

Comprehensive Progress Report

Mission:

The mission of Garinger High School is to expose its diverse student population to a challenging curriculum and graduate productive leaders in our community and society.

Vision:

Garinger High School will be the premier high school in the Charlotte-Mecklenburg metropolitan area by preparing students to be productive and successful citizens through an extraordinary and high-quality education.

Goals:

Goal 3: The percentage of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 2.7% in SY2023-24 to 12.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)

Goal 4: The percentage of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 64.8% in SY2023-24 to 68% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), (Students with Disabilities), on English II End of Course assessment will increase from 18.2% in SY 2023-24 to 23.2% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

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 providing 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)

Guardrail 2: The percent of OSS/ISS incidents will decrease from 770 in SY 2023-24 to 746 in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 80% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)

Guardrail 2 : The percent of Chronically Absent Students will decrease from 48.9% in SY 2023-24 to 45.9% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency	Implementation Status	Assigned To	Target Date
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)				
<i>Initial Assessment:</i>			As of June 2024, Garinger did not meet the school improvement Goal 2. Based on 2023-24 unofficial EOC data, our Math I CCR was 11.2% and our GLP was 24.4%. There was an overall decrease in GLP (-2.5) and CCR (-0.1) for Math 1 from the 2022-2023 results. Our school experienced several successes related to this indicator: The SIT, FAC, MTSS, and principal's cabinet school leadership teams met regularly during the 23-24 school year. Administration teams meet intently with EOC PLCs weekly. District Curriculum Specialist and Subject area MCLs and master teachers worked together in support of curriculum integration and coaching. As we move into the 2024-2025 school year, we anticipate the following challenges. Course bootcamps being successfully implemented due to teacher turnover and our transient population. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by having the bootcamps start earlier in the year to ensure it becomes a part of the school culture.	Limited Development 04/14/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>1. New staff will complete staff on boarding professional development at the district level.</p> <p>2. All staff will complete GHS onboarding professional development during teacher workdays before the school year starts.</p> <p>3. Staff with 0-3 years of experience will attend monthly professional development and meet with the specialist regularly.</p> <p>4. The staff and student celebrations team will plan a bimonthly event to celebrate student growth.</p> <p>5. BMTs and the Admin team will meet weekly to discuss student trends, behavioral interventions, subgroups of students, and staff needs.</p>			John Lester	06/30/2026
Actions			0 of 3 (0%)		
7/26/23	Professional learning for the leadership team targeted to coaching and feedback aligned to Relay and Get Better Faster. Team will implement Get Better Faster as coaching framework to provide feedback and coaching to identified teachers. (Goal 3, Goal 4, Guardrail 1, Guardrail 2)			Terra Kennedy	01/25/2025
<i>Notes:</i> GSI meetings were held as well as well PD around Math I that included support from Coherent Math coaches					
5/18/23	The MTSS leadership and school instructional leadership teams will meet regularly during the 24-25 school year to monitor, evaluate and adjust school's goals and actions. (Goal 3, Guardrails 1-3)			John Lester	06/30/2025
<i>Notes:</i> Regular meetings were conducted with SIT, FAC, and MTSS					
7/26/23	Administration teams meet with EOC PLCs weekly to evaluate progress toward identified actions. District Instructional Specialists and Subject area MCLs and master teachers are also utilized to support curriculum integration and coaching. (Goal 3, Guardrail 1)			Terra Kennedy	06/30/2025
<i>Notes:</i> Walks were done with representatives from Coherent Math					
Implementation:			06/21/2022		

Evidence		6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
Experience		6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
Sustainability		6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
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
Initial Assessment:		<p>As of June 2024, Garinger did not meet the school improvement Goal 2. Based on 2023-24 unofficial EOC data, our Math I CCR was 11.2% and our GLP was 24.4%. There was an overall decrease in GLP (-2.5) and CCR (-0.1) for Math 1 from the 2022-2023 results. Our school experienced several successes related to this indicator: Common planning allowed for collaborative conversations among teachers and PLCs included data dives and instructional conversations with MCL's. As we move into the 2024-2025 school year, we anticipate the following challenges. We will be onboarding new teachers, support staff, and a new Principal. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by conducting a transition meeting between the current Principal and the new Principal. Creating a robust onboarding and mentoring program for new teachers.</p>	Limited Development 04/14/2022		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>There are clearly defined expectations for instructional planning in which teachers and staff are aware of their roles and adhere to deliverables. The focus of the instructional planning will be on improving student outcomes through the use of data analysis and action planning.</p> <p>MCLs will continue to meet weekly with Admin team to discuss action steps and student outcomes. The conversation will be data driven with an emphasis on improving student performance. The Admin team will monitor student data (EVAAS, benchmark, etc) to determine impact and if adjustments in practice are necessary.</p>			Terra Kennedy	06/30/2026
Actions			0 of 2 (0%)		
8/12/24	The school administrators and instructional leadership team will ensure teams of teachers implement, assess, and adjust instruction based on exit tickets, common assessments, MVPA data, and other baseline data sources continuously. Teams keep a running agenda, minutes, and commit to meeting norms and roles. (Goal 3, Goal 4, Guardrail 1)			Ana Cunningham	01/25/2025
<i>Notes:</i>					
8/26/24	The Instructional Leadership Team will support common planning by implementing and monitoring systems for data analysis and action planning. (Goal 3, Guardrail 1, Guardrail 4)			Ana Cunningham	01/25/2025
<i>Notes:</i>					
Implementation:			06/21/2022		
Evidence	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.				
Experience	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.				

Sustainability	6/21/2022 The goals have been noted and will be continued during the 22/23 school year as noted by N Hicks.			
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Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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:	As of June 2024, Garinger did not meet the school improvement Goal 2. Based on 2023-24 unofficial EOC data, our Math I CCR was 11.2% and our GLP was 24.4%. There was an overall decrease in GLP (-2.5) and CCR (-0.1) for Math 1 from the 2022-2023 results. Our school experienced several successes related to this indicator: At the Principal's guidance we developed a walkthrough calendar with weekly look-Fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. Principal Pratt met monthly with MCLs, beginning teacher coordinators, and instructional facilitators, graduation coach to support curriculum implementation and instructional planning. As we move into the 2024-2025 school year, we anticipate continued challenges around teachers utilizing a common lesson template and turning in lesson plans for review. While challenges exist, we have opportunities to address this challenge during the 2024-2025 school year by implementing this system at the beginning of the school year and providing feedback in a timelier manner. Also ensuring that our facilitators have enough time to give feedback.	Limited Development 07/30/2024		
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<p>How it will look when fully met:</p>	<p>In our school during classroom walkthroughs, administrators and the Leadership team will see standards- aligned lessons and student engagement. There will be a system in place for school leaders to observe teacher practice, provide specific feedback using the Get Better Faster model.</p> <p>In addition, the PLCs will focus on standards-aligned instruction and determine appropriate differentiation techniques based on student needs.</p> <p>The following data sources will be used:</p> <p>Classroom walkthrough data</p> <ul style="list-style-type: none"> • MVPA and other assessment data • Fidelity tools • Evaluation data 		<p>Terra Kennedy</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>8/12/24</p>	<p>The principal will monitor classroom instruction and hire staff to provide coaching, observation and feedback during PLCs and one-to-one sessions to ensure high quality, standards-aligned instruction. (Math Facilitator and Math I MCL) (FAM-S 29, Goal 3, and Guardrail 1, Title I funding).</p>		<p>Terra Kennedy</p>	<p>01/25/2025</p>
<p><i>Notes:</i></p>				
<p>8/26/24</p>	<p>The instructional leadership team will support PLCs in unpacking standards and lessons, analyzing student work samples, and action planning based on MVPA and other data sources. (Goal 3, Guardrail 1)</p>		<p>Ana Cunningham</p>	<p>01/25/2025</p>
<p><i>Notes:</i></p>				

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>During the 23-24 school year we were strategic in aligning resource allocation and instructional priorities. We were able to allocate funds to hire for Critical positions content MCLs, MCL counselors, Graduation Coach, MTSS Interventionist, Beginning Teacher Coaches, and to retain staff. To prepare for taking AVID schoolwide we sent a team of teachers to be AVID trained. Through this training we have moved to add additional grade levels to receive the AVID elective. AVID began with grades 9-10 and for the upcoming school year we will add AVID 11-12. Through the strategies and practices brought back from Innovative Schools and Future Focused Schools Professional learning, Garinger was able to increase our graduation rate, address student Social Emotional needs, and enhance rigor in classrooms. We allocated funds to student field trips to allow students to visit colleges and other cultural events. Funds were allocated to support instructional support and delivery by purchasing licenses through Mastery Prep for ACT and Math I and Math III, Delta Math, and Math medic, Biology lab equipment.</p>	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>			<p>The principal aligns budget, personnel policies and procedures and use of time with district mission, vision, and goals.</p> <p>The principal will hire and retain staff capable of the high-quality instruction needed for improvement, and place staff in roles that are suited to their strengths, while providing professional learning to improve weaknesses.</p> <p>The principal will also ensure that staff have the time and instructional resources necessary for instructional planning and improvement that can meet the needs of students at the school.</p>		Terra Kennedy	06/30/2026
Actions				0 of 2 (0%)		
	8/12/24	<p>Within the 2024-25 school year, our TSI/CSI school will implement the following evidenced-based interventions AVID Emerge curriculum, utilize our PACE counselor and Dean of Students to increase overall student performance for our ML students. (Goal 3, Guardrail 1, Guardrail 2)</p>			Terra Kennedy	01/25/2025
<i>Notes:</i>						

8/12/24	Within the 2024-2025 school year our TSI/CSI school identified two inequities, time, and human resources. As a result, our school plans to mitigate this inequity by leveraging the teacher leader pathway and an EC Facilitator to increase access for EC students to have highly effective teachers and coaches. (Goal 3-4, Guardrail 1, 4)		Terra Kennedy	06/30/2025
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Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
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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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Initial Assessment:

During the 23-24 school year the Admin team was strategic with retaining staff who have made positive gains by offering a bonus for staff members who met attendance requirements. Staff who met growth requirements were encouraged to apply for teacher-leader pathways such as Expanded Impact or MCL positions to increase earning and leadership capacity. The Admin team regularly discussed staff turn-over and requested to post those positions in a timely manner. Our team regularly attended EPI virtual meetings to recruit and interview International Candidates. To inform teacher evaluation data the Instructional Leadership team conducted classroom walk-throughs to increase frequency of classroom visits by Administrators.

Many challenges exist in this area which include high turnover for teachers, the quality of applicants applying for Teacher-leader positions and current vacancies. Garinger currently has 13 vacancies.

Opportunities to begin the 24-25 exist in sustaining the work of the Instructional Leadership team to visit classrooms frequently. Another opportunity exists in teachers who are here to join teacher-leader pathways and continue to support the school's goals for improvement.

Limited Development
04/14/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Staff will feel valued, celebrated and recognized through the use of schoolwide shout out, employee of the month initiatives, and staff events.			Terra Kennedy	06/30/2026
Actions			0 of 4 (0%)		
8/12/24	<p>School administrators utilize teacher leadership pathways to staff critical instructional areas. Our school establishes hiring screens and utilizes innovative ways to recruit teachers.</p> <p>In addition, our school provides professional development so that growth opportunities which are aligned with areas of growth for staff members. (Guardrail 4)</p>			Barnes, Lester, Pettiford, Webster	01/25/2025
<i>Notes:</i>					
8/26/24	The administrative team will implement the Get Better Faster coaching framework. The team will provide differentiated coaching and feedback based on the class walkthrough data and observation. (Goal 3, Guardrail 1, Guardrail 4).			Terra Kennedy	01/25/2025
<i>Notes:</i>					
5/18/23	During 24-25 school year, staff will be recognized for their accomplishments in a weekly shoutouts and a Wildcat Newsletter. (Guardrail 4)			Brandon Miller	06/30/2025
<i>Notes:</i>					
7/26/23	The school administrative team will maintain a culture of celebration and appreciation (PAW Print, Mugs and Kisses, Crystal Apple) events are planned to recognize and celebrate staff throughout the year. The school admin team will use Insight and the School Working Conditions feedback to make adjustments to staff culture. (Guardrail 4).			Barnes, Lester, Pettiford, Webster	06/30/2025
<i>Notes:</i>					

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

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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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
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Initial Assessment:	<p>As of June 2024, Garinger did not meet the school improvement Goal 2. Based on 2023-24 unofficial EOC data, our Math I CCR was 11.2% and our GLP was 24.4%. There was an overall decrease in GLP (-2.5) and CCR (-0.1) for Math 1 from the 2022-2023 results. Our school experienced several successes related to this indicator. Successes included weekly data chats used to inform small group development, MTSS tiered supports, ML interventions. Which improved (list example as related to math I). A current challenge we face in continuing to meet our SIP goal targets for 2024-2025 is ensuring that students come to school ready to learn. The SIT team utilized panorama data to improve school climate and culture by hosting inclusive events on campus. We will also engage community partners to increase student feelings of belonging in the Garinger and broader community. There is an opportunity to address these challenges during the 2024-2025 school year by reviewing data to help inform leadership decisions in the specific areas of GSI, attendance, EVAAS/EOC, student course requests, and ML performance.</p>	Limited Development 04/14/2022		
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	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The school's leadership team, administrative team, and school improvement team use observation data to show patterns of professional practice. This data is used to model, coach, and to improve teacher development.</p> <p>The team can assess where there are strengths to be celebrated and weaknesses that need shoring up. The Leadership team must use all available information in order to make wise decisions on where best to use those resources. Professional development should be directly tied to classroom observations and analysis of student learning data.</p> <p>The team will use classroom walk through data, student outcome data (MVPA), and D/F reports to determine where adjustments should be made.</p>			Terra Kennedy	06/30/2026
Actions			0 of 2 (0%)		
7/26/23	The administrative and instructional leadership teams will monitor and provide feedback for teacher lesson plans submitted weekly. The team will use MVPA data to action plan and adjust instruction. (Goal 3, Goal 4, Guardrail 1)			Administrative and Instructional Leadership teams	06/30/2025
<i>Notes:</i>					
7/26/23	The administrative team will lead weekly data chats with PLCs to inform decisions around small group instruction, MTSS tiered supports, ML interventions, and EC strategies. (Goal 3, Goal 4, Guardrail 1)			Lester, Barnes, Pettiford, Webster	06/30/2025
<i>Notes:</i>					
Implementation:			06/21/2022		
Evidence	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.				
Experience	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.				
Sustainability	6/21/2022 The goals are noted and will be continued during the 22/23 school year as advised by N Hicks.				

Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
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>		<p>As of June 2024, Garinger did not meet the school improvement Goal 2. Based on 2023-24 unofficial EOC data, our Math I CCR was 11.2% and our GLP was 24.4%. There was an overall decrease in GLP (-2.5) and CCR (-0.1) for Math 1 from the 2022-2023 results. Our school experienced several successes related to this indicator: We effectively utilized the universal Tier 1 Intervention block to be used after 1st quarter progress reports to have consistent data for intervention and enrichment for standards-aligned instruction. As a result there was growth in Math I for multiple subgroups. There was consistent progress with targeted support using the mastery prep platform. As we move into the 2024-2025 school year, we anticipate the following challenges. Attendance will continue to be a challenge for Garinger. 48.1% of our school population was chronically absent. While attendance challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by continuing to enhance our after school Attendance Recovery to support students with chronic absenteeism to recover course hours.</p>	Limited Development 07/30/2024			

<p>How it will look when fully met:</p>	<p>Our school ensures that each of its teachers is faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention.</p> <p>Teachers can determine student academic challenges and address them.</p> <p>There is a clearly defined core support for academic behavior and social emotional skills.</p>		<p>Terra Kennedy</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/9/24</p>	<p>Within the 2024-25 school year our school identified the following resource inequity, Human Resources, as a result our school plans to mitigate this inequity by leveraging our MCLs to provide coaching and feedback cycles to teachers, and implementation to IReady. (Goal 3, Guardrail 1, and Guardrail 4)</p>		<p>Terra Kennedy</p>	<p>01/25/2025</p>
<p><i>Notes:</i></p>				
<p>8/9/24</p>	<p>The MTSS Leadership Team meets weekly to review D/F reports, absenteeism reports, and GSI reports to determine academic needs and interventions. The school has initiated a tardy plan to address chronic/excessive tardies to school. Weekly tardy reports will be generated to address students with 10+ tardies. (Goal 4, Guardrail 3)</p>		<p>Jason Nino, Kedra Keith, and Keith Cartwright</p>	<p>01/25/2025</p>
<p><i>Notes:</i></p>				
<p>8/9/24</p>	<p>Within the 2024-2025 school year our CSI LP school will implement the following evidenced based interventions, utilizing our graduation coaches, leveraging our college advisor and career development coordinator to increase overall student performance. These staff members will ensure increasing the number of students that are on track for graduation by progress monitoring credit recovery, ensure students are receiving college and career information and access to programs related to career and college readiness. (Goal 4, FAM-S 3)</p>		<p>Dr. Colleen Barnes</p>	<p>06/15/2025</p>
<p><i>Notes:</i></p>				

10/28/24	<p>Title I Budget:</p> <p>\$18,405.86 (PRC-105 - Instructional Supplies).</p> <p>Action Step: Garinger will utilize Title I (PRC-105) funds to purchase instructional supplies from Forms and Supply to bolster and enhance the instructional needs from students.</p>		Terra Kennedy	06/25/2025
<p><i>Notes:</i> School SMART Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 2.7% in SY2023-24 to 12.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 3)</p>				
10/28/24	<p>Title I Budget:</p> <p>\$53,000 + Benefits: PRC - 050: 0.5 Social Studies teacher + PRC - Department 905: 0.5.</p> <p>\$186,982.35 + Benefits: PRC - 105: Science teacher, English teacher, Social Studies teacher, and 0.5 ESL teacher.</p> <p>\$54,841.16 + Benefits PRC - 050: Academic Facilitator</p> <p>\$54,841.16 + Benefits PRC - 105: Academic Facilitator</p> <p>Action: Garinger will use Title I funds to purchase teacher positions to reduce class sizes to ensure teachers can provide targeted academic support to students.</p> <p>Garinger will use Title I funds to purchase Academic Facilitators to include comprehensive academic support for teachers and students in critical content areas.</p>		Terra Kennedy	06/30/2025
<p><i>Notes:</i> Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 69.3% in SY2023-24 to 72% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)</p>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In alignment with Guardrail 3 Garinger's Panorama data shows students have rated their self management at 60% in 22-23. Self efficacy has increased from 32% in Fall of 2022 to 37% in Fall of 2023. Student engagement, similarly, increased by 3% from Fall of 2022 to Spring of 2023. Our school experienced several successes related to this indicator: We pursued a partnership with the Charlotte History Museum to create positive prom experiences for our students that reinforce our school-wide expectations. We also posted rules and procedures that are clearly displayed inside classrooms and hallways using the Capturing Hearts model. As we move into the 2024-2025 school year, we anticipate the following challenges in terms of consistently monitoring and holding students accountable. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by relying on CCR indicators, WICOR strategies, MTSS frameworks posted throughout the school setting to reinforce school norms.	Limited Development 04/01/2022		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		Teachers and administrators are have use the restorative process when addressing student discipline. Students internalize classroom procedures and schoolwide expectations. Teachers show evidence of strategies learned through "Get Better Faster".		Terra Kennedy	06/30/2026
<i>Actions</i>			0 of 3 (0%)		
	7/26/23	The deans and BMTs will implement student contracts to reinforce school wide expectations and determine student behavior goals. (Guardrail 2 & 3)		LeDuan Pratt 05/2022	01/25/2025
	<i>Notes:</i>	We utilized capturing kids hearts Student created student contracts			
	7/26/23	New Teacher Coaches will meet monthly with beginning teachers to model and practice instructional best practices and classroom management techniques aligned to Get Better Faster. (Goal 3, Goal 4, Guardrail 2 Guardrail 3)		Umel Webster	01/25/2025

<i>Notes:</i>				
5/18/23	The administrative team will implement Capturing Kids Hearts and Sources of Strength to create experiences for our students that reinforce our school-wide expectations. (Guardrail 2 and 3)		Michelle Pettiford	06/30/2025
<i>Notes:</i> We partnered with Capturing Kids Hearts and the Sources of Strength program				
Implementation:		06/19/2024		
Evidence	6/19/2024 Successful implementation of Capturing Kids Heart ILT members gained certifications for completing CKH training			
Experience	6/19/2024 We were successful in incorporating the Capturing Kids Heart program			
Sustainability	6/19/2024 Monitoring and accountability measures will need to be incorporated			

	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>			<p>As of June 2024, Garinger did not meet the school improvement Goal 2. Based on 2023-24 unofficial EOC data, our Math I CCR was 11.2% and our GLP was 24.4%. There was an overall decrease in GLP (-2.5) and CCR (-0.1) for Math 1 from the 2022-2023 results. Our school experienced several successes related to this indicator: Teachers consistently used a daily enrichment block to re-loop and re-teach standards-aligned content based on quarter 1 data. Through RELAY training we did instructional walks with ILT to consistently review school wide processes and procedures that informed instruction. As we move into the 2024-2025 school year, we anticipate the following challenges. Developing and executing a school-wide data analysis protocol for PLCs due to the change in staff. While this challenge exists, we have opportunities to address this challenge during the 2024-2025 school year by hiring a master teacher and math coach to work with the Math I PLC.</p>	Limited Development 07/30/2024		
<i>How it will look when fully met:</i>			<p>When A.2.04 is fully met, the instructional teams will collaborate to design and facilitate instructionally aligned units which will include learning objectives, their criteria for mastery, and pre-and post tests to assess student mastery and well designed learning activities. Academic practices will exist across grade level bands and through the lens of instruction, curriculum and environment. Benchmarks and formative assessments will be used to determine student mastery and make necessary adjustments.</p>		Terra Kennedy	06/30/2026
Actions				0 of 3 (0%)		
		7/30/24	<p>The Math I MCL will routinely collaborate with the Math I team to unpack lesson narratives, analyze data, model key components of the lessons, conduct walkthroughs, and provide one-to-one coaching and feedback to improve student outcomes and build teacher capacity. (Title I Funding, Goal 3, Guardrail 1, FAM-S 29).</p>		Terra Kennedy	01/23/2025
<i>Notes:</i>						
		7/30/24	<p>The administrative team will conduct classroom walkthroughs to ensure standards aligned instruction monthly (FAM-S 29, Guardrail 3 and 4).</p>		Terra Kennedy	06/20/2025

Notes:

7/30/24 The administrative team will develop and maintain a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week to create a data-driven culture. (Goal 3, Guardrail 1, FAM-S 29).

Terra Kennedy

06/30/2025

Notes:

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The graduation rate for the 2023-2024 school year has unofficially increased from 57% to 72% as indicated by the Navigator Projected Graduation Application in alignment with Goal 3. Our school experienced several successes related to this indicator: We successfully utilized our graduation coach to create a tiered learning cohort (TLC) that supported students who were in danger of not graduating. As we move into the 2024-2025 school year, we anticipate the following challenges . An ongoing challenge is with our attendance rate and serving a transient population. While these challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by effectively utilizing our two graduation coaches that we will be allotted next year.	Limited Development 09/11/2023		
<i>How it will look when fully met:</i>			School counselors and graduation coach use Navigator counselor's dashboard to identify and address off cohort seniors to Increase the school's graduation rate to over 70%.		Terra Kennedy	06/30/2026
<i>Actions</i>				0 of 1 (0%)		
	9/11/23		Within the 2024-25 school year, our CSI-LG school will implement the following evidenced-based intervention(s) utilizing two Graduation coaches to monitor student progress in Imagine Learning, facilitate check-ins with off track students frequently, and use tracker to document student tracker to increase student graduation rate. (Goal 4, Guardrail 1, Guardrail 4)		Dr. Colleen Barnes	06/30/2025
<i>Notes:</i>						
	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

Initial Assessment:

As of June 2024 Garinger did not meet the school improvement Goal 3. According to unofficial data we had 14 students earn endorsements while the district goal was 166. Last year the district goal was 152 and our endorsements earned was 76. Our school experienced several successes related to this indicator: Our Successes were around the rising 9th graders to ensure they are on the right path to gain endorsements when they become seniors. One successful strategy we incorporated was a freshman transition plan that included a freshman orientation for our incoming 2024-2025 freshman. We visited 3 of our feeder schools. We collaborated with OurBridge, a community partner, to support over 100 multilingual learner 9th and 10th grade students. This program supported them academically in order to ensure their promotion to the next grade level. As we move into the 2024-2025 school year, we anticipate the following challenges. Increasing our graduation rate will continue to be a challenge for Garniger. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by effectively using our admin, social workers, attendance team, and counselors to identify strategies and interventions for students who are out of cohort to assist them in graduating on time.

Limited Development
04/14/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<ol style="list-style-type: none"> 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. 			John Lester	06/30/2026
Actions			0 of 4 (0%)		
4/14/22	Admin, social workers, attendance team, and counselors will identify strategies and interventions for students who are out of cohort to assist them in graduating on time. The Instructional Leadership Team will continue to monitor AVID and Academic success classes for 9th graders to ensure students have a strong knowledge of High School expectations and requirements for graduation. (Goal 3, Goal 4, Guardrail 4)			John Lester	01/22/2025
<i>Notes:</i> The GSI team meets monthly to review students who are on and off track for graduation. Commonwealth was on campus and met with selected subgroups of students.					
9/14/22	<p>Each semester the student services team will host a college and career event on campus. (Goal 3)</p> <p>The Student Service Team, and the Career Development Coordinator will create and plan the college and career events on campus, the middle school to high school transition, the 9th and 10th grade transition, and the transition from high school and beyond. (Goal 3, Goal 4, Guardrail 1)</p>			Dr. Colleen Barnes	01/22/2025
<i>Notes:</i>					

11/14/22	The administrative team will collaborate with The Roc and Road to Hire, community partners, to support over 100 multilingual learner 9th and 10th grade students. This program will support them academically in order to ensure their promotion to the next grade level. (Goal 4)		Umel Webster	01/22/2025
<i>Notes:</i>				
7/26/23	The CTE team will increase pathway completion and certification rates by placing an intentional focus on pathway knowledge, community partnerships, college and career readiness, and exposure to soft-skills. (Goal 3)		Umel Webster	01/22/2025
<i>Notes:</i> We utilized our partnership with CPCC Our CDC/PDC so counselors can accurately review pathways to ensure that students are completing pathways ROCK was a community partner that met with students during 3rd block Elective fairs were held at middle schools with CTE representatives				
Implementation:		06/19/2024		
Evidence	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			
Experience	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			
Sustainability	6/21/2022 Goals were noted and will be continued for the 2022-2023 school year as noted by N Hicks.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

In alignment with Guardrail 3 Garinger's Panorama data shows students have rated their self management at 60% in 22-23. Self efficacy has increased from 32% in Fall of 2022 to 37% in Fall of 2023. Student engagement, similarly, increased by 3% from Fall of 2022 to Spring of 2023. Our school experienced several successes related to this indicator: We successfully developed a master schedule where 100% of incoming freshmen were enrolled in Success Strategies or AVID with an intentional focus on SEL components and CCR Framework. In addition we had a school schedule for the 23-24 school year that included 5+ minutes of SEL each day. As we move into the 2024-2025 school year, we anticipate the following challenges. Although we have incorporated SEL time we need to implement structures to ensure that all teachers are effectively using that time. Attendance will also continue to be a challenge for the upcoming school year as well. While challenges exist, we have opportunities to address these challenges during the 2024-2025 school year by creating a monitoring and evaluation tool to ensure SEL time is incorporated with fidelity. We will continue our efforts in executing a three tiered Attendance Plan to decrease our number of chronically absent students.

Limited Development
07/30/2024

<p>How it will look when fully met:</p>	<p>When this objective is fully met our school engage all school-based staff in a professional learning agenda around building positive adult-student relationships</p> <p>Staff members establish two-way communication with families to inform them of the attendance process. Interview or survey students and families (e.g., school climate survey) to determine whether the school provides a safe and positive environment that allows students to thrive.</p> <p>Prioritize collaborative professional learning in the master schedule to allow for sufficient time for teachers to identify opportunities to reinforce social-emotional skills during lessons, and to collaborate with social-emotional support staff around how to meet the needs of individual students.</p>		<p>Terra Kennedy</p>	<p>06/30/2026</p>
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Actions		0 of 3 (0%)		
8/9/24	The leadership Team will execute a 3-tiered attendance plan to decrease our number of chronically absent students. (Guardrail 3)		Dr. Michelle Pettiford	01/25/2025
<i>Notes:</i>				
8/9/24	Teachers will provide students with instructions and model the G-CODE code of conduct matrix and teach expectations and behaviors related to G-CODE code of conduct. (Guardrail 2, FAM-S 30)		Terra Kennedy	01/25/2025
<i>Notes:</i>				
8/9/24	Our Leadership Team will ensure the implementation of Capturing Kid's Hearts through classroom walkthroughs and feedback to teachers. (Guardrail 3, FAM-S 31).		Umuel Webster	01/25/2025
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Due to our chronic absence rate of 48.9% regular communication with parents is important. In addition we strive to create a school environment that is inviting and inclusive. Successes we have had around communication include our student services team conducting 30 truancy meetings during the second semester. Our team set up 43 truancy meetings and conducted 93 calls and multiple home visits in order to actively try to engage our students with attendance issues. At the conclusion of the year, 11 of the students reengaged in school with improved attendance from semester one to semester two. Parents were included in various celebratory events led by the SIT team in the 23-24 school year. We were proud to invite and welcome parents to our campus for the A/B Honor Roll quarterly celebrations, Academic Award Ceremony, Arts Showcases, Curriculum Nights, CTE Partnership events, Senior Awards Ceremony, and more. We were very successful with posing questions to our parents via email and receiving responses back on behalf of our students' families. On the GHS Family Contact form teachers recorded 2,233 family contacts this year (this does not include student services and administrative contacts due to confidentiality). We continued our partnership with ShermCo this year. On the curriculum night survey, 100+ families responded. One challenge we recognize is that our students' parents and guardians have restricted availability for on-campus events and we are working to accommodate late-night work schedules. We have an extraordinarily diverse population linguistically that continues to grow. As of June 7, 2024 1,041 students enrolled out of our total population of 1,783 students speak a primary language that is not English. As such, it can be challenging to reach parents of these students with limited multilingual-speaking support staff. We continue to seek multilingual staff when conducting our hiring processes. We are also expanding our club offerings to tailor to the various needs of our diverse population. Now that we have formed a strong partnership with ShermCo, we will utilize this organization to further amplify our efforts to reach and engage our students' families.

Limited Development
07/30/2024

<p>How it will look when fully met:</p>	<p>When we are at full implementation all families will feel welcomed and valued. We will have a high level of parental engagement from all families with diverse backgrounds. We will have specific strategies outlined to address unresponsive families. Parents are fully engaged in the learning lives of their children is a necessary function of the school, and one that requires considerable, consistent, and competent attention.</p> <p>The school supports families with accessing curriculum at home.</p> <p>The school helps families of become aware of what they can do to help students at home.</p>		<p>Terra Kennedy</p>	<p>06/30/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>8/9/24</p>	<p>Our staff will use Parent Square to communicate with parents, information regarding academics, behavior, and attendance. (FAM-S 3, Guardrail 3)</p>		<p>John Lester</p>	<p>01/25/2025</p>
<p><i>Notes:</i></p>				
<p>8/9/24</p>	<p>Our school will host curriculum nights, parent nights, community beautification events, and Multilingual learner parent opportunities to receive information about community resources. (FAM-S 3, Goal 3)</p>		<p>Ana Cunningham</p>	<p>01/25/2025</p>
<p><i>Notes:</i></p>				
<p>10/28/24</p>	<p>Title I Budget:</p> <p>\$74,128.89 + Benefits (PRC - 050): Two Family Advocate positions. One position relates to a Bi-Lingual Family Advocate and the second position related to a Family Advocate.</p> <p>\$38,923.08 + Benefits (PRC - 050): Interpreter.</p> <p>Action: Garinger will purchase two Family Advocate positions to support the familial needs of the Garinger school community and that families receive intentional academic and social support throughout the school year.</p> <p>The Interpreter position provides focused and targeted support to the linguistic and academic needs of our diverse student population.</p>		<p>John Lester</p>	<p>06/30/2025</p>

Notes: Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 69.3% in SY2023-24 to 72% in SY2024-25. (Aligns to A4.10 and A4.16 and CMS Goal 4)