corrective instruction.	Complete 05/20/2021	Cynthia Smith	05/22/2020
	Notes:				
	10/5/20	Create and use benchmarks to monitor students progress towards mastery of standards.		Jamie Windbush	05/20/2021
	Notes:				
	10/5/20	Teachers analyze their benchmark data to determine the need for corrective instruction.		Jamie Windbush	05/20/2021
	Notes:				

10/5/20	Each students will have a transcript analysis determining what they need for high school graduation; they will work with the guidance counselor to choose college course that can fit into their schedule as electives.		Crystal Horton	12/20/2021
Notes:				

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 08/16/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		The school will have a high functional school improvement team to make decisions effecting teaching, learning, and procedures.	**Objective Met 06/03/19**	**Cheri Keels**	**05/14/2019**
Actions					
	8/28/17	School Improvement Team meeting regularly to review implementation of effective practices.	Complete 05/14/2019	Lindsay Stephenson	05/14/2019
	Notes:				
	8/28/18	The school improvement team will work in collaboration with ILT members to begin analyzing and reviewing last years data to determine gaps in achievement.	Complete 05/14/2019	Lindsay Stephenson	05/14/2019

Notes:				
Implementation:		06/03/2019		
Evidence	6/3/2019 ILT meeting minutes, data templates			
Experience	6/3/2019 This year was the implementation of our Instructional Leadership Team. With training and Professional Development through New Leaders Program created a team of three (Ms. Keels, Mrs. Ambrosino and Ms. Stephenson). Our team started weekly meetings and phased in to monthly meetings. Our main goal was to help teacher to utilize data more efficiently and effectively to drive their instruction. We were able to accomplish some of this goal, however we recognize this will need to be an ongoing focus.			
Sustainability	6/3/2019 We will continue working on this goal with hopefully adding additional members to the team. We will continue to work on our benchmarks as a source of data collection and work on student becoming more involved in analyzing their own data i.e. (looking a specific skills, setting goals for improvement, teachers developing Corrective Instruction Plans, etc...)			

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff and parents meets regularly to review implementation of effective practices. We met the entire year at least two times monthly to address the above issues.	Limited Development 08/16/2016		
How it will look when fully met:		The faculty meets the fourth Tuesday of every month to discuss progress through SBLT meetings and the second Tuesday of every month for principal-led professional development training. We are aiming to meet more often if needed and based on the progress of our goals and key indicators.	**Objective Met 10/05/20**	**Gina Ambrosino**	**05/22/2020**
Actions					
	9/17/17	The team will meet at least once a month and more if needed based on the progress of our goals and key indicators.	Complete 01/22/2018	Cheri Keels	01/26/2018
	Notes:				
	5/22/18	We will continue to meet at least twice monthly to address effective practices.	Complete 01/18/2019	Cheri Keels	01/25/2019
	Notes:				
	9/29/19	ILT meets one on one with instructors to provide feedback on instructional practice.	Complete 05/20/2020	Gina Ambrosino	05/20/2020
	Notes:				
	9/29/19	ILT reports out at staff meetings and SBLT on specific patterns	Complete 05/20/2020	Gina Ambrosino	05/22/2020
	Notes:				
	9/29/19	ILT team of Ms. Keels, Ms. Stephenson, Ms. Ambrosino, and Mrs. Swindell meet once a week	Complete 05/20/2020	Gina Ambrosino	05/22/2020
	Notes:				
	9/29/19	Create plan for observations and data collection	Complete 10/24/2020	Gina Ambrosino	10/24/2020
	Notes:				

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:	Due to the structure of our small school size, common planning occurs during whole-group staff meetings. Planning between English teachers has been underway all school year. English teachers set benchmarks throughout semester to gauge student progress in reading and writing skills. Data was collaboratively analyzed and used to plan reteaching strategies.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Teachers will participate in established SOC (Student of Concern) meetings to discuss strategies and interventions that support students with concerns that could impact their academic progress and/or requirements for graduations. Teachers will submit SOC forms to the counselor for students with attendance, academic, or behavior concerns to be discussed at scheduled meetings.	**Objective Met 10/05/20**	**Tonya Culler**	**01/01/2020**
Actions				
8/23/16	The entire staff will meet monthly in SOC (Student of Concern) meetings to discuss strategies and interventions that address academic, attendance, and behavior concerns that could impact progress towards meeting graduation requirements. Our goal is to prepare for a 100% graduation rate.	Complete 12/17/2019	Cheri Keels	12/17/2019
Notes:	Based upon students of concern information, Intervention Support Team (IST) will meet to create interventions and gather data to determine the effectiveness of the strategy. This information will be used to determine if additional support is needed through special education services.			
10/26/16	Teachers will meet in one-on-one TLC (Teaching, Learning, and Coaching) Sessions with the administrator for the purpose of discussing walk-through feedback information, observations, and data. Teachers will use this information to make adjustments to teaching strategies.	Complete 12/17/2019	Cheri Keels	12/17/2019
Notes:	The staff will discuss the progress of the TLC meetings and determine whether this may be a task that we would like to continue after the monitoring date.			

9/17/17	The entire staff will meet again this year in monthly in SOC (Student of Concern) meetings to discuss strategies and interventions that address academic, attendance, and behavior concerns that could impact progress towards meeting graduation requirements. Our goal is to prepare for a 100% graduation rate.	Complete 12/01/2019	Cheri Keels	12/17/2019
Notes:				
9/17/17	Teachers will continue this year meeting in one-on-one TLC (Teaching, Learning, and Coaching) Sessions with the administrator for the purpose of discussing walk-through feedback information, observations, and data. Teachers will use this information to make adjustments to teaching strategies.	Complete 12/17/2019	Cheri Keels	12/17/2019
Notes:				
10/26/16	The staff will meet monthly in a professional development book study, "What Great Teachers Do Differently" to discuss and reflect on strategies that improve the teaching and learning experience.	Complete 04/25/2020	Cheri Keels	04/25/2020
Notes:	Ms. Keels should collect the reflection papers from each teacher to document their thoughts on the implementation of the strategies identified by the author.			
Implementation:		10/05/2020		
Evidence	4/13/2017 We will continue to measure our success beyond this school year to fully appreciate the effectiveness of our efforts to address this objective.			
Experience	4/13/2017 We have devised ways for those teaching similar subjects to engage in "advise and consent" sessions for the mutual benefit of the teachers and students. As a small school, there are limited opportunities to accomplish this because there are only a few subjects taught by more than one teacher. Still, we've experienced success in the areas of science, history, and language arts.			
Sustainability	4/13/2017 We will work together during common planning periods and lunch on a regular basis to share ideas and strategies.			

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:	Walk-through feedback forms, classroom observations and teacher evaluation are conducted regularly.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Ms. Keels will conduct a routine walk-through and provide immediate feedback to teachers using a school-wide walk-through form; a copy is provided to the teacher to be used as a point of discussion during PLC/TLC meetings. Ms. Keels will meet with teachers weekly in PLC/TLC's to provide supportive instructional feedback. Ms. Keels will also provide feedback to teachers on lesson plans that are uploaded to the school's Canvas or Sharepoint site.	**Objective Met 06/03/19**	**Cheri Keels**	**05/21/2020**
Actions				
7/27/17	A monthly calendar will be created to post on the back door of each teacher's classroom. Ms. Keels will initial the calendar each time she conduct an informal walk-through. This information will be used to collect data on frequency and pattern of visit during class instruction.	Complete 05/26/2018	Cheri Keels	05/26/2018
Notes:	Mr. Blumke will collect and replace calendars monthly. He will collect the data and display the information in chart for to be reviewed on a monthly basis.			
7/27/17	Ms. Keels will make routine visits to each classroom to observe instruction with a focus on (questioning/critical thinking, quality task, student engagement, etc...)The feedback documented on the form will be used in PLC/TLC's to discuss instructional strategies, and students progress.	Complete 05/14/2019	Cheri Keels	05/14/2019
Notes:				
9/17/18	Mr. Turner will continue to provide a calendar to teacher that should be posted outside their rooms to record walk-through visits. The calendar will also serve as a reminder about upcoming dates and events such as PLC/TLC meetings.	Complete 05/14/2019	Turner	05/14/2019
Notes:				
9/29/19	Ms. Keels will continue to make routine visits to each classroom to observe instruction with a focus on (questioning/critical thinking, quality task, student engagement, etc...)	Complete 01/21/2020	Cheri Keels	01/21/2020
Notes:				

	9/29/19	The feedback documented on the form will be used in PLC/TLC's to discuss instructional strategies, and students progress.	Complete 01/21/2020	Cheri Keels	01/21/2020
	Notes:				
Implementation:			06/03/2019		
Evidence		6/3/2019			
Experience		6/3/2019			
Sustainability		6/3/2019			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	**Teacher quality and experience**			
C1.01	**The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently the administrator and ILT teams are conducting focused observations (walkthroughs).	Limited Development 10/03/2019		
How it will look when fully met:	This year our goals is to get all teacher to to peer focused observations, provide feedback to the teach and be prepared to work with the ILT team to on the trends that we are finding throughout the school.	**Objective Met**	**Lindsay Stephenson**	**05/20/2020**
Actions		**1 of 1 (100%)**		
10/3/19	Create a calendar of scheduled peer focused observations.	Complete 09/23/2020	Lindsay Stephenson	05/20/2020
Notes:				

	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teacher share best practices with the principal during TLC (teaching, learning and coaching) sessions. Teacher also share informally with each other.	Limited Development 10/02/2019		
How it will look when fully met:		Teacher will share best practice each month at the staff meeting. The principal will highlight best practices on the canvas.		Cheri Keels	05/20/2021
Actions			0 of 1 (0%)		
	10/2/19	Each month on the SBLT agenda a teacher will share a best practice during the celebration time.		Cheri Keels	05/20/2021
	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:	Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data and student performance data. The SBLT with work closely with the ILT team on collecting walk-through data and student performance data. Some performance data and observation data are used to make school improvement decisions, but this will need to be more . We will continue to focus upon more effective methods.	Limited Development 08/16/2016		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	During TLC meetings, the administrator will use data from NCFE, AP exams, teacher-made test, and EVASS data to provide feedback to teachers. Teachers can use this data and feedback to make determinations about the effectiveness of differentiated teaching practices, classroom instructional strategies, and assessment practices. This information can also be used to determine the types of professional development that is needed to support teachers.	**Objective Met 09/23/20**	**Lindsay Stephenson**	**05/25/2019**
Actions					
	11/22/16	Meet with teachers in teaching, learning, and coaching sessions to share data and feedback.	Complete 05/22/2020	Cheri Keels	03/17/2017
	Notes:	Provide written copy of feedback on a template to each teacher for reflection.			
	11/22/16	Document strategies that will be implemented and monitored for effectiveness during the TLC meetings. These strategies will be based upon professional development, book studies, and collaboration.	Complete 05/22/2018	Cheri Keels	03/17/2017
	Notes:	During staff meetings, we discussed ideas from What Great Teachers Do Differently by Todd Whitaker. We did this chapter-by-chapter and will continue in the coming year. Also, we explored and shared various approaches to reteaching. Part of our focus was on identifying areas in need of reteaching. The GradeCam software program was very useful as it can sift though many tests to find precisely the kinds of concepts on which students need additional help. Once those items were retaught, another test identified yet remaining content that still needed more attention.			

11/22/16	Teachers will reflect upon effective strategies and include modifications in the lesson plan.	Complete 05/22/2018	Cheri Keels	03/17/2017
Notes:	Teachers were able to identify areas that need reteaching in current courses and were able to update plans to include additional attention on those same concepts so that students might not need as much reteaching in subsequent semesters.			
9/5/17	An analysis of walk-through data will be gathered using a teacher reflection checklist. The checklist will provide teacher the opportunity to look a their own individual walkthrough data on a monthly basis. Teachers will think systemically about how students learn in order to make the appropriate adjustments in their teaching practices based on their walkthrough data.	Complete 05/22/2018	Cynthia Smith	12/15/2017
Notes:				
9/5/17	Teacher will receive a data disaggregated from NCFE exams. Based on the information teachers will discuss ways to improve students performance in those tested areas. Teachers will also so the same for teacher made exams in subjects without NCFE.	Complete 05/22/2018	Bill Blumke	05/25/2018
Notes:				
9/5/17	The principal will provide frequent feedback to teachers about their lesson plans with a specific focus on differentiated instruction, higher order questioning, and assessment practices.	Complete 05/22/2018	Cheri Keels	05/25/2018
Notes:				
5/22/18	Continue analysis of NCFE results and other data to formulate strategies for improvement.	Complete 01/25/2019	Lindsay Stephenson	01/25/2019
Notes:				
1/21/20	Through the spring semester of 2020, the Principal will continue to meet with staff in teaching, learning, coaching (TLC) sessions.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				
1/21/20	ILT will meet to analyze EOC and NCFE scores from Fall 2019 and Spring 2020. The team will review these scores to identify achievement gaps.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				
1/21/20	ILT will conduct walk-throughs to identify needs in professional development.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				
1/21/20	ILT will meet in Community of Practice Meetings for half a day, once per month, to plan with ILTs from other schools around the district.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				

Implementation:			09/23/2020		
Evidence	4/13/2017 We have used GradeCam and other means to aggressively identify areas that need reteaching. This ordinarily time-consuming process has been greatly enhanced with the use of GradeCam. This has left much additional time for reteaching/relearning efforts.				
Experience	4/13/2017 We have updated our plans going forward so that we might minimize the need for reteaching.				
Sustainability	4/13/2017 We must remain diligent in our efforts to identify areas that are particularly difficult for students. We will consistently place extra attention on any such areas.				
	C2.02	**ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Teachers develop individual professional development plans based on the results of their self assessment.	Limited Development 10/02/2019		
How it will look when fully met:		Individual professional development plans should be aligned with district and school goals for student achievement and teachers' classroom responsibilities, including curriculum, instruction, and student assessment		**Cheri Keels**	**05/20/2021**
Actions			**0 of 1 (0%)**		
	10/2/19	Teachers will find and register for district professional development that aligns with their professional development goals using Performance Matters.		Cheri Keels	05/20/2021
Notes:					

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:	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.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Greensboro College Middle College will be fully staff with high quality teachers that are certified to teach in their licensed position.	**Objective Met 09/18/20**	**Gregg Pait**	**05/22/2020**
Actions				
9/5/17	BT's will be supported by a mentor through regular meetings and discussions.	Complete 05/25/2018	Joshua Brethauer	05/25/2018
Notes:				
9/5/17	A hiring team will help interview and provide feedback on potential hires for future vacancies.	Complete 05/25/2018	Cheri Keels	05/25/2018
Notes:				

	9/29/19	Staff will be told at the beginning of the year staff meeting that evaluations will be done through the NCEES system.	Complete 09/06/2019	Gregg Pait	09/06/2019
Notes:					
	9/29/19	We will use Guilford county policy and the Applitrack system to help us find candidates for staffing vacancies.	Complete 01/21/2020	Gregg Pait	01/21/2020
Notes:					
	9/29/19	Staff will be told at staff meetings, and thought emails, and on Canvas that they can receive acknowledgement through these various forms of communication.	Complete 01/21/2020	Gregg Pait	01/21/2020
Notes:					
	9/29/19	The administrator will continue to use the NCEES system to monitor and provide feedback to teacher to continue to improve instructional practices.	Complete 01/21/2020	Cheri Keels	01/21/2020
Notes:					
	9/29/19	Ms. Keels and a designee will attend district recruiting fairs as they are scheduled.	Complete 05/22/2020	Gregg Pait	05/22/2020
Notes:					
	1/21/20	The administrator will continue to use the NCEES system to monitor and provide feedback to teacher to continue to improve instructional practices in the second semester.	Complete 05/22/2020	Cheri Keels	05/22/2020
Notes:					
Implementation:			09/18/2020		
Evidence	9/24/2018 See attached documents				
Experience	9/24/2018 The beginning teacher and mentor met several times a year. The principal also meet weekly with the BT teacher to provide feedback and support based on walkthrough observations.				
Sustainability	9/24/2018 We no longer have any BT teachers on staff; however, in the future we will continue to assign a mentor to a BT teacher. Also the principal will continue to provide support and feedback through walkthroughs , professional development and				

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:	We have small class sizes allowing teachers to build closer relationship with students. Teachers meet in advisory groups with small groups of students to discuss issues that impact our school culture. We also engage in school-wide team building and club activities. Training from school counselor.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	Teachers will communicate weekly, monthly or quarterly the goals and objectives for their courses. Reminders about students academic and behavior expectations are sent out to parents and students by the school administrator and school counselor.	Objective Met 09/18/20	Alfredo Ortiz Mortera	05/22/2020
Actions				
8/29/17	Weekly memos are sent to parents and students with reminders about academic deadlines, expectations, and goals. Also, the school counselor will communicate with students and parents about related topics such as graduation, ACT and SAT testing, college applications, etc...	Complete 05/25/2018	Cheri Keels	05/25/2018
Notes:				
9/29/19	Create/Update Individual Teacher Pages within School Website	Complete 12/18/2019	Cheri Keels	10/30/2019
Notes:				
9/29/19	All teachers will be required to turn in Parent Communication (Phone/Email/Text) Logs at the end of the semester.	Complete 12/19/2019	Alfredo Ortiz Mortera	12/18/2019
Notes:				
9/29/19	Update School Website	Complete 12/19/2019	Cheri Keels	12/19/2019
Notes:				
9/29/19	Hold an Annual Open House, report card pick up days, parent/teacher conferences.	Complete 12/19/2019	Alfredo Ortiz Mortera	12/19/2019
Notes:				
Implementation:		09/18/2020		

Evidence	9/25/2018 See attached.			
Experience	9/25/2018 We recognize that in order to reach parents there must be many modes of communications. Therefore we have utilized various tools to communicate with parents. We regularly update our website, we send out weekly announcements via email, many teacher use the REMIND me app to send out reminders, the school also communicates important announcements using REMIND. We also have created a Twitter and Instagram page to promote and highlight our school.			
Sustainability	9/25/2018 We will continue to communicate using multiple media outlets and communications tools.			