

Comprehensive Progress Report

Mission:

Vision:

Goals:



Effective Practice:

Practice 1A: Prioritize improvement and communicate its urgency

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How it will look when fully met:

John Lester

06/30/2026

Actions	0 of 3 (0%)
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Implementation:

Evidence

Experience

Sustainability

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
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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: 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

			Terra Kennedy	06/30/2026
How it will look when fully met:				
Actions		0 of 2 (0%)		
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Implementation:				
Evidence				
Experience				

Core Function: Domain 1: Turnaround Leadership

*How it will look
when fully met:*

	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
Initial Assessment:						
How it will look when fully met:					Terra Kennedy	06/30/2026
Actions				0 of 2 (0%)		
Notes:						

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Core Function: Domain 2: Talent Development

Effective Practice: Practice 2A: Recruit, develop, retain, and sustain talent

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.

How it will look when fully met:

Terra Kennedy06/30/2026

Actions0 of 4 (0%)

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Implementation:

Evidence

Experience

Sustainability

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2B: Target professional learning opportunities

KEY C2.01

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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
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Initial Assessment:

How it will look when fully met:			Terra Kennedy	06/30/2026
Actions		0 of 5 (0%)		
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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
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 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.			
How it will look when fully met:					Terra Kennedy	06/30/2026
Actions				0 of 3 (0%)		
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Implementation:				

Evidence

Experience

Sustainability

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

How it will look when fully met:					Terra Kennedy	06/30/2026
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Actions	0 of 3 (0%)					
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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
Initial Assessment:						
How it will look when fully met:					Terra Kennedy	06/30/2026
Actions				0 of 1 (0%)		
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

Initial Assessment:

As of June 2024 Garniger 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

How it will look when fully met:			John Lester	06/30/2026
Actions		0 of 4 (0%)		
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Implementation:

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Actions			0 of 3 (0%)			
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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:

How it will look
when fully met:

Notes: