Comprehensive Progress Report

Mission: At Greensboro College Middle College, we create a vibrant educational community that fosters equity and integrity, empowers all students to thrive, and embodies a culture of advocacy. Through a collaborative environment, we aim to inspire lifelong learners and to develop critical thinkers who contribute meaningfully to society and embrace diverse perspectives. Together we will cultivate a generation of compassionate leaders equipped to make a positive impact on the world.

Vision: Greensboro College Middle College cultivates a community of diverse lifelong learners who seamlessly transition to successful post-secondary opportunities and engage confidently in an everchanging world.

Goals:

Performance Composite: By June 2025, as measured by our performance composite (ACT+Graduation Rate+Math III) scores, Greensboro College Middle College will increase our school performance grade score from 93.8% to 95% or greater. (A1.07, A2.04, A4.16, B2.03, B3.03, NC FAM-S 9)

Leadership Capacity: By June 2025, Greensboro College Middle College will participate in ongoing professional development activities that are informed by data collection on the outcomes of professional development and coaching for continuous improvement. (A2.01, A4.01, B1.03, C2.01, FAM-S 5)

Attendance: By June 2025, GCMC will decrease chronic student absence by 5 percentage points from the 2023-2024 school year. (A. 4.06, C3.04, E1.06 FAMS 30)

Reducing the number of lost instructional days: By June 2025 GCMC will reduce the number of lost instructional days from discipline referrals by 10% from SY 2023-2024. (A1.09, A4.06, C3.04 FAMS 31)

Math III: By June 2025, GCMC will increase the 2024-2025 Math 3 EOC proficiency by at least 3 percentage points to 97%.



! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The ILT has been created and scheduled to meet bi-weekly to discuss our goals, plans, assess student data and instructional practices.	Limited Development 09/30/2019		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The ILT will be a high functioning team who focuses on school improvement using data, effective teaching practices, classroom observations and feedback. The team will use best practices and provide up to date training to school staff based off of district partners in coaching and feedback. The team will strategically plan and use data to drive instructional practices. Students performance and growth will increase due to the focuses of the ILT has identified.		**Lindsay Stephenson**	**05/25/2026**
Actions		**3 of 4 (75%)**		
9/30/19	ILT team of Ms. Keels, Ms. Stephenson, Ms. Ambrosino, and Mrs. Swindell meet bi-weekly create plans for observations and data collection in order to identify achievement gaps.	Complete 05/22/2020	Gina Ambrosino	05/22/2020
Notes:				
10/19/21	ILT will meet the 2nd and 4th Tuesday of each month.	Complete 04/25/2023	Christopher Burnette	05/24/2023
Notes:				
5/9/22	ILT team will meet to discuss instructional framework, processes for data collection, student data, professional development, and connection to SIP Plan indicators/goals.	Complete 05/23/2025	Christopher Burnette	05/24/2025
Notes:				
9/2/25	ILT will meet to refine core academic practices based on both student outcome and implementation data for continuous improvement.		Lindsay Stephenson	05/26/2026
Notes:				
Implementation:		05/09/2022		

		Evidence	5/9/2022 Meeting agendas, notes provided.			
		Experience	5/9/2022 The ILT began meeting with new Principal in November 2021. Debrief of continuing processes and standing agenda items helped to formulate the updated agenda for ILT.			
		Sustainability	5/9/2022 ILT will need to meet at least 2x per month with fidelity.			
		B1.01	**The LEA has an LEA Support & Improvement Team.(5135)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			GCS has an LEA Support and Improvement Team that is utilized by each school for support.	Full Implementation 05/09/2022		
	KEY	**B1.03**	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Our team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff and parents meets regularly to review implementation of effective practices. We met the entire year at least two times monthly to address the above issues.	Limited Development 08/16/2016		
How it will look when fully met:			The SBLT meets the first Tuesday of every month to discuss progress through SBLT meetings and the second Tuesday of every month for instructional focused best practices.		**Gina Ambrosino**	**05/22/2026**
Actions				**6 of 7 (86%)**		
		9/29/19	ILT meets one on one with instructors to provide feedback on instructional practice.	Complete 05/20/2020	Gina Ambrosino	05/20/2020
		Notes:				
		9/29/19	ILT reports out at staff meetings and SBLT on specific patterns	Complete 05/20/2020	Gina Ambrosino	05/22/2020
		Notes:				
		9/29/19	ILT team of Ms. Keels, Ms. Stephenson, Ms. Ambrosino, and Mrs. Swindell meet once a week	Complete 05/20/2020	Gina Ambrosino	05/22/2020
		Notes:				
		9/29/19	Create plan for observations and data collection	Complete 10/24/2020	Gina Ambrosino	10/24/2020
		Notes:				

	9/17/17	SBLT will meet at least once a month to assess the progress of our goals and key indicators and more if needed based on the progress of our goals and key indicators.	Complete 05/23/2024	Gina Ambrosino	05/24/2024
	Notes:				
	5/22/18	ILT will continue to meet at least twice monthly to analyze all instructional practices to evaluate for effectiveness and improve instruction.	Complete 05/23/2024	Gina Ambrosino	05/24/2024
	Notes:				
	5/9/22	A representative of the ILT meets one on one with instructors to provide feedback on instructional practice.		Christopher Burnette	05/24/2026
	Notes:				
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:		Common planning is available for a couple content areas, however scheduled PLC times have been established to allow staff time to plan and interact with their content. English teachers set benchmarks throughout semester to gauge student progress in reading and writing skills. Math uses benchmark data to assess student understanding and determine enrichment or reteaching strategies.	Limited Development 08/16/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		Teachers will participate in established SOC (Student of Concern) meetings to discuss strategies and interventions that support students with concerns that could impact their academic progress and/or requirements for graduations. Teachers will submit SOC forms to the counselor for students with attendance, academic, or behavior concerns to be discussed at scheduled meetings.		**Erika Tart**	**05/25/2026**
Actions			**5 of 7 (71%)**		
	9/17/17	The entire staff will meet again this year in monthly in SOC (Student of Concern) meetings to discuss strategies and interventions that address academic, attendance, and behavior concerns that could impact progress towards meeting graduation requirements. Our goal is to prepare for a 100% graduation rate.	Complete 12/01/2019	Cheri Keels	12/17/2019
	Notes:				
	9/17/17	Teachers will continue this year meeting in one-on-one TLC (Teaching, Learning, and Coaching) Sessions with the administrator for the purpose of discussing walk-through feedback information, observations, and data. Teachers will use this information to make adjustments to teaching strategies.	Complete 12/17/2019	Cheri Keels	12/17/2019

Notes:				
8/23/16	The entire staff will meet monthly in SOC (Student of Concern) meetings to discuss strategies and interventions that address academic, attendance, and behavior concerns that could impact progress towards meeting graduation requirements. Our goal is to prepare for a 100% graduation rate.	Complete 12/17/2019	Cheri Keels	12/17/2019
Notes:	Based upon students of concern information, Intervention Support Team (IST) will meet to create interventions and gather data to determine the effectiveness of the strategy. This information will be used to determine if additional support is needed through special education services.			
10/26/16	Teachers will meet in one-on-one TLC (Teaching, Learning, and Coaching) Sessions with the administrator for the purpose of discussing walk-through feedback information, observations, and data. Teachers will use this information to make adjustments to teaching strategies.	Complete 12/17/2019	Cheri Keels	12/17/2019
Notes:	The staff will discuss the progress of the TLC meetings and determine whether this may be a task that we would like to continue after the monitoring date.			
10/26/16	The staff will meet monthly in a professional development book study, "What Great Teachers Do Differently" to discuss and reflect on strategies that improve the teaching and learning experience.	Complete 04/25/2020	Cheri Keels	04/25/2020
Notes:	Ms. Keels should collect the reflection papers from each teacher to document their thoughts on the implementation of the strategies identified by the author.			
9/8/22	Teachers will submit students of concern to team and meet to discuss ways to support them. The team will monitor student progress after intervention and make changes to suit the student's academic needs.		Melissa Clowe	05/24/2026
Notes:	SOC (Students of Concern) is open to all Faculty each month (the whole year). A link for a google form is emailed out several times throughout the year and monthly meetings (with the student’s teachers, then parent contacts) are held if needed to address any students referred to SOC.			
10/24/22	Student and teachers will monitor student progress reports through grade postings in Infinite Campus, progress reports, and report cards.		Elaine Peck	05/24/2026

Notes:	The “Report Card/Interim Schedule” from the District was distributed to each faculty member, plus we are given reminders. The Data Manager sends out Progress Reports and Report Cards according to that schedule. We have also hosted a Parent pick up night for progress reports. Teachers, on average bi-monthly give progress reports as well and as needed with updated grades so that students are fully aware of what is required or what was missed			
Implementation:		09/08/2022		
Evidence	4/13/2017 We will continue to measure our success beyond this school year to fully appreciate the effectiveness of our efforts to address this objective.			
Experience	4/13/2017 We have devised ways for those teaching similar subjects to engage in "advise and consent" sessions for the mutual benefit of the teachers and students. As a small school, there are limited opportunities to accomplish this because there are only a few subjects taught by more than one teacher. Still, we've experienced success in the areas of science, history, and language arts.			
Sustainability	4/13/2017 We will work together during common planning periods and lunch on a regular basis to share ideas and strategies.			

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
KEY B3.03	**The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Walk-through feedback forms, classroom observations and teacher evaluation are conducted regularly.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Mr. Burnette will conduct a routine walk-through and provide immediate feedback to teachers using a school-wide walk-through form; a copy is provided to the teacher to be used as a point of discussion during PLC/TLC meetings. Mr. Burnette will meet with teachers weekly in PLC/TLC's to provide supportive instructional feedback. Mr. Burnette will also provide feedback to teachers on lesson plans that are uploaded to the school's Canvas or Sharepoint site.		**Christopher Nelson**	**05/25/2026**
Actions		**5 of 7 (71%)**		
7/27/17	A monthly calendar will be created to post on the back door of each teacher's classroom. Ms. Keels will initial the calendar each time she conduct an informal walk-through. This information will be used to collect data on frequency and pattern of visit during class instruction.	Complete 05/26/2018	Cheri Keels	05/26/2018
Notes:	Mr. Blumke will collect and replace calendars monthly. He will collect the data and display the information in chart for to be reviewed on a monthly basis.			
7/27/17	Ms. Keels will make routine visits to each classroom to observe instruction with a focus on (questioning/critical thinking, quality task, student engagement, etc...)The feedback documented on the form will be used in PLC/TLC's to discuss instructional strategies, and students progress.	Complete 05/14/2019	Cheri Keels	05/14/2019
Notes:				
9/17/18	Mr. Turner will continue to provide a calendar to teacher that should be posted outside their rooms to record walk-through visits. The calendar will also serve as a reminder about upcoming dates and events such as PLC/TLC meetings.	Complete 05/14/2019	Turner	05/14/2019
Notes:				
9/29/19	Ms. Keels will continue to make routine visits to each classroom to observe instruction with a focus on (questioning/critical thinking, quality task, student engagement, etc...)	Complete 01/21/2020	Cheri Keels	01/21/2020
Notes:				

9/29/19	The feedback documented on the form will be used in PLC/TLC's to discuss instructional strategies, and students progress.	Complete 01/21/2020	Cheri Keels	01/21/2020
Notes:				
5/9/22	Mr. Burnette will create a walkthrough schedule and will implement a walkthrough classroom tool to be utilized for classroom visits/snapshots. He will provide feedback to individual classroom teachers based on curriculum alignment, pacing, and higher ordered questioning.		Christopher Burnette	05/24/2026
Notes:				
10/24/22	Instructional Leadership Team (ILT) will review and analyze learning snapshots as well as teacher made exams, district made exams, and End of Course exams.		Gina Ambrosino	05/24/2026
Notes:				
Implementation:		06/03/2019		
Evidence	6/3/2019			
Experience	6/3/2019			
Sustainability	6/3/2019			

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**
Initial Assessment:	It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. A mentor is assigned to all new teachers, and staff are rewarded through praise and small incentives for positive work done for the school.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Greensboro College Middle College will be fully staff with high quality teachers that are certified to teach in their licensed position. GCMC will also, support all new teachers to the building with a mentor, content support, and district supported coaching.		**Mary Neill**	**06/30/2026**
Actions		**13 of 14 (93%)**		
9/5/17	BT's will be supported by a mentor through regular meetings and discussions.	Complete 05/25/2018	Joshua Brethauer	05/25/2018
Notes:				
9/5/17	A hiring team will help interview and provide feedback on potential hires for future vacancies.	Complete 05/25/2018	Cheri Keels	05/25/2018
Notes:				
9/29/19	Staff will be told at the beginning of the year staff meeting that evaluations will be done through the NCEES system.	Complete 09/06/2019	Gregg Pait	09/06/2019
Notes:				
9/29/19	Staff will be told at staff meetings, and thought emails, and on Canvas that they can receive acknowledgement through these various forms of communication.	Complete 01/21/2020	Gregg Pait	01/21/2020
Notes:				
9/29/19	The administrator will continue to use the NCEES system to monitor and provide feedback to teacher to continue to improve instructional practices.	Complete 01/21/2020	Cheri Keels	01/21/2020

Notes:				
9/29/19	We will use Guilford county policy and the Applitrack system to help us find candidates for staffing vacancies.	Complete 01/21/2020	Gregg Pait	01/21/2020
Notes:				
9/29/19	Ms. Keels and a designee will attend district recruiting fairs as they are scheduled.	Complete 05/22/2020	Gregg Pait	05/22/2020
Notes:				
1/21/20	The administrator will continue to use the NCEES system to monitor and provide feedback to teacher to continue to improve instructional practices in the second semester.	Complete 05/22/2020	Cheri Keels	05/22/2020
Notes:				
5/9/22	Staff will be told at the beginning of the year staff meeting that evaluations will be done through the NCEES system.	Complete 09/30/2022	Gregg Pait	09/30/2021
Notes:				
5/9/22	BT's will be supported by a mentor through regular meetings and discussions.	Complete 05/13/2022	Gregg Pait	05/13/2022
Notes:	One BT assigned - Greg Jones			
5/9/22	A hiring team will help interview and provide feedback on potential hires for future vacancies.	Complete 05/13/2022	LaToya Caesar-Crawford	05/13/2022
Notes:	Team has helped to hire a new Front Office Staff and Content Teacher for SY21-22			
5/9/22	Staff will be recognized at staff meetings, school website, social media and through emails for various achievements and accomplishments.	Complete 05/23/2024	Mary Neill	05/25/2024
Notes:	Outstanding students and staff members were recognized and posted on the GCMC website and Instagram. Examples include posts about Ms. Ambrosino winning Teacher of the Year, the yearbook staff finishing the annual, and classes creating exceptional work. In staff meetings, staff and student accomplishments were recognized at the beginning of each meeting. For example, “student X did a fantastic job on their recent test”, or “AP English did a great job with their first practice essay test”.			
5/9/22	Administrator will use the NCEES system to monitor and provide feedback to teachers via the staff evaluation tool. This action will help staff reflect and improve instructional practices. A mentor will also be assigned via the NCEES system for teachers with a BT status.	Complete 05/23/2024	Christopher Burnette	05/30/2024
Notes:				

5/9/22	We will use Guilford County policy and the Applitrack system to help us find candidates for staffing vacancies.		Christopher Burnette	07/30/2026
Notes:	Principal will review Applitrak for potential candidates as needed. Two positions have been staffed using Applitrak this school year.			
Implementation:		05/09/2022		
Evidence	5/9/2022 PLCs and classroom walkthrough process evidence this system			
Experience	5/9/2022 PLCs and classroom walkthrough process evidence this system			
Sustainability	5/9/2022 PLCs and classroom walkthrough process evidence this system			

Core Function:		**Domain 2: Talent Development**			
Effective Practice:		**Practice 2B: Target professional learning opportunities**			
	KEY	**C2.01**	**The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data and student performance data. The SBLT will work closely with the ILT team on collecting walk-through data and student performance data.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			During ILT meetings, the team will use data from NCFE, AP exams, teacher-made test, and EVASS data to provide feedback to teachers. Teachers can use this data and feedback to make determinations about the effectiveness of differentiated teaching practices, classroom instructional strategies, and assessment practices. This information can also be used to determine the types of professional development that is needed to support teachers.		**Christopher Burnette**	**05/25/2026**
Actions				**10 of 12 (83%)**		
11/22/16			Document strategies that will be implemented and monitored for effectiveness during the TLC meetings. These strategies will be based upon professional development, book studies, and collaboration.	Complete 05/22/2018	Cheri Keels	03/17/2017

Notes:	During staff meetings, we discussed ideas from What Great Teachers Do Differently by Todd Whitaker. We did this chapter-by-chapter and will continue in the coming year. Also, we explored and shared various approaches to reteaching. Part of our focus was on identifying areas in need of reteaching. The GradeCam software program was very useful as it can sift though many tests to find precisely the kinds of concepts on which students need additional help. Once those items were retaught, another test identified yet remaining content that still needed more attention.			
11/22/16	Teachers will reflect upon effective strategies and include modifications in the lesson plan.	Complete 05/22/2018	Cheri Keels	03/17/2017
Notes:	Teachers were able to identify areas that need reteaching in current courses and were able to update plans to include additional attention on those same concepts so that students might not need as much reteaching in subsequent semesters.			
9/5/17	An analysis of walk-through data will be gathered using a teacher reflection checklist. The checklist will provide teacher the opportunity to look a their own individual walkthrough data on a monthly basis. Teachers will think systemically about how students learn in order to make the appropriate adjustments in their teaching practices based on their walkthrough data.	Complete 05/22/2018	Cynthia Smith	12/15/2017
Notes:				
9/5/17	Teacher will receive a data disaggregated from NCFE exams. Based on the information teachers will discuss ways to improve students performance in those tested areas. Teachers will also so the same for teacher made exams in subjects without NCFE.	Complete 05/22/2018	Bill Blumke	05/25/2018
Notes:				
9/5/17	The principal will provide frequent feedback to teachers about their lesson plans with a specific focus on differentiated instruction, higher order questioning, and assessment practices.	Complete 05/22/2018	Cheri Keels	05/25/2018
Notes:				
5/22/18	Continue analysis of NCFE results and other data to formulate strategies for improvement.	Complete 01/25/2019	Lindsay Stephenson	01/25/2019
Notes:				
1/21/20	Through the spring semester of 2020, the Principal will continue to meet with staff in teaching, learning, coaching (TLC) sessions.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				
1/21/20	ILT will meet to analyze EOC and NCFE scores from Fall 2019 and Spring 2020. The team will review these scores to identify achievement gaps.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020

Notes:				
1/21/20	ILT will conduct walk-throughs to identify needs in professional development.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				
1/21/20	ILT will meet in Community of Practice Meetings for half a day, once per month, to plan with ILTs from other schools around the district.	Complete 05/20/2020	Lindsay Stephenson	05/20/2020
Notes:				
5/9/22	An analysis of walk-through data will be gathered using a teacher reflection checklist. The checklist will provide teacher the opportunity to look a their own individual walkthrough data on a monthly basis. Teachers will think systemically about how students learn in order to make the appropriate adjustments in their teaching practices based on their walkthrough data.		Christopher Burnette	05/24/2026
Notes:				
5/9/22	The principal will provide feedback to teachers about their lesson plans with a specific focus on differentiated instruction, higher order questioning, and assessment practices.		Christopher Burnette	05/24/2026
Notes:				
Implementation:		05/09/2022		
Evidence	5/9/2022 See attached			
Experience	05/20/22 We have focused on our teaching and learning processes to incorporate a greater focus on critical thinking and independent learning.			
Sustainability	5/9/2022 We must continue to focus on our teaching and learning processes to incorporate a greater focus on critical thinking and independent learning. Evidence will be the classroom walkthrough process, PLC meetings, and teacher evaluations.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers provide differentiation based on students' varied needs. Professional development is needed in this area. The principal and the ILT team will provide ongoing support with MTSS training using district provided module as a resource.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:			Teachers will employ teaching practices with multi-tiered instruction and support. Sample teacher lesson plans that include modifications. Principal observations and feedback, student data, and RTI strategies.	**Objective Met 05/28/24**	**Christopher Burnette**	**09/30/2025**
Actions						
10/26/16			Teachers will provide an opportunity for students to engage in ACT prep studies. Each teacher will have students assigned to them during a portion of their planning time twice weekly. Teachers will keep a record of participating students. Letters will be sent home to invite students that have been identified for this remediation.	Complete 12/20/2016	Bill Blumke	12/20/2016
Notes:			Students have been provided with ACT prep materials and assigned to a teacher. Several students have attended for teacher support. We will continue to monitor this to see if we need to adjust this task based on student participation and performance.			
10/26/16			The staff will participate in Odyssey training with Christopher Bronson during 1/2 Staff Development training. Teachers will learn how to create supplemental activities with Odyssey in their content areas to support students who need skill remediation and coursework recovery. Students who have concerns of failing grades and poor attendance will be the target group for remediation.	Complete 04/14/2017	Bill Blumke	04/14/2017
Notes:			Although PD training will be ending by the above completion date, the staff will continue using this as a differentiation strategy to be monitored continually.			
8/23/16			Teachers will continue to upload weekly lesson plans to SharePoint that reflect multi-tiered instruction to be checked by the administrator.	Complete 05/09/2018	Cheri Keels	05/25/2018

Notes:	Teacher will use the multi-tiers system of support to identify in their lesson plans how lesson are differentiated to meet the needs of all students in order to provide feedback for adjustments and modifications.			
9/18/17	The administrator will provide feedback to teacher teachers on lesson plans and walk-throughs to be used as a tool for reflections and discussion in TLC's	Complete 05/09/2018	Cheri Keels	05/25/2018
Notes:				
9/28/19	A lesson plan template will be created for teacher to record lesson plans that are aligned with curriculum standards and new district pacing guides that were provided BOY.	Complete 08/06/2019	Cheri Keels	08/06/2019
Notes:				
9/28/19	Modeled lesson plans and multi-tiered activities will be shared by teachers in staff meetings.	Complete 05/20/2020	Cheri Keels	05/24/2020
Notes:				
9/28/19	Lesson plans will be turned in weekly through canvas, discussed in PLC's and given feedback.	Complete 05/20/2020	Cheri Keels	05/24/2020
Notes:				
9/29/19	The administrator, ILT teams and peer colleagues will conduct focused walks to identify evidence that support MTSS strategies.	Complete 05/20/2020	Cheri Keels	05/24/2020
Notes:				
5/9/22	Teachers will provide an opportunity for students to engage in ACT prep studies. Each teacher will have students assigned to them during a portion of their planning time twice weekly. Teachers will keep a record of participating students. Letters will be sent home to invite students that have been identified for this remediation.	Complete 11/30/2021	Crystal Horton	11/30/2021
Notes:				
5/9/22	Peer-led professional development series focused on the gradual release (me, we, few, you) framework will be implemented BOY SY22-23	Complete 05/23/2024	Lindsay Stephenson	05/24/2024
Notes:	Principal Burnette created a gradual release Professional Development which all staff members attended. The walkthrough form he created also reflected the expectation of teachers implementing these strategies in their lesson plans and classrooms.			

10/24/22	ILT will conduct peer observations, focusing on the gradual release framework. ILT will look to observe students engaging in the curriculum, participating in student discourse, and that the classroom is student centered. ILT will provide feedback to individual teachers. SBLT will discuss best practices and school wide trends to maintain those practices and establish additional goals.	Complete 05/23/2024	Christopher Burnette	05/24/2024
Notes:				
Implementation:		05/28/2024		
Evidence	5/9/2022 See attcahed.			
Experience	5/9/2022 Ms. Horton sent the invitations to students based on pre-ACT data.			
Sustainability	5/9/2022 Monitoring of Pre-ACT data will need to remain a system by which students are identified, along with teacher input.			

Core Function:		**Domain 3: Instructional Transformation**			
Effective Practice:		**Practice 3B: Provide rigorous evidence-based instruction**			
	KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		Currently teachers maximize their opportunities to build relationships with students in a small school environment. Some teachers supervise student activity clubs to foster positive relationships among students. Teachers set expectations in their classrooms to monitor behavior and attendance. Advisory groups have been created to support students' social and emotional learning as well as academics.	Limited Development 08/27/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Teachers collaborate with students to establish clear expectations for student behavior and attendance, using restorative practices and classrooms contracts for behavior and expectations. Advisory groups will support and identify students who are at risk and intervene to reduce tardiness and absences as reflected in powerschool. These actions will lead to a reduction in detention referrals for repeated tardiness.		**Grey Jones**	**05/28/2026**
Actions			**4 of 5 (80%)**		
10/4/22		Teachers include classroom expectations in their course syllabi which is located in canvas courses.	Complete 08/04/2022	Janet Powell	08/04/2022

Notes:				
8/27/17	The staff will implement and monitor the new attendance/tardy policy to reduce excessive tardiness and unexcused absences	Complete 10/26/2021	Mary Neill	10/31/2022
Notes:				
9/8/22	The staff will create a new attendance/tardy policy to reduce excessive tardiness and unexcused absences.	Complete 12/01/2022	Christopher Burnette	12/15/2022
Notes:	New challenges have occurred since the completion of the key indicator previously, which has lead to the team re-visiting this action step..			
10/26/21	The staff will continue to implement the tardy policy and revisit how attendance and tardiness have improved quarterly.	Complete 05/24/2024	Stephanie Faison	06/01/2024
Notes:	Q1- School Social Worker establishes the attendance team which comprises herself, the School Counselor, Data Manager and Principal. The meeting involves the team's review of the tiered chronic absenteeism report (provided by the Data Manager). Q2-Attendance Team reviews chronic absenteeism report to see which students consistently show chronic absenteeism or have improved their attendance. For those that have not improved their attendance, the team looks for ways to support the student. Makeup time for absences is an accountability measure that is employed for students who accrue excessive absences. Q3- Attendance Team continues to review the chronic absenteeism report and deploy supports and accountability measures as needed. Q4- Attendance Team continues to review the chronic absenteeism report and deploy supports and accountability measures as needed.			
9/28/19	Using classroom procedures and expectations as outlined in course syllabi (posted in Canvas), teachers will review and implement school wide rules, expectations and SEL practices. This will be observed in walk throughs and observations.		Elaine Peck	05/25/2026

Notes:	Classroom expectations are given to students at the beginning of each semester in every syllabus for each class. These expectations are also posted in our classrooms, so that we may refresh our students' memories of what is expected while in each learning environment. Teachers refer back to these posted expectations (and consequences) at least monthly to ensure that students know their behavior expectations to hopefully prevent the need for the consequences. As teachers, in our monthly faculty meetings, a different staff member was appointed to each month for a SEL practice. A few examples: November we did a gratitude exercise, last month we signed positive details about each staff member to created signs taped to our backs (so as to not see who wrote what), these hang in our rooms now. As for the students, many of us use our daily "Bellringers" to take a "temperature check" of our students. Teachers also incorporate SEL practices into our lesson plans to be observant of any students that could be emotionally struggling, so that we may reach out and also refer them to our counselor			
Implementation:		09/28/2019		
Evidence	5/31/2019 5/31/2019- Tardy policy, detention documents, attendance letters, emails to social work for home visits,			
Experience	5/31/2019 This year our SBLT meetings were more goal oriented than in the past. We had a better handle on how to use the Indistar program guide us through meeting our goal. Using wise ways was helpful identifying and refining our strategies.			
Sustainability	5/31/2019 We will need to continue meeting on a monthly basis to identify gaps and address our SIP goals especially if we do not meet our goals for this year. Another focus will be making sure our strategies continue to align with the district's strategic plan.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			English Language, Math, & Social Studies, units already exist through the district. Teachers can use these unit models to make modifications and adjustments to improve instructional delivery practices for other content areas. ILT team will discuss the effectiveness of the usage of these resources by the GCMC staff.	Limited Development 08/15/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Teachers will use curriculum and standard aligned units to plan along with the district scope and sequence to plan weekly lessons. Teachers will upload their lesson plans to a common site (Canvas or Sharepoint).	**Objective Met 05/18/23**	**Kayla Ritchey**	**05/24/2023**
Actions						
8/28/18			Teachers of the Core Content will use the GCS scope and sequence to plan and pace engaging lessons.	Complete 09/01/2022	Alfredo Ortiz Mortera	05/20/2023
Notes:						
5/9/22			Teachers will collaborate with their peers, and the administrator to plan modify, adjust, and/or create unit plans for each content area.	Complete 05/10/2023	Christopher Burnette	05/24/2023
Notes:						
9/25/18			Teachers of tested content will create Benchmarks that align with GCFE and AP exams.	Complete 05/10/2023	Lindsay Stephenson	05/25/2023

Notes:	Quarter 1- AP teachers use the AP Classroom Progress Checks to progress monitor students (created by The College Board). Students' can see their own progress as well. AP teachers met in a PLC to discuss early data and used it to guide instruction. Quarter 2- AP teachers continued the use of AP Classroom, and identified which students were on track to pass the AP exam. They met in a PLC to analyze the data and guide instructional planning for the second semester. Courses with GCFE's took those exams in December. Teachers used that data to guide instructional planning for the next semester. Quarter 3- AP teachers continued the use of AP Classroom, and identified which students were on track to pass the AP exam. They met in a PLC to analyze the data and guide planning for AP SUCCESS tutoring during fourth quarter. Quarter 4- AP teachers continued the use of AP Classroom, and identified which students were on track to pass the AP exam. They met in a PLC to analyze the data and guide planning for the review period (week leading up to the AP exams).			
8/28/17	Teachers with a Guilford County Final exam for their class will obtain and use GCS pacing guides to plan units and weekly lesson plans.	Complete 08/03/2022	Christopher Burnette	05/25/2023
Notes:				
8/28/17	Teachers without an GCFE or EOC will meet with like subject teachers (if available) to write unit plans and pacing guides aligned with standards.	Complete 05/10/2023	Alfredo Ortiz Mortera	05/25/2023
Notes:	Teachers create weekly standards-aligned lesson plans. Teachers use standards provided by the county to guide their planning, implementation of the material and the assessment of student learning in preparation for the GCFEs and EOCs.			
Implementation:		05/18/2023		
Evidence	5/9/2023 Teachers will continue to implement a weekly process of lesson planning, review, PLC review and evidence is housed in Canvas. Teachers (AP & GCFE) have used benchmarks created by the College Board, My Perspectives, Open Up, as well as individual teachers.			
Experience	5/13/2023 Teachers have implemented a weekly process of lesson planning, review, PLC review and evidence is housed in Canvas			

Sustainability	5/13/2023 Teachers will continue to implement a weekly process of lesson planning, review, PLC review and evidence is housed in Canvas			

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A1.09	**The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers serve as advisors to clubs and actively host meetings and events. Promotion of the school clubs and activities are geared to offer exposure to the current clubs and increase participation as well as membership.	Limited Development 05/09/2022		
	Priority Score: 1 Opportunity Score: 2	Index Score: 2		
How it will look when fully met:	SEL strategies are including in lesson plans and are geared towards creating a positive and collaborative culture for students. Club meetings will also have a component of SEL involved in their meetings and activities. Student participation in clubs, volunteer hours, and enrichment opportunities will increase.		**Lindsay Stephenson**	**06/02/2026**
Actions		**3 of 4 (75%)**		
10/4/22	Students participate in extra student-led enrichment opportunities and tutoring sessions.	Complete 05/10/2023	Grey Jones	05/01/2023

Notes: Q1 - During the first quarter of the 2022/2023 school year, select staff created an enrichment opportunity in the form of college admission essay tutorials and workshops. During lunch and after school, select staff provided instruction on choosing a Common App prompt, formatting an essay, highlighting essential qualities that colleges and universities strive for, and editing and revising strategies. Students were able to attend one or all of the sessions that were offered weekly or bi-weekly throughout the first and second quarter of the school year.
Q2 - During the second quarter of the 2022/2023 school year, select staff continued with the enrichment opportunity of college admission essay tutorials and workshops. During lunch and after school, select staff provided instruction on choosing a Common App prompt, formatting an essay, highlighting essential qualities that colleges and universities strive for, and editing and revising strategies. Students were able to attend one or all of the sessions that were offered weekly or bi-weekly throughout the first and second quarter of the school year.
Q3 - During the third quarter of the 2022/2023 school year, select staff conducted an enrichment opportunity in the form of ACT tutoring sessions after school and on Saturdays. The sessions covered Math, English, and Science, concentrating on ACT-based skills as well as strategies for tackling multiple-choice questions. The schedule included the following dates:
Wed Feb 8
Sat Feb 11
Wed Feb 15
Sat Feb 18
Wed Feb 22
Sat Feb 25
Wed March 1
Sat March 4
Wed March 15
Sat March 18

Q4 - During the fourth quarter of the 2022/2023 school year, select staff conducted an enrichment opportunity in the form of APUSH, AP Euro, AP Lang, and AP Lit tutoring sessions after school and on Saturdays. These sessions were called SUCCESS. The tutorials included practice exams, activities centered on content knowledge, skill-based application, review games and quizzes, and writing labs. The schedule for the AP SUCCESS included the following dates:
3/15: Wednesday 3-4 (AP Euro)
3/22: Wednesday 3-5 (All AP classes)

	3/25: Saturday 9-11 (AP Euro and AP Lit) 3/29: Wednesday 3-5 (All AP classes) 4/01: Saturday 9-11 (APUSH and AP Lang) 4/05: Wednesday 3-5 (All AP classes) 4/12: Wednesday 3-5 (All AP classes) 4/15: Saturday 9-11 (AP Euro and AP Lit) 4/19: Wednesday 3-5 (All AP classes) 4/22: Saturday 9-11 (APUSH and AP Lang) 4/26: Wednesday 3-5 (All AP classes) 5/2: Tuesday beginning at 3 (AP Lit only - Exam on 5/3) 5/3: Wednesday beginning at 3 (APUSH only - Exam on 5/5) 5/4: Thursday beginning at 3: (AP Euro only - Exam on 5/5) ⅝: Monday beginning at 3 (AP Lang only - Exam on 5/9)			
10/4/22	GCMC Clubs organize various events that focus on service, community building, and relationship building.	Complete 05/10/2023	Tonya Culler	05/23/2023
Notes:	NHS (National Honor Society) has created many service opportunities monthly as the year goes on as well as the GSA (Gay-Straight Alliance) Club. NHS has used bi-weekly meetings to plan and create opportunities for service. NHS Examples: Canned Food Drive, Toys For Tots, Warming The Homeless. These opportunities have gone on throughout the year and have provided students with the opportunity to record service hours. GSA Examples: Collaborated with Guilford Green in October for their Halloween party Ran a hygiene product drive for the months of semester 2. Collaborated with Guilford Green for ALT prom in April. Attended a Trans Education Conference in October that was in collaboration with Guilford Green and Cone Health: Trans & Non-Binary Youth Summit · Guilford Green Foundation Planned and conducted the Egg Hunt in April Planned and conducted an intramural volleyball game in March			
5/9/22	Various methods of two-way communication will be used to provide information and announce club events and school activities.	Complete 05/10/2023	Lindsay Stephenson	05/24/2023
Notes:	Each month the club coordinator creates a club and event calendar and newsletter to distribute information to the student body. Each club advisor submits information and then it is all showcased in the newsletter and all meetings are written on the calendar. The newsletter is emailed to the student body, posted on the school website, and posted on the school Instagram.			

9/8/22	Evidence of SEL integration will be observed in all classes via classroom walkthroughs. Feedback about data collected from walkthroughs will be shared with staff during staff meetings. Staff will also use these meetings to collaborate and share best practices.		Christopher Burnette	05/24/2026
Notes:				
Implementation:		05/09/2022		
Evidence	5/9/2022 Evidence of planning notes, student concern meetings, lesson planning provided.			
Experience	5/9/2022 Teachers have provided positive feedback in the process of planning for continued reinforcement of classroom management strategies. The integration of SEL strategies is regularly discussed in PLC meetings, as well as strategies for continued student engagement.			
Sustainability	5/9/2022 Continued professional development in SY22-23 Continued PLC meetings to include discussions of SEL strategies to improve achievement outcomes Continued SBLT meetings to include discussions of SEL strategies to improve achievement outcomes			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our program is designed to support students during their last two years of high school and to support them make the transition to an institute of higher learning by giving them early expose to college courses.	Limited Development 08/28/2017		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Students will work with the school counselor to complete a graduation plan. We will hold monthly advisory meetings to monitor students success of their college classes. Through the advisory group meetings the staff will work towards supporting students in the college classes they are taking while at GCMC. It will also serve and an opportunity to support students as they plan and apply for college.	**Objective Met 05/28/24**	**Melissa Clowe**	**05/24/2024**
Actions						
8/28/17			Each students will have a transcript analysis determining what they need for high school graduation; they will work with the guidance counselor to choose college course that can fit into their schedule as electives.	Complete 05/25/2018	Dorothy Wood-Webb	05/25/2018
Notes:						
9/29/19			English teachers will plan vertically in PLC meetings.	Complete 05/20/2020	Cynthia Smith	05/22/2020
Notes:						
9/29/19			Create and use benchmarks to monitor students progress towards mastery of standards.	Complete 05/22/2020	Cynthia Smith	05/22/2020
Notes:						
9/29/19			Teachers analyze their benchmark data to determine the need for corrective instruction.	Complete 05/20/2021	Cynthia Smith	05/22/2020
Notes:						
10/5/20			Create and use benchmarks to monitor students progress towards mastery of standards.	Complete 05/20/2021	Jamie Windbush	05/20/2021
Notes:						
10/5/20			Teachers analyze their benchmark data to determine the need for corrective instruction.	Complete 05/20/2021	Jamie Windbush	05/20/2021
Notes:						

9/8/22	Each students will have a transcript analysis determining what they need for high school graduation; they will work with the guidance counselor to select college course.	Complete 05/24/2023	Stephanie Faison	05/24/2023
Notes:	1st Analysis- The initial transcript analysis is used to determine correct grade level, math placement and college class. 2nd Analysis-This analysis is to ensure that all previous credits are showing on student's transcript and that the student is progressing to graduate with their cohort. 3rd Analysis- This analysis is to ensure that all credits are showing on student's transcript and that the student is progressing or has graduated with their cohort.			
8/1/23	Each student will have a transcript analysis each semester and meet with the Guidance Counselor to determine course selections and stay on track for graduation. Students will also make plans for their college applications and financial aid.	Complete 05/17/2024	Stephanie Faison	05/25/2024
Notes:				
Implementation:		05/28/2024		
Evidence	5/28/2024 Student conferences for registration, financial aid, and post-secondary plans.			
Experience	5/28/2024 Students have met and created post secondary plans with counselor.			
Sustainability	5/28/2024 Students have met and created post secondary plans with counselor. Financial Aid classes and registration were offered. Further development into students researching and finding individual scholarships is the next goal.			

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**
Initial Assessment:			Staff supports the whole student and creates an open door policy for students to feel comfortable coming to them regarding challenges they face. Teachers frequently open up their classrooms during lunch and their planning time for students to come to them for tutoring, or to engage in general conversations about social issues the impact the students. School Counselor checks-in with students to follow-up on their academic, social, and emotional experience on campus.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Students will be able to identify at least one adult that they feel comfortable coming to when they are facing a challenge or difficult situation.	**Objective Met 05/18/23**	**Melissa Clowe**	**05/20/2023**
Actions						
8/28/17			Teachers will to meet with students during lunch and planning time to build relationships with students. However, if students need to address specific concerns they can arrange to meet with the teachers for after-school tutoring as well.	Complete 05/25/2018	Dorothy Wood-Webb	05/25/2018
Notes:						
9/29/19			Create a Students of Concern Form.	Complete 09/03/2019	Cheri Keels	09/03/2019
Notes:						
9/29/19			As the SOC facilitator Ms. Swindell will explain in a staff meeting how the SOC team will operate and how teachers can utilize the team to provided tiered support for students.	Complete 09/03/2019	Mary Swindell	09/03/2019
Notes:						
9/29/19			Create school wide expectations and discuss with students during Advisory Meetings.	Complete 10/03/2019	Mary Swindell	10/03/2019
Notes:						
9/29/19			Teachers and Principal will be trained about MTSS with district modules that focuses on behavior.	Complete 05/22/2020	Cheri Keels	05/22/2020
Notes:			Recurrence will take place as directed by the district.			

9/29/19	All staff members will submit SOC forms for students who can benefit from interventions related to (attendance, academics, and Social/Emotional behaviors) that impede their success.	Complete 05/22/2020	Mary Swindell	05/22/2020
Notes:				
9/29/19	The SOC team will meet weekly to discuss intervention strategies for students whose names have been submitted	Complete 05/20/2020	Mary Swindell	05/22/2020
Notes:				
9/29/19	Ongoing communication with staff, students and parents about expectations via email and newsletter.	Complete 05/22/2020	Cheri Keels	05/22/2020
Notes:				
10/5/20	Teachers and Principal will be trained about MTSS for the second year of implementation using district webinars and modules.	Complete 12/20/2021	Cheri Keels	12/20/2021
Notes:				
10/5/20	The SOC team will meet weekly to discuss intervention strategies for students whose names have been submitted	Complete 12/20/2021	Mary Swindell	12/20/2021
Notes:				
10/5/20	Ongoing communication with staff, students and parents about expectations via email and newsletter.	Complete 12/20/2021	Cheri Keels	12/20/2021
Notes:				
10/5/20	While online for remote learning teachers will hold weekly Advisory Meetings and conduct Social/Emotional activities during the meetings.	Complete 12/20/2021	Crystal Horton	12/20/2021
Notes:				
5/9/22	Teachers will meet with students during lunch and planning time to build relationships with students. If students need to address specific concerns they can arrange to meet with the teachers for after-school tutoring as well, students will also check-in with school counselor about their progress.	Complete 05/10/2023	Stephanie Faison	05/25/2023
Notes:	Weekly- Advisory was established as a means to support students academically, socially and emotionally. Each week advisory teachers check in to see how students are doing in their college courses as well as provide them with information on upcoming events and happenings within and around our school community.			
Implementation:		05/18/2023		

Evidence	8/27/2018 Team Building days, Powder Puff Football, NHS Club, War-Fare Basketball Game, Heartchase events, tutorial sign-in sheets. 5/18/23 GSA, NHS, Game Club. eSports League, Yearbook Staff, Film Club, Crochet Club, PAC, and Cooking Club all met consistently this year. Students and staff hosted events such as Powder Puff Football, Clothing Drive, Blood Drive, Egg Hunt, Food Drive, Trunk or Treat, eSports Tournament, Guilford Green Halloween Party, etc.			
Experience	8/27/2018 We used Advisory groups to meet with students at the beginning of the year and a few times throughout the course of the year. A few teachers, not all , supervised clubs. We have more clubs and activities that would allow teachers to build relationships with students. 5/18/23 Many student clubs met during lunch to allow more student participation. Additionally, during open time (lunch, planning, etc.), teachers used an open-door policy and welcomed students who needed additional support.			
Sustainability	8/27/2018 We will need to continue to work on how to utilize our Advisory groups more. Possibly revisiting the master schedule to adjust lunch times, or start/end times so that we can set aside a block of time to meet in advisory groups more. 5/18/23 We will restructure advisory groups next year to better serve students and to include SEL.			

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:			We have small class sizes allowing teachers to build closer relationship with students. Teachers meet in advisory groups with small groups of students to discuss issues that impact our school culture. We also engage in school-wide team building and club activities. Training from school counselor.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			Teachers will communicate weekly, monthly or quarterly the goals and objectives for their courses. Reminders about students academic and behavior expectations are sent out to parents and students by the school administrator and school counselor. Events and programs are attended to and supported by families.		**Alfredo Ortiz Mortera**	**05/29/2026**
Actions				**7 of 10 (70%)**		
8/29/17			Weekly memos are sent to parents and students with reminders about academic deadlines, expectations, and goals. Also, the school counselor will communicate with students and parents about related topics such as graduation, ACT and SAT testing, college applications, etc...	Complete 05/25/2018	Cheri Keels	05/25/2018
Notes:						
9/29/19			Create/Update Individual Teacher Pages within School Website	Complete 12/18/2019	LaToya Caesar-Crawford	10/30/2019
Notes:						
9/29/19			All teachers will be required to turn in Parent Communication (Phone/Email/Text) Logs at the end of the semester.	Complete 12/19/2019	Alfredo Ortiz Mortera	12/18/2019
Notes:						
9/29/19			Hold an Annual Open House, report card pick up days, parent/teacher conferences.	Complete 12/19/2019	Alfredo Ortiz Mortera	12/19/2019
Notes:						
9/29/19			Update School Website	Complete 12/19/2019	Alfredo Ortiz Mortera	12/19/2019
Notes:						

10/24/22	The school will host and engage parents during events such as National Honors Society Induction, report card pick up, FAFSA Night, etc.	Complete 05/23/2024	Stephanie Faison	05/24/2024
Notes:	Q1-The beginning of the school year jump starts with open house where students receive their schedules and are excited about the opportunities that await them as a GCMC student and receive information about more events/activities/opportunities to come. Q2-Students are inducted into the GCMC National Honor Society, as students are applying to college GCMC hosts FAFSA night for students/parents as well as report card pick ups. Q3-This quarter begins a new semester and new college courses and students are excited about report card pickup, new schedules, and change in grade point average.			
5/9/22	Create/Update Individual Teacher Pages within School Website	Complete 05/23/2025	Erika Tart	08/31/2025
Notes:	The beginning of the year Tart would update the teacher pages to reflect the current class offerings and the schedule for that semester. For the second part of the school year Tart would update the teacher pages to reflect their current class offerings and their schedule for that semester.			
10/24/22	Create additional opportunities for families to visit the school, talk with staff, and receive information about their child's progress.		Melissa Clowe	05/24/2026
Notes:	This is a new opportunity we want to get parents on campus and engage with teachers about our curriculum and their students.			
5/9/22	Update school website weekly to provide current information to students, staff, and the community stakeholders.		Erika Tart	05/30/2026
Notes:	Tart would update the website weekly, adding new photos and or updating new events happening in our school			
5/9/22	Weekly memos are sent to parents and students with reminders about academic deadlines, expectations, and goals. Also, the school counselor will communicate with students and parents about related topics such as graduation, ACT and SAT testing, college applications, etc...		Christopher Burnette	05/30/2026
Notes:				
Implementation:		05/09/2022		
Evidence	5/13/2022 See attached.			

Experience	05/13/2022 Parent communication takes place through a variety of modes (website, phone calls, weekly updates, etc). No in-person meetings could take place without appointments due to COVID-19 restrictions.			
Sustainability	05/13/2022 Continued parent communication will take place through a variety of modes (website, phone calls, weekly updates, etc). No in-person meetings could take place without appointments due to COVID-19 restrictions.			