

Comprehensive Progress Report

Mission: The mission of The Academy at Smith is to build relationships with students, parents, and community members while providing all students with a program of study that is relevant and rigorous. We strive to establish a positive environment that prepares students for future careers, with an emphasis on biomedical technologies and specialized health science professions for the 21st century.

Vision: The vision of The Academy at Smith is to provide a quality education that will lead to a productive and successful future for all students.

Goals:

INCREASE PERFORMANCE COMPOSITE: By June 2024, the Academy at Smith will increase its overall performance composite from 64.2% to 67% (A1.06, A1.07, A2.04, B1.03, B2.03, B3.03, C3.04, E2.02).

REDUCE NUMBER OF LOST INSTRUCTIONAL DAYS: By June 2024, the Academy at Smith will reduce the number of hours that students are out of class for non-instructional events so that students do not miss more than 15 hours (2 instructional days) per semester. (B1.01, B1.03, B3.02, B3.03)

REDUCE PERCENT OF STUDENTS CHRONICALLY ABSENT: By June of 2024, the Academy at Smith will reduce the number of chronically absent students from 14.5% to 13.8%. (A4.01, A4.06, A4.09, A4.16, E1.06)

FAM-S PRIORITY AREA (Item #10) Building Capacity/Implementation Infrastructure: By June 2024, The Academy at Smith leadership team will ensure at least three professional development and coaching sessions for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities. (A1.06, B1.01, B3.03, B3.04, C1.02, C2.02)

FAM-S PRIORITY AREA (Item #3) Leadership By June 2024 the Academy at Smith leadership team will ensure that a linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, academic, behavior, and social and emotional support. (A.2.03, A.3.01, A.3.03, B.1.02, B.1.03, B.2.02, B.2.03, B.2.06)

FAM-S PRIORITY AREA (Item 31) Multiple Tiers of Instruction and Intervention: By June 2024 the Academy at Smith leadership will ensure that core social and emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum, and environment. These are refined based on both student outcome and implementation data for continuous improvement. (A.2.17, A.2.18, A.2.19, A.4.05, A.4.06, A.4.21, D.2.01, D.2.03, D.2.05)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools requires to submit to their regional offices Extended learning plan each school year. These plans include specific strategies on how schools will use their extended learning time and the impact on student achievement. While these plans are collected, these are not consistently monitored at the district level and no consistent feedback is given to all schools. This will be an area that can be improved upon.	Limited Development 09/30/2016		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Dorand Blackston	05/30/2025
Actions			9 of 10 (90%)		
	10/13/22	We need to establish a MTSS team comprised of all content areas.	Complete 08/03/2023	Dionne Layne	12/19/2023
	<i>Notes:</i>				
	10/13/22	Establish an attendance team to monitor attendance and investigate chronic absenteeism.	Complete 10/23/2023	Deandra Johnson	12/19/2023
	<i>Notes:</i>				
	10/13/22	MTAC team needs to be created.	Complete 02/28/2024	Rachel Lewis	02/28/2024
	<i>Notes:</i>				
	10/13/22	SBLT continues to meet two times a month.	Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
	10/13/22	Teams will prepare agendas, maintain minutes of meetings, and catalog work products.	Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
	10/13/22	The principal will meet with department chairs monthly.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	10/13/22	Create staff, student, and family surveys addressing the effectiveness of communication, planning time, and teams.	Complete 01/31/2024	Dionne Layne	05/31/2024
	<i>Notes:</i>				

10/13/22	Teams will meet at least monthly and be purpose-driven and governed by agreed upon bylaws.	Complete 05/15/2024	Dionne Layne	05/31/2024
<i>Notes:</i>				
10/13/22	PLCs and mentor coaching will occur monthly for data analysis and exchange of teaching strategies etc.	Complete 05/15/2024	Dionne Layne	06/30/2024
<i>Notes:</i>				
10/13/22	We will reinstate our biweekly admin team meeting.		Dorand Blackston	11/01/2024
<i>Notes:</i>				

	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:			<ul style="list-style-type: none"> • teachers participate in monthly PLC's and department meetings • we currently have the following teams in place: attendance MTAC MTSS and admin who meet at least monthly or as needed (MTAC). • department chairs hold department meetings once a month to review data and strategize. • teams will be meeting regularly (once or twice monthly) to analyze school data culture and climate and adjust actions towards our goals based on their findings • MTAC team has been created. 	Limited Development 10/11/2016		
			Priority Score: 1 Opportunity Score: 2	Index Score: 2		
How it will look when fully met:			When this objective is fully met, the Instructional Leadership Team will be conducting walk-throughs. Walk-throughs will be on a consistent schedule, and administration will have an official feedback tool. Feedback will be given to teachers in a timely manner.		Veronique Williams	05/30/2025
Actions				4 of 5 (80%)		
	10/7/22	SEL team needs to be created.	Complete 12/19/2023	Dionne Layne	12/19/2023	
	<i>Notes:</i>					
	10/7/22	MTAC team needs to be created.	Complete 02/28/2024	Rachel Lewis	02/28/2024	
	<i>Notes:</i>					
	10/7/22	SBLT continues to meet twice monthly.	Complete 05/15/2024	Dionne Layne	05/30/2024	
	<i>Notes:</i>					

	10/7/22	The principal will meet with department chairs monthly.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	10/7/22	We will reinstate our biweekly admin team meeting.		Dorand Blackston	11/01/2024
	<i>Notes:</i>				
Implementation:			09/08/2022		
	<i>Evidence</i>	9/8/2022			
	<i>Experience</i>	9/8/2022			
	<i>Sustainability</i>	9/8/2022			
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:

At the Academy of Smith, teams are established among teachers who have specific duties. For example, we do have a School Improvement Team (SIT) that is made up of the principal, teacher representatives from each department, a representative from the support staff, and parents. The SIT meets monthly and discusses topics that impact areas such as instruction, community partnerships, and school climate and culture. It is the responsibility of each member of the SIT to communicate what is discussed in the meeting with their department. Agendas and minutes are also provided to our greater community to have knowledge of the information that is discussed.

In addition, the staff meets as a team during staff meetings and early release days to discuss information that is vital for the school success and host professional development that helps to solidify the staff as team and develop academic, instructional, and professional excellence.

A team structure is also established when teachers are given duties roster at the beginning of the year for morning, afternoon, and lunch supervision. Teachers work as a team to make sure that their supervision area is covered.

PLCs meet twice a month to collaborate on teaching strategies and interventions and to assess and analyze data.

Limited Development
09/15/2016

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When this objective is fully met, meeting schedules will be routine; team roles will be delineated; team norms will be established; agendas will feature data-driven collaboration targeting student achievement.</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> • agendas and minutes for all team meetings • PLC's will produce common assessments with mastery defined and clear to students (70% on assessments demonstrates mastery). • An increase in state and district test results • meeting our performance goals as set in the SIP • increase in growth and proficiency data 		Objective Met 06/04/24	Rachel Lewis	05/31/2024
Actions					
	10/7/22	Master schedule planning for all teachers.	Complete 07/30/2023	Gwendolyn Atkinson	07/30/2023
	<i>Notes:</i>				
	11/22/22	Teachers will be provided with duty schedules, planning schedules and lunch schedules at the beginning of the academic year.	Complete 01/04/2024	Rachel Lewis	02/07/2024
	<i>Notes:</i>				
	10/7/22	Teams will prepare agendas, maintain minutes of meetings and catalog work products.	Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
	10/7/22	SIP will address team structures and school governance policy.	Complete 08/03/2023	Rachel Lewis	05/31/2024
	<i>Notes:</i>				
	10/7/22	Teams will meet at least monthly and be purpose driven and governed by agreed upon bylaws.	Complete 05/15/2024	Dionne Layne	05/31/2024
	<i>Notes:</i>				
	10/7/22	PLCs and mentor coaching will occur monthly for data analysis and exchange of teaching strategies etc.	Complete 05/15/2024	Dionne Layne	06/30/2024

<i>Notes:</i>				
10/7/22	Teachers will be provided with duty schedules, planning schedules and lunch schedules at the beginning of the academic year.	Complete 01/04/2024	Rachel Lewis	10/31/2024
<i>Notes:</i>				
Implementation:		06/04/2024		
Evidence	6/4/2024			
Experience	6/4/2024			
Sustainability	6/4/2024			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
	B3.02	The principal collects and acts on data from a variety of sources and in a timely manner.(5148)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, there is little disruption to the school day. Senior pictures are the only event on the calendar that will take away from class time. Clubs are not active during the school day, and currently, no field trips are planned.	Limited Development 09/17/2021		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When this objective is fully met, the principal will be using teacher, parent, and student feedback to determine if class time is being maximized effectively. Information will be gathered through monthly meetings to discuss planned and proposed events, quarterly surveys, and teacher absence data. This information will determine if the objective has been fully implemented.	Objective Met 06/04/24	Rachel Lewis	05/31/2024
Actions					
	2/7/24	Administration will conduct walk-throughs regularly and provide feedback within a week.	Complete 05/15/2024	Rachel Lewis	05/30/2024
<i>Notes:</i>					
Implementation:			06/04/2024		
Evidence	4/11/2022	The walkthrough schedule and evidence of feedback will be provided.			
Experience	4/11/2022	Principal and CF conducted walkthroughs and discussed feedback with teachers.			
Sustainability	4/11/2022	Principal and CF will continue to do this.			

	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:			Currently, teachers submit weekly lessons to the CF for feedback. Both the CF and the principal are conducting walk-throughs.	Limited Development 08/31/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			When this objective is fully met, the principal (and CF when appropriate) will be observing teachers in walk-throughs and formal observations and providing teachers feedback, whether written or in post-conferences, within the week. Formal peer observations will be conducted as well.	Objective Met 06/04/24	Rachel Lewis	09/30/2024
Actions						
	9/8/22	Administration will conduct walk-throughs regularly and provide feedback within a week.		Complete 05/15/2024	Rachel Lewis	05/31/2024
<i>Notes:</i>						
	9/8/22	The principal will create a calendar of professional development that includes content on multi-tiered instruction and intervention.		Complete 05/15/2024	Rachel Lewis	06/30/2024
<i>Notes:</i> Title I funds will be used to pay for subs and other professional development necessities.						
Implementation:				06/04/2024		
	Evidence	9/8/2022				
	Experience	9/8/2022				
	Sustainability	9/8/2022				

	B3.04	The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Currently, we implement teacher surveys to assess professional development needs.</p> <p>After PDs, staff also contributes to participate in discussion boards for reflection.</p> <p>Title I will pay for PD for staff members.</p>	Limited Development 09/17/2021			
<i>How it will look when fully met:</i>	<p>When this objective is fully met, staff will be engaged in professional development because they will have a voice in what we are learning and value the instruction. Staff will establish school-wide and personal goals, implement new practices, practice self-assessment and self-reflection, provide constructive feedback to peers, and make necessary adjustments in their practice and communication. Morale will be high.</p> <p>The information we will use to determine that the objective has reached full implementation will be found in teacher surveys, feedback correspondence, and lesson plans.</p>		Dorand Blackston	05/30/2025	
Actions			5 of 6 (83%)		
10/13/22	The principal will plan a calendar of instructional strategy presentations to be delivered quarterly during monthly staff meetings or mandated teacher workdays.	Complete 05/15/2024	Rachel Lewis	05/30/2024	
<i>Notes:</i>					
10/13/22	Teachers will extend their reflection and collaboration of monthly strategy focus and weekly "Try This!" in Canvas discussion boards.	Complete 05/15/2024	Dionne Layne	05/30/2024	
<i>Notes:</i>					
10/13/22	Professional development programs will extend beyond traditional workshops to include activities such as mentoring, data analysis activities, school improvement planning, or teacher self-assessment and goal-setting activities.	Complete 05/15/2024	Dionne Layne	06/30/2024	
<i>Notes:</i>					
10/21/22	Title I funds will be used to purchase supplies and materials needed for professional development.	Complete 05/15/2024	Rachel Lewis	06/30/2024	
<i>Notes:</i>	Approximately \$1000 of Title I funds have been set aside for professional development.				

10/13/22	Departments will alternate quarterly presentations of research and evidence-based instructional strategies. these strategies can pertain to teacher-directed whole-class; teacher-directed small-group; students-directed small group; independent work; computer based; classroom management.	Complete 05/15/2024	Dorand Blackston	05/30/2025
<i>Notes:</i>				
10/13/22	Teachers will be included in the selection of professional development and the delivery.		Dorand Blackston	09/30/2025
<i>Notes:</i> Title I money will be used for the cost of professional development and subs, etc.				

Core Function:	Domain 2: Talent Development
Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent

	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>			<p>(Evaluating) Principal Blackston and Ms. Williams evaluate staff and provide timely feedback.</p> <p>(Rewarding) Principal Blackston recognizes staff birthdays via email and announcements. Staff receives gifts and further recognition at faculty meetings.</p> <p>Courtney Woolery leads staff in supporting each other in times of need and recognizing special occasions.</p>	Limited Development 09/30/2016		
<i>How it will look when fully met:</i>			<p>New and tenured staff will have an opportunity to review and add their feedback to the teacher interview guide.</p> <ul style="list-style-type: none"> o There will be procedure for “onboarding” new staff. o A “welcome” packet may be created that includes frequently asked questions. o Buddy teachers may be assigned. <p>Staff retention will increase</p>		Veronique Williams	05/30/2025
<i>Actions</i>				5 of 7 (71%)		
		10/13/22	Teacher self-reflection and personal goal setting will be involved in the evaluation process.	Complete 01/31/2024	Rachel Lewis	02/28/2024

<i>Notes:</i>				
10/13/22	In addition to observations from Ms. Lewis and Ms. Layne, teachers will complete peer evaluations.	Complete 02/29/2024	Rachel Lewis	05/30/2024
<i>Notes:</i>				
10/13/22	A teacher survey will be used to review teacher perceptions and concerns about coaching, mentoring, and professional development, and the evaluation system.	Complete 01/31/2024	Dionne Layne	05/31/2024
<i>Notes:</i>				
10/13/22	A teacher survey will be used to evaluate the performance of school leaders.	Complete 05/15/2024	Dionne Layne	05/31/2024
<i>Notes:</i>				
10/13/22	Peer evaluators will be trained as to conduct evaluations.	Complete 10/01/2024	Dorand Blackston	10/01/2024
<i>Notes:</i>				
10/13/22	Admin provides timely, clear, and constructive feedback after walkthroughs and observations.		Dorand Blackston	05/30/2025
<i>Notes:</i>				
10/21/22	Title I funds will be used for substitutes for professional development and non-professional development.		Dorand Blackston	06/30/2025
<i>Notes:</i> Title I will pay approximately \$5705.45 if PD is during the school week.				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
	C1.02	The principal plans opportunities for teachers to share their strengths with other teachers.(5153)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are encouraged to visit each other's classrooms and provide feedback to their colleagues about what they observed during their visit. Some teachers serve as mentors and provide feedback via the teacher evaluation system. Teachers also conduct PDs about effective classroom strategies.	Limited Development 10/13/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		When fully implemented, there will be a calendar of teacher led PDs and activities for the school year. Teachers will be visiting and observing the classes of their colleagues. Teachers will be assigned as mentors to teachers based content and the areas of improvement identified by the teacher. We will provide feedback forms for peer classroom visits. Teachers will be leading PDs for staff based on their area/ of strength at our monthly staff meetings.	Objective Met 06/04/24	Rachel Lewis	05/31/2024
Actions					
	10/13/22	Mentors will be assigned to new teachers and meet to support the new teachers at least monthly.	Complete 03/22/2023	Rachel Lewis	03/07/2023
	<i>Notes:</i>				
	10/13/22	The principal will plan a calendar of instructional strategy presentations to be delivered quarterly during staff meetings or mandated teacher workdays.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	10/13/22	Peer evaluators will be trained as to conduct evaluations.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	10/13/22	In addition to observations from Ms. Lewis and Ms. Layne, teachers will complete peer evaluations.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	10/13/22	Departments will alternate quarterly presentations of research and evidence-based instructional strategies.	Complete 05/15/2024	Rachel Lewis	06/30/2024
	<i>Notes:</i>				
Implementation:			06/04/2024		

<i>Evidence</i>	6/4/2024			
<i>Experience</i>	6/4/2024			
<i>Sustainability</i>	6/4/2024			

	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:			<p>Administration meets with EOC classes to discuss benchmark data.</p> <p>PLCs meet to discuss that data as well as NWEA data. Teachers use these meetings to categorize students, assess needs, and collaborate about strategies.</p> <ul style="list-style-type: none"> • admin will resume data dives within two days of the snapshot being administered to provide timely feedback and discuss reteaching strategies if needed. • Coaches provided by GCS will also be used to strategize and using district provided resources and vetted instructional strategies 	Limited Development 10/03/2016		
			<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	Index Score: 6		
How it will look when fully met:			<p>When this objective is fully met, teachers will be proficient at analyzing data.</p> <p>They will use this data to plan for intervention, remediation, enrichment, and differentiation.</p> <p>We will measure the success of this objective through teacher lesson plans, walk-through and observation data, PLC minutes, and Canvas discussion board collaboration.</p>		Veronique Williams	05/30/2025
Actions				5 of 6 (83%)		
	2/7/24		We will conduct a PD on data literacy and analysis each semester.	Complete 07/31/2023	Dionne Layne	05/30/2024
			<i>Notes:</i>			
	10/7/22		Teachers will use the gradual release model when lesson planning.	Complete 05/15/2024	Dionne Layne	06/30/2024

<i>Notes:</i>				
10/7/22	We need to establish a MTSS team comprised of all content areas to analyze universal screening data identify students in need of intervention and place them in the appropriate STP.	Complete 08/03/2023	Dionne Layne	08/03/2024
<i>Notes:</i>				
10/15/24	Ms. Williams will meet with teachers upon receiving data from E.O.C.'s, interim assessments, common assessments, GCFE's, etc. to review best practices.		Veronique Williams	05/30/2025
<i>Notes:</i>				
2/7/24	Admin will reinstate data dives with EOC teachers to look at snapshot data and discuss trends in data and strategies with teachers.	Complete 09/30/2024	Dorand Blackston	09/30/2025
<i>Notes:</i>				
2/7/24	Admin will review, implement, and respond to coaching suggestions within a week of a visit.	Complete 09/30/2024	Dorand Blackston	09/30/2025
<i>Notes:</i>				
Implementation:		06/07/2023		
Evidence	10/7/2021 There is evidence of a data dive with English II, data literacy PD, and gradual release in teacher lesson-planning.			
Experience	10/7/2021 We had data literacy training each semester. We established an MTSS team. We discussed coaching comments in SIT meetings and made necessary changes. Teachers noted gradual release in their lesson planning. CF completed data dives with different departments.			
Sustainability	10/7/2021 We will continue all actions noted above.			

	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:		Currently, teachers are given a school wide goal and then choose 2 additional goals from the teaching standards at the beginning of the school year. Goals chosen should be an element of a standard.	Limited Development 10/13/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		When this is fully implemented, teachers will receive feedback on observations and use that feedback to choose their personal goals at the beginning of the year meeting with the principal. Teachers will engage in choosing vetted PDs that are not school or district driven, that will address the goals they have set for themselves. Teachers will be provided with a feedback form from each observation identifying strengths and areas of improvement.		Dorand Blackston	06/30/2025
Actions			2 of 3 (67%)		
	10/13/22	Teachers will create a professional development plan that includes personal, school-wide, and district goals. This plan will be approved by mentor teachers and the principal.	Complete 08/07/2024	Rachel Lewis	12/19/2023
	<i>Notes:</i>				
	2/7/24	Teacher self-reflection and personal goal setting will be involved in the evaluation process.	Complete 01/31/2024	Rachel Lewis	02/28/2024
	<i>Notes:</i>				
	2/7/24	Admin provides timely, clear, and constructive feedback after walkthroughs and observations.		Dorand Blackston	06/30/2025
	<i>Notes:</i>				
Implementation:			06/07/2023		
Evidence	6/6/2023	We uploaded the admin observation schedule, guidance provided to teachers for creating their PDP goals, and evidence of feedback.			
Experience	6/6/2023	Teachers will created a professional development plan that included personal, school-wide, and district goals. This ensured a shared vision with personal growth. During pre and post conferences, teachers discussed self-reflection and goal setting. Admin provided feedback after observations to encourage growth.			

Sustainability	6/6/2023 Admin will continue to provide feedback during pre and post conferences and after observations. Admin will continue to offer support to teachers as they work toward their goals.			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	All teachers have access to varied data sources and are encouraged to use data in their department PDs/PLCs. Teachers are also creating common assessments by department so they can review the data and identify areas of strength and areas for improvement. Teachers use this data to plan for instruction and co-teach in some departments. We use gradual release to design lessons for each student. Teachers use data to form groups in class or generate individualized work for students.	Limited Development 10/13/2022		
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How it will look when fully met:	When this objective is fully met, teachers will use data to guide instruction in all classrooms. Teacher will use data to create individualized learning experiences for students. We will use varied data sources (MAP, classroom assessments, EOC data, attendance data etc.) to provide the appropriate level of support (standard treatment protocols) for all tiers of students (MTSS). There will be differentiation of instruction (in all classes) and co-teaching with the EC teacher (in classes served) when fully implemented		Veronique Williams	05/30/2025
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Actions		9 of 10 (90%)		
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10/13/22	10-week progress monitoring will be used to adjust STP as needed.	Complete 05/30/2024	Sonya Wagstaff	05/30/2024
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<i>Notes:</i>				
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10/13/22	Core and CTE departments will analyze data via PLCs. Data will include all areas and all tiers.	Complete 05/15/2024	Dionne Layne	05/31/2024
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<i>Notes:</i>				
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10/13/22	Submitted teacher lesson plans will show evidence of gradual release and differentiation.	Complete 05/15/2024	Dionne Layne	05/31/2024
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<i>Notes:</i>				
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10/13/22	Teachers will review NWEA MAP data in their department meetings to provide differentiated instruction based on data.	Complete 05/15/2024	Dionne Layne	05/31/2024
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<i>Notes:</i>						
10/13/22	Teachers will provide before and after school tutoring to assist students.			Complete 05/15/2024	Rachel Lewis	05/31/2024
<i>Notes:</i> Title I money will be used for tutoring.						
10/13/22	Teachers will have one-on-one with students to provide feedback on their academic progress and address student concerns about their academic performance monthly.			Complete 05/15/2024	Rachel Lewis	06/30/2024
<i>Notes:</i>						
10/13/22	Teachers will create quizzes, tests, and other assessments in performance matters and Schoolnet by department and will include pre and post assessments and analyze the data in department meetings.			Complete 05/15/2024	Dionne Layne	06/30/2024
<i>Notes:</i>						
10/13/22	Implement standard-treatment protocol for 30 minutes, 3 times a week.			Complete 05/15/2024	Dionne Layne	06/30/2024
<i>Notes:</i>						
10/13/22	PLCs and mentor coaching will occur monthly for data analysis and exchange of teaching strategies, etc.			Complete 05/30/2024	Dionne Layne	06/30/2024
<i>Notes:</i>						
10/13/22	Teachers will co-teach and co-plan with EC teacher.				Sonya Wagstaff	05/30/2025
<i>Notes:</i>						
	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>			<p>Currently, we have staff that supports students with specials needs and students who qualify for dual enrollment at the community college. We use a wide variety of strategies including graphic organizers, differentiated instruction, technology, multiple intelligence strategies, and the revised Bloom's taxonomy.</p> <p>PLCs will be utilized to analyze data for the implementation of MTSS and to monitor student progress towards their goals using the STP.</p> <p>Teachers will participate in an asynchronous, self-paced Canvas course about implementing MTSS.</p> <p>Evidence of data analysis training from meetings will be updated.</p>	Limited Development 10/07/2016		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>Develop a plan for training staff in the MTSS model in order to develop a 3-tiered instructional system within our school's model. This plan will include the district's MTSS training materials aligned to the school's mission and vision.</p> <p>Teachers will participate in an asynchronous, self-paced Canvas course about implementing MTSS.</p> <p>When completed, PLCs will be able to perform data analysis, progress monitor students on all tiers and make adjustments to the STP based on data.</p>			Veronique Williams	05/30/2025
Actions			6 of 7 (86%)		
10/7/22	Teachers will work in department meetings to review MTSS implementation practices and review implementation of the standard treatment protocols.		Complete 01/30/2024	Dionne Layne	01/30/2024
	<i>Notes:</i>				
10/7/22	Teachers will review NWEA MAP data in their department meetings to provide differentiated instruction based on data.		Complete 03/22/2024	Dionne Layne	03/30/2024
	<i>Notes:</i>				
10/7/22	Teachers will submit lesson plans and upload content to canvas weekly.		Complete 05/15/2024	Dionne Layne	05/22/2024
	<i>Notes:</i>				
6/7/23	Teachers will incorporate a weekly SEL activity for students.		Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				

2/7/24	Teachers will attend PDs centered on data literacy and data analysis to use to guide instruction and implementation of MTSS.	Complete 01/31/2024	Dionne Layne	05/30/2024
<i>Notes:</i>				
10/7/22	Faculty & Staff will participate in on-going SEL PD 4 times for the year.	Complete 05/15/2024	Dionne Layne	06/30/2024
<i>Notes:</i> Title I funds will be used to purchase items needed for the trainings.				
10/21/22	Title I funds will be used for student transportation for after-school tutoring.		Dorand Blackston	05/30/2025
<i>Notes:</i> Approximately \$9500 of Title I funds will be used.				
Implementation:		09/08/2022		
Evidence	8/16/2022			
Experience	8/16/2022			
Sustainability	8/16/2022			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	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
Initial Assessment:		<p>Reassessed 10/19/2022:</p> <p>Currently, students are in school face-to-face. Throughout the block, teachers are using research-based strategies for whole-class, small group, and independent instruction.</p> <p>Teachers update their Canvas pages weekly with a schedule and assignments.</p> <p>All students have electronic devices.</p> <p>Teachers are using promethean boards to enhance instruction.</p> <p>Updated 11/22/2022</p> <p>Ms. Layne is including teaching strategies in her monthly update to teachers. She is also creating a monthly printed newsletter for students</p>	Limited Development 10/02/2019		

featuring important dates and culture-building information.

The team decided to move our goals about department-led teaching strategies to next semester.

Evidence for field trips has been uploaded: Voting field trip, college tours, and NTHS field trip to Sedgefield Elementary.

2/7/2024 Ms. Layne is including teaching strategies in her weekly updates to teachers.

Evidence for field trips will be uploaded: AIM conference, WOW conference, February 1st celebration.

10-16-2024

Our new CF, Ms. Williams, will meet with teachers during PLC's and provide research based strategies to help with overall instructional practices.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When the objective is fully met, teachers will have lesson plans and instruction that address student needs in a variety of ways based on data.

Information we will use to determine that the objective has been reached will be walk-through data, peer-observations, and teacher lesson plans.

Veronique Williams

05/30/2025

Actions			3 of 5 (60%)		
	9/7/22	Teachers will extend their reflection and collaboration of monthly strategy focus and weekly "Try This!" in Canvas discussion boards.	Complete 05/23/2024	Dionne Layne	05/23/2024
	<i>Notes:</i> Teachers have been provided with weekly strategies and the discussion board has been opened. 1/3/2024				
	9/7/22	Departments will alternate quarterly presentations of research and evidence-based instructional strategies. These strategies can pertain to teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; classroom management.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	9/7/22	The principal will plan a calendar of instructional strategy presentations to be delivered quarterly during staff meetings or mandated teacher workdays.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	9/7/22	PLC agendas will include discussion of and reflection on the school-wide instructional strategy for that quarter.		Dorand Blackston	05/30/2025
	<i>Notes:</i>				
	9/7/22	Administration will specifically look for the school-wide instructional strategy in walk-throughs.		Dorand Blackston	05/30/2025
	<i>Notes:</i>				
Implementation:			09/07/2022		
	Evidence	9/7/2022			
	Experience	9/7/2022			
	Sustainability	9/7/2022			
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, students are in school face-to-face. Throughout the block, teachers are using research-based strategies for whole-class, small group, and independent instruction.

Teachers update their Canvas pages weekly with a schedule and assignments.

All students have electronic devices.

Teachers are using promethean boards to enhance instruction.

PLC meetings are aligned with MTSS goals so that teachers are analyzing FAM-S data and collaborating about ways to differentiate instruction.

Limited Development
08/29/2017

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully met, rules and procedures will be posted in every classroom and positively reinforced.</p> <p>A clear and mutually agreed upon system of rewards and consequences will be ongoing in every classroom.</p> <p>Teachers will be trained through MTSS to develop and implement strategies and support systems to promote student participation, academic achievement, and discipline.</p> <p>Administration will support staff efforts with consistent reinforcement of rewards and consequences and professional learning opportunities.</p> <p>Administrators will conduct periodic walk-throughs to evaluate effectiveness and give constructive feedback.</p> <p>Discipline issues will decrease.</p> <p>Attendance will increase.</p> <p>EOC and CTE exam scores will rise.</p> <p>Information we will use to determine success will be walk-through data, formal observation data, student and teacher surveys, test scores, and attendance data.</p>		Objective Met 06/10/24	Dionne Layne	05/31/2024
Actions					
10/7/22	Guidance for classroom management and behaviors will be a part of the school issued teacher handbooks.		Complete 01/03/2023	Dionne Layne	01/10/2024
<i>Notes:</i>					
10/7/22	Beginning of year school assembly to set expectations for attendance and behavior by the principal.		Complete 02/19/2024	Rachel Lewis	02/29/2024
<i>Notes:</i>					
10/7/22	Celebrations of students for attendance, character, and academic performance will be held each semester.		Complete 03/04/2024	Rachel Lewis	05/01/2024
<i>Notes:</i> Title I funds will be used to purchase awards and celebration materials.					

	10/7/22	Teachers will incorporate a weekly schoolwide SEL activity in their lessons.	Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
	10/7/22	Schoolwide expectations for attendance and behaviors will be posted throughout the school.	Complete 05/15/2024	Rachel Lewis	05/31/2024
	<i>Notes:</i> Title I funds will be used to create posters, etc.				
	10/7/22	Teachers will have classroom rules and consequences posted for students in their rooms and on Canvas.	Complete 05/15/2024	Rachel Lewis	05/31/2024
	<i>Notes:</i>				
	10/21/22	Title I funds will be used to support schoolwide incentives to for positive behavior and social emotional engagement.	Complete 05/15/2024	Rachel Lewis	06/30/2024
	<i>Notes:</i> Approximately \$5000.00 of Title I funds will be used.				
	Implementation:		06/10/2024		
	Evidence	6/4/2024			
	Experience	6/4/2024			
	Sustainability	6/4/2024			
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:	<p>Our current implementation efforts include:</p> <p>Data meetings will resume regularly after each snapshot has been given to review student data, develop next steps, discuss common misconceptions, reflect on teaching strategies, and plan for corrective instruction. These meetings consist of the principal, CF, and EOC teacher(s).</p> <p>CTE teachers are currently encouraged to participate in NC-CTE Moodle (state PLC) to collaborate with content colleagues across the state.</p> <p>The PLCs review student data, develop next steps, reflect on teaching strategies, and plan for corrective instruction.</p>	Limited Development 09/06/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When the objective is fully met, all teachers will participate in district-level PD in addition to school-wide PD and PLCs.</p> <p>Teachers will participate in various conferences outside of GCS-developed PD. The purpose will be to be exposed teachers to various strategies being used in different districts so teacher can implement the best strategies in their classrooms.</p> <p>We will use attendance rosters, district post-surveys, and discussion board reflections in Canvas to determine when the objective has reached full implementation.</p> <p>The Academy at Smith will use their partial MCL funded out of Title I in the amount of \$10,000.</p>	Objective Met 06/04/24	Dionne Layne	05/31/2024
Actions				
10/7/22	Teachers create categories and weights by department to ensure uniformity across content areas.	Complete 01/31/2024	Dionne Layne	01/31/2024
<i>Notes:</i>				

10/7/22	In the departments, teachers will create the criteria for mastery of content for example 70% demonstrates mastery.	Complete 01/30/2024	Dionne Layne	02/07/2024
<i>Notes:</i>				
10/7/22	Teachers will display student work and student work will be displayed in the atrium.	Complete 03/07/2024	Rachel Lewis	03/07/2024
<i>Notes:</i>				
10/7/22	Teachers will create quizzes, tests and other assessments in performance matters and Schoolnet by department and will include pre and post assessments and analyze the data in department meetings.	Complete 05/30/2024	Dionne Layne	05/30/2024
<i>Notes:</i>				
10/21/22	Title I funds will be used to purchase math calculators.	Complete 05/30/2024	Rachel Lewis	06/30/2024
<i>Notes:</i> Approximately \$750 of Title I funds will be used.				
Implementation:		06/04/2024		
Evidence	<p>9/8/2022</p> <ul style="list-style-type: none"> - Teachers create categories and weights by department to ensure uniformity across content areas. - In the departments, teachers will create the criteria for mastery of content for example 70% demonstrates mastery. - Teachers will display student work and student work will be displayed in the atrium. - Teachers will create quizzes, tests and other assessments in performance matters and Schoolnet by department and will include pre and post assessments and analyze the data in department meetings. 			
Experience	<p>9/8/2022</p> <p>Departments worked together to provide consistent standards and assessments and to showcase exemplary work.</p>			
Sustainability	<p>9/8/2022</p> <p>Teachers will continue to work together to ensure high standards, rigor, accountability, and consistency. Teachers will continue to showcase student work.</p>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	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
<i>Initial Assessment:</i>		<p>Currently, the following implementation is in effect:</p> <ol style="list-style-type: none"> 1. Teachers document daily attendance. 2. Teachers contact parents (at least once a month) and have one-on-one conversations with students. 3. Teachers contact the social worker about absence concerns. 4. Teachers check with each other to exchange current contact information and discuss grade/absence concerns about shared students. 5. Administration supports teachers in making parent contact and making home visits. 6. Dr. Garr reports on students' post-high school outcomes. 	Limited Development 09/17/2021		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>When this objective is fully met, we will reach our goal of reducing the number of chronically absent students from 14.5% to 13.8%. The rate of home visits and attendance-related parent contact will decrease.</p> <p>The information we will use to measure our success will be quarterly attendance data and teacher feedback.</p>	Objective Met 06/04/24	Rachel Lewis	05/31/2024
<i>Actions</i>					
	9/8/22	Establish an attendance team to monitor attendance and investigate chronic absenteeism.	Complete 10/23/2023	Deandra Johnson	10/31/2023
<i>Notes:</i>					
	9/8/22	Administer staff professional development on data literacy.	Complete 07/31/2023	Dionne Layne	12/15/2023
<i>Notes:</i>					
	9/8/22	Implement standard-treatment protocol for 30 minutes, 3 times a week.	Complete 05/15/2024	Dionne Layne	05/22/2024

		<i>Notes:</i>			
	9/8/22	10-week progress monitoring will be used to adjust STP as needed.	Complete 05/30/2024	Sonya Wagstaff	05/30/2024
		<i>Notes:</i> MTSS team			
	9/8/22	Core and CTE departments will analyze data via PLCs. Data will include all areas and all tiers.	Complete 01/31/2024	Dionne Layne	05/31/2024
		<i>Notes:</i>			
	9/8/22	Create staff, student, and family surveys each semester.	Complete 01/31/2024	Dionne Layne	05/31/2024
		<i>Notes:</i> Ms. Aguigui-Walton will assist with the surveys.			
	9/8/22	Principal and CF will conduct week walk-throughs and share data with the staff.	Complete 05/15/2024	Dionne Layne	05/31/2024
		<i>Notes:</i>			
	9/8/22	Monitor attendance, behavior, classroom grades, snapshot data, EVAAS data, EOC results, NWEA data, and Powerbi app.	Complete 05/15/2024	Rachel Lewis	05/31/2024
		<i>Notes:</i>			
	9/8/22	Create and use an annual tracking system for student outcomes after graduation.	Complete 02/17/2024	Dionne Layne	06/30/2024
		<i>Notes:</i> Dr. Garr will assist with gathering this information.			
Implementation:			06/04/2024		
	Evidence	9/8/2022			
	Experience	9/8/2022			
	Sustainability	9/8/2022			
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:

A three-day 9th grade orientation will be held each summer that will include CTE activities, team-building activities, and college tours.

Teachers have team-building activities with each of their classes at the beginning of each semester.

Homeroms are assigned by grade-level to assist with disseminating information and aiding in transition.

We are following all GCS policies in placing students in the proper academies and/or career paths.

Students meet with school counselor to review schedules prior to registering for upcoming school year.

Students are provided with transcripts before registration to ensure they are on track to complete credits and transition to the next grade level. We are encouraging students to take college level courses (GTCC).

Counselor is sending emails to seniors with scholarship and college-related information. She is also visiting senior classes to reinforce the information and encourage participation.

Counselor has had military and college recruiters, etc. visit senior classes.

Limited Development
08/31/2017

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When the objective is fully met, teachers will have lesson plans and instruction that address student needs in a variety of ways based on data.</p> <p>Information we will use to determine that the objective has been reached will be walk-through data, peer-observations, and teacher lesson plans.</p>			Porsha Parker Partee	06/30/2025
Actions			3 of 4 (75%)		
10/7/22	Students will meet with the counselor to register for upcoming school year and to make sure they are enrolled in the correct courses.		Complete 05/15/2024	Gwendolyn Atkinson	05/02/2024
	<i>Notes:</i>				
10/7/22	Students will have the opportunity to attend summer school to recover credit and be promoted to the next grade.		Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
10/7/22	The school will monitor to ensure that students are earning enough credits to be promoted each year. Students will be provided with transcripts each academic year.		Complete 05/15/2024	Gwendolyn Atkinson	05/31/2024
	<i>Notes:</i>				
10/21/22	Title I funds will be used for printing and binding materials needed to support transitions and needs to support students and staff.			Dorand Blackston	06/30/2025
	<i>Notes:</i> Approximately \$1000.00 of Title I funds will be used.				
Implementation:			09/08/2022		
Evidence	8/16/2022				
Experience	8/16/2022				
Sustainability	8/16/2022				
Core Function:	Domain 4: Culture Shift				
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning				

	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
<p><i>Initial Assessment:</i></p>			<p>Teachers will participate in CASEL_SEL professional development and receive the three signature practices playbook to assist with implementation of SEL activities for both staff in our meetings and students in our classrooms.</p> <p>Currently, teachers refer students to the counselor and social worker to identify what resources are available to students in need of social, emotional, and behavioral support.</p> <p>Staff participates in suicide intervention training.</p> <p>Ms. Watson, the social worker, meets with students to talk over grade, attendance, and emotional concerns.</p> <p>Students and staff participate in school-wide initiatives like Red Ribbon week to bring awareness to supports and interventions are available to students.</p> <p>Teachers contact parents at least once a month to discuss student progress.</p> <p>Updated 11/28/2022</p> <p>We held a Celebration of Excellence during fourth block on 11/21/2022 to recognize students on A/B honor roll, students of character, and most improved.</p>	<p>Limited Development 10/04/2016</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully implemented -</p> <p>Teachers will consistently incorporate SEL activities in their classroom culture and lesson plans.</p> <p>Mental health-inspired newsletters and email communications with parents will be reinstated.</p> <p>The information used to determine full implementation will be lesson plans, walk-through data, and contact logs for both student and parent conferences.</p>			Dorand Blackston	06/30/2025
Actions			6 of 7 (86%)		
10/7/22	Teachers will provide before or after school tutoring to assist students.		Complete 05/15/2024	Rachel Lewis	05/03/2024
	<i>Notes:</i> Title I funds will be used to pay teachers for tutoring.				
10/7/22	The school will provide weekly SEL activities to the staff.		Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
10/7/22	Teachers will incorporate weekly SEL activity for students.		Complete 05/15/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>				
10/7/22	Teachers will submit student concerns about behavior and or attendance to the social worker or the counselor or the attendance team.		Complete 05/15/2024	Gwendolyn Atkinson	05/31/2024
	<i>Notes:</i>				
10/10/22	Student Celebration for academic achievement, honor roll assemblies and character education. At Parent Night/Title I meetings, we will celebrate students' successes.		Complete 05/15/2024	Gwendolyn Atkinson	05/31/2024
	<i>Notes:</i> Title I funds will be used to purchase supplies for assemblies, awards, and parent nights.				
10/7/22	Teachers will have one-on-one with students to provide feedback on their academic progress and address student concerns about their academic performance monthly.		Complete 05/15/2024	Dionne Layne	06/30/2024
	<i>Notes:</i>				
10/7/22	Teachers will Co teach and Co plan with the EC teacher.			Sonya Wagstaff	06/30/2025
	<i>Notes:</i>				

Implementation:			10/07/2022		
Evidence	9/8/2022				
Experience	9/8/2022				
Sustainability	9/8/2022				
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently, we use the following to provide communication to the community: ConnectED, meetings, announcements, newsletters, and a consistently updated website. We also use surveys to get feedback from internal and external stakeholders. Teachers are expected to maintain monthly contact with parents and keep a log pf that contact. Teachers also use Remind to communicate with parents and students.		Limited Development 10/13/2022		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	When this is fully implemented there will be positive two-way communication between internal and external stakeholders from the school to the community through varied means such as Remind, SignupGenius, meetings, announcements, newsletters, and a consistently updated website. Our social media platforms will also be consistently updated to provide information about the current and upcoming events at the school. Parents will receive feedback surveys to provide input on the educational environment of the school and there will be more respondents.			Dorand Blackston	06/30/2025
Actions			7 of 8 (88%)		
	2/7/24	Ms. Atkinson communicates with senior parents as needed through parent meetings.	Complete 05/15/2024	Gwendolyn Atkinson	05/30/2024
	<i>Notes:</i>				
	2/7/24	The principal communicates with parents through ConnectEd frequently about upcoming deadlines and meetings.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	2/7/24	Title I funds will be used to purchase postage for mailings to parents and students.	Complete 02/29/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>				
	2/7/24	Our website will stay updated with current news, events, and pictures.	Complete 05/15/2024	Haley Evans	05/30/2024

<i>Notes:</i>				
2/7/24	We will conduct parent surveys about school climate and academics.	Complete 01/31/2024	Dionne Layne	05/30/2024
<i>Notes:</i>				
2/7/24	When created, the principal will provide the school newsletter to parents and students, and it will be available on the school website.	Complete 05/15/2024	Rachel Lewis	05/30/2024
<i>Notes:</i>				
10/13/22	We will celebrate student success at parent nights, Title 1 meetings, and induction ceremonies.	Complete 05/15/2024	Rachel Lewis	05/31/2024
<i>Notes:</i>				
2/7/24	Title I funds will be used to purchase food and materials for parent family engagement events.		Dorand Blackston	06/30/2025
<i>Notes:</i>				
Implementation:		06/07/2023		
Evidence	4/11/2022 Evidence provided includes samples of different Connect ed messages, evidence of parent nights - including Bilingual parent night, class meetings, the parent survey, and highlights of our website.			
Experience	4/11/2022 We purchased materials and food for family engagement. The principal communicated with parents frequently through Connect ed and newsletters. We conducted parent surveys on academics and climate. We kept our website updated with news, events, and pictures. We had parent meetings where we also celebrated student success.			
Sustainability	4/11/2022 We will continue to purchase materials and food for family engagement to respect family time and keep them informed. We will continue to use family meetings as an opportunity to celebrate student success. We will continue to communicate through Connect ed and newsletters. We will continue to give parents the opportunity to provide feedback through surveys. We will continue to use our website as a tool to keep families informed, and we will use the website as a tool to celebrate school events and student accomplishments as well.			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4C: Engage students and families in pursuing education goals

	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:			<p>Reassessed 10/19/2022:</p> <p>Currently, students receive an interim twice a semester and report cards quarterly.</p> <p>Teachers contact parents when students receive a 70 or below in each class.</p> <p>Curriculum was featured during 9th grade summer orientation.</p> <p>Parents receive frequent updates through phone calls and emails.</p> <p>Teachers keep record of parent communication and aim to contact parents monthly.</p>	Limited Development 10/07/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			<p>When this objective is fully met, parents will be subscribed to PowerSchool and Canvas to stay updated on their student's grade.</p> <p>We will have programs such as Academic Showcase, Parent Nights, and Walk the Schedule to keep parents involved.</p> <p>Parents will receive newsletters with helpful tips and resources.</p> <p>We will have a consistent system for reaching our Hispanic population across the board.</p> <p>Teachers will promote Parent Nights in class to improve attendance and participation.</p>		Dorand Blackston	06/30/2025
Actions				3 of 4 (75%)		
	10/21/22	Title I funds will used for purchase postage for parent student mailings.	Complete 02/29/2024	Rachel Lewis	05/22/2024	

	<i>Notes:</i> Approximately \$850.00			
2/7/24	When created, the principal will provide the school newsletter to parents and students.	Complete 05/15/2024	Rachel Lewis	05/30/2024
	<i>Notes:</i>			
2/7/24	We will conduct parent surveys about school climate and academics.	Complete 01/31/2024	Dionne Layne	05/30/2024
	<i>Notes:</i>			
10/21/22	Title I funds will be used to purchase food and materials for parent family engagement events.		Dorand Blackston	06/30/2025
	<i>Notes:</i> Approximately \$1,500 3-4 times a year.			
Implementation:		06/07/2023		
Evidence	4/11/2022 We provided five sample newsletters as evidence as well as evidence of Parent nights and parent surveys.			
Experience	4/11/2022 The CF created a monthly newsletter for parents and students in Spanish and English. This was available in the atrium, on our website, and sometimes sent home with students. Food was provided at family engagement events. They were appreciative. Postage was bought for parent communication. Parents were surveyed in English and Spanish about school climate.			
Sustainability	4/11/2022 We will continue to communicate with parents through newsletters, our website, and the mail (in addition to email, Connect ed, and conferences.) We will continue to provide food during parent engagement events out of respect for their time.			