

Comprehensive Progress Report

Mission:

The mission of Garinger High School is to expose its diverse student population to a challenging curriculum and graduate productive leaders in our community and society.

Vision:

Garinger High School will be the premier high school in the Charlotte-Mecklenburg metropolitan area by preparing students to be productive and successful citizens through an extraordinary and high-quality education.

Goals:

Guardrail 2 Example Goal Starter: The number of OSS incidents will decrease from 664 in SY2024-25 to 500 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Goal 3: Required Goal The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 3.9% in SY2024-25 to 10% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 58.64% in SY2024-25 to 65% in SY2025-26.. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on English II End of Course assessment will increase from 24.7% in SY 2024-25 to 29.7% in SY 2025-26 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of high performing licensed classroom teachers throughout the 2025-26 school year. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	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:

As of June 2025, Garinger did not meet the school improvement Goal 2. Based on 2024-25 unofficial EOC data, our Math I CCR was 3.9% and our GLP was 9.8%. Our school experienced several successes related to this indicator: The SIT, FAC, MTSS, and principal's cabinet school leadership teams met regularly during the 24-25 school year. Administration teams meet intently with EOC PLCs weekly. District Curriculum Specialist and Subject area MCLs and master teachers worked together in support of curriculum integration and coaching. As we move into the 2025-2026 school year, we anticipate the following challenges. Course bootcamps being successfully implemented due to teacher turnover and our transient population. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by having the bootcamps start earlier in the year to ensure it becomes a part of the school culture.

Note: We will continue goal into the 2025-26 school year.

Limited Development
04/14/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>1. New staff will complete staff on boarding professional development at the district level.</p> <p>2. All staff will complete GHS onboarding professional development during teacher workdays before the school year starts.</p> <p>3. Staff with 0-3 years of experience will attend monthly professional development and meet with the specialist regularly.</p> <p>4. The staff and student celebrations team will plan a bimonthly event to celebrate student growth.</p> <p>5. BMTs and the Admin team will meet weekly to discuss student trends, behavioral interventions, subgroups of students, and staff needs.</p>			Shannon Clemons	06/30/2026
Actions			0 of 3 (0%)		
9/19/25	Staff expectation that have been developed by leadership will be communicated to teachers during PLC by utilizing agendas and non-negotiables.			Administrative Team	06/10/2026
<i>Notes:</i> PLC meetings take place weekly, administration attends PLC's.					
5/18/23	The MTSS leadership and school instructional leadership teams will meet regularly during the 25-26 school year to monitor, evaluate and adjust school's goals and actions. (Goal 3, Guardrails 1-3)			Matthew Daseler	06/30/2026
<i>Notes:</i> Regular meetings were conducted with SIT, FAC, and MTSS					
7/26/23	<p>Professional learning for the leadership team targeted to coaching and feedback aligned to Relay and Get Better Faster. Team will implement Get Better Faster as coaching framework to provide feedback and coaching to identified teachers. (Goal 3, Goal 4, Guardrail 1, Guardrail 2)</p> <p>Administration teams will also meet with EOC PLCs weekly to evaluate progress toward identified actions. District Instructional Specialists and Subject area MCLs and master teachers are also utilized to support curriculum integration and coaching. (Goal 3, Guardrail 1)</p>			Dale Adair	06/30/2026

Notes: GSI meetings were held as well as well PD around Math I that included support from Coherent Math coaches and Performance Area Math Specialist.

Implementation:			06/21/2022		
Evidence	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.				
Experience	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.				
Sustainability	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.				
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:	<p>As of June 2025, Garinger did not meet the school improvement Goal 2. Based on 2024-25 unofficial EOC data, our Math I CCR was 3.9% and our GLP was 9.9%. Our school experienced several successes related to this indicator: Common planning allowed for collaborative conversations among teachers and PLCs included data dives and instructional conversations with MCL's. As we move into the 2025-2026 school year, we anticipate the following challenges. We will be onboarding new teachers, support staff, and a new Principal. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by conducting a transition meeting between the current Principal and the new Principal. Creating a robust onboarding and mentoring program for new teachers.</p> <p>There were lots of changes during the 25-26 school year. We will continue this goal.</p> <p>Note: We will continue this goal into the 2025-26 school year.</p>	Limited Development 04/14/2022			

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>There are clearly defined expectations for instructional planning in which teachers and staff are aware of their roles and adhere to deliverables. The focus of the instructional planning will be on improving student outcomes through the use of data analysis and action planning.</p> <p>MCLs will continue to meet weekly with Admin team to discuss action steps and student outcomes. The conversation will be data driven with an emphasis on improving student performance. The Admin team will monitor student data (EVAAS, benchmark, etc) to determine impact and if adjustments in practice are necessary.</p> <p>We will continue this goal into the 25/26 school year.</p>			Shannon Clemons	06/30/2026
Actions			0 of 3 (0%)		
9/22/25	The administrative team will set up routine conversation around the SPG tracker during ILT and PLC meetings and data will be updated weekly/bi-weekly on the tracker to be able to make instructional moves necessary for positive student achievement.			Dale Adair	06/10/2026
<i>Notes:</i>					
8/12/24	The school administrators and instructional leadership team will ensure teams of teachers implement, assess, and adjust instruction based on exit tickets, common assessments, MVPA data, and other baseline data sources continuously. Teams keep a running agenda, minutes, and commit to meeting norms and roles. (Goal 3, Goal 4, Guardrail 1)			Dale Adair	06/30/2026
<i>Notes:</i>					
8/26/24	The Instructional Leadership Team will support common planning by implementing and monitoring systems for data analysis and action planning. (Goal 3, Guardrail 1, Guardrail 4)			Ana Cunningham	06/30/2026
<i>Notes:</i>					
Implementation:			06/21/2022		

Evidence	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
Experience	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
Sustainability	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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	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:			<p>As of June 2025, Garinger 2024-25 unofficial EOC data, our Math I CCR was 3.9% and our GLP was 9.8%. There was an overall decrease in both GLP and CCR for Math 1 from the 2024-2025 results. Our school experienced several successes related to this indicator: At the Principal's guidance we developed a walkthrough calendar with weekly look-Fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. Principal Clemons met monthly with MCLs, beginning teacher coordinators, and instructional facilitators, graduation coach to support curriculum implementation and instructional planning. As we move into the 2025-2026 school year, we anticipate continued challenges around teachers utilizing a common lesson template and turning in lesson plans for review. While challenges exist, we have opportunities to address this challenge during the 2025-2026 school year by implementing this system at the beginning of the school year and providing feedback in a timelier manner. Also ensuring that our facilitators have enough time to give feedback.</p> <p>Note: We will continue this goal into the 2025-26 school year.</p>	Limited Development 07/30/2024		

<p>How it will look when fully met:</p>	<p>In our school during classroom walkthroughs, administrators and the Leadership team will see standards- aligned lessons and student engagement. There will be a system in place for school leaders to observe teacher practice, provide specific feedback using the Get Better Faster model.</p> <p>In addition, the PLCs will focus on standards-aligned instruction and determine appropriate differentiation techniques based on student needs.</p> <p>The following data sources will be used:</p> <p>Classroom walkthrough data</p> <ul style="list-style-type: none"> • MVPA and other assessment data • Fidelity tools • Evaluation data 		<p>Shannon Clemons</p>	<p>06/30/2028</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/12/24</p>	<p>The principal will monitor classroom instruction and hire staff to provide coaching, observation and feedback during PLCs and one-to-one sessions to ensure high quality, standards-aligned instruction. (Math Facilitator and Math I MCL) (FAM-S 29, Goal 3, and Guardrail 1, Title I funding).</p>		<p>Shannan Clemons</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				
<p>8/26/24</p>	<p>The instructional leadership team will support PLCs in unpacking standards and lessons, analyzing student work samples, and action planning based on MVPA and other data sources. (Goal 3, Guardrail 1)</p>		<p>Shannan Clemons</p>	<p>06/30/2026</p>
<p><i>Notes:</i></p>				

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>During the 24-25 school year we were strategic in aligning resource allocation and instructional priorities. We were able to allocate funds to hire for Critical positions content MCLs, MCL counselors, Graduation Coach, MTSS Interventionist, Beginning Teacher Coaches, and to retain staff. Through the strategies and practices brought back from Innovative Schools and Future Focused Schools Professional learning, Garinger was able to increase our graduation rate, address student Social Emotional needs, and enhance rigor in classrooms. We allocated funds to student field trips to allow students to visit colleges and other cultural events. Funds were allocated to support instructional support and delivery by purchasing licenses through Mastery Prep for ACT and Math I and Math III, Delta Math, and Biology lab equipment.</p> <p>Note: We will continue this goal into the 2025-26 school year.</p>	Limited Development 09/11/2023		
How it will look when fully met:			<p>The principal aligns budget, personnel policies and procedures and use of time with district mission, vision, and goals.</p> <p>The principal will hire and retain staff capable of the high-quality instruction needed for improvement, and place staff in roles that are suited to their strengths, while providing professional learning to improve weaknesses.</p> <p>The principal will also ensure that staff have the time and instructional resources necessary for instructional planning and improvement that can meet the needs of students at the school.</p>		Shannon Clemons	06/30/2028
Actions				0 of 3 (0%)		
	9/30/25	Garinger High School will use \$6,000 of Title 1 funds to purchase one MCL 1 teacher to support our EOC courses to help increase our Math 1 EOC GLP and CCR by 5 percentage point on the overall composite for the 2025-26 school year.		Dale Adair	06/10/2026	
<i>Notes:</i>						
	9/30/25	Garinger High School will use \$18,500 of Title 1 funds to purchase one MCL 2 teacher to support our EOC courses to help increase our Math 1 EOC GLP and CCR by 5 percentage point on the overall composite for the 2025-26 school year.		Dale Adair	06/10/2026	
<i>Notes:</i>						

8/12/24	<p>Within the 2025-26 school year, our TSI/CSI school will implement the following evidenced-based interventions and utilize our PACE counselor and Dean of Students to increase overall student performance for our ML students. (Goal 3, Guardrail 1, Guardrail 2)</p> <p>Within the 2025-2026 school year our TSI/CSI school identified two inequities, time, and human resources. As a result, our school plans to mitigate this inequity by leveraging the teacher leader pathway and an EC Facilitator to increase access for EC students to have highly effective teachers and coaches. (Goal 3-4, Guardrail 1, 4)</p>		Shannon Clemons	06/30/2026
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Notes:

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
<p><i>Initial Assessment:</i></p>			<p>During the 24-25 school year the Admin team was strategic with retaining staff who have made positive gains by offering a bonus for staff members who met attendance requirements. Staff who met growth requirements were encouraged to apply for teacher-leader pathways such as Expanded Impact or MCL positions to increase earning and leadership capacity. The Admin team regularly discussed staff turn-over and requested to post those positions in a timely manner. Our team regularly attended EPI virtual meetings to recruit and interview International Candidates. To inform teacher evaluation data the Instructional Leadership team conducted classroom walk-throughs to increase frequency of classroom visits by Administrators.</p> <p>Many challenges exist in this area which include high turnover for teachers, the quality of applicants applying for Teacher-leader positions and current vacancies.</p> <p>Opportunities to begin the 25-26 exist in sustaining the work of the Instructional Leadership team to visit classrooms frequently. Another opportunity exists in teachers who are here to join teacher-leader pathways and continue to support the school's goals for improvement.</p> <p>Note: We will continue with this goal into the 2025-26 school year.</p>	<p>Limited Development 04/14/2022</p>		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Staff will feel valued, celebrated and recognized through the use of schoolwide shout out, employee of the month initiatives, and staff events.			Shannon Clemons	06/30/2026
Actions			0 of 3 (0%)		
9/19/25	Garinger High School will use \$399,703.11 of Title 1 funds to purchase 1 master classroom teacher(53,423.53) to coach teachers in our EOC tested courses to increase Math 1 grade level proficiency from 9.8% to 20% in the 2025-26 school year. to purchase (2) 9 month immigrant teachers \$45,959.70) that will work 25 hours per week to assist with instruction in the classroom with and language and understanding, (4) 10 month BMT's at (\$158,785.20) and the use of BMT's will help decrease suspensions by 10% and 1.5 teachers at (\$7,500) for bonus retention to assist with retaining teachers in the 2025-26 school year.			Shannon Clemons	06/10/2026
<i>Notes:</i>					
7/26/23	The school administrative team will maintain a culture of celebration and appreciation (Pass the "G", Mugs and Kisses, Crystal Apple) events are planned to recognize and celebrate staff throughout the year. The school admin team will use Insight and the School Working Conditions feedback to make adjustments to staff culture. (Guardrail 4). During 25-26 school year, staff will be recognized for their accomplishments in whole staff meetings each monthly. (Guardrail 4).			Dale Adair	06/30/2026
<i>Notes:</i>					

8/12/24	<p>School administrators utilize teacher leadership pathways to staff critical instructional areas. Our school establishes hiring screens and utilizes innovative ways to recruit teachers.</p> <p>In addition, our school provides professional development so that growth opportunities which are aligned with areas of growth for staff members. (Guardrail 4)</p> <p>The administrative team and facilitators will implement the Get Better Faster coaching framework. The team will provide differentiated coaching and feedback based on the class walkthrough data and observation. (Goal 3, Guardrail 1, Guardrail 4).</p>		Shannon Clemons	06/30/2026
<i>Notes:</i>				
Implementation:			06/21/2022	
Evidence	<p>6/21/2022</p> <p>The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.</p>			
Experience	<p>6/21/2022</p> <p>The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.</p>			
Sustainability	<p>6/21/2022</p> <p>The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.</p>			

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:

As of June 2025, Garinger on 2024-25 unofficial EOC data, our Math I CCR was 3.9% and our GLP was 9.8%. There was an overall decrease in both GLP and CCR for Math 1 from the 2023-2024 results. Our school experienced several successes related to this indicator. Successes included weekly data chats used to inform small group development, MTSS tiered supports, ML interventions. Which improved (list example as related to math I). A current challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring that students come to school ready to learn. The SIT team utilized panorama data to improve school climate and culture by hosting inclusive events on campus. We will also engage community partners to increase student feelings of belonging in the Garinger and broader community. There is an opportunity to address these challenges during the 2025-2026 school year by reviewing data to help inform leadership decisions in the specific areas of GSI, attendance, EVAAS/EOC, student course requests, and ML performance.

Note: We will continue with this goal into the 2025-26 school year.

Limited Development
04/14/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The school's leadership team, administrative team, and school improvement team use observation data to show patterns of professional practice. This data is used to model, coach, and to improve teacher development.</p> <p>The team can assess where there are strengths to be celebrated and weaknesses that need shoring up. The Leadership team must use all available information in order to make wise decisions on where best to use those resources. Professional development should be directly tied to classroom observations and analysis of student learning data.</p> <p>The team will use classroom walk through data, student outcome data (MVPA), and D/F reports to determine where adjustments should be made.</p>			Shannon Clemons	06/30/2028
Actions			0 of 2 (0%)		
7/26/23	The administrative and instructional leadership teams will monitor and provide feedback for teacher lesson plans submitted weekly. The team will use MVPA data to action plan and adjust instruction. (Goal 3, Goal 4, Guardrail 1)			Administrative and Instructional Leadership teams	06/30/2026
	<i>Notes:</i>				
7/26/23	The administrative team will lead weekly data chats(SPG Tracker) with PLCs to inform decisions around small group instruction, MTSS tiered supports, ML interventions, and EC strategies. (Goal 3, Goal 4, Guardrail 1)			Administrative Team	06/30/2026
	<i>Notes:</i>				
Implementation:			06/21/2022		
Evidence	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.				
Experience	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.				
Sustainability	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.				

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
<i>Initial Assessment:</i>		<p>As of June 2025, Garinger Math I CCR was 3.9% and our GLP was 9.8%. There was an overall decrease in both GLP and CCR for Math 1 from the 2024-2025 results. Our school experienced several successes related to this indicator: We effectively utilized the universal Tier 1 Intervention block to be used after 1st quarter progress reports to have consistent data for intervention and enrichment for standards-aligned instruction. There was consistent progress with targeted support using the mastery prep platform. As we move into the 2025-2026 school year, we anticipate the following challenges. While attendance challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by continuing to focus chronic absenteeism to recover course credit.</p> <p>Note: We will continue with this goal into the 2025-26 school year.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		<p>Our school ensures that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention.</p> <p>Teachers can determine student academic challenges and address them.</p> <p>There is a clearly defined core support for academic behavior and social emotional skills.</p>		Natasha Starks (elected 2024)	06/30/2028
<i>Actions</i>			0 of 3 (0%)		
	9/11/25	Implement weekly meeting to review D/F reports, weekly meetings to review GSI reports, discuss academic needs and interventions and also meet weekly to review absenteeism reports.		Brittany Teller	06/10/2026
<i>Notes:</i>					

9/11/25	Create a tardy plan to address chronic/excessive tardies and also create intervention plans during the PLC that will assist student failures in real time. and develop intervention strategies for students with 10 or more tardies.		Brittany Teller	06/10/2026
<i>Notes:</i>				
8/9/24	Within the 2025-26 school year our school identified the following resource inequity, Human Resources, as a result our school plans to mitigate this inequity by leveraging our MCLs to provide coaching and feedback cycles to teachers, and implementation to IReady. (Goal 3, Guardrail 1, and Guardrail 4)		Ana Cunningham	06/30/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>We pursued a partnership with the Charlotte History Museum to create positive prom experiences for our students that reinforce our school-wide expectations. We also posted rules and procedures that are clearly displayed inside classrooms and hallways using the Capturing Hearts model. As we move into the 2025-2026 school year, we anticipate the following challenges in terms of consistently monitoring and holding students accountable. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by relying on CCR indicators, WICOR strategies, MTSS frameworks posted throughout the school setting to reinforce school norms.</p> <p>Note: We will continue with this goal into the 2025-26 school year.</p>	Limited Development 04/01/2022		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Teachers and administrators are have use the restorative process when addressing student discipline. Students internalize classroom procedures and schoolwide expectations. Teachers will utilize Capturing Kids Hearts strategies to shift the campus culture. We will develop a behavior matrix to ensure consistency with discipline.		Shannon Clemons	06/30/2028
Actions			1 of 2 (50%)		
	9/11/25	Provide two professional developments on Capturing Kids Hearts for all faculty and staff, Implement Capturing Kids Hearts Schoolwide and Monitor CKH throughout the year to re-enforce these schoolwide expectations.	Complete 09/23/2025	Michell Pettiford	09/23/2025
		Implement student contracts to reinforce school wide expectations and determine student behavior goals. (Guardrail 2 & 3)			
<i>Notes:</i>					
	7/26/23	New Teacher Coaches will meet monthly with beginning teachers to model and practice instructional best practices and classroom management techniques aligned to Get Better Faster. (Goal 3, Goal 4, Guardrail 2 Guardrail 3)		Michelle Pettiford	06/30/2026
<i>Notes:</i>					

Implementation:		06/19/2024		
Evidence	6/19/2024 Successful implementation of Capturing Kids Heart ILT members gained certifications for completing CKH training			
Experience	6/19/2024 We were successful in incorporating the Capturing Kids Heart program			
Sustainability	6/19/2024 Monitoring and accountability measures will need to be incorporated			

	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>As of June 2025, Garinger Math I CCR was 3.9% and our GLP was 9.8%. There was an overall decrease in both GLP and CCR for Math 1 from the 2024-2025 results. Our school experienced several successes related to this indicator: Teachers consistently used a daily enrichment block to re-loop and re-teach standards-aligned content based on quarter 1 data. Through RELAY training we did instructional walks with ILT to consistently review school wide processes and procedures that informed instruction. As we move into the 2025-2026 school year, we anticipate the following challenges. Developing and executing a school-wide data analysis protocol for PLCs due to the change in staff. While this challenge exists, we have opportunities to address this challenge during the 2025-2026 school year by hiring a master teacher and math 1 excellence teacher to work with the Math I PLC.</p> <p>Note: We will continue with this goal into the 2025-26 school year.</p>	Limited Development 07/30/2024		
How it will look when fully met:			<p>When A.2.04 is fully met, the instructional teams will collaborate to design and facilitate instructionally aligned units which will include learning objectives, their criteria for mastery, and pre-and post tests to assess student mastery and well designed learning activities. Academic practices will exist across grade level bands and through the lens of instruction, curriculum and environment. Benchmarks and formative assessments will be used to determine student mastery and make necessary adjustments.</p>		Shannon Clemons	06/30/2028
Actions				0 of 3 (0%)		
	9/11/25	<p>Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)</p>		Shannon Clemons	06/10/2026	
<i>Notes:</i>						
	7/30/24	<p>The Math I MCL will routinely collaborate with the Math I team to unpack lesson narratives, analyze data, model key components of the lessons, conduct walkthroughs, and provide one-to-one coaching and feedback to improve student outcomes and build teacher capacity. (Title I Funding, Goal 3, Guardrail 1, FAM-S 29).</p>		Dale Adair	06/30/2026	

Notes:

7/30/24 The administrative team will develop and maintain a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week to create a data-driven culture and update the SPG tracker. (Goal 3, Guardrail 1, FAM-S 29).

The administrative team will conduct classroom walkthroughs to ensure standards aligned instruction monthly (FAM-S 29, Guardrail 3 and 4).

Principal and Admin. Team

06/30/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3C: Remove barriers and provide opportunities

	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

We successfully utilized our graduation coach to create a tiered learning cohort (TLC) that supported students who were in danger of not graduating. As we move into the 2025-2026 school year, we anticipate the following challenges . An ongoing challenge is with our attendance rate and serving a transient population. While these challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by effectively utilizing our two graduation coaches that we will be allotted next year.

Note: We will continue with this goal into the 2025-26 school year.

Limited Development
09/11/2023

How it will look when fully met:

School counselors and graduation coach use Navigator counselor's dashboard to identify and address off cohort seniors to Increase the school's graduation rate to over 70%.

Shannon Clemons

06/30/2028

Actions 0 of 2 (0%)

9/30/25 Garinger High School will use \$31,653.49 of Title 1 funds to purchase a half time (10 month) counselor to help increase our overall graduation rate in the 2025-26 school year.

Anna Cathell
(elected 2024)

06/10/2026

Notes:

9/11/23 Within the 2025-26 school year, our CSI-LG school will implement the following evidenced-based intervention(s) utilizing our Graduation coach to monitor student progress in Imagine Learning, facilitate check-ins with off track students frequently, and use tracker to document student tracker to increase student graduation rate. (Goal 4, Guardrail 1, Guardrail 4)

Shannon Clemons

06/30/2026

Notes:

KEY

A4.16

The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)

Implementation Status

Assigned To

Target Date

Initial Assessment:

As of June 2025 Garinger did not meet the school improvement Goal 3. According to unofficial data we had 14 students earn endorsements while the district goal was 166. Last year the district goal was 152 and our endorsements earned was 76. As we move into the 2025-2026 school year, the school principal is meeting with feeder pattern principals to strengthen the connection. Increasing our graduation rate will continue to be a challenge for Garniger. While challenges exist, we have opportunities to address these challenges during the 2025-26 school year by effectively using our admin, social workers, attendance team, and counselors to identify strategies and interventions for students who are out of cohort to assist them in graduating on time.

Note: We will continue with this goal into the 2025-26 school year.

Limited Development
04/14/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>1. The counseling team will provide monthly learning opportunities for each grade level and discuss promotion requirements.</p> <p>2. HR (designated block teachers) will meet with 100% of their students monthly to discuss progress towards promotion.</p> <p>3. Admin, social workers, attendance team, and the counselors will reduce the number of students off grade level by 20% by reviewing student interventions quarterly.</p> <p>4. ESL teachers will use HR to work on literacy skills based on ELLEVATION scores.</p> <p>5. The 9th grade repeater counseling team will conduct guardian meetings to discuss student credit progress and intensive supports.</p> <p>6. Each grade level will be offered a learning opportunity off campus.</p>			Shannon Clemons	06/30/2026
Actions			0 of 3 (0%)		
4/14/22	Admin, social workers, attendance team, and counselors will identify strategies and interventions for students who are out of cohort to assist them in graduating on time. The Instructional Leadership Team will continue to monitor 9th graders to ensure students have a strong knowledge of High School expectations and requirements for graduation. (Goal 3, Goal 4, Guardrail 4)			Christy Takach	06/30/2026
<i>Notes:</i> The GSI team meets monthly to review students who are on and off track for graduation. Commonwealth was on campus and met with selected subgroups of students.					

11/14/22	<p>The administrative team will collaborate with The Roc and Road to Hire, community partners, to support over 100 multilingual learner 9th and 10th grade students. This program will support them academically in order to ensure their promotion to the next grade level. (Goal 4)</p> <p>Each semester the student services team will host a college and career event on campus. (Goal 3)</p> <p>The Student Service Team, and the Career Development Coordinator will create and plan the college and career events on campus, the middle school to high school transition, the 9th and 10th grade transition, and the transition from high school and beyond. (Goal 3, Goal 4, Guardrail 1)</p>		Micah Braswell	06/30/2026
<i>Notes:</i>				
7/26/23	<p>The CTE team will increase pathway completion and certification rates by placing an intentional focus on pathway knowledge, community partnerships, college and career readiness, and exposure to soft-skills. (Goal 3)</p> <p>CTE facilitator will support ACT prep by working with the English and Social Studies Departments.</p>		Tribut Williamson	06/30/2026
<i>Notes:</i> We utilized our partnership with CPCC Our CDC/PDC so counselors can accurately review pathways to ensure that students are completing pathways ROCK was a community partner that met with students during 3rd block Elective fairs were held at middle schools with CTE representatives				
Implementation:		06/19/2024		
Evidence	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			
Experience	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			
Sustainability	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			

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
<i>Initial Assessment:</i>		<p>As we move into the 2025-2026 school year, we anticipate the following challenges. Although we have incorporated SEL time we need to implement structures to ensure that all teachers are effectively using that time. Attendance will also continue to be a challenge for the upcoming school year as well. While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by creating a monitoring and evaluation tool to ensure SEL time is incorporated with fidelity. We will continue our efforts in executing a three tiered Attendance Plan to decrease our number of chronically absent students.</p> <p>Note: We will continue with this goal into the 2025-26 school year.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		<p>When this objective is fully met our school engage all school-based staff in a professional learning agenda around building positive adult-student relationships</p> <p>Staff members establish two-way communication with families to inform them of the attendance process. Interview or survey students and families (e.g., school climate survey) to determine whether the school provides a safe and positive environment that allows students to thrive.</p> <p>Prioritize collaborative professional learning in the master schedule to allow for sufficient time for teachers to identify opportunities to reinforce social-emotional skills during lessons, and to collaborate with social-emotional support staff around how to meet the needs of individual students.</p>		Shannon Clemons	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	9/11/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Shannon Clemons	06/10/2026
<i>Notes:</i>					

9/11/25	<p>Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)</p> <p>Our Leadership Team will ensure the implementation of Capturing Kid's Hearts through classroom walkthroughs and feedback to teachers. (Guardrail 3, FAM-S 31).</p>		Shannon Clemons	06/10/2026
<i>Notes:</i>				
8/9/24	<p>The leadership Team will execute a 3-tiered attendance plan to decrease our number of chronically absent students. (Guardrail 3) and teachers will provide students with instructions and model the G-CODE code of conduct matrix and teach expectations and behaviors related to G-CODE code of conduct. (Guardrail 2, FAM-S 30)</p>		Tracey Monroe	06/30/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		<p>Due to our chronic absence rate of 47.65% regular communication with parents is important. In addition we strive to create a school environment that is inviting and inclusive. Our team set up calls and multiple home visits in order to actively try to engage our students with attendance issues. We are excited to invite and welcome parents to our campus for the A/B Honor Roll quarterly celebrations, Academic Award Ceremony, Arts Showcases, Curriculum Nights, CTE Partnership events, Celebration for CTE completers, Senior Awards Ceremony, and more.</p> <p>Note: We will continue with this goal into the 2025-26 school year.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>		<p>When we are at full implementation all families will feel welcomed and valued. We will have a high level of parental engagement from all families with diverse backgrounds. We will have specific strategies outlined to address unresponsive families. Parents are fully engaged in the learning lives of their children is a necessary function of the school, and one that requires considerable, consistent, and competent attention.</p> <p>The school supports families with accessing curriculum at home.</p> <p>The school helps families become aware of what they can do to help students at home.</p>		Shannon Clemons	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	9/30/25	Garinger High School will use \$37,064.44 of Title 1 funds to purchase one (10 month) family advocate teacher to support our student services with our growing ML population for the 2025-26 school year.		Anna Cathell (elected 2024)	06/10/2026
<i>Notes:</i>					

8/9/24	Our staff will use Parent Square to communicate with parents, information regarding academics, behavior, and attendance. (FAM-S 3, Guardrail 3)		Tracey Monroe	06/30/2026
<i>Notes:</i>				
8/9/24	Our school will host curriculum nights, parent nights, community beautification events, and Multilingual learner parent opportunities to receive information about community resources. (FAM-S 3, Goal 3)		Administrative Team	06/30/2026
<p><i>Notes:</i> Indicator</p> <p>E.106 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).</p> <p>Describe implementation efforts</p> <p>Parent Engagement event that will support Parents by sharing information (graduation requirements, Title I compact, course syllabi, teacher contact info.) to help students graduate, improve attendance, and reduce barriers to graduation.</p> <p>Create and Monitor</p> <p>Admin, social workers, Parent Advocates, and teachers will administer a pre-post survey for families to determine the event's success. Capture attendance using sign-in sheets.</p> <p>Action Step</p> <p>We will use Title I funds to ensure Parents are aware of the resources and systems at Garinger High school that will ensure student success towards graduation. This initiative aims to ensure consistent communication with Parents regarding expectations of them, and the importance of parent support at home to align with school expectations.</p> <p>Notes:</p> <p>School Smart Goals:</p> <p>Goal 3:</p> <p>Increase the percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 3.9 to 10</p> <p>Goal 4:</p> <p>The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted, or employed will increase from 69 to 72%</p> <p>Guardrail 1:</p> <p>The percent of students scoring Grade level Proficient (GLP) students</p>				

with disabilities, on English II End of Course Tests 18.2 to 21.2%

Indicator

E.106 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).

Describe implementation efforts

Parent Engagement event that will support Parents by sharing information (graduation requirements, Title I compact, course syllabi, teacher contact info.) to help students graduate, improve attendance, and reduce barriers to graduation.

Create and Monitor

Admin, social workers, Parent Advocates, and teachers will administer a pre-post survey for families to determine the event's success. Capture attendance using sign-in sheets.

Action Step

Title I Budget:

\$484.99 Domino's Food for event

We will use Title I funds to ensure Parents are aware of the resources and systems at Garinger High school that will ensure student success towards graduation. This initiative aims to ensure consistent communication with Parents regarding expectations of them, and the importance of parent support at home to align with school expectations.

Notes:

School Smart Goals:

Goal 3:

Increase the percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 3.9 to 10 in the SY 2025-2026.

Goal 4:

The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted, or employed will increase from 69 to 72% SY 2024-2025.

