

Comprehensive Progress Report

Mission:

In order to develop global citizens, Southwest Guilford High School will provide rigorous, culturally relevant, and equitable educational opportunities using specific evidence that will engage students in a safe, inclusive, student-centered, and collaborative community that will prepare students for post-secondary success.

We are Engaged Learners

We are Diverse and Inclusive

We are Ethical Community Members

We are Southwest...

Vision:

Because This Is Where We Belong

Goals:

By June 30, 2024, the overall Math I EOC performance composite will increase by at least 3 percentage points for all students, from 22.6% in 2022-23 to 25.6% in 2023-24; the disparity between White and Black students will decrease 5.5 percentage points from 26.7% to 21.2%.

By June 2024, Southwest Guilford High School will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 30.2% to 25.2%.

By June 30, 2024, Southwest Guilford High School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 1,824 to 1,642 days lost.

By June 2024, Southwest Guilford High School will have two school-based leadership team meetings per month, with the second monthly meeting consisting of school-wide committees aligned to school improvement: Attendance Committee, Discipline Committee, Culture & Climate Committee, Family & Community Engagement Committee, Instructional Leadership Team, Safety Committee, and the Equity Committee for the purpose of reviewing data and implementing problem solving strategies to address disparities and school-wide issues; agendas and minutes for each committee will be shared via Indistar with the community.

By June 30, 2024, Committee opportunities will increase NC TWC survey results in Q6.5 (Teachers* have an appropriate level of influence on decision making in this school) from 44.7% to 64.7% or higher as measured by the TWC Survey.

By June 30, 2024, Southwest Guilford High School will increase its overall performance composite by at least 3 percentage points, from 41.9% in 2022-23 to 44.9% in 2023-24.



! = 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
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<i>Initial Assessment:</i>	Currently, school-wide expectations and procedures are identified in the student handbook, which is available to students and the community via the school's website. Parents are provided an overview of the policies and expectations at Open House, and students are given the same information during homeroom meetings at the beginning of the school year. The school has a "RANCH" model that reinforces expectations. These lessons are provided to teachers at the beginning of the year to reinforce with students. Administrators are assigned to grade levels to support teachers with behavior management. Teachers establish classroom norms and expectations during the first week of school and post them as part of the instructional High 5s.		Limited Development 08/23/2017		
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<i>How it will look when fully met:</i>	Policies are consistently implemented and enforced school wide by all staff members. Office referrals and loss of instructional days are decreased with consistent positive reinforcement and restorative practices. More staff members are trained in restorative practices, SEL and circles, and implement positive practices to reward students. Office referrals are processed in a timely manner to support teachers with classroom management.			Toby Blair	06/07/2024
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Actions **8 of 9 (89%)**

8/24/17	R.A.N.C.H. Southwest High's Character Education Review will be completed with students	Complete 05/25/2023	Toby Blair	06/09/2024
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Notes:

10/20/22	SEL/Circles training will be offered to staff members through a professional learning series	Complete 09/10/2023	Tony Philpott	06/09/2024
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10/20/22	Restorative Practices training will be offered to staff members	Complete 12/12/2022	Angela Monell	06/09/2024
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10/20/22	Data reviews will be conducted with the staff to identify trends and do root-cause analysis	Complete 05/25/2023	Alex Wertz	06/09/2024
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10/20/22	Discipline committee reviews referral data and identifies solutions to trends in data	Complete 05/25/2023	Tony Philpott	06/09/2024
<i>Notes:</i>				
10/20/22	Progress monitoring of this indicator via school improvement and committee teams	Complete 05/25/2023	Timothy McLaughlin	06/09/2024
<i>Notes:</i>				
10/20/22	Incentive field trips for our 9th grade students to reinforce positive behavior	Complete 05/25/2023	Cheryl Robinson	06/09/2024
<i>Notes:</i>				
10/20/22	Grade level meetings will be held to reinforce expectations	Complete 05/25/2023	Gregory Bowman	06/09/2024
<i>Notes:</i>				
10/20/22	Administrators will process office referrals within 48 hours of receiving them		Angela Monell	06/09/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we use district-wide curriculum resources in each content area that is standards-aligned, including digital platforms that support remote and blended learning to enhance student engagement. Teachers are expected to use the curriculum with fidelity based on feedback from our instructional coaches. Teachers are assigned to meet in content based PLCs on a regular basis to review and implement standards-aligned instruction, but this is not monitored closely.	Limited Development 09/28/2020		
<i>How it will look when fully met:</i>		Teacher teams to include content area, grade level or course will develop weeks of unit plans that will include standards-aligned lessons that would incorporate differentiated lessons that support all students to include ELL, EC and extensions for students. These lessons will include criteria for master, pre and post-assessments, higher-level questioning, and corresponding materials that can be shared with other teachers. These lessons should be clearly aligned to skills within the standards as to support specific learning strategies that can be implemented to address as corrective instruction measures. PLCs will consistently document their work and be monitored by the curriculum facilitator.	Objective Met 05/25/23	Timothy McLaughlin	06/07/2024
Actions					
	12/9/20	Attend Weekly PLCs	Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					
	12/9/20	Edit PLC document to incorporate a weekly remote learning engagement strategy and discuss decrease or increase of engagement of students	Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					
	10/20/22	Progress monitor via the school improvement team	Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					
	10/20/22	Establish expectations for lesson plans	Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					
	10/20/22	Teachers will post their objectives for daily lessons in their classroom	Complete 05/18/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					

	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Limited Development 09/29/2020			
<i>How it will look when fully met:</i>	All teachers will deliver an instructional "High 5" to students each day. The High 5s are: posted learning standards, posted classroom norms, an essential question, student discourse, and a rigorous task aligned with the learning objective.		Angela Monell	06/09/2024	
<i>Actions</i>		0 of 1 (0%)			
10/20/23	Develop and monitor a walk-through tool to collect data about the 5 instructional non-negotiables.		Timothy McLaughlin	06/09/2024	
<i>Notes:</i>					

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>		Instructional Leadership Team has created observation schedules to go into classrooms and collect data on classroom instruction. Feedback is given to teachers and data collected is being used to work on school-wide instructional tools. The school implements EOC bootcamps to support Tier 2 and Tier 3 students. Teachers use curriculums from "My Perspectives" (English) and "Open Up" (Math) to support student learning. PLCs meet to discuss instruction and student needs. SST is established and meets to discuss Tier 2 and 3 students, specifically in alignment with attendance and failures.	Limited Development 08/25/2016		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> •Teachers will develop and consistently administer benchmark/common assessments. (Evidence: Teacher will provide benchmark/common assessments upon request.) •Teachers will collect data from assessments which will guide instruction. (Evidence: Teachers will be able to provide data of whole class and individual students progress and how this was used to guide instruction) •Teachers will systematically meet and plan with lateral and vertical instructional teams in their professional learning communities (PLC) to assess data and develop strategies for tiered instruction which will accommodate students at every tier. (Evidence: Teachers will regularly record notes of meetings & planning on Canvas.) •Percentage of students showing growth and/or passing state exams school-wide will increase in each subgroup and overall success rates will go up. (Evidence: End-of-Course/Year data will show growth in overall proficiency and in all subgroups.) •IST referrals will be held as needed and may increase based on the need for individualized instruction to reach students at risk. (Evidence: Record of IST referrals and meetings.) Teachers will be trained in differentiated instructional strategies.		Timothy McLaughlin	06/07/2024
Actions			4 of 9 (44%)		
	9/30/16	The classroom teacher will consistently follow the Individualized Education Plan (IEP) for tier 3 students who need specialized modifications in and out of the classroom to be successful. Examples could be.... <ul style="list-style-type: none"> • Read-aloud, extended time, separate setting, etc. • Modified assignments • After-school and peer-tutoring 	Complete 05/25/2023	Toby Blair	06/09/2023

<i>Notes:</i>				
10/20/22	Progress monitoring via school improvement team and committees	Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
10/12/17	Teachers are required in their PLCs to EVALUATE EVAAS data, district benchmarks, common assessments, and qualitative data to set semester SMART goals, develop differentiated instructional practices, and implement the district instructional framework. PLC minutes will be turned in to Administration and Curriculum Facilitator and will receive immediate feedback. SMART goals are to be emphasized in every PLC.	Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
10/20/22	Staff will be offered the opportunity to participate in differentiated instruction professional learning	Complete 05/25/2023	Emma Peel	06/09/2023
<i>Notes:</i>				
10/20/22	EOC bootcamps will be implemented to support students in Tier 2 and Tier 3		Stephanie Powell	06/09/2024
<i>Notes:</i>				
10/12/17	Teachers will teach balanced literacy in Math, English, and Science through differentiated instructional practices such as SSR, Quick Writes, teacher literacy modeling, and guided inquiry to support literacy.		Timothy McLaughlin	06/09/2024
<i>Notes:</i>				
9/30/16	The classroom teacher will use research-based strategies to provide additional support and/or accommodations in the regular classroom for students who are not successful after tier 1 instruction, as well as, to enrich and enhance the education of students who have demonstrated proficiency of the standards. Examples could be.... <ul style="list-style-type: none"> • instructional grouping, differentiated instruction, and re-teaching • after school tutoring, peer-tutoring • ticket out the door or bell ringers to use for re-teaching • chunking instruction • choice boards for assignments 		Timothy McLaughlin	06/09/2024
<i>Notes:</i>				

9/30/16	<p>The classroom teacher will consult with special education teachers, counselors, and other support personnel about the specific needs of individual students who are at risk and will collaborate to develop an individualized plan of intervention.</p> <p>Examples could be....</p> <ul style="list-style-type: none"> • IST referrals, consults with special education teachers and case workers • Tutoring logs, peer tutoring • PLC Meetings with EC teachers • Skills-based reading instruction 		Timothy McLaughlin	06/09/2024
<i>Notes:</i>				
9/30/16	<p>The classroom teacher will administer preliminary assessments to establish baseline data which will be used to identify the instructional levels of all students and guide evidence-based instruction. Teachers will frequently monitor student progress and identify specific areas of need through the regular administration of formal and informal assessments and adjust instruction accordingly.</p> <p>Examples could be....</p> <ul style="list-style-type: none"> • Pretests, benchmark assessments, final exams 		Timothy McLaughlin	06/23/2024
<i>Notes:</i>				

	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
<i>Initial Assessment:</i>			Currently, the school employs a variety of efforts aligned to this indicator including implementation of SEL circles and classroom check-ins in some classes. Staff were provided "Trauma Informed Care" professional learning at the beginning of the 2022-23 school year, and some staff will participate in a 3-part series of professional learning for Trauma Informed Care or SEL Circles. Many staff members are trained in restorative practices, and the school is hosting a voluntary training for staff in December. The school has a Student Support Team that meets to discuss students across various tiers of MTSS. Counselors and the social worker are trained for Suicide Interventions, they train the staff in bullying and harassment three times per year, and they implement mental and emotional health awareness lessons for classes.	Limited Development 08/25/2016		
<i>How it will look when fully met:</i>			There will be a collaboration between teachers, social workers, guidance counselors, and administration to meet the social-emotional needs of students. Students will have safe places to report, share, and receive assistance for emotional and social issues. Southwest is part of the second Cohort for the SEL district-wide initiative. Staff members will utilize restorative practices to support students with conflict resolution. Data including restorative conferences, the number of staff members trained in restorative practices, and discipline data will be collected and analyzed as evidence towards this indicator.		Tammy Bowman	06/07/2024
Actions				2 of 4 (50%)		
	8/24/17		Establish plan of action for students in emotional crisis and communicate this plan to all staff	Complete 05/25/2023	Tammy Bowman	06/09/2023
			<i>Notes:</i>			
	10/20/22		Progress monitor with the school-improvement team and committees.	Complete 05/18/2023	Tammy Bowman	06/09/2023
			<i>Notes:</i>			
	10/14/22		Track the number of restorative conferences that are facilitated between students and share with the discipline committee.		Tony Philpott	06/09/2024
			<i>Notes:</i>			
	10/14/22		Analyze discipline data to identify trends and areas of need for intervention with the discipline committee		Tony Philpott	06/09/2024
			<i>Notes:</i>			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, the school implements a Freshman Academy where ninth grade students are provided support with an assigned administrator and counselor. Freshman are assigned to take a "Freshman Focus" class where they are taught social and academic skills needed to succeed in high school and support their transition from middle to high school. Topics include bullying prevention, emotional care, college preparation, decision making, and time management. The counselors meet with students across all grade levels to review individualized plans for high school and post-secondary opportunities. Counselors assist students in selecting courses that will support their post-secondary goals including classes at GTCC and Weaver Academy. Orientation is offered for all grade levels at the beginning of the year, with a separate Freshman Orientation for rising ninth graders. Each semester, grade level meetings are facilitated by administration to address specific needs. Seniors engage in meetings with the senior advisor throughout the year to receive information about their specific needs for graduation.	Limited Development 08/23/2017		
How it will look when fully met:			There will be consistency with transitions from grade to grade and level to level. Each grade level will have consistent grade level meetings and advisors with individualized support for their particular grade level. Additionally, families will be provided opportunities for engagement events at the school that are specifically designed for their particular grade level.		Stephanie Powell	06/07/2024
Actions				3 of 5 (60%)		
	10/20/22	Progress monitoring via school improvement team		Complete 05/25/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>						
	8/24/17	College transitions seminars that the counseling department and graduation coach will implement to help students make a smooth transition into college. Workshops include Financial Aid 101, Finding the Right College Fit, etc.		Complete 05/25/2023	Tammy Bowman	06/09/2023
<i>Notes:</i>						
	10/20/22	Grade level meetings and parent information sessions will be facilitated to provide information on grade level transitions		Complete 05/25/2023	Mary Miller-Nelson	06/09/2023
<i>Notes:</i>						
	10/20/22	Grade levels will be assigned an advisor who will implement and support individual grade level information dissemination including social media, Canvas, class meetings, etc.			Stephanie Powell	06/09/2024

Notes:

10/12/17

Restoration Station (ISS) will implement solution oriented approaches to discipline issues will be implemented that include mediation, character education, and evaluation for students and teachers.

Tony Philpott

06/09/2024

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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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 school's leadership plan. The school leadership team meets once per month to review school improvement efforts. The school has established eight committees aligned to school improvement efforts that meet once per month, prior to the leadership team meeting.	Limited Development 08/24/2016		
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How it will look when fully met:		The LEA will support the school in implementing effective professional development, technology upgrades, and meaningful community engagement. The school-wide committees will engage in problem solving processes to support school improvement efforts, and to distribute leadership to more staff members. The leadership and committee structure will streamline communication and problem solving efforts.	Objective Met 05/25/23	Angela Monell	06/09/2023
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Actions

10/20/22

Committees will meet once per month and develop solution oriented agendas and problem solving strategies for school-wide improvement

Complete 05/25/2023

Emma Peel

06/09/2023

Notes:

10/20/22

The leadership team will meet once per month to review school improvement efforts and to disseminate issues to the committees as assigned.

Complete 05/25/2023

Timothy McLaughlin

06/09/2023

Notes:

10/20/22

Staff will engage in school-wide data review sessions to identify trends in data and create solutions in PLCs, departments, committees, and leadership

Complete 05/25/2023

Emma Peel

06/09/2023

Notes:

10/20/22

Progress monitoring via school improvement team and committees

Complete 05/18/2023

Timothy McLaughlin

06/09/2023

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
Initial Assessment:			Instructional Leadership Team has been established and meets once per month. The purpose and goals were set and will continue this year with classroom walkthroughs, using a consistent and objective tool created using resources from New Leaders. Feedback is reviewed with ILT, and communicated to teachers. The leadership team meets once per month and includes administration, representatives from each department, parents, students, and ILT members. Professional learning for the year has been established that support teacher learning in differentiated instruction and equitable practices.	Limited Development 09/17/2018		
How it will look when fully met:			The Instructional Leadership Team will review instructional practices and curriculum enrichment for each department that will guide decisions on professional learning. The Instructional Leadership team will lead the examination of data, reflect, and guide PLCs. Observational data will be analyzed and recommendations for instructional practices will be made based on trends identified by department. Staff implements strategies they learn through professional learning to increase academic achievement for students.		Alex Wertz	06/07/2024
Actions				4 of 5 (80%)		
	9/29/20	Create a professional learning model for staff that supports differentiated learning opportunities	Complete 05/26/2023	Emma Peel	06/09/2023	
<i>Notes:</i>						
	10/20/22	ILT meets monthly and feedback is reviewed, analyzed, and communicated to staff	Complete 05/26/2023	Stephanie Powell	06/09/2023	
<i>Notes:</i>						
	10/20/22	Progress monitoring via school improvement team and ILT	Complete 05/26/2023	Timothy McLaughlin	06/09/2023	
<i>Notes:</i>						
	10/20/22	Leadership team meets monthly to review effective practices	Complete 05/19/2023	Timothy McLaughlin	06/09/2023	
<i>Notes:</i>						
	10/20/22	ILT walkthroughs for each department		Stephanie Powell	06/09/2024	
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The master schedule has been created to allow for equitable planning time for each staff member. Each teacher has a block of planning that is no less than 88 minutes. Additionally, a duty roster has been developed that assigns each staff members a duty in alignment with their schedule to create a safe environment for students. Duties include bus duty, Evolv scanning duty, OneCard duty, lunch duty, dismissal duty, and sweep duty.	Limited Development 10/20/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will have an equitable planning time of no less than 88 minutes. In addition, all students will be able to have opportunities and access to courses that will provide them with a more rigorous curriculum of their choice with identified supports. Additionally, within this schedule, there will be opportunities for students to receive SEL support as needed within the classroom or throughout the day. Duties will continue to include bus, Evolv scanning, OneCard, lunch, dismissal, and sweep duty. The goal will be to think more efficiently about our processes as we progress throughout the year.	Objective Met 10/20/23	Angela Monell	06/23/2023
Actions					
	10/31/22	A scheduling matrix team will be established to review and revise matrix decisions that will include administrators, counselors, CTE CDC, the Curriculum Facilitator, and teachers.	Complete 05/26/2023	Angela Monell	01/10/2023
<i>Notes:</i>					
	10/31/22	Duty rosters will be created so each staff member has an equal amount of time and responsibility required towards creating a safe school environment. Duty rosters will be revised as necessary.	Complete 05/26/2023	Emma Peel	06/09/2023
<i>Notes:</i>					
	10/31/22	Each teacher will be assigned a planning period that is no less than 88 minutes. Planning periods will be protected unless an emergency coverage situation arises.	Complete 05/26/2023	Angela Monell	06/09/2023

<i>Notes:</i>				
10/31/22	Progress monitoring and review of practices with the SBLT	Complete 05/26/2023	Angela Monell	06/09/2023
<i>Notes:</i>				
10/31/22	The scheduling matrix team will meet to review course enrollment and registration numbers to determine course implementation with a focus on student interest and equity, as well as equity for teacher preparation and duties.	Complete 05/26/2023	Angela Monell	06/23/2023
<i>Notes:</i>				
Implementation:		10/20/2023		
Evidence	10/20/2023 The Master Schedule, daily bell schedule, and duty rosters.			
Experience	10/20/2023 Adjustments were made to the master schedule and supervision duty rosters. We also implemented new safety measures and processes for checking students into the building in the mornings.			
Sustainability	10/20/2023 We will continue to follow the developed schedule for planning and supervision duties.			

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
<i>Initial Assessment:</i>		Currently, administration completes observation cycles as required using the NCEES tool. The Instructional Leadership Team has been established and is beginning to complete walkthroughs using a consistent, objective tool. The "Open Up" math coach has a schedule to visit math classrooms 18 times per year to provide math feedback. The "My Perspectives" ELA coach has schedule walkthroughs to provide ELA feedback.	Limited Development 08/25/2016		
<i>How it will look when fully met:</i>		PLCs will be effective and collaborative. The school will have a more positive school climate. The administration team will give regular, timely, relevant, and productive feedback to teachers. Administration will provide consistent and clear data-driven feedback through the evaluation process and in a timely manner. Teachers will receive feedback regularly from ILT to improve instructional practices.		Angela Monell	06/07/2024
Actions			6 of 8 (75%)		
	8/22/17	Teacher and support staff evaluations will be divided among all four administrators.	Complete 05/26/2023	Angela Monell	06/09/2023
<i>Notes:</i>					
	8/22/17	The Instructional Leadership Team will complete walkthroughs and provide feedback to teachers in each department using a consistent, objective feedback tool	Complete 05/26/2023	Emma Peel	06/09/2023
<i>Notes:</i>					
	8/22/17	Departments are required to submit agenda and minutes for each PLC meeting for review. Curriculum facilitator will provide feedback	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					
	10/20/22	Progress monitoring via the school improvement team, administration, and ILT	Complete 05/26/2023	Emma Peel	06/09/2023
<i>Notes:</i>					
	10/20/22	Curriculum coach walkthroughs with the curriculum facilitator and feedback provided to teachers after walkthroughs (Open Up and My Perspectives)	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					
	10/27/22	The Instructional Leadership Team will provide copies of feedback to individual teachers within 48 hours of walkthroughs	Complete 05/26/2023	Emma Peel	06/09/2023

<i>Notes:</i>				
10/27/22	Instructional Leadership Team will provide trend data from walkthroughs to each department with recommended instructional actions based on the data		Stephanie Powell	06/09/2024
<i>Notes:</i>				
10/27/22	Administrators will complete NCEES observations and post-conferences within the 10 day window to provide feedback for teachers on their observation		Angela Monell	06/09/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity			
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Effective Practice:	Quality of professional development			
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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>		Currently, staff have engaged in a review of the 2021-22 attendance, discipline, and academic performance data disaggregated by subgroup. The Instructional Leadership Team has established a walkthrough schedule to visit each department and has developed a consistent, objective feedback tool.	Limited Development 08/25/2016		
<i>How it will look when fully met:</i>		Formal and informal classroom face to face and remote walkthrough data is to make informed decisions concerning effective teaching strategies to promote higher level thinking skills. Data reviews will be conducted each quarters to that all staff are aware of trends and disparities in the data, and can engage in solution-oriented processes to improve student outcomes. Chronic absenteeism will decrease, student achievement will increase, and discipline referrals will decrease. Staff will engage in professional learning that is reflective of their needs, and they will implement strategies to support differentiated learning, social-emotional support, and culturally responsive teaching practices.		Alex Wertz	06/09/2024
Actions			8 of 11 (73%)		
9/30/16	Teachers use Formal/Informal Assessments		Complete 05/26/2023	Timothy McLaughlin	06/09/2023

<i>Notes:</i>				
9/30/16	ILT walkthroughs with feedback for teachers and departments will be implemented monthly	Complete 05/26/2023	Stephanie Powell	06/09/2023
<i>Notes:</i> A Classroom Walkthrough form was created at the beginning of the school year with ILT				
9/30/16	Use of EVAAS to examine student growth	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
9/30/16	Obtain data concerning Career Readiness Credentials (WorkKeys)	Complete 05/26/2023	Michelle Cook	06/09/2023
<i>Notes:</i>				
10/20/22	Professional learning on SEL, Culturally Responsive Teaching, Differentiated Instruction, Equitable Grading, and Trauma Informed Care will be offered to staff	Complete 05/26/2023	Emma Peel	06/09/2023
<i>Notes:</i>				
10/20/22	Staff will engage in data reviews each quarter to analyze attendance, discipline, and academic performance data trends and disparities. Staff will participate in identifying root-causes and solutions for the disparities.	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
10/20/22	Progress monitoring via school improvement and ILT	Complete 05/19/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
10/20/23	All instructional staff will attend quarterly data reviews facilitated by the CF and Assistant Principal.		Alex Wertz	06/09/2024
<i>Notes:</i>				
10/20/23	Teachers are required to evaluate EVAAS data, district benchmarks, common assessments, and qualitative data to set semester goals, develop differentiated instructional practices, and implement the district instructional framework weekly. PLC minutes will be turned in to Administration and Curriculum Facilitator and will receive immediate feedback.		Timothy McLaughlin	06/09/2024
<i>Notes:</i>				
10/20/23	ILT will introduce a peer-to-peer learning initiative to strengthen Tier 1 core instruction and improve pedagogical practices.		Stephanie Powell	06/09/2024
<i>Notes:</i>				

10/12/17	<p>Teachers are required in their PLCs to EVALUATE EVAAS data, district benchmarks, common assessments, and qualitative data to set semester SMART goals, develop differentiated instructional practices, and implement the district instructional framework.</p> <p>PLC minutes will be turned in to Administration and Curriculum Facilitator and will receive immediate feedback. SMART goals are to be emphasized in every PLC.</p> <p>PLCs will PLAN and demonstrate the TEACHING of the SMART Goals</p>	Complete 05/26/2023	Timothy McLaughlin	06/09/2024
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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
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Initial Assessment:	<p>Currently, the school utilizes supervising administrators, department chairs, and department members for hiring processes. The hiring process includes a second round interview with the principal to confirm the selection of appropriate and qualified candidates. Each month, administrators recognize staff for various accomplishments or actions using the "Trauma Informed Care" awards. The principal collaborates with PTSA to plan and implement luncheons, breakfast, and treats for the staff throughout the year. Administrators complete evaluations as required using the NCEES tool.</p>	Limited Development 10/20/2022		
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How it will look when fully met:	<p>The school consistently implements staff appreciation efforts throughout the school year on a regular basis. Staff are recognized during each of their weeks of celebration (bus drivers, custodial, counseling, etc.) through the Culture and Climate Committee. The Culture and Climate committee has established a system for implementing consistent rewards and celebrations for staff members, using feedback and survey data from the school community. Business partners assist the school with rewarding and showing appreciation for staff members.</p>		Angela Monell	06/07/2024
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Actions

10/20/22	The Culture and Climate Committee establishes a plan and schedule for consistent rewards and appreciation for staff	Complete 05/26/2023	Lisa Whitestone	06/09/2023
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Notes:

10/20/22	PTSA collaborates with the school to implement teacher appreciation efforts	Complete 05/26/2023	Angela Monell	06/09/2023
<i>Notes:</i>				
10/31/22	Progress monitoring via the SBLT and the Culture and Climate Committee	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
10/20/22	Culture and Climate Committee creates, disseminates, and analyzes culture and climate survey aligned to NC TWC survey that captures areas of need		Lisa Whitestone	06/09/2024
<i>Notes:</i>				
10/20/22	Administrators evaluate teachers on a consistent basis using objective feedback via the NCEES tool		Angela Monell	06/09/2024
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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
<i>Initial Assessment:</i>		Currently, the school implements Freshman Orientation, Open House, and some parent information nights. The principal uses Connect Ed to disseminate weekly information to parents via phone and e-mail. The school also utilizes Social Media to promote events and information. Teachers are required to use Canvas to communicate with their classes and families regarding course information. Counselors use Canvas to disseminate information to students in their assigned alphabets.	Limited Development 08/25/2016		
<i>How it will look when fully met:</i>		Parent engagement will increase with participation in events at the school including information sessions, IEP meetings, Leadership Team, and committees. The school will offer a variety of information nights that are catered to their individual needs based on family engagement survey data.		Mary Miller-Nelson	06/07/2024
Actions			3 of 7 (43%)		
10/20/22		Progress monitoring via school improvement team and Family and Community Engagement Committee	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>					

10/10/16	Classroom Communication: Class Syllabi Parent Phone Contact - documentation logs Interim Progress Reports email Canvas Teacher Webpages	Complete 05/26/2023	Timothy McLaughlin	06/09/2023
<i>Notes:</i>				
10/10/16	Electronic Communication: Counselors, PTSA School website PowerSchool - Parent Portal FaceBook Twitter Connect-Ed mass email distributions	Complete 05/26/2023	Angela Monell	06/09/2024
<i>Notes:</i>				
10/10/16	Face-to-Face Communication: IEP Meetings with Parent Involvement Open House at beginning of school year Parent/Teacher Conferences Freshmen Orientation Day-time program for students Freshmen Orientation Evening Program for parents Rising Freshmen Parent & Curriculum Night Advanced Placement Parent Night Junior Night with Parents Senior Night with Parents Athletic Eligibility Parent Meetings each Season Home Visits by Social Worker, Graduation Coach, Counselors		Mary Miller-Nelson	06/09/2024
<i>Notes:</i>				
9/17/18	Increase parent representation and diverse representation on the School Leadership Team.		Angela Monell	06/09/2024
<i>Notes:</i>				
9/17/18	Parent participation in school activities, clubs, and initiatives.		Kristina Palacios	06/09/2024
<i>Notes:</i>				
10/20/22	Family and community engagement survey for families to identify areas of need including information sessions, communication efforts, etc.		Mary Miller-Nelson	06/09/2024

Notes: