

## Comprehensive Progress Report

**Mission:** To prepare, empower, and expect every student to be productive and successful citizens in the future global economy.

**Vision:** The vision is for every Garinger student to graduate able to critically defend their answers both verbally and in writing (in English and in their own language)

- Goals:**
- Goal 1: The percent of high school students who score at the College and Career level – a 4 or 5 – on the Math 1 EOC (grades 9-12) will increase from 1.6% in SY2021-22 to 5% in SY2022-23 and 20% in SY2023-24.
  - Goal 2: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.
  - Goal 3: The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 37% on the Fall 2021 Panorama Screener (in grades 6-12) to 41% in SY2022-23 and 45% in SY2023-24. \*37= self-efficacy panorama data
  - Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)
  - 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)
  - 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)
  - Goal 4: Out-of-School Suspension (OSS) disproportionality for Black students will decrease from 23.4% in SY2021-22 to 20% in SY2022-23 and 23% in SY2023-24.
  - Goal 5: The percent of graduates earning a state high school endorsement will increase from \_\_% SY2021-22 to \_\_% in SY2022-23 and 75% in SY2023-24.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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>		1. New staff complete district on boarding professional development. 2. BMTs circulate and provide behavioral support based on request.	Limited Development 04/01/2022		
		Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
<i>How it will look when fully met:</i>		1. All teachers will complete the GHS on boarding process. 2. GHS behavior matrix will be used by all staff. 3. Teachers will complete two peer observations throughout the year. 4. A weekly staff shout out form will celebrate weekly successes.	<b>Objective Met 06/21/22</b>	<b>Alexa Schleien ELL DOE 04/19/21</b>	<b>06/09/2023</b>
<b>Actions</b>					
	4/14/22	The school safety team will plan student celebration events based on behavior.	Complete 06/06/2022	Jacob Miller History DOE 08/24/20	06/09/2023
<i>Notes:</i>					
	4/14/22	100% of the staff will be trained and use the GHS behavior matrix.	Complete 06/06/2022	Mackenzie Riley 11/15/21	06/09/2023
<i>Notes:</i>					
<b>Implementation:</b>			06/21/2022		
<b>Evidence</b>	6/21/2022	Goals are noted and will be continued during the 2022-2023 school year as discussed with N Hicks.			
<b>Experience</b>	6/21/2022	Goals are noted and will be continued during the 2022-2023 school year as discussed with N Hicks.			
<b>Sustainability</b>	6/21/2022	Goals are noted and will be continued during the 2022-2023 school year as discussed with N Hicks.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		1. PLC meetings meet at least two times during planning periods throughout each week 2. PLC's administer Common Assessments for Formal Assessments and calibrate best grading practices during PLC meetings 3. MCL's are utilized in Math I, Math II, Biology and English II to encourage and maintain aligned instruction across PLC's 4. The SIT created a standard PLC agenda template	Limited Development 09/24/2019		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		1. New staff will complete staff on boarding professional development at the district level. 2. All staff will complete GHS onboarding professional development during teacher workdays before the school year starts. 3. Staff with 0-3 years of experience will attend monthly professional development and meet with the specialist regularly. 4. The staff and student celebrations team will plan a bimonthly event to celebrate student growth. 5. BMTs and the Admin team will meet weekly to discuss student trends, behavioral interventions, subgroups of students, and staff needs.	<b>Objective Met 06/02/22</b>	<b>Alison Johnson ELA DOE 08/24/20</b>	<b>10/28/2022</b>
<b>Actions</b>					
	1/17/20	SLT representatives created and presented a PLC agenda to be used school-wide across all PLCs	Complete 01/15/2020	Danielle Imhoff DOE 09/25/19	01/15/2020
		<i>Notes:</i> PLCs will use the agenda twice weekly. Presented by Ms. Campisano and the English 2 team to department chairs and PLCs leads			
	9/30/19	PLC's will establish "norms" and assign "roles," such as PLC lead, note-taker, and time-keeper	Complete 01/24/2020	Danielle Imhoff	01/31/2020

<i>Notes:</i>				
3/19/20	SLT representatives created a reflection tool for PLCs that have one person so these staff members can still be reflective on their practice	Complete 02/16/2020	Danielle Imhoff DOE 09/25/19	02/16/2020
<i>Notes:</i> Email with this template was sent to all staff and given to department chairs to disseminate				
3/19/20	SLT and administration will check and ensure that 80% of teachers are using the common PLC agenda and/or reflective tool by end of the quarter	Complete 03/13/2020	Danielle Imhoff DOE 09/25/19	04/10/2020
<i>Notes:</i> Prior to March 13, we confirmed that all PLCs were using the agenda or a similar approved agenda.				
9/30/19	PLC's will use a school-based PLC note-keeper template to share agenda, data, and support needed with administration and support staff	Complete 05/27/2020	Danielle Imhoff	05/27/2020
<i>Notes:</i>				
9/30/19	All formal assessments in PowerSchool grade book will be common amongst PLC's	Complete 06/02/2020	Danielle Imhoff	05/27/2020
<i>Notes:</i>				
9/30/19	100% of teachers will list the state standard on their front board for 100% of lessons taught	Complete 03/13/2020	Danielle Imhoff	05/27/2020
<i>Notes:</i>				
9/30/19	All PLC's will have regularly attended PLC meetings twice a week with administrative presence in 50% of all weekly PLC meetings.	Complete 05/27/2020	Danielle Imhoff	05/27/2020
<i>Notes:</i>				
11/13/19	SLT representatives collaborate on professional development for PLC leads	Complete 10/23/2019	Genevieve Campisano DOE 09/25/19	10/21/2020
<i>Notes:</i> Assigned to Campisano and Masching during SLT meeting				
8/26/20	PLCs will work together to create common, aligned instruction through the Canvas platform and will share with one another to support collaboration and consistency.	Complete 05/28/2021	Alison Johnson DOE 08/24/20	06/02/2021

*Notes:* Can be monitored through teacher Canvas review & admin/coach teacher walkthroughs.  
 2/1/2021 Update: Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads. The teacher leader team also presented canvas strategies for all teachers to learn how to collaborate as a PLC and build out their canvas PLC courses. For the remainder of the year the team is rolling out exemplars and rubrics to specific learning teams. Also the team plans to look at subgroup data and survey the PLC leads to get feedback on the materials and assess their effectiveness and weekly use.

9/8/20 Establish as a PLC the “power standards” and “critical skills” for course and units.

Complete 05/28/2021

Alison Johnson DOE  
08/24/20

06/02/2021

*Notes:* 2/1/2021 Update: Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads. For the remainder of the year the team is rolling out exemplars and rubrics to specific learning teams. Also the team plans to look at subgroup data and survey the PLC leads to get feedback on the materials and assess their effectiveness and weekly use.

9/8/20 Unpack standards with a clear focus on defining what mastery looks like.

Complete 05/28/2021

Alison Johnson DOE  
08/24/20

06/02/2021

*Notes:* 2/1/2021 Update: Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads. For the remainder of the year the team is rolling out exemplars and rubrics to specific learning teams. Also the team plans to look at subgroup data and survey the PLC leads to get feedback on the materials and assess their effectiveness and weekly use.

9/8/20 Ensure that all activities and assessments challenge students at or above the required level of the standards with specific focus on ELL and EC.

Complete 05/28/2021

Alison Johnson DOE  
08/24/20

06/02/2021

*Notes:* 2/1/2021 Update: Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads. For the remainder of the year the team is rolling out exemplars and rubrics to specific learning teams. Also the team plans to look at subgroup data and survey the PLC leads to get feedback on the materials and assess their effectiveness and weekly use.

9/8/20	Embed data chats into PLC meetings to discuss data with PLC and plan for how to reteach unmastered objectives.	Complete 05/28/2021	Alison Johnson DOE 08/24/20	06/02/2021
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*Notes:* 2/1/2021 Update: Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads. For the remainder of the year the team is rolling out exemplars and rubrics to specific learning teams. Also the team plans to look at subgroup data and survey the PLC leads to get feedback on the materials and assess their effectiveness and weekly use.

8/30/21	Administrators will intentionally review PLC agendas on a monthly basis (school wide PLC Admin Check Point Meetings added to the mastery school wide calendar) to review school wide data and provide feedback to support student growth and achievement.	Complete 03/21/2022	Alexa Schleien DOE 04/19/21	05/27/2022
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*Notes:* Admin will be responsible for their assigned departments/PLCs  
3/21/22 Update  
APs meeting weekly with PLC leads and whole group PLCs to review data weekly and provide areas of focus specifically with new curriculum initiatives. Instructional leaders, APs, and the principal meet monthly to review data indicators, subgroups of students, teacher/team growth, and areas of support.

8/30/21	Begin to plan the implementation stages of the AVID strategy.	Complete 03/21/2022	Alexa Schleien DOE 04/19/21	05/27/2022
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*Notes:* During Garinger's first year back with the AVID program, Garinger will create a solid group of Garinger teachers to attend professional development, create a plan for intentionally rolling out AVID-strategies, and will begin utilizing strategies in their classrooms  
3/21/22 Update  
Selected staff completed AVID training. The new principal will meet with AVID trained teachers and the master schedulers to determine next steps.

9/29/21	PLCs will work together to create common, standards aligned instruction to ensure a consistent mastery based data tracking and re-looping learning environment. PLCs will re-teach and re-loop content weekly during the 'Weekly Wildcat Workout' based on the previous units formative data.	Complete 05/27/2022	Alison Johnson DOE 08/24/20	05/27/2022
<p><i>Notes:</i> Can be monitored through teacher Canvas review &amp; admin/coach teacher walkthroughs. Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads.</p> <p>3/21/22 Update APs and district specialist work to review informal and formal data points with PLC leads to discuss student mastery levels weekly. The academic team intentionally outlines areas within each PLCs pacing where there are opportunities to reloop content (small and whole group). PLCs are continuing to work together to align lessons with and assessments. PLCs are also working to brainstorm the best way to reloop standards. Admin continues to empower PLC leads by providing coaching and feedback.</p> <p>6/2 Update We held an attendance block party for students with improved attendance. We held a senior week to celebrate seniors who have completed requisites for graduation. Tutoring hours for EOC courses were given with an extended employment opportunity for EOC teachers. Saturday tutoring session was offered to all EOC courses to review for final exams.</p>				
<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	<p>6/2/2022 We have met this goal through help of our administration being a presence in our PLC meetings. If we were able to provide attachments, you would see the PLC agenda we made, the implementation of it, the system that we used to track teachers writing their standard on the board, and the plans we had for our grade level meetings.</p> <p>5/28/2021 While we cannot add attachments here, we have met this goal through help of our administration being a presence in our PLC meetings. If we were able to provide attachments, you would see the PLC agenda we made, the implementation of it, the system that we used to track teachers writing their standard on the board, and the plans we had for our grade level meetings.</p>			

<b>Experience</b>	<p>6/2/2022 Administrators intentionally reviewed PLC agendas on a monthly basis and reviewed schoolwide data and provided feedback to support student growth and achievement.</p> <p>5/28/2021 We had to get creative after the stay at home orders were issued, but during the school year we implemented a common PLC agenda and self reflection tool to help all teachers achieve this goal individually so then we could achieve the goal as a school.</p>			
<b>Sustainability</b>	<p>6/2/2022 PLCS will work together to create common, standards aligned instruction to ensure a consistent mastery based data tracking and re-looping learning environment.</p> <p>5/28/2021 Next year we will continue to use this same PLC agenda. We also will encourage all teachers to be aligning their lessons to the state standards and including these for students and in their lesson plans. Finally, we will continue with our common PLC practices because our PLCs are strong at our school.</p> <p>Next year we also hope to do some more grade level alignment meetings. Because of the strange nature of the school year, we will need to postpone these ideas until next school year.</p>			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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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
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<p><b>Initial Assessment:</b></p>	<ol style="list-style-type: none"> <li>1) The MTSS team meets on a weekly basis to discuss Tier 2 &amp; Tier 3 students and interventions that need to be put in place to support the students academic and social emotional success</li> <li>2) The Attendance Committee meets weekly to analyze trends in chronic absenteeism and place individual and school-wide interventions to limit absences</li> <li>3) Regular contact is made with parents in regards to chronic absenteeism and habitually tardy students</li> <li>4) Our BMT works one-on-one with at-risk students to determine behavioral inhibitors that affect the academic success of students</li> <li>5) A school-wide behavioral matrix was created and implemented for teachers' use when handling classroom discipline; the matrix was adjusted to support virtual instruction</li> </ol>	<p>Limited Development 09/24/2019</p>		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	<p>1) The MTSS team will communicate regarding chronic absentees and habitual tardies in order to place supports for students at risk due to attendance</p> <p>2) All staff members will utilize one day per week after school to make contact with parents/guardians of students at risk of failing the course and/or with habitual absences, tardies, or behavioral issues. The school will provide a uniform log for tracking parent contact.</p> <p>3) BMT's will be given a specified "caseload" of students to monitor academic and behavioral data with students and the MTSS team. BMT's will receive monthly PD to help support students</p> <p>4) Teachers will utilize classroom management strategies as well as parent contact prior to seeking administrative discipline support</p> <p>5) Student Support Service team members will meet monthly to discuss high risk students as deemed by absenteeism data, D/F data, and behavioral data</p>		<b>Objective Met 06/02/22</b>	<b>Paloma Keear Segedy Student Services DOE 08/24/20</b>	<b>05/27/2022</b>
<b>Actions</b>					
11/13/19	SLT members collaborate to discuss best ways to teach differentiation to staff. SLT members research books and professional development for teachers for next semester.		Complete 10/23/2019	Danielle Imhoff DOE 09/25/19	10/23/2019
<i>Notes:</i> Assigned to Imhoff, Corbin, and Ellerbe					
9/30/19	The MTSS team and Attendance committee will communicate regarding chronic absentees and habitual tardies in order to place supports for students at risk due to attendance		Complete 01/30/2020	Danielle Imhoff	01/31/2020
<i>Notes:</i>					
9/30/19	All staff members will utilize one day per week after school to make contact with parents/guardians of students at risk of failing the course and/or with habitual absences, tardies, or behavioral issues. The school will provide a uniform log for tracking parent contact.		Complete 01/30/2020	Danielle Imhoff	01/31/2020
<i>Notes:</i>					
3/19/20	SLT established an ISS folder for each teacher to place their information about online modules (Canvas, google classroom, etc.) so that students in ISS still have access to completing assignments. Staff uploaded their work to bit.ly/garingerISS		Complete 02/28/2020	Danielle Imhoff DOE 09/25/19	02/28/2020

<i>Notes:</i>				
3/19/20	All staff will complete online IRIS modules to learn more about differentiation and best practices for our exception children.	Complete 02/28/2020	Danielle Imhoff DOE 09/25/19	02/28/2020
<i>Notes:</i>				
9/30/19	BMT's will be given a specified "caseload" of students to monitor academic and behavioral data with students and the MTSS team	Complete 05/27/2020	Danielle Imhoff	05/27/2020
<i>Notes:</i> BMTs continued to do this during our virtual learning				
9/30/19	Teachers will utilize classroom management strategies as well as parent contact prior to seeking administrative discipline support	Complete 05/27/2020	Danielle Imhoff	05/27/2020
<i>Notes:</i>				
3/19/20	Staff will submit names of students in need of attendance intervention to the MTSS team using the google form the MTSS team created	Complete 05/27/2020	Danielle Imhoff DOE 09/25/19	05/27/2020
<i>Notes:</i>				
8/26/20	PLCs will use common assessment data to identify anchor standards, create lesson plans, and reloop content when necessary.	Complete 05/28/2021	Alison Johnson DOE 08/24/20	06/02/2021
<i>Notes:</i> This will be monitored through the PLC agenda template, PowerSchool & Canvas grade entries, and Canvas assignments. 2/1/2021 Update: Monthly PLC lead meetings are established and the following materials (data analysis and relooping flow chart, PLC agenda, with a emphasis on common assessments have been distributed to PLC groups and single PLC leads. For the remainder of the year the team is rolling out exemplars and rubrics to specific learning teams. Also the team plans to look at subgroup data and survey the PLC leads to get feedback on the materials and assess their effectiveness and weekly use.				
9/2/20	Garinger's Multi-Classroom Leads will meet with the admin team monthly to analyze EOC area attendance, instructional data, and supports needed in the classroom.	Complete 05/28/2021	Alison Johnson DOE 08/24/20	06/02/2021
<i>Notes:</i> This action item will be monitored through meeting agenda/minutes, Navigator data, student attendance/performance data. 2/1/2021 Update: The team met monthly and examined semester 1 naviator data. Now the team will reflect and plan for semester 2 based on specific data concerns.				
9/9/20	The student services team will meet bi-monthly in alpha-organized teams to address individual student concerns and needs. Teams will be comprised of counselor, AP, psychologist, MCV specialist, BMT.	Complete 05/28/2021	Paloma Segedy DOE 08/24/20	06/02/2021

*Notes:* This action will be monitored by administrator presence in the meetings and calibration of the meetings within admin meetings.  
 2/1/2021 Update: Student support meetings started in Q2. Progress: it has helped the team identify students who need help or are facing challenges (home visits, assigning mentors, teacher/parent conferences, success contracts, etc). It has also helped the team work more efficiently and not engage in duplicate work.

9/9/20	Garinger's graduation coaches will manage caseloads of students based on entry year and credits earned in order to provide specific academic supports for grade-level promotion.	Complete 05/28/2021	Paloma Segedy DOE 08/24/20	06/02/2021
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*Notes:* 2/1/2021 Update: Caseloads have been assigned for the school year and have been reviewed midyear. Graduation coaches are working with counselors to reach students who were in danger of failing a graduation requirement. Frequency has increased; graduation coaches meet once a week with counselors, APs, and student services department.

9/14/20	The English Language Learners PD team will facilitate quarterly and bi-monthly EL training to help make texts accessible for English Learners.	Complete 05/28/2021	Kelli Henry DOE 08/24/20	06/02/2021
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*Notes:* Can be monitored through EL PD agendas, minutes, and attendance.  
 2/1/2021 Update: The EL team facilitated a session on EL supports/equity in EL learning during our first semester half day PD; The EL team offered EL sessions bi-weekly to offer support to teachers needing guidance; Each department has an EL representative to offer updates and guidance per departments. EL team will discuss second semester communication strategies.

8/30/21	Principal will meet monthly with student services team to track chronic absenteeism and action plan next steps to address student needs.	Complete 03/21/2022	Sharon Bracey DOE 08/01/19	05/27/2022
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*Notes:* 3/21/22 Update  
 The attendance team (family advocates, social workers, counselors, APs, Principal) meets regularly to monitor subgroups of students. The attendance committee monitors the school wide parent contact log and conducts home-visits where two way communication is not successful. Communication protocols for students who have missed 3, 6, 10+ absences has been communicated with staff monthly and discussed with department APs. Attendance secretary sends out attendance letters weekly to students families for the 3, 6, and 10+ absences. Student services PLC has been collaborating with admin to create chronic absenteeism spreadsheets. This has led to home visits and follow-up steps to re-engage students in school.

8/30/21	Expand restorative discipline opportunities on the Garinger Behavior Matrix and incentivize positive student behaviors within academic programs and student experiences.	Complete 05/27/2022	Sharon Bracey DOE 08/01/19	05/27/2022
<p><i>Notes:</i> -BOY school wide grade level assemblies to promote "School +2" concept to encourage students to get involved with two activities on campus and encourage school going (academic) culture. -The Classroom Behavior Matrix will be hung in 100% of classrooms to be taught to students and utilized as reinforcement for positive behavior school wide</p> <p>3/21/22 Update Restorative practices, student contracts, and mediations have been continuously implemented throughout the school year and thoroughly communicated with families on a daily basis. 28 clubs have been requested, created, and supported by teacher's as advisors for the 2021-2022 school year. In an effort to positively reinforce behavior, club day has been expanded once a month for an extended block to ensure that all students have an opportunity to participate no matter their mode of transportation to and from school.</p> <p>6/2/22 Update: Students with behavioral concerns were incentivized to attend the EOC pep rally by avoiding disciplinary consequences. We had a great attendance at our Pep Rally.</p>				
8/30/21	Provide monthly PD support for BMTs to support the implementation of Tier 1 and Tier 2 interventions for behavior	Complete 03/21/2022	Jacob Miller DOE 08/24/20	05/27/2022
<p><i>Notes:</i> New academic facilitator will be hired to help support Tiers 1-3 as well as plan and facilitate monthly trainings for BMTs.</p> <p>3/21/22 Update The academic facilitator was hired at the end of October 2021. AP Knickerbocker calibrates with BMTs monthly to discuss student behavioral interventions.</p>				
8/30/21	Build a system for students to receive instruction when in ISS (academic & behavior supports)	Complete 03/21/2022	Jacob Miller DOE 08/24/20	05/27/2022

*Notes:* The principal and APs will implement a system for students to receive instruction and/or SEL support while in ISS  
 3/21/22 Update  
 The ISS facilitator was hired during the month of February 2022. Assignments and lessons are posted on Canvas to ensure that students still receive instruction when in ISS. If a student needs a paper copy of the assignment, the ISS facilitator sends the students with an escort to the classroom to ensure that the student doesn't miss an opportunity to receive instructional supports.

8/31/21	Intentionally plan, schedule, and execute AP cohort meetings for staff and students in order to provide academic supports and enrichment	Complete 03/21/2022	Jacob Miller DOE 08/24/20	05/27/2022
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*Notes:* AP cohort meetings will include test-taking strategies in order to increase AP test scores from 0% of students earning 4/5 to 10% of students earning 4/5 on end of year AP exams.  
 3/1/22  
 Teachers identified/recommended students for AP courses. The counselors and the academic facilitator reviewed the recommendations and conferenced with students.  
 3/21/22  
 The AP PLC conducts monthly meetings in order to discuss student needs and any needed support. The AP PLC works closely with the testing coordinator to ensure that the exam schedule is known and teachers can plan accordingly.

8/31/21	Create a clear process for identifying and recommending students for advanced courses.	Complete 03/21/2022	Jacob Miller DOE 08/24/20	05/27/2022
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*Notes:* SIT committee #3 will develop a plan for a second AP themed week to warrant student interest and feedback.  
 3/1/22 Update  
 The counselors and the admin team created a process to collect teacher recommendations for students for advanced level courses. The counselors are working to discuss recommendations with students and families during the registration process.  
 3/21/22  
 Prospective student names and lists were discussed during PLC meetings and recommendations were made.

8/31/21	Strategically schedule 9th grade students age 16+ into Garinger's FOCUS program. AP over FOCUS will receive monthly progress monitoring of FOCUS students.	Complete 05/27/2022	Sharon Bracey DOE 08/01/19	05/27/2022
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Notes: FOCUS lead, Kristen St. Martin will be responsible for reporting monthly grade & attendance data reporting to assigned AP.  
 3/1/22 Update  
 The 9th grade counseling teams worked with individual students to progress monitor and conduct midyear promotions for students who met the appropriate number of credits.  
 3/21/22  
 Counselors are mindful and have a plan in place when enrolling students who have few credits and are 16+.  
 6/2/2022  
 Counselors are strategically meeting with students individually and informing them of course opportunities and levels (standard, honors, AP), and student experiences, including the FOCUS program.

<b>Implementation:</b>		06/02/2022		
<b>Evidence</b>	<p>6/2/22          97% of students were eligible for end of year student celebration and pep rally, based on positive student discipline.</p> <p>5/28/21          Parent contact logs were utilized by 100% of teachers and family engagement-related staff members. All logs were shared with administrators for review and analysis. Staff had parent engagement and contact as a shared PDP goal this year, which all staff fulfilled.</p>			

<i>Experience</i>		<p>6/2/22 Restorative practices, student contracts, and mediations have been continuously implemented throughout the school year and thoroughly communicated with families on a daily basis. APs and district specialists work to review informal and formal data points with PLC leads to discuss student mastery levels weekly. The academic team intentionally outlines areas within each PLCs pacing where there are opportunities to reloop content (small and whole group).</p> <p>5/28/21 While the SIT team researched ways that the staff would want to continue to learn about differentiation for all learners, it was not pursued because of timing of the school year. Additionally, Our MTSS team this school year was diligent in getting in contact with students who needed extra support for attendance or discipline. This team was successful in their efforts. The team also successfully implemented a plan for intensive interventions. Furthermore, we feel successful in the system we developed for our students who are in ISS. We did not want them to experience as much learning loss which would affect graduation rates, so what we put together was sustainable and effective. We were not able to fully measure its effectiveness due to the nature of the school year.</p>			
<i>Sustainability</i>		<p>6/2/22 We need to continue to reduce ISS and OSS disciplinary consequences by rewarding positive student behaviors and implementing restorative justice practices in classrooms. We would also like to increase incentivizes for positive behaviors by implementing new cultural events to celebrate the myriad cultures represented in our student body.</p> <p>5/28/21 Next year we hope to sustain the ISS work system. Furthermore, we want to keep our MTSS and BMT team strong in regard to helping with student absenteeism and student discipline. Overall, because of the stay at home orders, our contact with families has been stronger and more innovative than ever. We will use these lesson we learned from it to continue on for next school year.</p>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

- 1) Members of the 2020-2021 administrative team attended SEL Time training to encourage further implementation of Social Emotional supports for staff and students in the new district format for virtual learning
- 2) The school counselors are each paired with an assistant principal to allow for easy communication and collaboration regarding students in need of additional supports and assistance.
- 3) The school's full-time social worker maintains regular contact with students and is readily available to provide students with support when needed.
- 4) The school's full-time McKinney-Vento support staff provides support for students confronting transitions in their home-life.
- 5) The school's psychologist works 2 days a week
- 6) Teachers facilitate mandated Title IX training to every student (unless parent opts-out) prior to September 21

Limited Development  
09/16/2019

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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>1) Every teacher will facilitate daily SEL time with fidelity during first block.</p> <p>2) Each staff member will create an individualized PDP goal centered on how they will learn about and be reflective on equity and social justice in America.</p> <p>3) Teachers will be given resources to assist students with their own Social and Emotional Learning. Resources can include contact information, restorative questions, and social-emotional related content to incorporate into lessons</p> <p>4) The student Canvas course will include links/information for Social Emotional Learning and student support numbers, contacts, and key details to ensure the information is available for students during virtual instruction.</p> <p>5) The master schedule will be adjusted in include a daily homeroom time, which will incorporate SEL supports and time for individualized behavioral and academic interventions.</p>		<b>Objective Met 06/02/22</b>	<b>Paloma Keear Segedy Student Services DOE 08/24/20</b>	<b>05/27/2022</b>
<b>Actions</b>					
	9/30/19	Each staff member will create an individualized PDP goal centered on their personal Social and Emotional health for the school year	Complete 10/25/2019	Danielle Imhoff	10/31/2019
	<i>Notes:</i>				
	9/30/19	Each staff meeting will begin with a 5-15 minute Social and Emotional Learning exercise, led by staff members who attended RULER training	Complete 01/31/2020	Danielle Imhoff	01/31/2020
	<i>Notes:</i>				
	9/30/19	Teachers will be given resources to assist students with their own Social and Emotional Learning. Resources can include contact information, restorative questions, and social-emotional related content to incorporate into lessons	Complete 05/27/2020	Danielle Imhoff	05/27/2020
	<i>Notes:</i>				
	1/17/20	First block teachers will integrate 5-10 minute lessons Monday mornings based upon school values for this year. Lessons are focused on social-emotional development and learning. They are uniform lessons throughout the school	Complete 03/13/2020	Danielle Imhoff DOE 09/25/19	05/27/2020
	<i>Notes:</i>				

8/26/20	First period teachers will facilitate SEL time with fidelity to ensure students are receiving content efficiently.	Complete 05/28/2021	Paloma Segedy DOE 08/24/20	06/02/2021
<i>Notes:</i> SEL efficiency can be monitored through class walkthroughs and Canvas observations.				
9/2/20	The 2020-2021 Garinger staff will participate in a school-wide book study of Carol Dweck's Mindset in order to understand both students and instructional leaders mindsets and empower both groups to learn, grow, and be reflective of their current practices. Each staff member will create an individualized PDP goal centered on the growth mindset and how it relates both personally and professionally.	Complete 05/28/2021	Paloma Segedy DOE 08/24/20	06/02/2021
<i>Notes:</i> This action item will be monitored through monthly staff discussion boards on Canvas and monthly activities/check points within department meetings.				
9/9/20	The focus of Early Release Day PD will center on equity and social justice as it relates to current events and school need. PD will include discussion on equity within the topics of technology, language, and race at Garinger.	Complete 05/28/2021	Alexa Schleien DOE 04/19/21	06/02/2021
<i>Notes:</i> This action item will be measured by PD agendas, staff survey feedback, and Insight Survey data.				
8/30/21	Homeroom will be utilized each day to provide SEL supports via the 7 Mindsets student curriculum in addition to grade-level specific lessons created by Garinger's student services team.	Complete 03/21/2022	Alexa Schleien DOE 04/19/21	05/27/2022
<i>Notes:</i> 3/1/22 Update The 7 mindset lessons have been supported by the media center specialist weekly. The Garinger student services team has worked with community partners to supplement SEL materials with lessons specific to grade levels and identified student needs (GCode, school tours, GPA importance and calculations, grade level promotions, study techniques, teen dating, etc.) 3/21/22 We are now on part 2 of 7 Mindsets, having completed part 1. 7 Mindsets was pushed out for all staff to provide lessons for their students during Homeroom. Additionally, Naviance was introduced to students. Students participated in structured career ready surveys. SEL surveys have been conducted to better understand students' needs. Staff had the opportunity to participate and give feedback on the 7 mindsets curriculum and use of homeroom time during the Re-Vamp meeting.				
8/30/21	The MTSS team will utilize daily homeroom time to intentionally schedule time for academic and behavioral intervention	Complete 05/27/2022	Alexa Schleien DOE 04/19/21	05/27/2022

*Notes:* The newly hired academic facilitator will create a system for progress monitoring interventions during homeroom time.

3/21/22 Update

The MTSS coordinator continued to monitor student's progress for students who were already receiving interventions. The MTSS coordinator, social worker, APs, and principal used grade level data to select focus 3 specific focus groups for semester 2 to receive MTSS interventions. Students are benefiting from HR tutoring time by retaking tests, attending one-on-one tutoring, and receiving additional assistance/interventions from teachers. MTSS coordinator, social worker, APs, and principal continue to monitor the 3 focus groups weekly.

6/2/22 Update

We are eager to implement our summer training for MTSS to best prepare our staff to implement a strong MTSS program in the 22-23 academic year.

Plans have been made for activities in Homeroom to increase student participation and school spirit.

SEL surveys have been conducted to better understand students' needs.

Students took part in the Panorama survey and teachers were given access to review the results of that survey. Teachers were then able to tailor socio-emotional instruction to the students, given the results of the survey. Admin will continue to evaluate the results and reflect on processes and procedures for the upcoming school year.

**Implementation:**

06/02/2022

**Evidence**

6/2/22

SEL was fully implemented and integrated daily into the school's schedule. However, the SEL curriculum is getting reviewed at the district level and will be implementing fully once changes have been made.

5/28/2021

SEL was fully implemented and integrated daily into the school's schedule.

**Experience**

6/2/22

We received school wide feedback from SEL and we will use that data to make a plan for the upcoming school year.

5/28/2021

We received school wide feedback from SEL and we will use that data to make a plan for the upcoming school year.

<b>Sustainability</b>		6/2/22 An in-depth review of the SEL data with key stakeholders with in the school. We are re-evaluating the staffing required for the intensive MTSS process. 5/28/2021 An in-depth review of the SEL data with key stakeholders with in the school.			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		1. The 9th grade counselors regularly communicate with feeder middle schools.  2. Credit recovery is offered for students who are off track both during the school year and during the summer.	Limited Development 04/14/2022		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>		1. The counseling team will provide monthly learning opportunities for each grade level and discuss promotion requirements.  2. HR (designated block teachers) will meet with 100% of their students monthly to discuss progress towards promotion.  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.  4. ESL teachers will use HR to work on literacy skills based on ELLEVATION scores.  5. The 9th grade repeater counseling team will conduct guardian meetings to discuss student credit progress and intensive supports.  6. Each grade level will be offered a learning opportunity off campus.	<b>Objective Met 06/21/22</b>	<b>Paloma Keear Segedy Student Services DOE 08/24/20</b>	<b>01/20/2023</b>
<b>Actions</b>					
	4/14/22	Admin, social workers, attendance team, and the counselors will reduce the number of students off grade level by 20% by reviewing student interventions quarterly.	Complete 06/06/2022	Paloma Keear Segedy Student Services DOE 08/24/20	01/20/2023

<i>Notes:</i>				
4/14/22	Each grade level will be offered a learning opportunity off campus.	Complete 06/06/2022	Alexa Schleien ELL DOE 04/19/21	06/09/2023
<i>Notes:</i>				
4/14/22	The counseling team will provide monthly learning opportunities for each grade level and discuss promotion requirements.	Complete 06/06/2022	Paloma Keear Segedy Student Services DOE 08/24/20	06/09/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/21/2022		
<b>Evidence</b>	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			
<b>Experience</b>	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			
<b>Sustainability</b>	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		1. The district provides written feedback periodically through the Indistar platform. 2. District specialist attend meetings periodically. 3. NCDPI provides feedback once a year.	Limited Development 04/14/2022		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		1. The SIT chair and admin will meet quarterly with the district specialists. 2. The Principal, Administrator, and SIT chair will meet bi-monthly to continuously monitor the school's progress. 3. The team will evaluate various data sources (EVAAS, EOC, D/F report, GSI, Student repeaters, Chronic absenteeism, etc.) to determine the plans direction at each quarter interval.	<b>Objective Met 06/21/22</b>	<b>Alexa Schleien ELL DOE 04/19/21</b>	<b>06/09/2023</b>
<b>Actions</b>					
	4/14/22	The Principal will review the SIT plan quarterly and adjust actions based on data sources and district and state feedback.	Complete 06/06/2022	Sharon Bracey DOE 08/01/19	06/09/2023
<i>Notes:</i>					
	4/14/22	The SIT chair will work with the LEA to visit two area SIT team meetings.	Complete 06/06/2022	Alexa Schleien ELL DOE 04/19/21	06/09/2023
<i>Notes:</i>					
<b>Implementation:</b>			06/21/2022		
<b>Evidence</b>		6/21/2022 The goals have been noted and will be continued for the 22/23 school year by N Hicks.			
<b>Experience</b>		6/21/2022 The goals have been noted and will be continued for the 22/23 school year by N Hicks.			

<b>Sustainability</b>		6/21/2022 The goals have been noted and will be continued for the 22/23 school year by N Hicks.			
<b>KEY</b>	<b>B1.03</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<ol style="list-style-type: none"> <li>1. PLC meetings meet at least two times during planning periods throughout each week</li> <li>2. PLC's administer Common Assessments for Formal Assessments and calibrate best grading practices during PLC meetings</li> <li>3. MCL's are utilized in Math I, Math II, Biology and English II to encourage and maintain aligned instruction across PLC's</li> <li>4. The SIT created a standard PLC agenda template</li> </ol>	Limited Development 04/14/2022		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>	<ol style="list-style-type: none"> <li>1. New staff will complete staff on boarding professional development at the district level.</li> <li>2. All staff will complete GHS onboarding professional development during teacher workdays before the school year starts.</li> <li>3. Staff with 0-3 years of experience will attend monthly professional development and meet with the specialist regularly.</li> <li>4. The staff and student celebrations team will plan a bimonthly event to celebrate student growth.</li> <li>5. BMTs and the Admin team will meet weekly to discuss student trends, behavioral interventions, subgroups of students, and staff needs.</li> </ol>	<b>Objective Met</b> <b>06/21/22</b>	<b>Mackenzie Riley</b> <b>11/15/21</b>	<b>06/09/2023</b>
<b>Actions</b>				
4/14/22	SIT and administration will check and ensure that 80% of teachers are using the common PLC agenda and/or reflective tool by the end of quarter 1.	Complete 06/06/2022	Alison Johnson ELA DOE 08/24/20	10/20/2022
<i>Notes:</i>				
4/14/22	All PLC leads will attend professional development on site quarterly.	Complete 06/06/2022	Mackenzie Riley 11/15/21	06/09/2023

<i>Notes:</i>				
4/14/22	100% Grading assignments will be common amongst PLC. Departments heads will meet monthly to discuss support needed.	Complete 06/06/2022	Sharon Bracey DOE 08/01/19	06/09/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/21/2022		
<b>Evidence</b>	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
<b>Experience</b>	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
<b>Sustainability</b>	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>			
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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
<b>Initial Assessment:</b>		1. MCLs meet monthly with Admin team. 2. Admin reviews EVAAS growth yearly.	Limited Development 04/14/2022		
		Priority Score: 2                      Opportunity Score: 2	Index Score: 4		

<b>How it will look when fully met:</b>	1. Grade level representative will be chosen. 2. MCLs will continue to meet weekly with Admin team. 3. Admin team will review all EVAAs growth scores. 4. The master scheduler and principal will review teaching assignments. 5. Create time monthly for all staff to participate in school + 1.	<b>Objective Met 06/21/22</b>	<b>LeDuan Pratt 05/01/22</b>	<b>06/09/2023</b>
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<b>Actions</b>				
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4/14/22	Grade level teams will meet quarterly to discuss trends, interventions, and support	Complete 06/06/2022	Mackenzie Riley 11/15/21	06/09/2023
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<i>Notes:</i>				
4/14/22	Review EVAAS and proficiency data to form EOC teams. Review the master schedule to determine possible course opportunities depending on staff strengths.	Complete 06/06/2022	Sharon Bracey DOE 08/01/19	06/09/2023
<i>Notes:</i>				
4/14/22	All staff will participate in school + 1.	Complete 06/06/2022	Alexa Schleien ELL DOE 04/19/21	06/09/2023
<i>Notes:</i>				
<b>Implementation:</b>		06/21/2022		
<b>Evidence</b>	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
<b>Experience</b>	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
<b>Sustainability</b>	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>
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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
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**Initial Assessment:**

- 1) Each administrator is assigned teachers by department to evaluate instructionally using the NC Educator Evaluator System . Evaluations include pre and post conferences as well as written feedback for each educator.
- 2) The New Teacher Coordinator was added to the 2020-2021 staff to help facilitate regular virtual walkthroughs and feedback sessions with beginning (0-3) teachers and staff.
- 3) Administrators use virtual walkthrough slips to monitor teacher standards posted in classrooms and the standard's alignment to content taught and assessed.
- 4) MCL's for English II, Math I, and Math III, regularly spend time in each content area's classrooms and provide regular feedback regarding aligned instruction and assessments.
- 5) Administrator's regularly attend content area PLC meetings to provide walkthrough feedback and any other instructional support needed.
- 6) MCL's, Admin, and the principal (Mrs. Bracey) meet monthly to discuss assessment data, opportunity gaps, and ensure appropriate utilization of instructional supports and student services.

Limited Development  
09/16/2019

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>1) Administrators will meet once per-evaluation cycle to calibrate evaluation expectations, language, and goals</p> <p>2) Administrators will conduct an informal walkthrough or observation at least once a week for each teacher in order to establish baseline data for evaluation, as well as be a presence for both teachers and students in classrooms. A new "virtual walkthrough" system will include a GoogleSpreadsheet with intentional walkthrough assignments and a required system for following every walkthrough with electronic feedback via email for teachers.</p> <p>3) Administrators and MCL's will meet by department once every two weeks to discuss teacher progress and supports needed</p> <p>4) The New Teacher Coordinator will be included when setting goals and evaluative expectations for Beginning Teachers</p>		<b>Objective Met 06/02/22</b>	<b>LeDuan Pratt 05/01/22</b>	<b>05/27/2022</b>
<b>Actions</b>					
9/30/19	Administrators will meet once per-evaluation cycle to calibrate evaluation expectations, language, and goals		Complete 11/18/2019	Danielle Imhoff	01/31/2020
<i>Notes:</i>					
9/30/19	Administrators will conduct an informal walkthrough or observation at least once a week for each teacher in order to establish baseline data for evaluation, as well as be a presence for both teachers and students in classrooms		Complete 01/30/2020	Danielle Imhoff	01/31/2020
<i>Notes:</i>					
9/30/19	Administrators and MCL's will meet by department twice per quarter to discuss teacher progress and supports needed		Complete 01/30/2020	Danielle Imhoff	01/31/2020
<i>Notes:</i>					
9/30/19	The New Teacher Coordinator will be included when setting goals and evaluative expectations for Beginning Teachers		Complete 01/30/2020	Danielle Imhoff	01/31/2020
<i>Notes:</i>					

8/26/20	The administrative team will put the new virtual system of walkthroughs into effect 08/31/2020 and will adjust the outline/process as needed. Each administrator will conduct weekly walkthroughs; every teacher will receive at least one walkthrough per week. Teachers will be sent walkthrough feedback via email within 24 hours.	Complete 05/28/2021	Kelly Lyons DOE 09/25/19	06/02/2021
<i>Notes:</i> Walkthroughs can be monitored via the administration's walkthrough GoogleSheet, feedback emails sent to teachers, and in weekly admin meetings to calibrate.				
9/9/20	PLC Leads will meet quarterly with administrators to reflect upon best practices, learn new instructional strategies, and strengthen core academic interventions for the classroom.	Complete 05/28/2021	Kelly Lyons DOE 09/25/19	06/02/2021
<i>Notes:</i> This will be monitored through PLC Lead attendance and PLC Agenda templates.				
8/31/21	Quarterly progress monitoring of XR students via in-person support of XR teacher assistant. XR course enrollment will be prioritized based on cohort towards graduation (18-19 priority #1)	Complete 03/21/2022	Sharon Bracey DOE 08/01/19	05/27/2022
<i>Notes:</i> New TA will report data directly to principal Bracey. 3/21/22 update The 9th grade team met each quarter to discuss XR student's progress. Parent meetings and contacts were made regularly to communicate student progress. The 9th grade team conducted mid year promotions and celebrations for students who earned the appropriate number of credits. XR orientation meeting was held for all students who were recommended by counselors for XR. This was very successful, all students were able to log into their Edgenuity and understand the expectations and directions of completing XR.				
9/29/21	PLC Leads will meet quarterly with administrators to strengthen best practices, enhance instructional strategies, and strengthen core academic interventions for the classroom.	Complete 05/27/2022	Alexa Schleien DOE 04/19/21	05/27/2022

*Notes:* This will be monitored through PLC Lead attendance and PLC Agenda templates.  
 3/21/22 Update  
 APs discussed trends with department PLC leads and outlined action items for each quarter. Periodic walk throughs followed up with coaching and feedback were used to consistently monitor each PLCs progress. In areas where new curriculum initiatives were introduced the APs collaborated with district specialists to add in an extra layer of coaching and support.  
 6/2/22  
 PLC Leads meet weekly with administrators to evaluate classroom instruction, assessment, and preparation. Admin reviews teacher performance and data from the classroom. Admin regularly looks at curriculum roll-outs and strategically assigns staff within departments based on student needs.

9/29/21 Instructional leaders will collaborate the team (Admin, ILT, MCLs, Mentors, and PLC Leads) to evaluate, discuss, and provide solutions to continue to build capacity amongst the staff.

Complete 03/21/2022

Alexa Schleien DOE  
04/19/21

05/27/2022

*Notes:* 3/21/22 Update  
 Instructional leaders regularly attend district PD. Instructional leaders meet monthly to discuss their teams progress, trends, student support interventions, and areas for support. Instructional leaders have led school based PD sessions during workdays.

**Implementation:**

06/02/2022

**Evidence**

6/2/22  
 Evidence is in our MyTalent platform  
 Evidence is in our PLC agenda that have MCLs  
 Evidence is within our MCL coaching and feedback meetings.  
 5/28/21  
 Evidence is in our MyTalent platform  
 Evidence is in our PLC agenda that have MCLs  
 Evidence is within our beginning teacher meeting coordinator's schedule, observation, meetings, and meeting agenda.

<p><b>Experience</b></p>	<p>6/2/22  Our principal and administrative team completed their observations and evaluations in a timely fashion. They were able to provide constructive feedback to our teachers, attend PLCs and department meetings, and hold teachers to an instructional standard.  Our MCLs worked closely with their assigned PLCs and were among the strongest PLCs in our schools.  We are looking to hire a beginning teacher coach and academic facilitator for the upcoming school year.</p> <p>5/28/21  Our principal and administrative team completed their observations and evaluations in a timely fashion. They were able to provide constructive feedback to our teachers, attend PLCs and department meetings, and hold teachers to an instructional standard.  Our MCLs worked closely with their assigned PLCs and were among the strongest PLCs in our schools.  Furthermore, our beginning teacher coordinator worked with our teachers and mentors in meetings at least once a month. He was intentional at providing meaningful opportunities for new teachers to learn and grow. We also implemented a system of monthly PLC lead trainings to empower teacher leaders to coach one another.</p>			
<p><b>Sustainability</b></p>	<p>6/2/22  We will continue to use our MCLs, beginning teacher coordinator, and admin team to help all teachers progress in their pedagogy and management. We will continue to utilize the mentor structure for beginning teachers. We will push all teachers to use academic standards and have them posted in their rooms each day.</p> <p>5/28/21  We will continue to use our MCLs, beginning teacher coordinator, and admin team to help all teachers progress in their pedagogy and management. We will continue to utilize the mentor structure for beginning teachers. We will push all teachers to use academic standards and have them posted in their rooms each day.  Next year we will also ensure that evaluations are completed for each teacher. With the nature of this school year, not every teacher was fully observed and evaluated. We promptly informed teachers of this, though.</p>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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
<i>Initial Assessment:</i>		1. The admin team discusses classroom observations quarterly. 2. The principal reviews data reports to make staffing decisions (GSI, Attendance, EVAAS, EOC, Student Requests, etc.)	Limited Development 04/14/2022		
		Priority Score: 2                      Opportunity Score: 2 Index Score: 4			
<i>How it will look when fully met:</i>		1. The admin team will create informal walk through form based on staff needs. 2. Staff will be identified for leadership roles. 3. Leadership and mentoring opportunities will be scheduled for the year. 4. Staff survey will be given out quarterly to obtain feedback from teachers.	<b>Objective Met 06/21/22</b>	<b>LeDuan Pratt 05/01/22</b>	<b>06/09/2023</b>
<b>Actions</b>					
	4/14/22	Administrators will conduct an informal walkthrough and observations. Admin will establish a baseline for walkthroughs and identify areas for focus and support.	Complete 06/06/2022	Sharon Bracey DOE 08/01/19	10/20/2022
<i>Notes:</i>					
	4/14/22	Build capacity amongst each department. Empower and train one individual to provide coaching and feedback for the department.	Complete 06/06/2022	Mackenzie Riley 11/15/21	06/09/2023
<i>Notes:</i>					
<b>Implementation:</b>			06/21/2022		
<b>Evidence</b>		6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.			
<b>Experience</b>		6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.			

<b>Sustainability</b>	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.			
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<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>			
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	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
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<b>Initial Assessment:</b>	1. MCLs are provided supplement based on EVAAS data. 2. Master teachers are employed based on district funding.			Limited Development 04/14/2022		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
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<b>How it will look when fully met:</b>	1. Recruitment and retention bonuses will be provided based on staffing needs. 2. The principal will define leadership roles and responsibilities. 3. All staff will participate in school + 1. 4. The school will rebrand its social media. 5. Staff will complete a survey quarterly.			<b>Objective Met 06/21/22</b>	<b>LeDuan Pratt 05/01/22</b>	<b>06/09/2023</b>
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<b>Actions</b>						
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4/14/22	All staff will participate in school + 1.	Complete 06/06/2022	Jacob Miller History DOE 08/24/20	06/09/2023
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<i>Notes:</i>						
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4/14/22	The Principal will work with the Teacher Leader department to recruit, retain, and reward staff.	Complete 06/06/2022	Sharon Bracey DOE 08/01/19	06/09/2023
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<i>Notes:</i>						
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4/14/22	100% of the staff will complete the school based survey.	Complete 06/06/2022	Mackenzie Riley 11/15/21	06/09/2023
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Notes:

<b>Implementation:</b>		06/21/2022		
<b>Evidence</b>	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.			
<b>Experience</b>	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.			
<b>Sustainability</b>	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.			