

Comprehensive Progress Report

Mission:

Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.

Vision:

Transforming learning and life outcomes for all students.

Goals:

By 2025, Guilford County Schools will increase the number of schools identified as exceeding growth from 12 to 27.

For the 2022-23 school year, all School Improvement Plans will include goals and strategies in alignment with FAM-S and MTSS implementation.

Student chronic absenteeism will be reduced from 33% during the 2021-22 to 25% in the 2022-23 school year.

By August 2025, decrease the number of licensed school based positions vacancies before the first day of school from 43 to 24.

By 2025, performance composite (proficiency) gaps between White and Black students will be reduced from 36.2 points to 31.2 points.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A

Effective Practice:

Instructional Excellence and Alignment

A04

The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(5642)

**Implementation
Status**

Assigned To

Target Date

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| <p>Initial Assessment:</p> | <p>GCS currently provides a cohesive, standards-aligned curriculum for Literacy and Math, K-8. In high schools, we have a consistent and standards-aligned curriculum for NC Math 1 through NC Math 3, and English I through English IV. In Science and Social Studies, unit frameworks are provided for priority grades and courses, such as 5th and 8th grade Science, Biology, 5th and 8th grade Social Studies, and high school social studies graduation requirements. Unit frameworks contain digital tools such as Discovery Education Techbook and other resources to provide support for teachers in implementing grade-level appropriate, standards-aligned instruction.</p> <p>There are gaps in consistency of language when looking across the various departments in Academic Services, regarding how we discuss curriculum. Additionally, GCS lacks an adequate network of instructional experts at the district and school levels to support teachers as they begin to teach the adopted curriculum. GCS also lacks effective mechanisms to monitor whether the intended curriculum is consistently being taught across all sites.</p> | <p>Limited Development 10/07/2022</p> | | |
| <p>How it will look when fully met:</p> | <p>GCS will continue to provide a cohesive, standards-aligned curriculum for Literacy and Math K-8 and NC Math 1 through NC Math 3, and English I through English IV. The district will expand current its support in Science to include unit frameworks and curricular resources in grades leading up to high-priority areas.</p> <p>In addition to a consistent curriculum, GCS will have a network of instructional experts, such as mentor teachers or content area specialists working in the central office and school level, to support teachers as they begin to teach the “new” curriculum. Finally, district leaders will put in place mechanisms to monitor whether the intended curriculum is being implemented with fidelity.</p> <p>The teams in Academic Services will also work to develop a framework for discussing curriculum and instructional support to ensure consistency across academic departments.</p> | | <p>Tiffany Perkins</p> | <p>06/30/2025</p> |
| <p>Actions</p> | | <p>0 of 7 (0%)</p> | | |
| <p>10/7/22</p> | <p>Develop a sustainable plan to ensure a network of instructional experts in the district and school level for literacy, math and science.</p> | | <p>Tiffany Perkins</p> | <p>05/01/2023</p> |
| <p><i>Notes:</i></p> | | | | |

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| 10/7/22 | Provide district and school leaders with observation tools and other appropriate resources that measure curriculum implementation. | | Tiffany Perkins | 01/04/2023 |
| <i>Notes:</i> | | | | |
| 10/7/22 | Implement sustainable job-embedded coaching for new/new to GCS literacy, math and science teachers. | | Tiffany Perkins | 01/04/2025 |
| <i>Notes:</i> | | | | |
| 10/7/22 | Design district PLC processes to analyze outcome and curriculum implementation data at the district level. | | Tiffany Perkins | 11/15/2022 |
| <i>Notes:</i> | | | | |
| 10/7/22 | Unpack what is meant by a “cohesive district curriculum guide.” | | Tiffany Perkins | 11/30/2022 |
| <i>Notes:</i> | | | | |
| 10/17/22 | Expand to all middle schools the 3-year Effective Implementation Cohort (EIC) grant in partnership with PIVOT Learning/UnboundEd that began in 2021-2022. All middle schools will engage in professional learning designed to increase district and school capacity to implement a high-quality middle school math curriculum. | | Tiffany Perkins | 06/30/2024 |
| <i>Notes:</i> | | | | |
| 10/17/22 | Review/pilot a cohesive, early learning curriculum in order to align early learning standards with Kindergarten readiness | | Tiffany Perkins | 06/30/2023 |
| <i>Notes:</i> | | | | |

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|----------------------------|------------|---|-----------------------------------|--------------------|--------------------|
| Core Function: | | Dimension B | | | |
| Effective Practice: | | Leadership Capacity | | | |
| | B04 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Guilford County Schools currently has several teams that operate in an organized and effective manner. However, the teams currently work mostly in silos to accomplish their given work. The district has a Cabinet and Leadership Council that currently review data and provide direction for the district. | Limited Development 10/06/2022 | | |

How it will look when fully met:

This team will be responsible for organizing and leading the efforts for the district's strategies to exit Low Performing Status. Having a strong LEA Improvement team is a key component of success. Substantial change requires a laser-like focus on student learning above all, and willpower to resist inevitable pressure to compromise that focus or to stray from the outlined plan. The team must be committed to taking new approaches when previous efforts have not worked well enough for failing students.

GCS will keep the working team small enough to focus on action. The Guilford County Schools team will begin its work with a few cross-departmental central office staff members. An early action will be to determine other stakeholder groups that may need to have a member serving on the team.

The team will clearly define who is ultimately accountable for making sure that the team is working well and accomplishing the objective of speedy, high-quality decisions about district and school improvement; that is, who will lead the charge. The team will also have a regular, ongoing meeting schedule as well as a process to ensure there is two-way communication about progress; both lifting up the organizational chart as well as down to other stakeholders.

The team will also understand that the work of school and district transformation does not happen in isolation and will form ad-hoc sub committees and teams as necessary to fully implement the identified indicator.

The team will have meeting norms that allow the meetings to run efficiently and effectively. The team members will be committed to conducting action items as outlined in the plan and to regular reporting during team meetings.

Melissa Nixon

06/30/2023

Actions

1 of 6 (17%)

10/7/22

Core team members will discuss representation and make any suggestions for additions to the team to ensure the voice of all stakeholders is represented.

Wanda Legrand

10/30/2022

Notes:

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| 10/7/22 | Team will have an orientation to NCStar as a tool for district improvement. | Complete 10/05/2022 | Melissa Nixon | 10/10/2022 | |
| <i>Notes:</i> | | | | | |
| 10/7/22 | Team will establish a schedule for meetings throughout the year. | | Wanda Legrand | 10/21/2022 | |
| <i>Notes:</i> Roles for each meeting will be determined at the start of the meeting. (leader, recorder, timekeeper, etc.) | | | | | |
| 10/7/22 | Team will establish a cycle for reviewing action steps and progress. | | Wanda Legrand | 11/30/2022 | |
| <i>Notes:</i> | | | | | |
| 10/7/22 | Team will establish shared norms and expectations for meetings | | Tiffany Perkins | 11/30/2022 | |
| <i>Notes:</i> | | | | | |
| 10/7/22 | Process for communication and/or decision making to leadership and stakeholders will be established. | | Wanda Legrand | 11/30/2022 | |
| <i>Notes:</i> | | | | | |
| | B07 | The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(5634) | Implementation Status | Assigned To | Target Date |

Initial Assessment:

Currently the district uses NC Multi-Tiered System of Supports (MTSS) as the framework for comprehensive school improvement and supports school improvement planning through NCStar. To promote systemic reform, the district has adopted the Facilitated Assessment of MTSS-School Level (FAM-S) as the school-level comprehensive needs assessment and supports school leadership teams to strategically align school improvement goals and actions steps with needs identified from the FAM-S. An area of growth for this area includes establishing and sustaining structures that support ongoing cycles of improvement. Additionally, while the district collects and monitors data for student performance, there are important opportunities to bolster the use of data to critically assess the effectiveness of school improvement strategies. One such opportunity is increased support for school teams in understanding how student outcome data is a function of current improvement strategies. The second opportunity is a reflection of the siloed approach to district-level operations. Individual departments within the district possess great skill and expertise; however, for the district to effectively examine school improvement strategies and determine which strategies or programs should be expanded, modified, or eliminated, there must be a deliberate focus on examining practices in full context. This will require intentional alignment of district-level practices and increased opportunities to collect, share, and analyze data across departments.

Limited Development
10/10/2022

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| How it will look when fully met: | The district ensures systematic practice across multiple school settings while periodically reviewing its district-wide improvement strategies and determining their level of implementation and effectiveness in each school and for the district as a whole. The district will implement NC MTSS as the school improvement framework and will ensure collaboration of departments with defined roles within the district's vision for school improvement. The district creates a system to support school leadership teams and principal supervisors. District stakeholders collaborate and review data in a cohesive manner (i.e., teams review common data sources and follow a common problem-solving process). As a result, all schools are rated at least a 2 on the following FAM-S items: 1, 2, 5, 6, and the district MTSS leadership team will be able to rate at least a 2 on the following Facilitated Assessment of MTSS-District Level (FAM-D) items: 1, 2, 3, and 6. | | Jusmar Maness | 06/30/2023 |
| Actions | | 0 of 8 (0%) | | |
| 10/10/22 | Collaborate with principal supervisors on a bi-monthly basis to build capacity to coach principals and school leadership teams to design and implement effective school improvement cycles as informed by FAM-S and student outcome data across academics, attendance, behavior, and wellness. | | Jusmar Maness | 06/30/2023 |
| <i>Notes:</i> | | | | |
| 10/10/22 | MTSS Leadership Community of Practice will be established to cultivate capacity of school leadership teams to establish effective Professional Learning Communities (PLCs) and to analyze and respond to data within the framework of integrated tiered supports. Committee of Practitioners (COP) teams will receive monthly, job-embedded coaching toward identified priority FAM-S items. | | Tiffany Perkins | 06/30/2024 |
| <i>Notes:</i> | | | | |
| 10/10/22 | Facilitate department meetings to define their role in supporting district-wide improvement through the framework of NC MTSS | | Tiffany Perkins | 12/19/2022 |
| <i>Notes:</i> | | | | |
| 10/10/22 | MTSS DIT and DLT will engage in ongoing review of district academic core data (e.g., NWEA MAP, DIBELS data, Interim Assessment data) and develop recommendations for core math and English-Language Arts (ELA) practices. | | Tiffany Perkins | 06/30/2023 |
| <i>Notes:</i> | | | | |

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| 10/10/22 | The District Implementation Team (DIT) and District Leadership Team (DLT) will prepare for the 2023 FAM-S administration to support all schools in completing their annual comprehensive needs assessment. | | Tiffany Perkins | 03/03/2023 |
| <i>Notes:</i> | | | | |
| 10/17/22 | Provide centralized support through the tutorial programming department for training and consistency of high-impact tutoring in each school. | | Tiffany Perkins | 06/30/2023 |
| <i>Notes:</i> | | | | |
| 10/17/22 | Support schools in developing attendance improvement plans | | Marshall Matson | 11/01/2023 |
| <i>Notes:</i> | | | | |
| 10/17/22 | Refine the PreK problem-solving process to align with the MTSS/school improvement framework | | Tiffany Perkins | 06/30/2023 |
| <i>Notes:</i> | | | | |

| Core Function: | | Dimension C | | | |
|---|--|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | Professional Capacity | | | |
| | C04 | The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement.(5167) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Currently, GCS operates under a thoughtful recruitment, retention, and professional development plan to ensure that highly qualified principals and teachers are employed and work to improve the life outcomes of the district's students. A strategic and comprehensive recruitment and retention plan is in place to attract, develop and retain effective educators for all students in the district. | Limited Development 10/07/2022 | | |
| <i>How it will look when fully met:</i> | | <p>The district will continue with recruitment efforts to increase licensed positions filled before the first day of school by the 2024 – 2025 school year.</p> <p>By the start of the 2023-2024 there will be a 25% reduction in first-day vacancies from the 2022 – 2023 school year. For the 2024 – 2025 school year, there will be a 25% reduction in first-day vacancies from the previous school year. The focus is on licensed school-based vacancies. The goal is to have all vacancies filled for the first day for all students, but with a concentration on school-based licensed vacancies. Vacancies will be filled with qualified educators who are hired early enough to prepare for a new school year. Systems will be in place to fully support new hire onboarding. To be able to hire high quality candidates earlier than the spring, internal departments will work together to streamline processes and reduce the time it takes for principals to know their vacancies and consequently to be able to hire staff for those vacancies.</p> | | Shirley Morrison | 06/30/2025 |
| <i>Actions</i> | | | 0 of 5 (0%) | | |
| | 10/7/22 | Providing training for Principals on effective use of the applicant tracking system. | | Kris Vecchione | 02/01/2023 |
| | <i>Notes:</i> Help principals reduce the amount of time they spend searching and screening candidates. Collaboration with the Chief of Schools Office is required. | | | | |

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| 10/7/22 | Complete staffing plans with all schools during the winter to identify positions for the upcoming school year early enough to hire qualified candidates directly into anticipated vacancies. | | Michael LaClair | 01/31/2023 |
| <i>Notes:</i> Collaboration with Planning, Federal Programs, EC and other departments, including the Chief of Schools office, is critical to successful implementation of this action. | | | | |
| 10/7/22 | Offer 85 Early contracts to qualified applicants to build a pool of candidates for priority schools in the core content areas: Math, Science, English, Social Studies and Exceptional Children (EC). | | Alan Hooker | 03/31/2023 |
| <i>Notes:</i> | | | | |
| 10/7/22 | Revisit signing bonuses and recruitment incentives to identify additional strategies for early hiring of qualified candidates. | | David Martin | 01/31/2023 |
| <i>Notes:</i> Collaboration with other offices, including Federal Programs, the Superintendent's Office and other departments as required. | | | | |
| 10/7/22 | Continue to seek new opportunities to partner with local, state, national and international agencies to promote educator preparation and the recruitment of high-quality candidates. | | Alison Coker | 06/30/2023 |
| <i>Notes:</i> | | | | |

| | | C07 | The LEA has a team available to help principals as they support underperforming employees to minimize principal's time spent dismissing low performers.(5155) | Implementation Status | Assigned To | Target Date |
|--|---|-----|---|-----------------------------------|-----------------|-------------|
| <i>Initial Assessment:</i> | | | The District utilizes principal supervisors, the Chief of Schools Office, Human Resources as well as an attorney to assist principals with minimizing time spent on dismissing low-performing staff. | Limited Development 10/07/2022 | | |
| <i>How it will look when fully met:</i> | | | To support principals in minimizing their time spent on addressing dismissal procedures, the district provides training to principals on recruiting, screening, interviewing and selecting top talent. The district has in place procedures and policies to support principals in hiring high-quality staff. If an employee requires assistance in improving performance or a principal requires assistance in recommending dismissal to the Board, the district has a team in place to support principals and employees. The team utilizes a collaborative, comprehensive and strategic approach to supporting principals who must address poor staff performance. | | Marshall Matson | 03/31/2023 |
| Actions | | | | 0 of 4 (0%) | | |
| 10/7/22 | The District will create a performance review schedule for principals to discuss the performance of their staff and to allow Human Resources, Principals Supervisors and an attorney, if needed, to provide guidance and support for dismissing low-performing staff. | | Marshall Matson | 12/15/2022 | | |
| <i>Notes:</i> | | | | | | |
| 10/7/22 | The District will provide verbal and written support to principals who need to address low performance of licensed staff. | | Marshall Matson | 01/31/2023 | | |
| <i>Notes:</i> Ongoing, as needed support | | | | | | |
| 10/7/22 | The District will provide ongoing support to principals for effective implementation of the North Carolina Educator Evaluation System to ensure principals are able to document unsatisfactory performance. | | Marshall Matson | 11/01/2022 | | |
| <i>Notes:</i> Ongoing support as needed | | | | | | |
| 10/7/22 | Any teacher being considered for non-renewal or dismissal will be observed by the principal supervisor as a calibration tool prior to the dismissal process. | | Jusmar Maness | 03/30/2023 | | |
| <i>Notes:</i> | | | | | | |

Core Function:

Dimension D

Effective Practice:

Planning and Operational Effectiveness

| | D02 | The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(5626) | Implementation Status | Assigned To | Target Date |
|---|---|---|-----------------------|-------------|-------------|
| <i>Initial Assessment:</i> | <p>Currently, GCS creates data dashboards in Tableau and PowerBI, employs data coaches to assist school staff with analyzing and using data, provides ad hoc data reporting to school leaders, and utilizes a number of data systems that are available to school leaders (e.g., PowerSchool, NWEA/MAP, FastBridge). Additionally, School Data Teams are provided a GCS Data Calendar that serves as a guide to assist with their review of student data. The document provides examples of key reports that should be reviewed, once data are available, with the accompanying questions which are meant to help guide their conversations. Additionally, to help school and Central Office staff better understand the data reports online data sessions are hosted by various departments within the Accountability, Research and Planning division. During the online data sessions, participants are encouraged to ask specific questions about their data reports in order to gain a deeper understanding and interpretation of the data.</p> | Limited Development 10/07/2022 | | | |
| <i>How it will look when fully met:</i> | <p>Dashboards will continue to be developed and refined to offer a way for districts and schools to consider multiple data sources in a timely and efficient manner, as well as provide schools with options to individualize teaching using recent student progress data. GCS will develop protocols for data use at the PreK, elementary, middle, and high school levels, will provide time for schools to engage in data-based decision making, and will provide professional learning for educators that is collaborative and relevant to their instructional context. GCS will update systems and processes for school leadership to review data systematically with checkpoints in place. Schools' ratings of their implementation on FAM-S items #38 ("Effective data tools are used appropriately and independently by staff.") and #37 ("Policies and procedures for decision making are established for the administration of assessments, access to existing data sources, and use of data") will be used to guide improvement toward Operationalizing and Optimizing the use of data-based decisions at the school level.</p> | | Sonya Stephens | 06/30/2023 | |
| Actions | | | 0 of 6 (0%) | | |
| | <p>10/7/22 Create a list of priority data and dashboards on Tableau for principals to access to support school improvement and establish relevant, "on-time" data analysis sessions at principals meetings when appropriate. Relevant data sources could include Tableau, PowerBI, Data Console, PowerSchool, data reports, etc.</p> | | Jusmar Maness | 05/31/2023 | |

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| <i>Notes:</i> | | | |
| 10/7/22 | Establish cross-departmental collaboration to ensure GCS staff are aware of available data, know how to access the data, and are provided ongoing support by central office staff in how to use the data appropriately PreK-12 | | Tiffany Perkins 06/15/2023 |
| <i>Notes:</i> | | | |
| 10/7/22 | Develop a data protocol to support GCS Staff with data analysis and action steps for improvement | | Jusmar Maness 11/10/2022 |
| <i>Notes:</i> | | | |
| 10/7/22 | MTSS DIT will complete a facilitated review of NWEA MAP and DIBELS data and develop recommendations for core math and ELA practices. | | Tiffany Perkins 11/30/2023 |
| <i>Notes:</i> | | | |
| 10/17/22 | Conduct a "data dive" at each principal's meeting | | Sonya Stephens 06/30/2023 |
| <i>Notes:</i> | | | |
| 10/17/22 | Train all district staff in the types of priority data available in Tableau and the protocol for analysis | | Sonya Stephens 06/30/2023 |
| <i>Notes:</i> | | | |

| Core Function: | | Dimension E | | | |
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| Effective Practice: | | Families and Community | | | |
| E03 | | The district establishes two-way communication channels to encourage transparency, feedback loops, and access to information for families and the community.(6837) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Guilford County Schools makes efforts to provide information to stakeholder audiences through the website, surveys, social media, and two-way opportunities for input, output and exchange in multiple languages. The district is attempting to better align communications efforts in order to streamline cross-departmental communication and thus provide more effective communication with all stakeholders. There continues to be a challenge with communicating in the first language(s) of our stakeholders. | Limited Development 10/07/2022 | | |
| <i>How it will look when fully met:</i> | | Guilford County Schools will implement multiple layers of two-way, transparent communication with various stakeholders and across departments. Relevant information is shared through many channels including newsletters, social media, website, phone calls, and in-person meetings. Stakeholder feedback is received through surveys, forms, and live interaction. Two-way communication sheds light on the most pertinent stakeholder needs. Evaluative measures are reviewed to determine the level of understanding among all stakeholders and how to continuously improve communication and understanding across all departments. Data gathered informs continuous improvement in the district strategic planning process. | | Tracey Lewis | 06/30/2023 |
| <i>Actions</i> | | | 0 of 5 (0%) | | |
| 10/7/22 | District Relations Department will coordinate internal and external communication through newsletters, phone calls, internal department updates, social media and website platforms. | | | Tracey Lewis | 12/30/2022 |
| <i>Notes:</i> | | | | | |
| 10/7/22 | Parent Academy will collaborate with departments to host informational and skill-building sessions for families and staff to build capacity for home-school partnership. | | | Rebecca Kaye | 06/30/2023 |
| <i>Notes:</i> | | | | | |
| 10/7/22 | Establish Advisory Councils that meet as stakeholder groups to inform district decision-making. Councils will be established for parents, teachers, school administrators, students and the community. | | | Marshall Matson | 11/30/2022 |

Notes:

10/7/22 The District Relations, Parent Academy, Exceptional Children's Department, Early Learning and Student Support Services Departments will work collaboratively to partner with parent and community organizations and faith-based communities to increase two-way communication through training, information sessions, and programs based on the needs of the families.

Rebecca Kaye

06/30/2023

Notes:

10/7/22 Implement two-way communication strategies to empower students, parents, staff and community partners to be engaged in providing two-way feedback to inform district decision-making, the development of district initiatives and encourage retention, investment in and continued commitment to Guilford County Schools.

Tracey Lewis

02/28/2023

Notes: