

## Comprehensive Progress Report

**Mission:** Our mission is to provide a single-gender education that will establish a school culture raising educational achievement in an innovative, nurturing environment where young men are offered exceptionally challenging education opportunities that support academic development at the highest standard.

**Vision:** The Middle College at NC A&T staff and students will establish a community environment that fosters proficient learners that are able to display effective skills to become productive citizens and lifelong learners for the 21st Century.

**Goals:**

School Performance Composite Goal: By June 2021, The Middle College at NCA&T will increase the schools performance composite from 58.1% to 59.1%

CULTURE AND CLIMATE: By May 2021, The Middle College at A&T will decrease from 36.4% and move to 100% of our staff feeling that they can fully meet the instructional needs of our students with disabilities in our school.

Achievement Gap Goal: By May 2021, The Middle College at NCA&T will increase the overall Math 1 proficiency from 30.4% to 32.4%. We will increase the overall Math 3 proficiency from 54.5% to 56.5%. We will increase our overall English 2 proficiency from 64.7% to 66.7%. Lastly, we will increase our overall Biology proficiency from 73.5% to 74.5%.

Discipline Goal: By May 2021, The Middle College at NCA&T will reduce the number of out of school suspensions from 33 to 25 suspension. All staff will be SEL trained, and we will practice restorative justice as a school-wide focus.



! = 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>  |         | Daily learning walks conducted by administrators; display of Essential 10; Teaching bell to bell; Increasing rigor and student engagement; Weekly PLCs to discuss research-based strategies for instruction and classroom management.  | Limited Development<br>08/09/2016 |                     |                   |
|   |         | Priority Score: 2                      Opportunity Score: 3  | Index Score: 6                    |                     |                   |
| <i>How it will look when fully met:</i>                               |         | Effective classroom management requires awareness, patience, good timing, boundaries, and instinct. Educators take care of self through self evaluations and establishing professional developed plans. Maintain a positive relationship with students and home. Repairing harm before things get negative. Establishing quantifiable practices and expectations early. Students will display on-task during instructional time while teachers facilitate learning. Teachers will plan rigorous, engaging, and student-centered lessons that increase learning and engagement. | <b>Objective Met<br/>02/11/19</b> | <b>Ayana Hanger</b> | <b>05/08/2020</b> |
| <b>Actions</b>  |         |  |                                   |                     |                   |
|   | 9/19/17 | On going discussions where we as a staff review with students their obligation to engage in ethical, safe and legal behaviors. Guide students in solving problems creatively, engage in a creative process of exploring alternative possibilities that leads to responsible, goal-directed action that lead to overcoming obstacles.   | Complete 01/04/2019               | Dwain Waddell       | 01/04/2019        |
| <i>Notes:</i> Huddle, classrooms, one-on-one meetings, college tours. |         |  |                                   |                     |                   |
|   | 2/11/19 | Meeting with students and reviewing School Creed and Essential 10. Teacher also reviewing class rules and expectations.  | Complete 01/07/2019               | Travis Seegars      | 01/07/2019        |
| <i>Notes:</i>   |         |  |                                   |                     |                   |
|   | 9/20/17 | Evaluate ongoing discipline date discipline issues.  | Complete 05/24/2019               | Travis Seegars      | 02/14/2019        |
| <i>Notes:</i>   |         |  |                                   |                     |                   |
|   | 9/20/17 | Peer mentors for all new teachers.   | Complete 05/17/2019               | Sabreen Mutawally   | 05/24/2019        |
| <i>Notes:</i>   |         |  |                                   |                     |                   |

|                                  |  |                     |                               |            |
|----------------------------------|--|---------------------|-------------------------------|------------|
| 9/25/19                          | (Communicate/ Create)<br>Create a common expectations with staff during IST and staff meetings regarding cellphone policy, classroom expectations. Expectations/Rules are publicly posted in the classrooms and in the school. Provide opportunities for parent, student, and teacher to sign expectations. Ensure that all students, staff, and parents understand it, can live with it and won't undermine it. | Complete 06/15/2021 | Leadership, All staff and SIT | 12/13/2019 |
| <i>Notes:</i>                    |  |                     |                               |            |
| 9/25/19                          | (Support Implementation):<br>Educate staff using MTSS Behavior Core lessons as we create a common culture around effective classroom management and reinforce classroom rules. Provide professional development on effective classroom management and reinforce our E-10 and school creed. Provide staff training on Educators Handbook platform.  | Complete 06/15/2021 | Leadership                    | 01/06/2020 |
| <i>Notes:</i>                    |  |                     |                               |            |
| 9/28/19                          | (Monitor Impact and Sustain Practice):<br>Survey students, staff and parents on implementation, make adjustments as need. Discuss in PLCs, ILT, SIT, and staff meetings. Conduct Walk-throughs.  | Complete 06/15/2021 | Leadership and All staff      | 03/23/2020 |
| <i>Notes:</i>                    |  |                     |                               |            |
| 9/25/19                          | (Develop):<br>In Staff Meetings and PLC, understand our current classroom management and rule structure and how we reinforce in our classroom and how often.   | Complete 06/15/2021 | Travis Seegars                | 12/15/2020 |
| <i>Notes:</i> Observe, pictures, |  |                     |                               |            |
| <b>Implementation:</b>           |  | 02/11/2019          |                               |            |
| <b>Evidence</b>                  | 2/11/2019<br>posting of school creed and school rules in every class. dedicated times to meet with students about rules.   |                     |                               |            |
| <b>Experience</b>                | 2/11/2019<br>We have ensured that all students understand our high expectations and are ready to meet that expectation   |                     |                               |            |
| <b>Sustainability</b>            | 2/11/2019<br>Look at how we can expand our school and possibly start a book study  |                     |                               |            |

| 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>              |  | CC planning; Peer Evaluation; Mentor-ship; Instructional Rounds teachers working in teams. In each learning team, teachers are working collaboratively to build a team environment that fosters working together to solve the dilemmas in learning, to collectively share and critique the nature and quality of evidence that shows our impact on student learning. | Limited Development<br>08/09/2016 |                          |                   |
| <i>How it will look when fully met:</i> |  | Once this objective is fully met, students will display significant growth as measured by assessments. Units will have differentiated lessons, higher order thinking strategies, expected outcomes, and will be located on Canvas, our common platform. Teachers will have interactive engaging lesson that go beyond the taught curriculum.                         | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b>    | <b>05/15/2020</b> |
| <b>Actions</b>                          |  |  |                                   |                          |                   |
|   | 9/18/17  | Teachers will plan lessons that are aligned to the standards, on current pace, as well as submit lesson plans for review to the school CANVAS site. Instructional team will conduct bi-monthly instructional walks to monitor lesson plans and ensure alignment with standards and pacing guide implementation.  | Complete 01/24/2019               | Travis Seegars           | 01/03/2019        |
|   | <i>Notes:</i> Teachers have used the CANVAS program to help guide and monitor instruction. Walk-toughs have been conducted and feedback given  |  |                                   |                          |                   |
|   | 2/11/19  | We have started staff instructional rounds where staff observe their peers and provide supportive feedback. This is coordinated in PLTs.   | Complete 05/24/2019               | Sabreen Mutawally        | 04/18/2019        |
|   | <i>Notes:</i>  |  |                                   |                          |                   |
|   | 9/28/19  | (Development):<br>Identify and ensure that all staff understand how to develop standards-aligned units of instructions for the specific content and grade level. [PD, district support/ observations/ SSO walk throughs]   | Complete 06/15/2021               | Leadership and All Staff | 12/12/2019        |
|   | <i>Notes:</i> Units of instruction will be designed to include standards-based objectives, criteria for mastery, and specific learning activities aligned to objectives. Standards and I can statements are posted daily with standards identifiable on test and quizzes. (Indicators A2.13 and A2.14) |  |                                   |                          |                   |

|               |   |                     |                               |            |
|---------------|---|---------------------|-------------------------------|------------|
| 9/28/19       | (Communicate)<br>Units of instruction will be designed to include standards-based objectives, criteria for mastery, and specific learning activities aligned to objectives. Standards and I can statements are posted daily with standards identifiable on test and quizzes. (Indicators A2.13 and A2.14) | Complete 06/15/2021 | Leadership and All staff      | 02/19/2020 |
| <i>Notes:</i> |   |                     |                               |            |
| 9/28/19       | (Support Implementation):<br>Feedback and support with unit implementation will be consistently provided through ongoing collaboration in PLCs, staff meetings, peer observations, and morning huddle.  | Complete 06/15/2021 | Leadership and All Staff      | 03/21/2020 |
| <i>Notes:</i> |   |                     |                               |            |
| 9/28/19       | (Monitor Impact) (Sustain Practice):<br>Administration and CF will provide feedback through observations, walkthroughs, and the results of district designed interim assessments. District PD, Feedback on lesson plans, staff input and ongoing collaboration with teachers.                             | Complete 06/15/2021 | Leadership and ILT, All staff | 05/18/2020 |
| <i>Notes:</i> |   |                     |                               |            |

| Core Function:                          |          | Dimension A - Instructional Excellence and Alignment   |                                   |                     |                   |
|---|----------|--|-----------------------------------|---------------------|-------------------|
| Effective Practice:                     |          | Student support services   |                                   |                     |                   |
| KEY                                     | A4.01    | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)   | Implementation Status             | Assigned To         | Target Date       |
| <i>Initial Assessment:</i>              |          | Each classroom uses differentiated instruction to address the needs of high performing and low performing students in the interest of maintaining an equitable classroom environment. We use data to to personalize instruction as a school improvement team. The SIP team makes all decisions about tiered instruction. The team is made up of support specialist, PLC team, all of the core teachers, administrators, guidance counselors, speech and language pathologists and sometimes occupational therapists. Additional people are brought in on an as-needed basis, and parents are consulted on all decisions. As a school, w collect a variety of data that helps determine how students are doing, and what specific supports they need. Such data like (EOGs, EOCs, benchmarks, report card, EVAAS data, parent input, formal and informal assessments and more).   | Limited Development<br>08/10/2016 |                     |                   |
| <i>How it will look when fully met:</i> |          | The effective implantation of a tiered instructional framewok will be is used to meet the needs of every student in our building. The school will have implemented a grade-level student success team meetings with a cross-functional team that plans for, monitors, and evaluates both the academic and behavioral needs of each student, instead of having two separate teams. Together, the teachers and support staff collaborate to analyze student data and make action plans. Those in need of additional academic support are identified, and interventions are planned and monitored. Additionally, opportunities for students exceeding benchmarks or in need of a challenge are developed. Every student receives core instruction, known as Tier One. Some students need supplemental instruction, which is referred to as Tier Two, and a small cohort of students receive the most intensive intervention and supports, known as Tier Three. The school will implement an instructional intervention model that requires teachers to provide evidence of data that indicates students that need additional support. They should also provide plans that detail how the students will receive remediation based on need. | <b>Objective Met<br/>11/06/20</b> | <b>Ayana Hanger</b> | <b>05/08/2020</b> |
| <b>Actions</b>                          |          |  |                                   |                     |                   |
|   | 10/20/16 | Professional Development on How to utilize EVASS Data to plan effective lessons  | Complete 09/16/2016               | Shelton Morgan      | 09/17/2016        |

|          |  |                     |                         |            |
|----------|--|---------------------|-------------------------|------------|
|          | <i>Notes:</i> District level staff presented during this meeting. Powerpoint has been added to the respective folder.  |                     |                         |            |
| 10/20/16 | Hire tutors and assign students to tutors using student assessment data.   | Complete 10/12/2016 | Gause Marcus            | 10/18/2016 |
|          | <i>Notes:</i>  |                     |                         |            |
| 9/27/16  | Ensure that each student has access to a form of technology during all classes during the day. The technology will be used to provide students with a educational resource which will track and monitor their learning.  | Complete 03/17/2017 | Shelton Morgan          | 11/04/2016 |
|          | <i>Notes:</i> Each student has access to multiple iPads, computer labs, and laptops that are available for them to use during any and all classes. In addition the vast majority of our students have smart phones that enable to use our school's wireless wifi network to research any information required for their classes. |                     |                         |            |
| 9/19/17  | Staff PD/ training on growth mindset and quality of task.  | Complete 01/25/2018 | Sabreen Mutawally       | 08/03/2017 |
|          | <i>Notes:</i> Curriculum Facilitator trained staff in PLT weekly and bi-monthly on Quality of task, growth mindset and CANVAS.   |                     |                         |            |
| 10/20/16 | Team building activities to build rapport with students.   | Complete 03/29/2018 | Travis Seegars          | 10/05/2017 |
|          | <i>Notes:</i> Camp Weaver<br>Staff vs. Student Basketball Game<br>Incentive/Honor Roll Trip<br>Homecoming Pep Rally  |                     |                         |            |
| 9/18/17  | Students will work with tutors for ELA, Math and Science using face-to-face and online systems to meet their individualized learning needs. The data collected from each means will be used to ensure the student is in the most appropriate learning environment.   | Complete 05/24/2019 | Sabreen Mutawally       | 01/15/2019 |
|          | <i>Notes:</i> University partnership to supply tutors from their English, Math, and Science departments. Students will be connected to CANVAS, Con-Academy, Cool Math, and text online supprot.  |                     |                         |            |
| 9/28/19  | Action (Pre-work):<br>All teachers will be educated on different sound instructional practices byway of PLC, Morning Huddle, Staff meetings, district lead PD, ILT implantation,MTSS video modulus.  | Complete 06/15/2021 | All staff               | 10/18/2019 |
|          | <i>Notes:</i> Teacher-directed whole-class, teacher-directed small-group; independent work; computer based.  |                     |                         |            |
| 9/28/19  | (Develop):<br>All staff will develop a group consensus on the tow 5 instructional practices the would be the most effecitve for our school and students and  | Complete 06/15/2021 | Leadership and teachers | 11/26/2019 |

|   |            |  |  |                              |                    |                    |
|---|------------|--|--|------------------------------|--------------------|--------------------|
| <i>Notes:</i>                           |            |  |  |                              |                    |                    |
|   | 9/28/19    | (Communicate):<br>All teachers receive initial and ongoing training and support in effective use of blended learning methods. D2.08  | Complete 06/15/2021  | All Staff and Leadership     | 01/12/2020         |                    |
| <i>Notes:</i>                           |            |  |  |                              |                    |                    |
|   | 9/28/19    | (Support Implementation):<br>The LEA/School structures professional development to provide adequate time for collaboration and active learning. C2.04  | Complete 06/15/2021  | All staff and Leadership     | 02/16/2020         |                    |
| <i>Notes:</i>                           |            |  |  |                              |                    |                    |
|   | 9/28/19    | (Monitor Impact):<br>Leadership will check lesson plans for evidence of learning activities personalized to student needs. Leadership will conduct specific walk-throughs that monitor instructions fidelity to plan.  | Complete 06/15/2021  | Leadership                   | 03/28/2020         |                    |
| <i>Notes:</i>                           |            |  |  |                              |                    |                    |
|   | 9/28/19    | (Sustain Practice):<br>Provide opportunities for educators to give feedback and refresh their understanding at the beginning of the year for returning teachers and/or teachers new to the school.   | Complete 06/15/2021  | Leadership                   | 05/20/2020         |                    |
| <i>Notes:</i>                           |            |  |  |                              |                    |                    |
|   | <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> |
| <b>Initial Assessment:</b>              |            | Breaking Boundaries action steps leading to the event Mentors (senior and freshman) DISC Assessments (Action Steps) Counseling and Social Worker WEIGHTS Service Learning (partnership with Hampton, Bluford & Other Schools)  | Limited Development<br>08/10/2016  |                              |                    |                    |
| <b>How it will look when fully met:</b> |            | Each student will be mentally challenged into becoming a better young man by presenting them with opportunities of leadership through school clubs, student mentorship programs, intimate conversations, service learning projects and student character assessments. Students will take charge as it relates to their individual learning and advocate more about their needs and wants. WEIGHTS Clubs. On File 504 Plans. Entrances greeting into school. Positive Affirmation in HUDDLE and on Social Media. Game Changer. Student Extra-Curricular Activities. Have a representative from each club to share their work. | <b>Objective Met<br/>11/06/20</b>  | <b>Ayana Hanger</b>          | <b>05/05/2020</b>  |                    |
| <b>Actions</b>                          |            |  |  |                              |                    |                    |
|   | 9/27/16    | Schedule our "Breaking Boundaries" conversation session to build a closer relationship between our freshman class and school administration.   | Complete 03/03/2017  | Gause Marcus                 | 12/20/2016         |                    |



*Notes:* Freshman student schedules as well as Administration schedules have to be finalized to determine the appropriate date to have this session. How will we open questioning to ensure that the freshman are comfortable sharing personal information?

9/20/17 Consistent parent communication to identify barriers for students. Complete 05/28/2018 Dwain Waddell 04/27/2018

*Notes:*

10/20/16 Students will be given an opportunity to participate in a club 2 Fridays each month during the instructional day. Complete 05/24/2019 Dwain Waddell 05/28/2019

*Notes:* Create schedule and allow students to choose which club they will participate in . Students will meet 2 Fridays during WEIGHTS block.

9/28/19 Introduce staff to SEL framework through PD and ensuring our focus is on:  
 Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”  
 Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.  
 Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.  
 Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.  
 Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social

Complete 06/15/2021 Leadership, All Staff 10/15/2019

*Notes:*

10/20/16 Counselor will conduct group and individual group sessions with students and create a student profile to help student navigate their specific date focused on being college and career ready. Continue to expand student mentorship programs through Communities in Schools partnership. Additionally, strengthen the partnership to provide support for student’s emotional, social, and academic needs. Complete 06/15/2021 Counselor 01/22/2020

*Notes:* State and national assessments  
ACT, PSAT, P-ACT, and SAT scores  
Student survey

|          |  |                     |           |            |
|----------|--|---------------------|-----------|------------|
| 10/20/16 | Students will be given opportunities to participate in leadership activities the promote restorative justice, student council, Royal court, Service learning, clubs and mentor programs. | Complete 06/15/2021 | All staff | 02/15/2020 |
|----------|--|---------------------|-----------|------------|

*Notes:* Local college trips  
Minority Male Initiative

|         |   |                     |                          |            |
|---------|---|---------------------|--------------------------|------------|
| 9/28/19 | Utilize SEL training and develop student led multi-cultural awareness events throughout the year. | Complete 06/15/2021 | Leadership and All Staff | 04/09/2020 |
|---------|---|---------------------|--------------------------|------------|

*Notes:*

|         |   |                     |                            |            |
|---------|---|---------------------|----------------------------|------------|
| 9/28/19 | Have students complete a quarterly survey/check in and review feedback and data from surveys. | Complete 06/15/2021 | Leadership, SIT, All staff | 05/19/2020 |
|---------|---|---------------------|----------------------------|------------|

*Notes:*

|   | KEY     | A4.16  | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)  | Implementation Status             | Assigned To          | Target Date       |
|---|---------|--|---|-----------------------------------|----------------------|-------------------|
| <b>Initial Assessment:</b>              |         |  | The school will have in place a plan for ensuring 9th grade students are transitioning into high school in a helpful and positive manner and will continue to monitor students as they begin taking their college classes and have an established plan for how to help those students if there is a need. The school’s teachers will also communicate vertically to ensure students needs are being met.  | Limited Development<br>09/28/2019 |                      |                   |
| <b>How it will look when fully met:</b> |         |  | To communicate that learning supports provided by student services professionals are essential for social, emotional, behavioral, mental and physical well-being and<br><br>highest student achievement. Prompt professionals to build a consensus for coordinating (planning) and integrating the delivery of learning supports within the multi-tiered system to maximize impact on student achievement at both the district and school levels. Provide a foundation for state, district and school policy and practice to coordinate and integrate the delivery of learning supports provided by student services professionals. | <b>Objective Met<br/>11/06/20</b> | <b>Dwain Waddell</b> | <b>05/08/2020</b> |
| <b>Actions</b>                          |         |  |   |                                   |                      |                   |
|   | 9/28/19 | Ensure that all staff understand graduation requirements and how college classes take the place of the 4 required electives.   | Complete 06/15/2021   | Travis Seegars                    | 10/11/2019           | <i>Notes:</i>     |
|   | 9/28/19 | Develop specific summer and beginning of the year supports for incoming new students and parents.  | Complete 06/15/2021   | Leadership, counselor             | 10/15/2019           | <i>Notes:</i>     |
|   | 9/28/19 | Create oportuies for students to meet with teachers and support personnel at our school. Create and ensure all students have a graduation plan entering the Middle College NCA&T | Complete 06/15/2021   | Samara Johnson                    | 01/25/2020           | <i>Notes:</i>     |
|   | 9/28/19 | Establish grade level meeting, EOC nights and report card conferencing opportunities for students and parents  | Complete 06/15/2021   | All staff and leadership          | 05/22/2020           | <i>Notes:</i>     |

| 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>              |         | Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school. | Limited Development<br>08/11/2016 |                       |                   |
| <i>How it will look when fully met:</i> |         | The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.  | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b> | <b>05/30/2020</b> |
| <b>Actions</b>                          |         |   |                                   |                       |                   |
|   | 9/19/17 | The Middle College at A&T School improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2019   | Complete 06/15/2021               | Travis Seegars        | 05/01/2020        |
| <i>Notes:</i>                           |         |   |                                   |                       |                   |
|   | 9/28/19 | Ensure school stakeholders are able to access meetings to support their busy schedules.   | Complete 06/15/2021               | Travis Seegars        | 05/09/2020        |
| <i>Notes:</i>                           |         |   |                                   |                       |                   |
|   | 9/28/19 | Ensure all stakeholders feedback is captured and documented in indastar timely and appropriately.   | Complete 06/15/2021               | Travis Seegars        | 05/09/2020        |
| <i>Notes:</i>                           |         |   |                                   |                       |                   |

|   | 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       |
|---|---------|---|--|-----------------------------------|--|-------------------|
| <b>Initial Assessment:</b>              |         |   | <p>Team meets monthly with all staff and two parents.</p> <p>Team Focus Points:<br/> School data<br/> PTSA<br/> Fundraising<br/> Outreach<br/> College Exposure<br/> School and student growth<br/> Key Indicators</p>   | Limited Development<br>09/29/2019 |  |                   |
| <b>How it will look when fully met:</b> |         |   | A functioning leadership team that consists of the Principal, parents, and other key professional staff who meet on a regular basis, (once a month, with each meeting lasting a minimum of one hour) in order to review school progress. The leadership team will successfully record detailed meeting notes, agendas, and goals and will upload them into Indistar. | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b>                  | <b>05/30/2020</b> |
| <b>Actions</b>                          |         |   |  |                                   |  |                   |
|   | 9/29/19 | Identify with school and all stakeholders what our key indicators are for this 2019/2020 school year and elicit their support with identify action steps and priority.  |  | Complete 10/04/2019               | All Staff, Leadership and stakeholders | 10/02/2019        |
| <i>Notes:</i>                           |         |   |  |                                   |  |                   |
|   | 9/29/19 | Seek feedback from staff and stakeholders in the form of surveys, emails, face-to-face meetings and informal discussions regarding School progress and suggestions for improvements. The administrator will effectively communicate any changes necessary based off feedback. (indicators: B1.04 and B1.05) |  | Complete 06/15/2021               | Travis Seegars                         | 04/16/2020        |
| <i>Notes:</i>                           |         |   |  |                                   |  |                   |

|               |  |                     |                         |            |
|---------------|--|---------------------|-------------------------|------------|
| 9/29/19       | All member will actively serve as a liaison for their content area while collaboratively participating in school improvement processes. A member will record meeting minutes and log the agenda into Indastar to record the effectiveness of the SIP team. | Complete 06/15/2021 | All Staff and leaderhis | 05/19/2020 |
| <i>Notes:</i> |  |                     |                         |            |
| 9/29/19       | (Sustain Practice)<br>Seek end of year feedback from all stakeholders and identify how to have a summer work session for the 2020/2021 school year.  | Complete 06/15/2021 | Leadership              | 05/22/2020 |
| <i>Notes:</i> |  |                     |                         |            |

| Core Function:                          |         | Dimension B - Leadership Capacity   |                                   |                          |                   |
|---|---------|---|-----------------------------------|--------------------------|-------------------|
| Effective Practice:                     |         | Distributed leadership and collaboration  |                                   |                          |                   |
| 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       |
| <i>Initial Assessment:</i>              |         | <p>The very essence of a learning community is a focus on and a commitment to the learning of each student. We must work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.</p> <p>Questions that should guide our work?</p> <p>? What do we want our students to learn?</p> <p>? How will we know they have learned it?</p> <p>? How will we respond when a student experiences difficulty?</p> <p>? How will we respond when a student already knows it?</p> | Limited Development<br>09/28/2019 |                          |                   |
| <i>How it will look when fully met:</i> |         | The school will have teams and team structures that allow time for teachers to develop, maintain, and address areas of concern for student improvement. The teams should address all areas of student improvement.  | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b>    | <b>05/22/2020</b> |
| <b>Actions</b>                          |         |   |                                   |                          |                   |
|   | 9/28/19 | Develop teams based on planning blocks to work on instructional planning, cross curricular.<br>Develop a school master calendar<br>Develop a protocol to collect minutes from each meeting.   | Complete 06/15/2021               | Leadership               | 12/12/2019        |
| <i>Notes:</i>                           |         |   |                                   |                          |                   |
|   | 9/29/19 | The school staff will utilize their planing block for appropriately plan for lessons and student support. The master calendar will be used to support all educators in the building by establishing peer mentors to support and provide an additional calibrating leans.  | Complete 06/15/2021               | All staff and Leadership | 02/25/2020        |
| <i>Notes:</i>                           |         |   |                                   |                          |                   |

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| 9/29/19       | Administrative team members will review meeting notes, agendas, and student data to assess the effectiveness of the teams' work.                                    | Complete 06/15/2021 | Leadership | 04/18/2020 |
| <i>Notes:</i> |   |                     |            |            |
| 9/29/19       | At the end of each school year, by-laws, procedures and student data will be analyzed, best practices will be reviewed , and adjustments will be made as necessary. | Complete 06/15/2021 | Leadership | 05/19/2020 |
| <i>Notes:</i> |   |                     |            |            |

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| <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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| <i>Initial Assessment:</i> | Weekly classroom walk-thoughts and frequent teacher/ principal discussions to discuss current pacing pedagogy. Setting up staff observation schedules and following state and district guidelines as it relates to observation levels. | Limited Development<br>08/11/2016 |  |  |
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| <b>How it will look when fully met:</b> | All teachers will receive timely feedback and all state and local policies and procedures are met. The principal is highly visible and shares research based strategies with staff. The instructional leaders focus on rigorous instruction that will aid in ensuring all classrooms are conducive for with a high engagement mindset on learning. | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b> | <b>05/30/2020</b> |
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| <b>Actions</b> |  |  |  |  |
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| 4/24/18 | Principal Action:<br>Review the curriculum materials to ensure that they are aligned to the curriculum and lesson plans.<br><br>School Actions:<br>All materials are examined for clarity of purpose and relevance to students. | Complete 06/15/2021 | Travis Seegars | 10/30/2019 |
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| <i>Notes:</i> |  |  |  |  |
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| 9/29/19 | Feedback will be communicated to teachers by email or face-to-face. Walkthrough feedback will be given to teachers via email, note, and/or face-to-face | Complete 06/15/2021 | Leadership | 12/10/2019 |
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| 9/20/17       | <ul style="list-style-type: none"> <li>Created a tiered level of teacher support walked through schedule</li> <li>New Leader and School Support Officer walk through.</li> <li>Admin collaborative walk through.</li> <li>Host data talks for teachers and admin.</li> </ul> | Complete 06/15/2021 | Travis Seegars | 05/24/2020 |
| <i>Notes:</i> |  |                     |                |            |
| 9/29/19       | Review of expectations for lesson plans and how walkthroughs will be conducted and walkthrough feedback process will be explained at the beginning of the year and with new staff who are hired during school year.  | Complete 06/15/2021 | Leadership     | 05/30/2020 |
| <i>Notes:</i> |  |                     |                |            |
| 9/29/19       | Create a walk-through tool that is aligned to MTSS and share with staff for buy-in and effective implementation. Make tool available to staff and for anyone entering our building.  | Complete 10/04/2019 | Ayana Hanger   | 10/02/2021 |
| <i>Notes:</i> |  |                     |                |            |

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| <b>Core Function:</b> | <b>Dimension C - Professional Capacity</b> |
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| <b>Effective Practice:</b> | <b>Quality of professional development</b> |
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| 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>              |   | Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.    | Limited Development<br>08/11/2016 |                       |                   |
|   |   | Priority Score: 3                      Opportunity Score: 3  | Index Score: 9                    |                       |                   |
| <i>How it will look when fully met:</i> |   | All staff understands their individual EVAAS data and determine how they can best serve each of their students. The data will allow staff members to construct individualized instructional strategies that would drive their instruction. Bi-weekly learning walks will be conducted by the administrative staff and one-on-one coaching will be provided to each teacher on the same day of the learning walk. | <b>Objective Met<br/>02/11/19</b> | <b>Travis Seegars</b> | <b>05/30/2019</b> |
| <b>Actions</b>                          |   |  |                                   |                       |                   |
| 9/19/17                                 | Data discussions during monthly staff and SIT meetings. |  | Complete 05/28/2018               | Travis Seegars        | 05/28/2018        |
| <i>Notes:</i>                           |   |  |                                   |                       |                   |

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| 2/11/19                | Staff has reviewed EOC, Benchmark data, CTE and NCFE data for first semester. We are currently adding corrective instruction to support struggling students.         | Complete 01/21/2019 | Sabreen Mutawally | 01/16/2019 |
| <i>Notes:</i>          |  |                     |                   |            |
| 9/19/17                | EOC classes are provided common planning or additional planning time to support their needs  | Complete 05/28/2018 | Travis Seegars    | 05/28/2019 |
| <i>Notes:</i>          |  |                     |                   |            |
| 9/19/17                | EOC PLTs will meet weekly to analyze data, review student projections, and to determine best instructional strategies for students.                                  | Complete 05/28/2018 | Sabreen Mutawally | 05/28/2019 |
| <i>Notes:</i>          |  |                     |                   |            |
| <b>Implementation:</b> |  | 02/11/2019          |                   |            |
| <b>Evidence</b>        | 2/11/2019<br>EOC Data, current benchmark data, district support and new strategies.  |                     |                   |            |
| <b>Experience</b>      | 2/11/2019<br>We worked diligently to meet with staff this first semester and staff focused on what the data is saying about our students and how we need to improve. |                     |                   |            |
| <b>Sustainability</b>  | 2/11/2019<br>Do we need to offer classes at different times and possibly adding a 5th block  |                     |                   |            |

| Core Function:                          |         | Dimension C - Professional Capacity   |                                   |                       |                   |
|---|---------|---|-----------------------------------|-----------------------|-------------------|
| Effective Practice:                     |         | Talent recruitment and retention  |                                   |                       |                   |
| 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       |
| <i>Initial Assessment:</i>              |         | It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. | Limited Development<br>08/11/2016 |                       |                   |
| <i>How it will look when fully met:</i> |         | Timely feedback on all learning walks and observations. Low to no turnover. Monthly recognition of teachers. Weekly teacher highlights. Positive response on TWC.   | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b> | <b>05/28/2020</b> |
| <b>Actions</b>                          |         |   |                                   |                       |                   |
|   | 9/20/17 | <ul style="list-style-type: none"> <li>Bi monthly staff news letter.</li> <li>Create a pre-screening template for all positions.</li> <li>Screening process of applicants through departmental support teams.</li> <li>District level new teacher support programs (GCSACT, Right Start, TFA)</li> <li>School based induction coordinator, on-site mentors and buddy teachers.</li> </ul>   | Complete 06/15/2021               | Travis Seegars        | 01/24/2020        |
| <i>Notes:</i>                           |         |   |                                   |                       |                   |

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| 9/20/17       | Staff recognition for:<br>Teaching and learning, Engaging lessons, Attendance, Student support, Innovative lessons, student projects.  | Complete 06/15/2021 | Travis Seegars | 05/24/2020 |
| <i>Notes:</i> |  |                     |                |            |
| 9/19/17       | Timely feedback of staff observations and learning walks.  | Complete 06/15/2021 | Travis Seegars | 05/28/2020 |
| <i>Notes:</i> |  |                     |                |            |
| 9/29/19       | Principal will seek out the opinion of other selected staff members(Such as the ILT team) on new hires and how they feel the new members are adjusting and make suggestions to assist the new member | Complete 06/15/2021 | Travis Seegars | 05/30/2020 |
| <i>Notes:</i> |  |                     |                |            |

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| <b>Core Function:</b> | <b>Dimension E - Families and Community</b> |
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| <b>Effective Practice:</b> | <b>Family Engagement</b> |
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| KEY                                     | E1.06  | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)                                 | Implementation Status             | Assigned To           | Target Date       |
|---|--|--|-----------------------------------|-----------------------|-------------------|
| <i>Initial Assessment:</i>              |  | We regularly send Blackboard connect messages to parents about the coming week, Remind 101 emails and text to students and parents about updates, Parents also receive Aggie alerts from the university when the university has important updates. | Limited Development<br>05/21/2019 |                       |                   |
| <i>How it will look when fully met:</i> |  | The school will regularly communicate with parents and guardians about school policies and procedures both in the school and at home.  | <b>Objective Met<br/>11/06/20</b> | <b>Travis Seegars</b> | <b>05/08/2020</b> |
| <b>Actions</b>                          |  |  |                                   |                       |                   |
| 9/29/19                                 | Teachers will create and consistently maintain a document documenting communication with parents and guardians of students. (Indicator E1.01)  | Complete 06/15/2021  | All Staff                         | 01/13/2020            |                   |
| <i>Notes:</i>                           |  |  |                                   |                       |                   |
| 9/29/19                                 | The school will consistently communicate with parents and guardians regarding school policies, procedures and announcements through school announcements, Canvas, ConnectEd calls and other communication procedures (Indicator E 1.07). | Complete 06/15/2021  | All Staff                         | 03/19/2020            |                   |
| <i>Notes:</i>                           |  |  |                                   |                       |                   |

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| 9/29/19       | Teachers will provide parents and guardians with practical guidance to encourage students' reading, study and homework habits with an understanding of a growth mindset. (Indicator E 1.10, Indicator E 1.09, Indicator E 1.13) | Complete 06/15/2021 | All Staff | 04/18/2020 |
| <i>Notes:</i> |   |                     |           |            |
| 9/29/19       | Teachers will formally communicate with parents and guardians throughout the school year regarding classwork and school procedures through various communications including parent-teacher meetings. (Indicator E 1.11)         | Complete 06/15/2021 | All Staff | 05/30/2020 |
| <i>Notes:</i> |   |                     |           |            |