|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **1/14/2020** |

 |  |  |  |
|

|  |
| --- |
| **Eastern Guilford High** |

 |  |  |  |  |
|  |  |  |  |  |  |  |  |
|

|  |
| --- |
| **Comprehensive Progress Report** |

 |  |  |
|  |  |  |  |  |  |  |  |
|

|  |
| --- |
|  |
| **Mission:** | The mission of Eastern Guilford High School is to provide our students with a rigorous and relevant education anchored in excellence and tradition. "Rising to Excellence; Right Here, Right Now!" |
| **Vision:** | As a professional learning community, Eastern Guilford High School will promote strong student character within a safe, supportive, and diverse environment. Through data analysis, we will provide rigorous and relevant curriculum to develop 21st century learners. |
|

|  |
| --- |
| **Goals:** |

 |
|  | Performance Composite Goal: By June of 2020, EGHS will increase the school's performance composite from 37.9% to 44.9% through the improvement of focused instruction and data tracking in Biology, English II, Math 1 and Math 3 (Indicators: A2.04, C2.01). |
|  | Achievement Gap Goal: By June of 2020, EGHS teachers will decrease the achievement gap for Students With Disabilities (SWD) in each of the EOC areas by 5% from 22.45% to 17.45% (Biology, English II, Math 1, and Math 3)(Indicators: A2.04, C2.01). |
|  | Culture and Climate Goal: By June of 2020, EGHS will rewrite school vision and mission statements that better reflect the culture and climate of the school (including students, staff, and families), and then use the launch of those goals to create a Parent Booster Organization, of at least 100 members, that scaffolds academic and social supports within the school (Indicators: C3.04, E1.06). |
|  | Discipline Goal: By June of 2020, EGHS will reduce the number of instructional days lost due to Out of School Suspension from 1158 days lost to 810.6 days lost (Indicators: A1.07, A4.06). |

 |  |
|  |  |  |  |  |  |  |  |
|  |  |

|  |
| --- |
|   |

 |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| ! = 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** |
| ***Initial Assessment:*** | EGHS teachers consistently communicate expectations for students through a variety of practices. The EGHS staff handbook outlines policies, procedures, and safety protocols for all aspects of the school. At the beginning of each semester, staff read through and explain these procedures and expectations with students so that they are able to understand and ask questions.Additionally, teachers work in PLCs and department meetings to share concerns and best practices for working with all levels of students. Administrators strive to be present in planning meetings and to respond to teacher requests resulting from department meetings. | Limited Development 09/05/2017 |  |  |
| ***How it will look******when fully met:*** | By June of 2020, EGHS will reduce the number of instructional days lost due to Out of School Suspension from 1158 days lost to 810.6 days lost.Data Used: Walkthrough/Observation Feedback Data, PLC minutes, PDP Anecdotal Support, Discipline Referral Data (Educators Handbook), OSS Referral Data, Lunch/After-School Detention Data |  | **Katie Cranfill** | **06/30/2020** |
| ***Actions*** | **0 of 5 (0%)** |  |  |
| 9/27/17 | Teachers will participate in PLCs to share best instructional strategies as a means to minimize off-task behaviors in class. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/27/17 | Teachers will be required to develop PDP goals that focus on equitable practices and academic success for all students in each classroom.  |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/27/17 | Administration will explore alternative solutions to OSS such as intervention teams, tutorial detention assignments, lunch detention and after school detention.  |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/27/17 | Classroom management support will be provided from administration, curriculum facilitator, and/or department chair. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/24/18 | Administrators will be visible during class changes and conduct spot checks throughout class block to ensure students understand the expectation to protect classroom instruction time. |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **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** |
| ***Initial Assessment:*** | Multiple teams are consistently at work to develop standards-aligned units of instruction for each subject and grade level. Content departments and department chairs monitor teacher lesson plans to ensure that they align with instructional standards from the district. Each department and content area PLC meets regularly. Administration expects lesson plans to be readily available, up to date, and aligned with district and state standards. The development and refinement of instructional units starts with materials provided by GCS. Teachers review instructional materials and modify them to meet EGHS and individual student needs. The commonality of district materials ensures quality and equitable instruction across all high school classrooms. Our school also hopes to continue building a culture of understanding data across all content areas. This will encourage both student and teacher awareness in reference to learning and growing in meaningful ways. | Limited Development 07/28/2016 |  |  |
| ***How it will look******when fully met:*** | By June of 2020, EGHS teachers will engage in PLCs focused on tracking classroom and district data to increase overall mastery of content shown through a rise in the school's Performance Composite from 37.9% to 44.9%. Teachers will utilize the Canvas platform and upload weekly PLC minutes. These minutes will be reviewed by the CF and administrators to review shared data, content pacing, and administrative needs of the teams. A common PLC agenda template will be utilized to streamline the review and follow-up of these team minutes.Data Used: District/Classroom Benchmark Data, PLC minutes |  | **Katie Cranfill** | **06/30/2020** |
| ***Actions*** | **0 of 1 (0%)** |  |  |
| 9/30/19 | Teachers will meet weekly to plan and reflect on teaching for each content area that they teach. The teams will meet with an agenda, discuss objectives, and document minutes in a folder that is uploaded to the Canvas platform. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **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** |
| ***Initial Assessment:*** | EGHS operates each day with a wide variety of structures in place to ensure quality instruction. Teachers readily craft lesson plans within their PLC teams that deepen student understanding of standards. Multiple content areas utilize district and/or school-based benchmarks/interims/common assessments that provide data to direct teacher instruction and student focus. In addition, the EC department regularly plans, co-teaches, and tracks data through IEP systems to ensure equitable access to education for all students. This year EGHS is continuing to utilize strategies from the American Reading Company to improve balanced literacy at our school. It is our hope that this program will provide us the resources and strategies we need to cultivate a love of reading alongside increased fluency and comprehension. The principal, assistant principals, and curriculum facilitator are critical in the role of providing feedback to teachers. There is a rotation amongst the principals for classroom visits to make sure that each content area and class is visited informally and formally. There are walk-through forms used to provide snapshots of lessons, and the evaluation tool provided by GCS to document teacher growth. These tools are valuable in encouraging teachers to continue growing in areas of weakness, and in praising teachers in areas of strengths.We also will continue to implement the Math Visions Project in Math 1, Math 2, and Math 3. This curriculum support provides aligned standards from the top to the bottom of our math subjects. Students are challenged to think conceptually about math and teachers are challenged to lead as facilitators through discourse-based tasks. Similar to the support of ARC, the curriculum facilitator and administration team will complete walkthroughs, observations, and provide ongoing feedback on the lessons and implementation of materials. Additionally, the teams will use district or school-based common assessments to track the impact of this new support system.Data gathered in these classroom visits guides professional development planning for the whole school, as well as by department. These teaching tools will diversify the activities and assessments that teachers use in the classroom to ensure that they are asking students to engage in course content in meaningful ways.  | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). For students that are determined to be “at-risk” through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.  |  | **Katie Cranfill** | **06/30/2021** |
| ***Actions*** | **0 of 3 (0%)** |  |  |
| 10/12/16 | School-wide PDP goals focused on equity in all classrooms and academic success for all students will be created, monitored, and evaluated throughout the school year. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* | The administration team is responsible for supporting teachers as they develop and follow through with their PDP plans. Departments and PLCs were instructed to discuss the strategies based on content areas. |  |  |  |
| 10/12/16 | Balanced Literacy through A.R.C. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* | EGHS opted in to the Balanced Literacy initiative through the American Reading Company. This program provides our teachers the tools to determine students' current reading levels (while also identifying students' strengths and weaknesses), and books to meet students at the variety of levels. This program also structures daily lessons to increase reading fluency by varying the type of text read at different parts of the class period. Teachers are receiving ongoing training to learn how to best utilize the program materials in ways that will work for our students at EGHS. The district has provided an initial amount of coaching days to support ARC implementation, and EGHS has written additional coaching days into our Title I budget planning. |  |  |  |
| 9/30/19 | Math Visions Project Implementation (Math 1, 2, & 3) |  | Katie Cranfill | 06/30/2020 |
| *Notes:* | EGHS was a pilot school for Math 1 MVP last school year and is now in full implementation with Math 1 MVP with the support of the district. Additionally, EGHS is now a pilot school for Math 2 and 3 MVP implementation for this school year. The district has provided an initial amount of coaching days to support all levels of MVP implementation, and EGHS has written additional coaching days into our Title I budget planning. |  |  |  |
|  | **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:*** | Teachers at EGHS establish rapport with the students they teach and interact with on a daily basis. When a classroom issue arises, teachers strive to lean on buddy teachers and alternative ways of managing the classroom, instead of resorting immediately to a discipline referral. Counselors are supportive of students and work diligently to maintain positive interactions with students in all aspects. Mediation for student concerns are useful for both academic and personal growth. Additionally, our school social worker is instrumental in supporting family needs that impact student success in school.The administration team works with teachers and counselors to support students through offering a variety of consequences aside from out of school suspension. This type of work requires that the team understands specific student needs and ultimately prioritizes keeping students in the building for learning. | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | EGHS will decrease the number of OSS referrals from 1158 days to 810.6 days. This effort will also be reflected in strategic supports from classroom teachers (monitored in PLCs), social and emotional supports (monitored through counseling and social worker help), and administrative support through parent conferences and contact.Data Used: Walkthrough/Observation Feedback Data, PLC minutes, PDP Anecdotal Support, Discipline Referral Data (Educators Handbook), OSS Referral Data, Lunch/After-School Detention Data |  | **Lance Sockwell**  | **06/30/2020** |
| ***Actions*** | **0 of 1 (0%)** |  |  |
| 9/30/19 | Teachers and administration will work together to offer a variety of intervention to students that avoid out-of-school suspension. These alternatives may include working with a buddy teacher, receiving support from counseling, spending time with an administrator to work through behavior or academic needs in lunch/after school detention and/or ISS. |  | Lance Sockwell  | 06/30/2020 |
| *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** |
| ***Initial Assessment:*** | EGHS counselors meet regularly for PLCs to discuss student concerns and scheduling processes. The curriculum facilitator, grade level administrators, and graduation coach also attend these meetings to communicate goals and offer support. Teachers regularly refer students to counselors with needs either social and emotional, or academic. Counselors respond with a meeting, parent meeting, and/or referral to programs of support. | Limited Development 09/27/2017 |  |  |
| ***How it will look******when fully met:*** | Counselors will create a transparent communication method for letting students, teachers, administrators and families know of the ongoing efforts to help students succeed in school. Strategies will include commonality in tracking student credits, a strategic registration process, and a calendar of dates for awards and recognition ceremonies. Data Used: Counseling PLC minutes, Grade failures, Numbers of students on or below grade level, Dates for calendar events |  | **Vanessa McNeil** | **06/30/2020** |
| ***Actions*** | **0 of 3 (0%)** |  |  |
| 9/30/19 | Counselors will create a calendar that includes academic awards recognition, as well as social and character development recognition. |  | Vanessa McNeil | 10/31/2019 |
| *Notes:* |  |  |  |  |
| 9/30/19 | A strategic and one-on-one registration process will take place in the spring semester for students to meet with counselors and discuss upcoming registration based on teacher recommendations and student goals. |  | Vanessa McNeil | 02/01/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Counselors will create a common way to track each student's credits, goals for post-graduation, and other needs. The counseling team will share this common method with teachers and administrators to make transparent the ways that others can support students.  |  | Vanessa McNeil | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **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** |
| ***Initial Assessment:*** | 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. EGHS leads with a unified focus through the School Improvement Team meetings, administration team meetings, department chair meetings, PLC meetings by content area and breakout groups, and mentor/mentee meetings to increase teacher support and retention. Each of these meetings plays a different role in the functioning of the school and each one is valuable in maintaining school processes that are beneficial for students. Each of these teams provides agendas, minutes, and meeting norms. These value professionalism in the meetings and create a positive working atmosphere.  | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | 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.  |  | **Lance Sockwell**  | **06/30/2020** |
| ***Actions*** | **0 of 1 (0%)** |  |  |
| 9/27/17 | The District School Improvement Team will be created and will meet on a regular basis to help transform any and all under-performing schools in the district.  |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  | **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** |
| ***Initial Assessment:*** | The EGHS Administration Team consists of the principal, three assistant principals, and the curriculum facilitator. This team meets weekly to discuss school/district events, teacher and student concerns, and needed supports across the building. The EGHS School Improvement Team consists of representatives of all school departments. Our representatives reflect administration, Fine Arts, English, Social Studies, Science, Math, PE, CTE, EC, Counseling, and graduation based departments. In addition, we have parent representation. This representation ensures teacher voice and consistency in school expectations.All teachers participate in content area PLC meetings weekly. Minutes are uploaded and visible to the curriculum facilitator and administration in the Canvas platform.Departments also meet once a month to discuss procedural concerns amongst the department. Concerns and successes are shared with the curriculum facilitator and administration in the Canvas platform.Mentors and mentees meet weekly/bi-weekly/monthly to discuss beginning teacher needs and to set goals for growth.The administration team selected 5 teachers to participate in the Instructional Leadership Team for EGHS this school year. This team meets on campus once a month, as well as off-campus at district meetings once a month to explore strategies for walkthroughs that provide quality and useful feedback to teachers on their instruction and classrooms. | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | All functioning teams will meet weekly or monthly, upload minutes from the meetings, and share concerns and successes with the curriculum facilitator and administration.Data Used: Agendas/Minutes from all team meetings |  | **Katie Cranfill** | **06/30/2020** |
| ***Actions*** | **0 of 5 (0%)** |  |  |
| 9/30/19 | The SIT will meet with a scheduled agenda and upload meeting minutes to Indistar. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | PLCs will meet weekly and upload meeting minutes to Canvas. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Departments (under the direction of the department chairs) will meet once a month and upload meeting minutes to Canvas. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Mentors and mentees meet according to their designated need and document meetings with a form uploaded in OneDrive and/or Canvas. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | The ILT meets once a month to reflect on walkthrough data and to create strategies to support teachers. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **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** |
| ***Initial Assessment:*** | Teachers leading Math I, Math 3, English II, or Biology this year are provided common planning to build time into each instructional day to share resources and plan with colleagues. All other teachers are a part of PLC that meets regularly to review standards, lesson plans, and student data. These meetings are shared with the curriculum facilitator as a way to access more resources, as well as to frame ideas for professional development.Additionally this year administrators will use one planning period per week to instruct teachers on a part of the MTSS implementation.  | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | All EGHS teachers will meet at least once per week with each content area to plan and reflect on the teaching and learning in their classrooms. Meeting agendas/minutes are uploaded to Canvas for the curriculum facilitator and administration to review weekly. Minutes will reflect discussion of instructional strategies and data tracking that align to standards and student success.Teachers will attend MTSS meetings during their planning periods, take notes, and document MTSS strategies.Data Used: Agendas/Minutes from all team meetings |  | **Katie Cranfill** | **06/30/2020** |
| ***Actions*** | **0 of 2 (0%)** |  |  |
| 9/30/19 | PLCs will upload agendas/minutes using the provided template and folders in Canvas. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Administrators will lead MTSS sessions each week to train teachers on MTSS structures and tiers. |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Core Function:** | **Dimension B - Leadership Capacity** |
| **Effective Practice:** | **Monitoring instruction in school** |
|  | **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** |
| ***Initial Assessment:*** | The administration team formally evaluates teachers according to a GCS created schedule for the NCEES observations. In addition, each administrator creates a schedule that allows them to consistently observe classrooms to gather informal data on each teacher. Our administration team acknowledged the opportunity to create a more uniform system of informal observations so that nothing will impede a principal's availability to support teachers with feedback. A weekly walkthrough schedule will support this effort. | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | Administration will use their weekly meeting to discuss trends in walkthroughs and observations to make sure that consistent messages are shared with teachers. Feedback regarding expectations on classroom procedures and standards alignment will be stronger with increased delivery and timeliness. Teacher confidence and morale will improve with the result of increased administrative presence.Data Used: TWC, Performance Composite Increase |  | **Lance Sockwell**  | **06/30/2020** |
| ***Actions*** | **0 of 2 (0%)** |  |  |
| 9/30/19 | Administration will complete informal observations of teachers using a walkthrough document. |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Administration will use the NCEES system to track formal observation data and feedback for teachers. |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Core Function:** | **Dimension C - Professional Capacity** |
| **Effective Practice:** | **Quality of professional development** |
|  | **KEY** | **C2.01** | **The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)** | **Implementation Status** | **Assigned To** | **Target Date** |
| ***Initial Assessment:*** | Guilford County Schools looks regularly at school performance data. Assessment data is used regularly in classrooms. This includes both district and classroom-generated data. This provides teachers with a clear image of what students have learned fully and what still needs to be addressed. In addition, we understand that teachers utilize a variety of qualitative or informal data at all times to assess what students do and do not know. This minute-by-minute assessment is crucial to a teacher's classroom management and delivery of instructional material. All data points collected by teachers and the district is also reviewed weekly in PLC meetings. | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | By June of 2020, EGHS will increase the school's performance composite from 37.9% to 44.9% through the improvement of focused instruction and data tracking in Biology, English II, Math 1 and Math 3.Data Used: Classroom/District Benchmarks, PLC minutes |  | **Lance Sockwell**  | **06/30/2020** |
| ***Actions*** | **1 of 5 (20%)** |  |  |
| 9/27/17 | EGHS administration will create a PLC/data room for teachers to use for planning. The room will include data walls for Biology, English II, Math 1 and Math 3, as well as curriculum resources for the different content areas. | Complete 10/01/2018 | Katie Cranfill | 08/27/2018 |
| *Notes:* |  |  |  |  |
| 10/12/16 | Provide Resources on Equity and Differentiation |  | Katie Cranfill | 06/30/2020 |
| *Notes:* | The EGHS EC department will work with the CF to disseminate appropriate resource and professional development to support differentiation in the classroom. |  |  |  |
| 9/27/17 | Teachers will meet weekly for PLC meetings to compare common assessment and district benchmark data to guide classroom instruction and enrichment blocks. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/27/17 | The EGHS curriculum facilitator regularly sends out surveys in regards to school-wide initiatives, staff professional development, and teacher growth and reflection. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/27/17 | EGHS administration uses an online Google Walkthrough Form. This form embeds various content expectations, EGHS protocols, and student engagement expected for all classrooms everyday. |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **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** |
| ***Initial Assessment:*** | 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. EGHS follows the GCS guidelines for recruitment fairs, evaluation cycles and induction programs that make beginning/new teachers feel valued and supported in their school buildings. Apple awards are given to teachers to acknowledge strengths and growth in their profession. Luncheons are also provided for teachers to appreciate the time and energy they give to each of their students. We are always looking for big and small ways to let teachers know they are needed and cared for by the school community.  | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | EGHS teachers will realize the importance of the evaluation tool and take the feedback given from administrators seriously for continued growth. They will continue to seek leadership roles and ways to grow professionally in and outside of their content areas. Teachers will also uplift one another as they work with their colleagues each day.Data Used: Observation data, TWC Data, Staff Meeting Acknowledgments |  | **Lance Sockwell**  | **06/30/2020** |
| ***Actions*** | **0 of 3 (0%)** |  |  |
| 9/30/19 | Teachers will award the Apple Award at the monthly Staff Meeting (given to teachers by teachers to support their hard work in the building). |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Sunshine Committee will acknowledge teachers for accomplishments, birthdays, and for the hard work they put into making our school run efficiently. |  | Katie Cranfill | 06/30/2020 |
| *Notes:* |  |  |  |  |
| 9/30/19 | Administrators will highlight and acknowledge strong teaching through shared best practices in staff meetings and PLCs, as well as by notations on teacher evaluations. |  | Lance Sockwell  | 06/30/2020 |
| *Notes:* |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Core Function:** | **Dimension E - Families and Community** |
| **Effective Practice:** | **Family Engagement** |
|  | **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:*** | EGHS uses the GCS school website to embed curriculum resources for students. We also use ConnectEd phone trees to relay information home to parents and students. EGHS utilizes Facebook, Twitter, and Instagram to announce school/district events, as well as classroom/school celebrations. Individual teachers use phone calls, message reminders, and emails to keep families up-to-date with classroom information. | Limited Development 08/31/2016 |  |  |
| ***How it will look******when fully met:*** | By June of 2020, EGHS will rewrite school vision and mission statements that better reflect the culture and climate of the school (including students, staff, and families), and then use the launch of those goals to create a Parent Booster Organization that scaffolds academic and social supports within the school.Data Used: Vision and Mission Statements (Documentation of stakeholder involvement), Parent Booster Organization Membership |  | **Katie Cranfill** | **06/30/2020** |
| ***Actions*** | **0 of 4 (0%)** |  |  |
| 9/30/19 | Rewrite School Mission and Vision statements (using input from all stakeholders). |  | Katie Cranfill | 01/31/2020 |
| *Notes:* |  |  |  |  |
| 10/12/16 | Create a parent organization with a EGHS-specific title. |  | Lance Sockwell  | 02/01/2020 |
| *Notes:* | EGHS will establish an organization and inform stakeholders. |  |  |  |
| 10/12/16 | Establish Members and Governing Body |  | Lance Sockwell  | 02/01/2020 |
| *Notes:* | After beginning the organization, SIT members will consistently invite stakeholders to join the organization. Messages will be sent through communication tools and school events. |  |  |  |
| 10/12/16 | Ongoing Communication through Platforms |  | Sheri Wieczorek | 02/01/2020 |
| *Notes:* | Using the school webpage, ConnectEd messages, Twitter, and Facebook, EGHS will communicate the wide variety of school events and opportunities.  |  |  |  |
|  |  |  |  |  |  |  |  |  |

 |  |  |