Comprehensive Progress Report

Mission:

SGHS empowers diverse learners to be inquisitive and respectful while achieving excellence in all opportunities.

Vision:

SGHS will develop a resilient, compassionate, and inclusive community that encourages preparation, integrity, and success.

Goals:

ACADEMICS: By June 30, 2027, Southern Guilford High School will increase its overall Performance Composite by at least 3 percentage points, from 52.1% in 2025-26 to 55.1% in 2026-27, as evidenced by the English II, Math I, Math III, and Biology EOC assessments. NC Star indicators A2.04, A2.01, A3.01, A3.04, A3.10, B3.03, C2.01 FAM-S Item 29

GUILFORD GUARANTEE: By June 30, 2027, Southern Guilford High School will implement a comprehensive advising framework so that all staff members engage students in Guilford Guarantee conversations and assist students in identifying and enrolling in postsecondary experiences such as CCP, AP courses, internships, CTE credentials, and service learning opportunities. Indistar Items A4.01, A4.10, A4.14, A4.15, A4.16 FAM-S Item 14

By June 30, 2027, SGHS will build consistent systems for student, family, and community engagement, including two-way communication and meaningful participation.

! = 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:			We began the year with a 2-day leadership retreat in the summer. Meetings are scheduled for the entire year for twice a month which includes sub committees.	Limited Development 10/20/2022		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Leadership committee will meet during the summer to review the school's mission statement, vision, previous year's data, SIP for the next year. Items will be discussed and recommendations will be voted one. The Leadership team will continue to meet during the school year to ensure the school is staying aligned with the SIP and discuss if any adjustments need to be made.	**Objective Met 09/16/25**	**Yolanda Burgess**	**06/30/2025**
Actions						
		10/26/23	The Leadership Team will meet once a month during the school year to ensure the school is staying aligned with the SIP.	Complete 06/07/2024	Suzanne Townsend	05/31/2024
		Notes:				
		10/26/23	The Leadership Team will have a summer retreat to review the school's data and work on the next years SIP. The Leadership Team members in attendance will receive a stipend.	Complete 06/28/2024	Suzanne Townsend	06/28/2024
		Notes:				
		10/9/24	The Leadership team will meet twice per month for the 2024-25 school year.	Complete 06/30/2025	Ramon Ruiz	06/30/2025
		Notes:	May include full SBLT meetings as well as smaller leadership team meetings.			
		10/9/24	The Leadership Team will have a summer retreat to review the school's data and work on the next years SIP. The Leadership Team members in attendance will receive a stipend (through Title I funds).	Complete 07/30/2025	Jessie Raeford	07/30/2025
		Notes:	Title I funds are allocated for stipends under staff development.			
Implementation:				09/16/2025		

Evidence	9/16/2025 Copies of minutes from subcommittee meetings are in the files section on Indistar. Minutes from large-group meetings are in the Manage Meetings section.			
Experience	9/16/2025 The leadership team (including both full SBLT and subcommittees) met at least twice per month during 2024-2025. One of the main subcommittees that accounts for the second meeting is the counseling-admin shared PLC, which happens twice per month; this meeting frequently addresses tasks and data that align with the SIP.			
Sustainability	9/16/2025 We will continue our routine of regular meetings.			

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
B3.05	**The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Student progress is monitored in multiple ways. Student attendance is monitored through the weekly chronic attendance reports. Students grades are reported to parents/guardians through interim reports, access to InfiniteCampus, Canvas, and quarterly report cards. Behavior concerns are documented by the Choices logs and office referrals. **Ongoing Title I expenditures to maintain this goal:** • 1 Title I Teacher Salary - We employ a teacher who acts as graduation coach. This employee monitors students at risk of failing courses, collects data from staff regarding at-risk students, manages our grade recovery efforts, and teaches the credit recovery lab courses. • Sub pay for Title I Teacher - Our budget includes funding to provide a substitute when this teacher is absent to ensure continuity of support for students. • 1 Title I Teacher Assistant Salary - We employ a teacher assistant who provides behavioral interventions, reduces days of attendance lost due to out of school suspensions, and ensures that students receive access and support for learning when temporary removal from the classroom is necessary.	Limited Development 09/08/2022		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Chronic attendance reports will be used to prioritize outreach efforts to contact parents of students who are missing school. Failure reports be used to identify students at risk of not graduating on time. Choices logs will be used to assist with behavior intervention to prevent time out of class.	**Objective Met 10/03/25**	**Allison Adams**	**06/30/2025**
Actions				
9/8/22	Choices logs will be kept daily to document students who are out of class due to behavior issues.	Complete 09/08/2023	Tarik Tucker	09/08/2023
Notes:				

9/8/22	Chronic attendance reports will be provided to the school social worker, counseling staff and administration weekly to determine students who are at risk of academic decline based on missing days. Attendance reports are tiered to help assist with determining students who are at the highest risk.	Complete 09/15/2023	Danielle Whitaker	09/15/2023
Notes:	Ms. Idol (Data Manager) will run the report weekly and share it with the identified group.			
9/8/22	Failure reports will be run at the end of each quarter to provide counselors with information on students who are in jeopardy of not passing classes. This information will allow them to prioritize outreach of students who are in danger of getting off track.	Complete 10/26/2023	Counselors	10/31/2023
Notes:				
10/9/24	Teachers will routinely notify parents of chronic absences, failing grades, and other concerns that may inhibit student success.	Complete 06/30/2025	Rachel McConoughey	06/30/2025
Notes:	TalkingPoints (purchased with Title I funding) supports this action by improving communication with families who do not speak English.			
10/9/24	Teachers will report chronic absences to school social worker in a timely manner after making parent contact.	Complete 06/30/2025	Kim Boggan	06/30/2025
Notes:	Social worker and counselors will provide staff with training on this process.			
10/9/24	Social worker and counselors will train staff in processes related to chronic absences, abuse, neglect, and suicide intervention to support identification of concerns that require intervention.	Complete 06/30/2025	Janice Thomas	06/30/2025
Notes:	Uploaded 10/18: Email with links to training materials and discussion of process to monitor staff completion of training.			
10/9/24	Social worker, graduation coach, case managers, and/or MTSS team will manage interventions for students at risk of failure or dropping out.	Complete 06/30/2025	Allison Adams	06/30/2025
Notes:	File uploaded 10/18/24: Social worker shared data identifying students at risk of dropping out; counseling team & admin discussed in PLC.			
10/3/25	Title I staff positions will be used to increase graduation rate, monitor at-risk students, and provide behavior interventions.	Complete 08/01/2025	Rodney Boone	08/01/2025
Notes:	In current Title I budget			
Implementation:		10/03/2025		
Evidence	9/16/2025 See files on Indistar.			
Experience	9/16/2025 In 2024-2025, we clarified processes and solidified routines for tracking at-risk students and intervening.			

Sustainability	9/16/2025 We will continue to implement and improve these practices. In 2025-26, we have already implemented the recurring action steps within the first 3 weeks of school and will continue to repeat throughout the year.			

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:	The leadership teams (SBLT and administrative team) regularly review school performance data. School performance data (NC School Report Card, EVAAS data, EOC results, ACT scores, ACCESS data, NCTWCS data, and NWEA MAP data) is shared with staff and used to guide both the writing of the school improvement plan and to develop professional development for teachers that is relevant to student/school needs. **Relevant Title 1 Expenditures:** • **Substitute Pay** - Supports staff participation in professional development when needed during instructional days. • **Staff Development Stipends** - Supports staff participation in professional development and implementation during non-contract hours.	Limited Development 08/16/2016		
How it will look when fully met:	School Performance data is reviewed, disaggregated, and discussed among the leaders and major stakeholders in the building. This information is used to make school-wide goals, and decisions that impact teaching and learning.	**Objective Met**	**Amelia Barnes**	**12/31/2025**
Actions		**8 of 8 (100%)**		
9/30/19	The Instructional Leadership Team meets regularly to discuss School Performance data and make plans for improving instructional practices.	Complete 06/11/2020	Kenyatta Ridley	06/11/2020
Notes:				
9/30/19	The Instructional Leadership Team will conduct classroom walk-throughs throughout the school year to initiate discussion about instructional needs, and provide feedback to staff on ways to improve current instructional practice.	Complete 06/11/2020	Kenyatta Ridley	06/11/2020
Notes:				

9/30/19	The School Leadership meets regularly and discusses issues related to the school, including school performance data.	Complete 06/03/2023	Brian Muller	06/03/2023
Notes:				
10/26/23	Administration, teachers, and other staff members will have the opportunity to attend Professional Development workshops and conferences to learn more about innovative best practices and research-based methodologies. All expenses associated with the PD will be covered by the school.	Complete 06/07/2024	Kenyatta Ridley	04/30/2024
Notes:				
10/26/23	Pay for substitutes for classroom teachers when they are attending professional development.	Complete 06/07/2024	Marlis Ferris	04/30/2024
Notes:				
9/30/19	School performance data (common assessments, interim assessments) is discussed in PLC's to develop plans for improving instructional practice.	Complete 06/07/2024	Brian Muller	06/03/2024
Notes:				
9/1/23	The School Leadership meets regularly and discusses issues related to the school, including school performance data.	Complete 06/07/2024	Suzanne Townsend	06/12/2024
Notes:				
2/25/25	Performance data is collected and analyzed twice per year (after each semester's EOCs are complete).	Complete 02/14/2025	Amelia Barnes	07/01/2025
Notes:	Data compiled, analyzed, and shared with admin on February 19 in preparation for data huddle (Feb. 28). See copy of data in files.			

		D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In 2024-2025, all teachers received professional development on blended learning tools. In 2025-26, in alignment with district expectations that all teachers receive training on AI literacy, we will provide PD for teachers on AI literacy and effective use of technology tools. Staff who did not receive the training in 2024-25 will also receive this training in 2025-26. **Title I expenditures supporting this indicator**: • **Sub pay for PD** - When professional development and trainings occur on days when students are in attendance, we pay for the teachers' substitutes to ensure their access to ongoing training. • **Stipend for Staff Development Participant** - When required trainings occur outside of teachers' contracted hours, a stipend is provided to ensure staff participation in ongoing training. • **Supplies & materials** - Title I funds are used to purchase materials and supplies used in school-based professional development.	Limited Development 09/16/2025		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			All teachers will have received professional development on blended learning tools, Canvas, and AI literacy. Teachers will show evidence of their mastery through consistent and effective use of Canvas with students and through effective use of blended learning and AI tools in their lessons.	**Objective Met 09/03/26**	**Amelia Barnes**	**06/30/2026**
Actions						
	9/16/25		Provide professional development on AI literacy using the district-provided training. (4 hours)	Complete 10/02/2025	Amelia Barnes	11/01/2025
	Notes:		This will be provided on October 2nd, with make-up sessions for staff who miss the training completed by November 1.			
	9/16/25		Provide professional development on Canvas and blended learning tools for new staff members in a self-paced module on the staff Canvas course.	Complete 09/25/2025	Amelia Barnes	12/31/2025
	Notes:					
	9/16/25		Teachers will be evaluated for use of Canvas, blended learning tools, and AI literacy during observations.	Complete 06/11/2026	Rodney Boone	06/30/2026

Notes:				
Implementation:		09/03/2026		
Evidence	9/3/2026 Staff completion of PD			
Experience	9/3/2026 Provided multiple sessions of PD in use of blended learning tools.			
Sustainability	9/3/2026 New staff will receive access to previous year's trainings as needed, and new trainings will be provided when needed.			
E1.08	**Professional development for teachers includes support for working effectively with families.(5184)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	In 2025-26, we will provide teachers with various opportunities to learn effective strategies for working with families. **Title I expenditures supporting this indicator:** • Contracted services (2025-26 only) - A consultant provided PD to school leadership (including teacher leaders) to align school culture and practices around a shared vision, and to promote clarity in how we communicate this shared vision to parents and other members of the community. • Computer software (ongoing) - Software is provided to staff to facilitate effective communication and collaboration with families, and staff receive training on use of this software as needed (new staff, or after significant feature updates).	Limited Development 09/16/2025		
How it will look when fully met:	All staff will have received the GCS Customer Service Training. Staff will make routine contact with families and will keep an accurate log of their communication using the GCS Communication Log app. New staff will be trained on use of TalkingPoints or other communication software to facilitate ongoing communication with families.		**Allison Adams**	**06/30/2027**
Actions		**5 of 7 (71%)**		
9/16/25	Staff receive the GCS Customer Service Training.	Complete 08/22/2025	Allison Adams	09/01/2025
Notes:				
9/16/25	SGHS will purchase TalkingPoints for 2025-26 to facilitate communication with families, including those who do not speak English.	Complete 08/01/2025	Marlis Ferris	09/01/2025
Notes:				
9/16/25	Establish schoolwide two-way communication expectations and norms.	Complete 09/16/2025	Rodney Boone	09/30/2025

Notes:				
9/16/25	Share District Contact Log app with teachers and communicate expectation for logging two-way communication using this app.	Complete 09/16/2025	Rodney Boone	09/30/2025
Notes:				
9/16/25	Create a library of sentence starters, multilingual communication supports, and sample phone scripts.	Complete 04/23/2026	Rodney Boone	12/31/2025
Notes:				
9/16/25	Analyze Contact Log usage reports monthly.		Rodney Boone	06/30/2027
Notes:				
9/16/25	Collect family feedback regarding communication in mid-year and end-of-year parent surveys.		Juliaette Thomas	06/30/2027
Notes:				

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A3.01	**Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Teachers use data obtained through formal and informal assessments to determine students level of learning and comprehension. **Ongoing Title I expense to support this goal:** • Title I Technology Assistant - We employ a technology assistant to facilitate online data collection through a variety of tools. This staff member supports this indicator by ensuring that we have sufficient and accurate data available for instructional teams to analyze.	Limited Development 09/08/2022		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will use various data points throughout the semester to determine student progress and will implement strategies for students who are not making growth. When this objective has been met, student progress will be evident based on improved assessment scores and grades.	**Objective Met 10/03/25**	**Amelia Barnes**	**06/30/2025**
Actions				
9/8/22	Benchmark data is shared with teachers and strategies are shared to provide differentiated support to students.	Complete 01/26/2023	Mary Swindell	01/26/2023
Notes:				
9/8/22	Student progress and data will be shared and discussed during bimonthly PLC's.	Complete 06/10/2023	Mary Swindell	06/10/2023
Notes:				
2/25/25	Teachers will use data from a combination of classroom assessments, district interim assessments, and EVAAS to identify students to prioritize for EOC prep for fall exams.	Complete 12/13/2024	Amelia Barnes	12/13/2024
Notes:	All students are eligible for EOC pre; priority students receive additional communication to encourage participation in exam prep activities.			
2/25/25	Curriculum Facilitator will use data from PreACT to identify students to prioritize for ACT Prep.	Complete 12/20/2024	Amelia Barnes	01/06/2025

Notes:	All students will receive an invitation to ACT Prep along with their PreACT scores from last year; priority students will receive additional communications.			
2/25/25	Teachers will use data from a combination of classroom assessments, district interim assessments, and EVAAS to identify students to prioritize for EOC prep for spring exams.	Complete 04/11/2025	Amelia Barnes	04/11/2025
Notes:	All students will be eligible for EOC prep; priority students will receive additional communication and encouragement to attend. Teachers submitted EOC prep plans to Barnes prior to spring break and sent invitation letters to students and parents. EOC prep ("Blitz," "Bootcamp") sessions begin in May.			
10/9/24	Data from assessments (interim, PSAT/PreACT, etc.) will be shared with teachers.	Complete 11/01/2024	Amelia Barnes	06/30/2025
Notes:	Teachers received training on how to access their data via PowerBI and through PerformanceMatters.			
10/3/25	A Title I technology assistant will be employed to facilitate generation, collection, and access to data.	Complete 08/01/2025	Rodney Boone	08/01/2025
Notes:				
Implementation:		10/03/2025		
Evidence	9/16/2025 See files			
Experience	9/16/2025 Teachers review classroom data (including IXL data) and standardized assessment data to identify students in need of additional support. Students are recommended for tutoring, learning hub, and exam prep based on this data.			
Sustainability	9/16/2025 We will continue to solidify these routines and emphasize their importance.			

	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:			We currently offer a full continuum of EC services, Extended Learning Programs, IST, restorative practices, and leveled instructional computer programs for various courses and content. **Ongoing Title I expenditures in support of this indicator:** • Title I staff positions - These employees assist in academic and behavioral interventions. (See Teacher Assistant and Technology Assistant salaries in Title I budget.) • Supplies & Materials - Title I funds are used to purchase supplies and materials to support evidence-based instruction to meet the needs of students. • Computer software and supplies - Title I funds are used to purchases software that supports evidence-based and differentiated instruction.	Limited Development 09/27/2019		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Students will receive targeted instruction of supplemental supports in the areas of behavior, social-emotional, attendance, math and reading based on the level of need (academic levels of support: remediation, intervention, maintenance, enrichment). Students that are determined to be "at-risk" through an early warning system will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well. Teachers will supplement core instruction and curricular materials with school-provided resources (e.g. IXL) to meet students' individual learning needs and promote mastery of content standards.	**Objective Met 09/16/25**	**Michelle Munga**	**06/30/2025**
Actions						
		9/27/19	Develop a team to focus on equal opportunities for all students as it relates to enrollment in advanced level courses such as AP and college level courses.	Complete 06/11/2020	Erica Covington	06/11/2020
		Notes:				

9/27/19	Staff is participating in a year-long, school-wide professional development on Social and Emotional Learning (SEL) that will bring awareness to the impact of adult behaviors and attitudes on student learning.	Complete 06/11/2020	Kenyatta Ridley	06/11/2020
Notes:				
9/27/19	Revamp the organization for our EC program in terms of personnel to maximize the effectiveness of all services provided to students.	Complete 06/11/2020	Allison Jones	06/12/2020
Notes:				
9/27/19	PLC's will meet at least twice a month to discuss data from common formative assessments and interim assessments to determine effectiveness of CORE instruction.	Complete 06/09/2023	Allison Adams	06/03/2023
Notes:				
9/30/19	Technology will be improved in some classrooms to enhance teaching and learning for all students.	Complete 06/09/2023	Brian Muller	06/03/2023
Notes:	Title I funds will be used to purchase 10 interactive panels for teaching and learning and integration of technology. Title I funds will be used to purchase additional licenses for the "Membean" program.			
10/5/20	EOS team will work on putting in place supports for students in AP classes.	Complete 06/09/2023	Angela Morris	06/03/2023
Notes:				
10/26/23	Purchase and effectively incorporate supplemental materials for teaching and learning in Math and Biology. This could consist of learning kits and classroom supplies and materials needed to enhance teaching and learning. (DeltaMath, BioZone, etc.)	Complete 04/30/2024	Amelia Barnes	04/30/2024
Notes:				
10/26/23	Purchase and implement Membean software for English II which automatically differentiates and personalizes to each student’s skill level.	Complete 06/07/2024	Amelia Barnes	05/31/2024
Notes:				
10/26/23	Purchase and implement Edficiency (Intervention Scheduling Software) to create a flex schedule that allows for academic interventions and goal maintenance sessions during the school day.	Complete 05/30/2024	Amelia Barnes	05/31/2024
Notes:				
10/26/23	Purchase and implement Talking Points software as a was to engage with all families in their home language to build strong partnerships.	Complete 06/07/2024	Amelia Barnes	05/31/2024

Notes:				
9/1/23	PLCs will meet at least twice a month to discuss data from common formative assessments and interim assessments to determine effectiveness of Tier 1 (core) instruction.	Complete 06/07/2024	Amelia Barnes	06/07/2024
Notes:	Barnes will collect minutes to keep record of these meetings.			
10/9/24	Purchase IXL software license to support student learning in math, English, science, social studies, and foreign language.	Complete 11/08/2024	Rodney Boone	01/01/2025
Notes:				
10/9/24	Train staff in use of IXL to support student mastery.	Complete 11/15/2024	Ramon Ruiz	01/31/2025
Notes:				
4/28/25	Teachers will use EVAAS, GCS interim assessments, and classroom assessment data to identify students in need of additional support to achieve proficiency or meet growth expectations on the End-of-Course exam.	Complete 04/11/2025	Amelia Barnes	04/11/2025
Notes:	Teachers used PowerBI (which combines EVAAS and IA) to identify students at risk of not achieving proficiency on EOC. These students were named in the teachers' EOC Blitz plans.			
4/28/25	Teachers will self-assess their use of differentiation strategies for advanced learners in alignment with NCDPI's Honors Course Development and Evaluation Tool, and will submit this self-assessment annually to school leadership as part of the honors attestation process.	Complete 04/25/2025	Amelia Barnes	04/25/2025
Notes:				
10/9/24	MTSS team meets for implementation of MTSS process.	Complete 06/30/2025	Allison Adams	06/30/2025
Notes:				
Implementation:		09/16/2025		
Evidence	9/8/2022			
Experience	9/8/2022			
Sustainability	9/8/2022			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	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:			All teaching staff are involved in PLCs that meet at a frequency of 2-4 times per month. Part of the effectiveness of PLCs is how data is used to drive and inform instruction. Teachers are using district provided Scope and Sequence to plan and inform instruction.	Limited Development 08/02/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Professional Learning Communities will be teacher led and focused on data-driven conversations about improving instructional best practices, addressing methods of corrective instruction when needed, and collaborative planning.	**Objective Met 06/06/24**	**Amelia Barnes**	**06/12/2024**
Actions						
		9/12/18	Create a master list of PLC times and dates per department.	Complete 09/13/2019	Kenyatta Ridley	09/13/2019
		Notes:				
		9/12/18	Provide PLC meeting norms that will promote data-driven dialogue within the group.	Complete 06/09/2023	Mary Swindell	08/29/2022
		Notes:				
		10/1/20	Use interim assessment data to highlight teacher strengths, encourage the sharing of teaching methodology, and to encourage collaborative planning among a PLC to support each other through their strengths to grow students.	Complete 06/09/2023	Mary Swindell	06/10/2023
		Notes:				
		9/12/18	Use Interim Assessment and other relevant data sources to drive conversations within the PLCs, and refine instructional practice based on the analysis of the data.	Complete 06/09/2023	Mary Swindell	06/12/2023
		Notes:				
		9/1/23	Create master list of PLC and department meeting schedules.	Complete 09/01/2023	Amelia Barnes	09/12/2023
		Notes:				
		10/26/23	Field trips will be offered to enhance the curriculum and expose at-risk students to experiences that are not often accessible. Field trips will also enhance leaderships skills and team building opportunities.	Complete 06/07/2024	Kenyatta Ridley	04/30/2024
		Notes:				

9/1/23	Use Interim Assessment and other relevant data sources to drive conversations within the PLCs, and refine instructional practice based on the analysis of the data.	Complete 06/06/2024	Amelia Barnes	06/12/2024
Notes:	Amelia Barnes will provide assessment data to PLCs when available and will collect meeting minutes to ensure that PLCs are discussing data and applying it to instructional decisions.			
9/1/23	Provide PLC meeting template that outlines norms, agenda, and requirements for data review.	Complete 08/31/2023	Amelia Barnes	09/01/2024
Notes:	This template will be shared with all staff.			
Implementation:		06/06/2024		
Evidence	9/1/2023 Template emailed to staff on 8/31/23			
Experience	9/1/2023 Amelia Barnes created a template for department and PLC meetings that included objectives and SIP indicators that should guide meeting, space for an agenda, and an outline for members to complete which guides staff through using data to inform instruction.			
Sustainability	9/1/2023 Edits to template will be made if need arises; ongoing work to enforce use of template.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	In alignment with the Guilford Guarantee requirements presented to schools for 2025-26 school year, we will increase our efforts to engage all students in learning opportunities that promote college and career readiness. Our goal is that all students graduate with college credit, industry-recognized certifications, and/or internship experience. In 2026-27, we are working to implement a schoolwide advisory framework to provide students with more information and support for postsecondary preparation. **Relevant Title 1 Expenditures:** • **Supplies and Materials** - Budget supports purchase of supplies and materials for use in advisory and other Guilford Guarantee-aligned activities, family engagement events, and instructional resources to improve academic performance. • **Contracted Services** - Budget allows for contracting services in support of Guilford Guarantee, family engagement, and academic goals. • **Computer Software:** Budget supports access to software and digital tools that support Guilford Guarantee goals, family engagement (e.g. newsletter & communications software), and academics (e.g. IXL).	Limited Development 09/16/2025		
How it will look when fully met:	• All staff will have received PD on postsecondary advising and incorporating college/career readiness into their regular curriculum. • All students will routinely receive information on opportunities available to them to earn college credit or industry certifications during high school, beginning in 9th grade and continuing each year until graduation. • Percentage of students graduating with college credit and/or industry certifications will increase every year. (Ultimate goal is 100% of students, but we will consider this objective met when the rate of students increases steadily every year.)		**Kimberly Bartlett**	**06/30/2029**
Actions		**2 of 5 (40%)**		
9/16/25	All 10th grade students will complete YouScience activities to promote awareness of postsecondary options.	Complete 10/24/2025	Matt Vaughn	10/10/2025

Notes:	Repeats with 10th grade every year. Done through world history and math 2 courses, as they have a large number of 10th graders and do not conflict with EOC preparation. 25-26 school year: Most students completed by 10/24; as of 11/3, we have 100% completion.			
9/16/25	Counselors inform students and families of options to earn college credit during high school prior to and during registration process.	Complete 04/30/2026	Kimberly Bartlett	05/01/2026
Notes:				
9/16/25	Develop a comprehensive advising framework so that all staff members engage students in Guilford Guarantee conversations and assist students in identifying and enrolling in postsecondary experiences.		Kimberly Bartlett	09/30/2026
Notes:				
9/16/25	Provide staff with professional development on postsecondary advising and integrating career/college readiness activities in their curriculum.		Amelia Barnes	10/01/2026
Notes:				
9/16/25	Parents receive information on opportunities for college credit and CTE credentialing throughout the year (at open house and curriculum nights, academy events, etc.).		Juliaette Thomas	06/30/2027
Notes:				

Core Function:	**Domain 4: Culture Shift**			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
E1.01	**ALL teachers maintain a file of communication with parents/guardians.(5177)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	In the past, staff have been inconsistent in tracking communication with parents/guardians, using a variety of methods (or none at all) to keep record. This year, we are aligning expectations.	Limited Development 09/16/2025		
How it will look when fully met:	All staff have an accurate log of communication using a consistent, approved format (GCS Communication Log app).		**Rodney Boone**	**06/30/2027**
Actions		**1 of 2 (50%)**		
9/16/25	Staff are informed of expectations to keep record of two-way parent communication using the GCS app.	Complete 09/16/2025	Rodney Boone	09/30/2025
Notes:				

		9/16/25	Staff communication logs are monitored quarterly.		Rodney Boone	06/30/2027
		Notes:				
	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:			School staff members utilize a variety of methods to communicate information to parents including: Blackboard Connect, Open Houses, teacher webpages, teacher emails, newsletters, home visits, text messages, phone calls, progress reports, Canvas, and TalkingPoints/Remind. Parents and students have the ability to view student grades as they are updated via PowerSchool. Two-way communication can be difficult due to our diverse population (non-native English speakers) and a lack of updated contact information. **Ongoing Title I expenditures to support this indicator:** • Computer software - Title I funds are used to purchase software to support a variety of communication methods, including mobile texting, translation, and newsletters. • Parent supplies & materials - Title I funds are used to purchase materials that are used for communication with families and for family engagement events. • Parent food purchases - Refreshments are provided at family engagement events to incentivize family participation.	Limited Development 08/16/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Parents and guardians are well informed about matters relating to their individual students expectations in terms of academics, behaviors, and extra-curricular activities. The school connects to parents and guardians using a variety of means for communication. While this goal is met, it will require ongoing financial and staff support to maintain or continue to improve our practices.	**Objective Met 06/24/25**	**Juliaette Thomas**	**06/10/2025**
Actions						
		11/3/16	Leadership team members will go back to their departments and brainstorm ideas for meeting parents/families in their neighborhoods.	Complete 12/06/2016	Craig Repko	12/06/2016
		Notes:	By department, who is interested in going out to meet families? Generate list and submit to SIP chair.			

3/7/17	Lunch and Learn Event	Complete 05/15/2017	Melanie Palmer	05/02/2017
Notes:	May 15 - Mrs. Palmer researched vendors, created a parent contact list, and generated potential topics for discussion during Lunch and Learn sessions. Due to repeated scheduling conflicts, the Lunch and Learn event did not take place. We would like to continue planning this event for the 2017-2018 school year. Invite all parents through ConnectEd, flyers home with students, announcement on school website and translations in Spanish and Urdu. Parents must RSVP for food prep. We will have parents complete a survey onsite to gather and analyze information and to receive feedback.			
10/20/16	Diverse opportunities for parent involvement: Out of the Garden	Complete 05/02/2017	Brad Hensley	05/02/2017
Notes:	Brainstorming of why it is difficult to reach parents: parents work limited transportation lack of community centers in rural areas lack of funding			
1/4/18	Parent Night	Complete 12/07/2017	Karen Lloyd	12/07/2017
Notes:	After evening Leadership Meeting, Parents and families attended Dinner Theater "Golden Oldies"			
8/29/17	Southern Guilford will host parent learning sessions to help prepare and inform them of options for their child for college, career and life. Parents will be given the opportunity to share their ideas for school improvement.	Complete 05/08/2018	Bernadette Jones	05/08/2018
Notes:	Social worker will work with school counselors and other school support personnel to compile resources to be provided to our parents.			
10/20/16	Southern Guilford High School with host an ESL Family night to provide information to our families with limited English language.	Complete 08/28/2019	Jairo Lopez	10/04/2019
Notes:				
10/4/16	Southern Guilford High School will host a parent night in conjunction with Title I to inform parents on matters relating to curriculum, school-wide expectations, and extra-curricular activities.	Complete 10/24/2019	Karen Lloyd	10/31/2019
Notes:				

10/20/16	We will host various "Senior Night" events to highlight information for parents of seniors to prepare them for post graduation plans for their students.	Complete 06/11/2020	Cynthia Parks	06/11/2020
Notes:				
10/20/16	Southern Guilford High School provides Adult ESL classes throughout the school year for parents and families with limited English to assist in their acquisition of the English language in support of their students.	Complete 06/11/2020	Miriam Marroquin	06/11/2020
Notes:				
10/5/20	Counseling is hosting weekly senior webinars via Teams to keep seniors informed on important information.	Complete 06/11/2021	Cynthia Parks	06/11/2021
Notes:				
10/5/20	We will host a Drive-Thru Title I night to disseminate information to families.	Complete 10/29/2021	Brian Muller	10/31/2021
Notes:				
10/5/20	Connect-Ed Messages, emails, and selected communications are translated to Spanish and sent out for families that do not speak English	Complete 06/02/2023	Jairo Lopez	06/03/2023
Notes:				
10/26/23	Southern Guilford High School will host a parent night in conjunction with Title I to inform parents on matters relating to curriculum, school-wide expectations, and extra-curricular activities. Brochures, supplies, and resources will be given to parents at each event.	Complete 04/30/2024	Kenyatta Ridley	04/30/2024
Notes:				
10/26/23	Title 1 parent events will serve food in order to increase participation and provide balanced meals for families	Complete 04/30/2024	Kenyatta Ridley	04/30/2024
Notes:				
10/9/24	Fall Title 1 Parent Engagement Event	Complete 10/18/2024	Angela Morris	10/22/2024
Notes:	Title 1 Parent Engagement event will precede fall band concert. Title I funds will be used to provide meals for families that attend and to cover other associated materials costs.			
2/25/25	Staff will update their webpages to share information about their courses with parents.	Complete 01/21/2025	Janice Thomas	01/21/2025
Notes:				
2/25/25	SGHS will host a curriculum fair prior to course registration for the 25-26 school year, including all 9th-11th grade students as well as rising 9th graders, to assist with course selection and academic planning.	Complete 02/13/2025	Janice Thomas	02/13/2025
Notes:				

4/28/25	AP Coordinator will share information with AP students and parent about AP Exams prior to exam administration window.	Complete 04/28/2025	Amelia Barnes	05/02/2025
Notes:	Students receive a printed brochure with a summary of most important exam day information; parents receive a digital version via TalkingPoints. AP Coordinator meets with all AP classes and students to ensure information is received and understood.			
2/25/25	EOC teachers will communicate with parents regarding students' performance levels, opportunities for retesting for non-proficient students, and recommendations for continued growth.	Complete 06/13/2025	Amelia Barnes	07/01/2025
Notes:				
10/9/24	Purchase/renew TalkingPoints subscription.	Complete 07/11/2025	Marlis Ferris	07/30/2025
Notes:	Action will recur unless SBLT determines that this program is no longer the best option for our school's needs, at which time we will change programs or eliminate it from the budget.			
Implementation:		06/24/2025		
Evidence	9/27/2019			
Experience	9/27/2019			
Sustainability	9/27/2019			