Comprehensive Progress Report

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

Vision: Grimsley Senior High School has been committed to equipping students with the tools they need for academic, personal and social achievement throughout our 125 year history. We strive to enable every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing programs that develop young adults' mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

Goals:

By June, 2026, number of lost instructional days due to In-School and Out-of-School Suspensions will decrease by 10% from 2,046 to 1,842.

By June 2026, Performance Composite score will increase from 62.2% to 65.2% (3 Percentage Points) as evidenced by our state assessments.

By June 2026, chronic student absences (10% or more of days enrolled) will decrease by 5 percentage points, from 26.8% in 2024-25 to 21.8% in 2025-26.

By June 2026, our school will achieve a rating of "Operationalizing (2)" on FAM-S Item 22.

By June 2026, strengthen post-secondary readiness by ensuring students and families are aware of post secondary options.

! = Past Due Objectives KEY = Key Indicator

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:			Professional development is provided to meet the individual and group needs of the teachers at Grimsley. This may include required training from the district, AP and IB training and support focused on beginning teachers. Teachers with low classroom observation data are provided with goal specific professional development opportunities by administration. The school leadership team and PLCs regularly review school performance data to make decisions about instruction and school improvement. LEA response: Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.	Limited Development 08/02/2016		
How it will look when fully met:			Defour Model utilized during all PLC Meetings: 1. What do we want the students to know? 2. How do we know they understand and grasp the concept or skill? (data analysis) 3. What do we do for the students who don't understand? 4. What do we do for the students who do understand? Benchmark Data will be shared with all staff members during Faculty Meetings.		**Ged Donnell**	**06/12/2026**
Actions				**0 of 2 (0%)**		
8/21/18			Agreed Department Model utilized during all PLC Meetings: 1. What do we want the students to know? 2. How do we know they understand and grasp the concept or skill? (data analysis) 3. What do we do for the students who don't understand? 4. What do we do for the students who do understand?		Hannah Younts	06/12/2026

Notes:				
8/21/18	Benchmark Data will be shared with all staff members during PLC & Faculty Meetings.		Gerald O'Donnell	06/12/2026
Notes:				

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:	Grimsley Admin will share rules procedures and best practices at faculty meetings, department meetings and PLCs. We will disaggregate discipline referral data to identify and address areas of concern.	Limited Development 08/16/2016		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	We will share rules procedures and best practices at faculty meetings, department meetings and PLCs. We will disaggregate discipline referral data to identify and address areas of concern.		**Ged Donnell**	**06/12/2026**
Actions		**0 of 3 (0%)**		
9/12/16	Curriculum Facilitator will share Classroom Management and Instructional Strategies as part of the weekly Whirlie Monday email.		Hannah Younts	06/12/2026
Notes:	Each Monday - WW email includes a professional article on classroom management or highlights a specific strategy.			
9/12/16	Administration will identify teachers in need of extra support for classroom management and plan for help from admin, Curriculum Facilitator, mentors or peers.		Gerald O'Donnell	06/12/2026
Notes:	This is a regular practice for administration, faculty and staff.			
9/12/16	New teacher meetings will include additional strategies for beginning teachers for effective classroom management strategies.		Hannah Younts	06/12/2026

Notes:	This is a regular and ongoing process. Second year teachers are completing their action research projects with the support of Ms. Younts. First and third year teachers meet regularly with their mentors as documented on GCS logs.				
Implementation:			08/21/2018		
Evidence	8/21/2018				
Experience	8/21/2018				
Sustainability	8/21/2018				
	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:	PLCs for courses with NC EOC tests have common planning time within the master schedule; however, there has been turn-over in our Biology and Math 1 PLCs. Other PLCs are at various levels of success and must meet outside of the instructional day. All PLCs have room for growth through the development of common unit plans and common assessments.			Limited Development 08/02/2016		
	Priority Score: 3		Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All PLCs create common unit plans based on their course. The PLC regularly measures student progress through the development of common assessments and disaggregation of data. Data is used to create intervention plans for students who do not show proficiency on standards. Data is also used to evaluate the effectiveness of instructional strategies implemented by the PLCs to improve outcomes.				**Hannah Younts**	**06/12/2026**
Actions				**0 of 5 (0%)**		
2/15/17	Following the first interim EOC PLCs will analyze school and classroom level data at the standard and item level to inform instruction and address individual growth.				Hannah Younts	06/12/2026

Notes:	Information on IA performance will be shared with leadership team.			
11/4/16	Following the first interim assessment, EOC PLC teams will analyze student, class and school level data to plan for appropriate interventions and report plans to the leadership team.		Gerald O'Donnell	06/12/2026
Notes:	Benchmark results were reported to leadership team November Faculty Meeting.			
8/2/16	Each PLC will agree upon a common template for unit plans and lesson plans.		Gerald O'Donnell	06/12/2026
Notes:	PLC leaders will provide copy of template to Curriculum Facilitator by Sept. 2026. A common template was shared with all PLCs. Most will use the template provided.			
8/2/16	PLCs will develop a common unit of instruction to include essential standards and a common unit assessment.		Hannah Younts	06/12/2026
Notes:				
10/25/22	PLC's will meet weekly		Hannah Younts	06/12/2026
Notes:				
Implementation:		07/21/2022		
Evidence	9/8/2020			
Experience	9/8/2020			
Sustainability	9/8/2020			

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:			Grimsley communicates with parents through multiple outlets including weekly phone messages, website and teacher webpages. Parent nights focused on curriculum and grade-level specific topic are hosted through the school year. Attempts have been made to reach out to underrepresented communities with low participation. We will continue to develop new methods.	Limited Development 08/02/2016		
How it will look when fully met:			Weekly Whirlie, Weekly ConnectEd Message Various Social Media Outlets promoting the different Teams, Clubs and Organizations Grimsley Gazette and Monday emails to staff - weekly Identified Parent/Teacher Conference/Meeting times throughout the school promoting Parent/Teacher Partnerships		**Ged Donnell**	**06/16/2026**
Actions				**0 of 1 (0%)**		
8/21/18			Weekly Whirlie, Weekly ConnectEd Message Grimsley Gazette and Monday email - weekly Various Social Media Outlets promoting the different Teams, Clubs and Organizations Identified Parent/Teacher Conference/Meeting times throughout the school promoting Parent/Teacher Partnerships		Gerald O'Donnell	06/15/2026
Notes:						