

## Comprehensive Progress Report

**Mission:** Grimsley High School's mission is for teachers, administrators, support staff and parents to work together in developing each student's potential so that every child will be prepared to enter an institution of higher learning or the workforce and to become a productive member of the global community as well as a life-long learner. We strive to expect and demonstrate excellence every day.

**Vision:** Grimsley Senior High School has been committed to equipping students with the tools they need for academic, personal and social achievement throughout our 114 year history. We strive to enable every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing programs that develop young adults' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

**Goals:**

Reducing the number of lost days of instruction: By June 2023, Grimsley will reduce the number of lost instructional days by decreasing the number of Office Referrals from 691 (2021-2022) to 553 (20% Reduction).

Performance Composite - By June 2023 Grimsley will increase our overall performance composite from 59.4.% to a minimum of 62.3%.

Attendance: By June 2023 Grimsley will decrease the percentage of chronically absent students from 33.2% (2022) to 26.5% (2023) (20% Reduction).

FAM-S Priority Area: By June 2023, Grimsley High School will reduce the number of students off-cohort for graduation from 77 (2022) to 65 for a total decrease of 15%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Grimsley is currently participating in MTSS training through the district to begin planning our implementation of MTSS with the start of the 2021-2022 school year. As the Instructional Leadership Team progresses through the MTSS webinars and training, discussions and plans are being made to identify areas of concern and focus for our plan for implementation.</p> <p>The Instructional Leadership Team meets weekly to review current data on student performance, as well as walkthrough data from ILT Focus Walks and Informal Admin Walkthroughs.</p>	Limited Development 10/27/2019		
<i>How it will look when fully met:</i>		<p>At the conclusion of the 2022-2023 school year, Grimsley staff will have completed the 22-23 MTSS training as presented by the Grimsley administration and Instructional Leadership Team. The MTSS Implementation Plan, developed by the MTSS Team, based on data analysis from a variety of sources will be fully implemented at the core, supplemental, and intensive levels.</p> <p>Grimsley staff will have completed an introductory refresher on the Gradual Release Model, as well as training on building classroom culture, using powerful questioning in the classroom, the purposeful use of technology, and impactful student discourse.</p>		Anna Hartgrove	06/12/2023
<i>Actions</i>			<b>0 of 3 (0%)</b>		
10/27/19		Members of the Instructional Leadership Team will complete the MTSS training and Webinars provided by the district.		Anna Hartgrove	06/12/2023
<i>Notes:</i>					
10/27/19		Grimsley staff will participate in trainings, at least once a quarter, either face-to-face or online on MTSS and the levels of support and interventions available.		Anna Hartgrove	06/12/2023
<i>Notes:</i>					
8/8/22		Grimsley staff will be provided coaching and support (through PD offerings and classroom support) in instructional areas of need and interest.		Anna Hartgrove	06/12/2023

Notes:

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		In the 2022 NCTWCS 64.15% of teachers responded that teachers consistently enforce rules for student conduct. We have in place a student intervention environment for teacher referrals. At the start of the year we use a power point to communicate student rules and expectations.	Limited Development 08/16/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>		We will discuss and share rules procedures and best practices at faculty, department meetings and PLCs. We will disaggregate discipline referral data to identify and address areas of concern.		<b>Hannah Younts</b>	<b>06/15/2023</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	9/12/16	Administration will identify teachers in need of extra support for classroom management and plan for help from admin, Curriculum Facilitator, mentors or peers.		Hannah Younts	02/15/2023
		<i>Notes:</i> This is a regular practice for administration, faculty and staff.			
	9/12/16	New teacher meetings will include additional strategies for beginning teachers for effective classroom management strategies.		Hannah Younts	02/15/2023
		<i>Notes:</i> This is a regular and ongoing process. Second year teachers are completing their action research projects with the support of Ms. Younts. First and third year teachers meet regularly with their mentors as documented on GCS logs.			
	9/12/16	Curriculum Facilitator will share Classroom Management and Instructional Strategies as part of the weekly Whirlie Monday email.		Hannah Younts	06/19/2023
		<i>Notes:</i> Each Monday - WW email includes a professional article on classroom management or highlights a specific strategy.			
<b>Implementation:</b>			08/21/2018		
	<b>Evidence</b>	8/21/2018			
	<b>Experience</b>	8/21/2018			
	<b>Sustainability</b>	8/21/2018			

		<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Many teachers explicitly instruct and encourage growth mindset thinking. The whole staff will participate in Canvas and Teams workshop during the first quarter. Our PLCs, including the AP/IB group will also include work towards implementing growth mindset instruction.	Limited Development 09/12/2017		
<i>How it will look when fully met:</i>			Teachers use growth mindset praise to encourage effort, use of strategies and asking for assistance. Assignments/Categories within each course reward self-reflection and efforts toward mastery. Students are active participants in their development, seeking and using feedback, putting forth sufficient effort, trying new strategies and valuing their learning not just their grades.		<b>Hannah Younts</b>	<b>06/15/2023</b>
<b>Actions</b>				<b>1 of 6 (17%)</b>		
	10/13/17		Professional Development on Growth Mindset from the district will be delivered to staff.	Complete 10/20/2022	Hannah Younts	10/20/2022
			<i>Notes:</i> Completed during early release			
	10/13/17		PLC will share ideas on promoting growth mindset in their classrooms, implement them and share best practices at the November early release.		Hannah Younts	11/08/2022
			<i>Notes:</i>			
	10/13/17		AP/IB PLC will continue to explore use of growth mindset within their courses.		Hannah Younts	06/15/2023
			<i>Notes:</i>			
	10/13/17		Each course will determine assignments and/or policies that will encourage attributes of a growth mindset for their students. The CF will assist by collecting and sharing examples. This may include, rubrics for students to self-assess, policies for retesting, types of feedback from the teacher, goal setting by students, self-reflection and determining next steps, requiring elaboration of strategies used.		Hannah Younts	06/15/2023
			<i>Notes:</i>			
	10/13/17		Creation of an environment in the schools and classroom that values hard work and effort. This will include the visual environment and through our school's department level awards.		Hannah Younts	06/15/2023
			<i>Notes:</i>			
	10/13/17		Departments will discuss the impact of our grading systems and determine ways that our grading practices can emphasize learning over grading.		Hannah Younts	06/15/2023

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Curriculum and instructional alignment				
	<b>A2.01</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>	
<i>Initial Assessment:</i>		Most PLCs currently have common planning and meet weekly.	Limited Development 09/12/2017			
<i>How it will look when fully met:</i>		EOC Teachers will have Quarterly Saturday Planning Workshops .		<b>Gerald O'Donnell</b>	<b>06/15/2023</b>	
<b>Actions</b>			<b>0 of 1 (0%)</b>			
	8/21/18	Establish and implement schedule for EOC Planning and also Department Teams Meetings		Gerald O'Donnell	06/14/2023	
Notes:						
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		PLCs for courses with NC EOC tests have common planning time within the master schedule; however, there has been turn-over in our Biology and Math 1 PLCs. Other PLCs are at various levels of success and must meet outside of the instructional day. All PLCs have room for growth through the development of common unit plans, daily lesson plans and common assessments.	Limited Development 08/02/2016			
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6			
<i>How it will look when fully met:</i>		All PLCs create common unit plans based on the NCSCOS for their course. The PLC regularly measures student progress through the development of common assessments and disaggregation of data. Data is used to create intervention plans for students who do not show proficiency on standards. Data is also used to evaluate the effectiveness of instructional strategies implemented by the PLCs to improve outcomes.		<b>Hannah Younts</b>	<b>06/09/2023</b>	
<b>Actions</b>			<b>6 of 7 (86%)</b>			
	8/2/16	Each PLC will agree upon a common template for unit plans and lesson plans.	Complete 09/09/2022	Gerald O'Donnell	06/14/2022	

	<i>Notes:</i> PLC leaders will provide copy of template to Curriculum Facilitator by August 17, 2021. A common template was shared with all PLCs. Most will use the template provided. First PLC meeting date was 09/07/2022			
8/2/16	PLCs will develop a common unit of instruction to include essential standards and a common unit assessment.	Complete 06/14/2022	Hannah Younts	06/14/2022
	<i>Notes:</i> PLC leaders will be responsible for submitting a copy of the common unit plan and assessment to the curriculum facilitator. We will conduct a training with faculty of expectations for common unit on September 21st during the early release time. Curriculum Facilitator worked with faculty in small groups on the early release time to clarify expectations for common unit and assessment. We also reviewed the SIP, goals indicators and tasks.			
8/2/16	Administration will provide off campus planning days for EOCs and select PLCs, as the EESA budget allows.	Complete 06/14/2022	Gerald O'Donnell	06/14/2022
	<i>Notes:</i>			
11/4/16	Following the first interim assessment, EOC PLC teams will analyze student, class and school level data to plan for appropriate interventions and report plans to the leadership team.	Complete 12/14/2022	Gerald O'Donnell	12/14/2022
	<i>Notes:</i> Benchmark results were reported to leadership team November Faculty Meeting.			
2/15/17	Following the second interim EOC PLCs will analyse school and classroom level data at the standard and item level to inform instruction and address individual growth.	Complete 02/14/2022	Hannah Younts	02/14/2023
	<i>Notes:</i> Mr. O'Donnell and Ms. Younts will meet with EOC PLCs to review IA #2 data. Information on IA performance will be shared with leadership team in February.			
2/15/17	EOC PLCs will review final interim assessment data and develop plans to respond based on school, class and individual level based on overall, standard and item level information.	Complete 05/09/2023	Hannah Younts	05/09/2023
	<i>Notes:</i> Ms. Younts will report the information and plans to leadership. EOCs completed comprehensive assessments last week. Basic information on performance was provided to leadership. More detailed information was provided, and is accessible to teachers. In May 2023 Ms. Younts and Mr. O'Donnell will meet with EOC PLCs during their planning to discuss next steps prior to EOCs.			
10/25/22	PLC's will meet weekly		Hannah Younts	06/09/2023
	<i>Notes:</i>			
<b>Implementation:</b>		07/21/2022		

<i>Evidence</i>	9/8/2020			
<i>Experience</i>	9/8/2020			
<i>Sustainability</i>	9/8/2020			
<b>A2.23</b>	<b>All teachers assign rich reading and the application of the reading in written work and discussion.(5327)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Grimsley staff participated in a beginning of the year breakout session on Literacy Strategies in the content areas, presented by two English teachers and our ESL teacher.	No Development 09/04/2022		
<i>How it will look when fully met:</i>	Within weekly PLC meetings, teams will discuss and review literacy strategies and how they can be implemented across the content areas.		Amanda Sands-Warren	06/09/2023
<b>Actions</b>		<b>0 of 2 (0%)</b>		
9/4/22	Grimsley staff will participate in professional development opportunities focused on literacy strategies in the content area.		Amanda Sands-Warren	06/09/2023
<i>Notes:</i>				
9/4/22	In PLC meetings, teams will review and discuss literacy strategies that relate to the current content, how it can be implemented with their classes, and share feedback on the implementation.		Hannah Younts	06/09/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Currently our EOC PLCs have the most data available to them, which includes EVAAS data and interim data. Some other PLCs have access to EVAAS data, but do not have district level interim assessments.	Limited Development 11/15/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		The goal is for PLCs to develop a year-long data plan - starting at the beginning of the year. PLCs will review individual student data from EVAAS once it is available. Each PLC will determine key points in their annual plan to formally assess students' knowledge and skills. They will have subsequent discussions to inform instruction and identify students in need to interventions based on that information. Finally they will develop an assessment prior to final exams that will allow them to determine school, class and individual needs prior to those ultimate exams. At the whole school level we will use available information to identify sophomores and juniors who need intervention prior to the ACT.		Hannah Younts	06/15/2023
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	2/15/17	EOC PLCs will review interim assessment data and use that data to inform instruction at the school, class and individual level based on overall, standard and item level reports.		Hannah Younts	02/15/2023
		<i>Notes:</i> Data from the second interim will be discussed with leadership at the February meeting.			
	2/15/17	At the end of first semester, grimsley will identify through interim assessments and first and second quarter grades those students who are in danger of both failing one or more EOC courses and not reaching proficiency on their EOCs. Administration, counselors, school social worker and teachers will determine intervention strategies for second semester.		Hannah Younts	05/10/2023
		<i>Notes:</i> Leadership will get a report at the May meeting. EOC comprehensive assessment data was provided to leadership. EOC PLCs are continuing to use data to address whole school, class and individual needs prior to exams.			
	2/15/17	EOCs PLCs will review the final interim assessment data and hold subsequent discussions to plan school, class and individual responses based on overall, standard and item level reports.		Hannah Younts	05/16/2023

Notes: The window for the final interim runs through June 2023 Ms. Younts will report progress and plans at the May meeting; however, all data may not be available until the following week.

<b>Implementation:</b>		08/16/2019		
<b>Evidence</b>	8/16/2019			
<b>Experience</b>	8/16/2019			
<b>Sustainability</b>	8/16/2019			

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
<i>Initial Assessment:</i>		Grimsley teachers provide classroom-based supports for students who are demonstrating difficulty with content standards. Students who are experiencing great difficulties or are demonstrating that they need more support based on classroom observations or a review of historical data are referred to the MTSS Team for review and discussion. Grimsley's Instructional Leadership Team is also working on making adjustments to the core instruction for areas where the majority of students, based on historical data, are in need of interventions and supports. We are providing professional development and support for teachers, at least once a month.	Limited Development 08/02/2016		
<i>How it will look when fully met:</i>		By 2022, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-Emotional, Attendance, Math and Reading, based on their level of need (Academic Levels of Supports: Remediation, Intervention, Maintenance, and Enrichment). For students that are determined to be "at-risk" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Anna Hartgrove	06/21/2023
<i>Actions</i>			<b>0 of 4 (0%)</b>		
	1/9/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC meetings (A.3.01).		Anna Hartgrove	06/05/2023
<i>Notes:</i>					
	10/27/19	All staff members will receive training on MTSS supports, interventions, and models throughout the 2022-2023 school year.		Anna Hartgrove	06/10/2023
<i>Notes:</i>					
	10/27/19	Teachers will receive professional development, resources, and feedback on implementing the Gradual Release Model in classes, as a component of our MTSS Implementation for the Academic Core.		Anna Hartgrove	06/10/2023

*Notes:* Teachers will receive feedback from regular walkthroughs, as well as resources and professional development on the Gradual Release Model and how it can be implemented within various content areas.

12/1/20 Monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available). Anna Hartgrove 06/21/2023

*Notes:* The MTSS Team will meet monthly to review data and discuss student progress.

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
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**Initial Assessment:** Grimsley has school wide expectations for student behavior and conduct. Teachers develop rules for behavior and conduct within their own classroom based on school-wide expectations and consistently enforces them. Limited Development 08/02/2016

**How it will look when fully met:** Grimsley High School will see a reduction in discipline referrals and lost days of instruction due to more consistent classroom practices and clear expectations. Gerald O'Donnell 06/15/2023

**Actions** 1 of 6 (17%)

9/12/16 Members of the Grimsley leadership team will research the three GCS climate improvement programs. Complete 02/08/2022 Hannah Younts 02/08/2023

*Notes:* Ms. Younts attend a presentation on each of the three climate improvement programs and reported back a summary of each - with pros and cons to the leadership team. Due to a lack of information regarding the previous directive that schools would select one of the three climate improvement programs. Grimsley will redirect our efforts toward school level tasks.

9/12/16 Administration will disaggregate referral information monthly to determine and address areas of concern. Anna Hartgrove 06/08/2023

*Notes:* The administration regularly review referral information to determine areas of concern. The electronic spreadsheet can be accessed through the principal.

11/4/16 Administrative team will disaggregate first quarter discipline and student intervention data and make a quarterly report to leadership outlining strategies. Anna Hartgrove 06/14/2023

*Notes:*

2/15/17 Administration will report on second quarter discipline data to the leadership team. Gerald O'Donnell 06/15/2023

*Notes:* At the February Leadership Team Mr. O'Donnell presented 2Q discipline data. The team discussed several aspects which can be addressed for the upcoming year - such as placement of SWRP, and strategies targeted to support specific students, groups and grade levels.

3/9/17 Assistant Principal Ms. Hartgrove, will partner with a local church to match community mentors with students currently enrolled in Apex. They will meet regularly and support students emotionally and in their attempts to complete their credit recovery to be back on track for graduation.

Anna Hartgrove

06/15/2023

*Notes:* At the end of the year we will review the success of the program by number of courses recovered, grades for the current year and feedback from students.

2/15/17 Administration will report on third quarter discipline data to the leadership team.

Gerald O'Donnell

06/15/2023

*Notes:* At this time administration and the team should decide on any decisions related to these findings which could suggest changes for the 2022-2023 school year. Mr. O'Donnell presented third quarter discipline data.

**A4.10**

**The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

The Grimsley F.O.C.U.S on Graduation Team meets regularly to review students who are off-cohort and their performance. The team includes the counselors, social worker, graduation coach, senior administrator, and Curriculum Facilitator.

Limited Development  
09/05/2022

**How it will look when fully met:**

By the end of the 2022-2023 school year, the number of students who are off-cohort will reduce by at least 15%. Through the implementation of the Learning Hub, as well as seminar interventions, students will be provided with supports to help them stay on track for graduation in their current classes, as well as any credit recoveries.

Anna Hartgrove

06/09/2023

**Actions**

**0 of 3 (0%)**

9/5/22 Grimsley's F.O.C.U.S on Graduation team will meet bi-weekly to review student progress towards graduation.

Anna Hartgrove

06/09/2023

*Notes:*

	9/5/22	Grimsley's F.O.C.U.S on Graduation team, in conjunction with the Graduation Coach, will meet regularly with students who are off-cohort to set goals and action plans for recovering credits.		Anna Hartgrove	06/09/2023
<i>Notes:</i>					
	9/5/22	Grimsley's MTSS team will meet regularly to review student data, referrals for support, and monitor student progress with the intervention implementation.		Anna Hartgrove	06/09/2023
<i>Notes:</i>					
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Students have opportunity to recover credits through APEX, and Learning Hubs. We currently have a mentor program for at-risk potential graduates, Apex, Learning Hub and summer school. PLCs review student data.	Limited Development 09/12/2017	
<b>How it will look when fully met:</b>			Students, especially grade nine students and those who have already failed courses due to the CoVid 19 Pandemic etc. , will receive sufficient support to remain on track to graduate and be prepared to enter college, the military or the workforce.		<b>Gerald O'Donnell</b>
<b>Actions</b>				<b>0 of 5 (0%)</b>	
	10/19/17	The Diversity team will lead members of the faculty and staff in professional development related to GCS core beliefs of racial equity, relationships and valuing diversity.		Amanda Sands-Warren	06/08/2023
<i>Notes:</i>					
	10/19/17	The Diversity team will review the Grimsley Discipline policies through a lens of equity and suggests methods to reduce the number of referrals and the number of days students are out of the classroom missing instruction.		Amanda Sands-Warren	06/08/2023
<i>Notes:</i>					
	10/19/17	Grimsley will develop a re-entry plan for student who return from disciplinary action		Gerald O'Donnell	06/14/2023
<i>Notes:</i> The re-entry plan will include a meeting with counselors, parents and administrator.					
	10/13/17	Students currently in Apex and Learning Hub to recover course credits will be paired with community mentors to support their efforts to get back on track for graduation.		Anna Hartgrove	06/14/2023
<i>Notes:</i>					

10/13/17	Teachers will provide tutorials at least once per week and afterschool buses will provide transportation Monday, Wednesday & Thursday most weeks starting October 2022.		Gerald O'Donnell	06/15/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Strategic planning, mission, and vision</b>			
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 08/02/2016		
<i>How it will look when fully met:</i>		The Grimsley School-Based Leadership Team meets regularly to review school data, discuss current topics, and plan for upcoming school events and interventions.		Gerald O'Donnell	06/13/2023
<b>Actions</b>			<b>0 of 1 (0%)</b>		
10/27/19		The Grimsley School-Based Leadership Team (SBLT) will meet on the first Tuesday of each month.		Gerald O'Donnell	06/12/2023

*Notes:*

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		SBLT Team meets monthly to review School Improvement Plan Goals and progress made towards its Goals.		Limited Development 08/21/2018		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		SBLT will meet at least once a month to address SIP Goals and Progress that is being made towards addressing the identified Goals.  Instructional Leadership Team will meet weekly to address instructional and academic goals.			Gerald O'Donnell	06/15/2023
<i>Actions</i>				<b>1 of 2 (50%)</b>		
	8/21/18	Nominate and assign roles for School Based Leadership Team.		Complete 09/09/2022	Gerald O'Donnell	09/01/2022
<i>Notes:</i>						
	10/27/19	The SBLT will meet on the First Tuesday of each month to review the School Improvement goals and progress towards the goals.			Gerald O'Donnell	06/12/2023
<i>Notes:</i>						
<i>Implementation:</i>				08/16/2019		
<i>Evidence</i>	8/28/2019					
<i>Experience</i>	8/28/2019					
<i>Sustainability</i>	8/28/2019					

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
<i>Initial Assessment:</i>		PLCs for courses with NC EOCs will aim to have common planning within the school day.	Limited Development 08/02/2016		
<i>How it will look when fully met:</i>		<p>Grimsley Goal Teams will be established to address the main goals for the school:</p> <ul style="list-style-type: none"> <li>o Diversity</li> <li>o Technology</li> <li>o Hospitality</li> <li>o Character Ed/Service Learning</li> <li>o IST</li> <li>o Behavior <ul style="list-style-type: none"> <li>• School Spirit</li> </ul> </li> </ul>		Gerald O'Donnell	06/15/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/21/18	<p>Establish Goal Teams at the September Faculty Meeting</p> <ul style="list-style-type: none"> <li>o Diversity</li> <li>o Technology</li> <li>o Hospitality</li> <li>o Character Ed/Service Learning</li> <li>o IST</li> <li>o Behavior</li> <li>o ILT</li> <li>School Spirit</li> </ul>		Gerald O'Donnell	06/14/2023
<i>Notes:</i>					
	12/21/20	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. (A 2.01)		Anna Hartgrove	06/14/2023

Notes: The MTSS Team, with members from each department will meet twice a month (on the 1st and 3rd Wednesday of each month to review implementation progress, discuss student intervention needs, and core practices.

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Classroom walkthroughs are completed.	Limited Development 08/21/2018		
<b>How it will look when fully met:</b>		<p>The Principal will implement and monitor the following to ensure timely and effective feedback is provided to all teachers.</p> <p>Classroom Visits/Walkthroughs</p> <ul style="list-style-type: none"> <li>-Formal (Admin)</li> <li>-Walkthroughs (Admin)</li> <li>-Focus Walks (ILT)</li> <li>-CF/Peer Visits (non-evaluative)</li> </ul> <p>Lesson Plans</p> <ul style="list-style-type: none"> <li>- New Grimsley Teachers - Thursday (Dept. Admin)</li> <li>- Est. Grimsley Teachers - Available on Desk in Folder</li> </ul>		<b>Gerald O'Donnell</b>	<b>06/13/2023</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/21/18	<p>New Gradual Release Lesson Plan format provided to the teachers - Faculty Meetings will be utilized to provide guidance on the new format and esp. Gradual Release.</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> <li>- New Grimsley Teachers - Thursday (Dept. Admin)</li> <li>- Est. Grimsley Teachers - Available on Desk in Folder</li> </ul>		Hannah Younts	06/14/2023

Notes:

8/21/18 Weekly ILT / Admin Meetings to address walkthrough data.

Gerald O'Donnell

06/15/2023

Notes:

**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:**

Grimsley has developed and is implementing a Grimsley Teacher Support Group that focuses on providing support, mentoring, and assistance to teachers who are new to the field, beginning teachers, or are recommended by their administration. The team meets monthly and focuses on a variety of topics based on classroom walkthrough and observation data.

Limited Development  
09/04/2022

**How it will look when fully met:**

Grimsley staff will receive opportunities to participate in professional learning based on areas of interest. The Grimsley Teacher Support Group will focus monthly meetings on topics that have been identified from observations and walkthroughs, as well as administrator recommendation.

**Anna Hartgrove**

**06/09/2023**

**Actions**

**0 of 2 (0%)**

9/4/22 The Grimsley Teacher Support team will meet weekly with all beginning teachers, lateral entry teachers, and any teachers who are recommended to participate by their administrator.

Hannah Younts

06/09/2023

Notes:

9/4/22 Professional learning opportunities will be provided to Grimsley staff, through a variety of methods, based on the school's focus areas as well as classroom observation and walkthrough data.

Anna Hartgrove

06/09/2023

Notes: The first professional learning opportunity will take place in October.

	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>Identified Teachers Present Proven Teaching Strategies at Faculty Monthly Faculty Meetings.</p> <p>Teachers lead Professional Development at School PD Days</p> <p>Teacher Mentors provide support to new GCS Teachers including Teaching and Classroom Management Strategies.</p> <p>Identified Teachers participate in the Instructional Leadership Team and also participate in the ILT Walks</p>	Limited Development 10/13/2022			
<b>How it will look when fully met:</b>	The school will be a Professional Development School - creating life long learners. Teachers will feel supported and challenge with the support of Admin and Teacher Leaders		Hannah Younts	06/12/2023	
<b>Actions</b>			<b>0 of 1 (0%)</b>		
10/13/22	<p>Identified Teachers Present Proven Teaching Strategies at Faculty Monthly Faculty Meetings.</p> <p>Teachers lead Professional Development at School PD Days</p> <p>Teacher Mentors provide support to new GCS Teachers including Teaching and Classroom Management Strategies.</p> <p>Identified Teachers participate in the Instructional Leadership Team and also participate in the ILT Walks</p>		Hannah Younts	06/12/2023	
<i>Notes:</i>					

	C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Grimsley has developed a Grimsley Teacher Support group that works with new to Grimsley staff, beginning teachers, and lateral entry teachers.	Limited Development 09/05/2022			
<i>How it will look when fully met:</i>	<p>Grimsley's Teacher Support group will meet monthly to provide support and professional learning to beginning teachers, lateral entry teachers, and teachers who have been recommended to participate in the team by administration.</p> <p>Teachers who are participating in the Teacher Support team will also receive peer walkthroughs and coaching.</p>		Hannah Younts	06/09/2023	
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/5/22	The Grimsley Teacher Support team will meet monthly to provide support and fellowship to Grimsley's new teachers.		Hannah Younts	06/09/2023	
<i>Notes:</i>					
9/5/22	Administration will identify teachers who require additional support and coaching, based on observations and walkthroughs, to participate in the Grimsley Teacher Support team.		Anna Hartgrove	06/09/2023	
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		Professional development is provided to meet the individual and group needs of the teachers at Grimsley. This may include required training from the district, AP and IB training and support focused on beginning teachers. Teachers with low classroom observation data are provided with goal specific professional development opportunities by administration. The school leadership team and PLCs regularly review school performance data to make decisions about instruction and school improvement. LEA response: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk through tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 08/02/2016		
<i>How it will look when fully met:</i>		<p>Defour Model utilized during all PLC Meetings:</p> <ol style="list-style-type: none"> <li>1. What do we want the students to know?</li> <li>2. How do we know they understand and grasp the concept or skill? (data analysis)</li> <li>3. What do we do for the students who don't understand?</li> <li>4. What do we do for the students who do understand?</li> </ol> <p>Benchmark Data will be shared with all staff members during Faculty Meetings.</p>		Gerald O'Donnell	06/15/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/21/18	<p>Defour Model utilized during all PLC Meetings:</p> <ol style="list-style-type: none"> <li>1. What do we want the students to know?</li> <li>2. How do we know they understand and grasp the concept or skill? (data analysis)</li> <li>3. What do we do for the students who don't understand?</li> <li>4. What do we do for the students who do understand?</li> </ol>		Hannah Younts	06/14/2023

*Notes:*

8/21/18 Benchmark Data will be shared with all staff members during Faculty Meetings.

Gerald O'Donnell

06/14/2023

*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
<i>Initial Assessment:</i>		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 08/02/2016		
<i>How it will look when fully met:</i>		<p>Teacher Turnover will be reduced to 8% for 2021 - 2022 School Year.</p> <p>Teacher Recruitment Teams will be created for different departments to ensure best possible hires and ownership.</p> <p>Teacher Evaluation Schedule will be created and followed with Teachers receiving clear, consistent and constructive feedback.</p>		Gerald O'Donnell	06/15/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/21/18	Teacher Recruitment Teams will be created for different departments to ensure best possible hires and ownership.		Gerald O'Donnell	06/15/2023
<i>Notes:</i>					

8/21/18	Teacher Evaluation Schedule will be created and followed with Teachers receiving clear, consistent and constructive feedback.		Gerald O'Donnell	06/15/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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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
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<i>Initial Assessment:</i>	Grimsley communicates with parents through multiple outlets including weekly phone messages, website and teacher webpages. Parent nights focused on curriculum and grade-level specific topic are hosted through the school year. Attempts have been made to reach out to underrepresented communities with low participation. We will continue to develop new methods.	Limited Development 08/02/2016		
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<i>How it will look when fully met:</i>	<p>Weekly Whirlie,</p> <p>Weekly ConnectEd Message</p> <p>Various Social Media Outlets promoting the different Teams, Clubs and Organizations</p> <p>Grimsley Gazette and Monday emails to staff - weekly</p> <p>Identified Parent/Teacher Conference/Meeting times throughout the school promoting Parent/Teacher Partnerships</p>		Gerald O'Donnell	06/15/2023
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<b>Actions</b>		<b>0 of 1 (0%)</b>		
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8/21/18	<p>Weekly Whirlie,</p> <p>Weekly ConnectEd Message</p> <p>Grimsley Gazette and Monday email - weekly</p> <p>Various Social Media Outlets promoting the different Teams, Clubs and Organizations</p> <p>Identified Parent/Teacher Conference/Meeting times throughout the school promoting Parent/Teacher Partnerships</p>		Gerald O'Donnell	06/15/2023
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