

Comprehensive Progress Report

Mission: Eastern Guilford Middle School will prepare all students for their future endeavors as lifelong learners by providing a challenging, data informed, student centered curriculum in a safe, supportive, and nurturing environment.

EGMS will be an ever-evolving diverse community that builds the skills to empower students to be life-long learners.

Vision:

Goals:

By the end of 2024 - 2025 school year, Eastern will increase 2023 - 2024 Reading Proficiency by at least 3 percentage points from 31.7% to 34.7%.

By the end of 2024 - 2025, Eastern will increase the 2023 - 2024 Math Proficiency by at least 3 percentage points from 34.1% to 37.1%.

By the end of the 2024 -2025 school year, Eastern will increase 2023 - 2024 Science Proficiency by at least 3 percentage points from 49.4% to 52.4%.

By the end of 2024 -2025, Eastern will decrease the number of instructional days due to In-School Suspensions and Out-of-School Suspensions by 10% from 933 days to 839 days.

By the end of 2024 - 2025, Eastern will decrease the number of students that are chronically absent by 5 percentage points from 39.7% to 34.7%

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The district has a support and improvement team in place	Full Implementation 09/30/2024		

	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
<i>Initial Assessment:</i>			The School Improvement Team currently meets twice a month to measure data and review progress.	Limited Development 10/14/2019		
<i>How it will look when fully met:</i>			The SIT will meet on the first and third Monday of each month to review academic and discipline data and monitor our plan to make necessary adjustments and/or additions.		Charlie Smith	06/07/2026
Actions				2 of 3 (67%)		
10/6/20	Schedule leadership meetings on the first and third Tuesday of the month to discuss school improvement goals, effective practices and progress towards goals.		Complete 06/03/2021	Angela McNeill	06/07/2021	
<i>Notes:</i>						
10/9/20	Instructional Leadership Team will meet weekly to ensure progress towards school and district goals is being made.		Complete 06/03/2021	Angela McNeill	06/07/2022	
<i>Notes:</i>						
11/3/21	School discipline team will discuss discipline data monthly.			Lori Lawrence	06/10/2025	
<i>Notes:</i>						

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Each grade level has an instructional team that meets weekly core content PLCs where teachers meet and discuss best practices and how to respond effectively to students' learning misconceptions to increase core achievement. Once a month vertical team meets to discuss the vertical alignment for each content area, sharing best practices. Eastern has a school improvement team in place that meets monthly.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>		Team structures will be established that include the school leadership team, instructional teams, and a school community council that are charged with specific functions and purpose to address the unique areas of need in the school. Evidence that this objective is met will be a governance policy, written statements of purpose and by-laws, work plans, agendas, minutes of each meeting, teams meeting twice a month, and professional development.		Angela McNeill	06/12/2026
Actions			1 of 2 (50%)		
	8/10/17	Instructional teams and community council established.	Complete 06/03/2021	Angela McNeill	06/12/2021
<i>Notes:</i>					
	10/9/20	Explore options for changes in the master schedule in order to provide additional/extended planning time for teams to plan.		Shelby Pike	06/07/2026
<i>Notes:</i> We already have a hour and a half embedded in our current matrix.					

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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
<i>Initial Assessment:</i>		Grade level administrators along with ILT coaches conduct weekly walkthrough observations using a walk-through form. Teachers are provided immediate constructive feedback on the form via email. Team also meets weekly to discuss what was observed and what supports teachers need.	Limited Development 08/08/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		School administrators will monitor curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Administrators will spend as much as 40 percent of their day in classrooms focusing on rigorous instruction. Administrators will meet with teachers to provided feedback after walk-throughs. Administrators will monitor assessments and analyze data after each assessment.		Angela McNeill	06/10/2026
Actions			4 of 6 (67%)		
8/15/17		Administrative team will meet to discuss common "look fors" when performing walkthrough observations.	Complete 06/03/2021	Angela McNeill	06/07/2021
<i>Notes:</i>					
10/6/20		Math teachers will be visited at least three times a week by administrators and coaches and provided feedback from visits.	Complete 06/03/2021	Administrators/Coaches	06/07/2021
<i>Notes:</i>					
10/6/20		ELA teachers will be visited at least twice a week by administrators and coaches and provided feedback from visits.	Complete 06/03/2021	Administrators/Coaches	06/07/2021
<i>Notes:</i>					
10/6/20		New teachers (BT1) will be visited at least three times a week by administrators and coaches and provided feedback from visits.	Complete 06/03/2021	Administrators/Coaches	06/07/2021
<i>Notes:</i>					
10/6/20		Teachers will be given electronic feedback of all walkthroughs.		Administrators/Coaches	06/13/2026
<i>Notes:</i>					
9/17/21		Instructional Leadership Team will meet weekly to discuss the instructional walkthroughs completed for the week.		Angela McNeill	06/17/2026
<i>Notes:</i>					

Implementation:			10/07/2019		
Evidence		10/7/2019 Minutes from ILT meeting.			
Experience		10/7/2019			
Sustainability		10/7/2019 Weekly meetings to discuss what was observed and if "look fors" are present			
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:		Master schedules have been designed and instructional time assigned in accordance with student enrollment by grade level.		No Development 10/25/2023	
How it will look when fully met:		Within the 2023-24 school year, our school identified the following resource inequity in the area of Students With Disabilities and English Language Learners. As a result, our school plans to mitigate this inequity by ensuring teachers are supported to address the unique learning needs of all students, including children with disabilities and English Language Learners. This will require training teachers on differentiated instruction as well as proper data collection and diagnosis.		Angela McNeill	06/11/2025
Actions			2 of 4 (50%)		
10/30/23	Teachers will receive training on the co-teaching model.	Complete 01/30/2024	Frost and Betton	01/30/2024	
<i>Notes:</i>					
10/30/23	Teachers will participate in weekly data meeting, analyzing/diagnosing student's data to determine corrective instruction and small groups.	Complete 05/31/2024	Angela McNeill	05/30/2024	
<i>Notes:</i>					
9/30/24	The school will conduct a comprehensive needs assessment to identify the specific instructional priorities, including analyzing student performance data, surveys, and feedback from teachers and parents		Latisha McNeil	12/12/2024	
<i>Notes:</i>					
9/30/24	The school will develop performance metrics related to instructional priorities. For example, if improving math proficiency is a priority, the school will track standardized test scores. Regular Assessments: The school will continuously assess and evaluate the progress toward achieving instructional priorities using both formative and summative assessments and compare data over time to measure improvements.		Angela McNeill	06/12/2025	

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
<i>Initial Assessment:</i>		<p>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. Applitrack is used to recruit and replace staff. Evaluations are done through classroom walkthroughs and formal/informal observations. Teacher accomplishments in school and personal lives are celebrated.</p>	Limited Development 08/08/2016		

How it will look when fully met:	https://www.indistar.org/app/AssessCreateMonitor.aspx?needs=403869&ind=5168#https://www.indistar.org/app/AssessCreateMonitor.aspx?needs=403869&ind=5168#12 <p>We will work to develop a school culture that affirms teaching excellence. We will recognize excellence in teaching through emails, newsletters, department recognition, morning announcements, KK Kudos, and verbal recognition. Teachers will participate in peer observations and record information for needs based professional development. Admin. will provide feedback using walk-through forms. Teachers will be represented in the recruitment and interview process for new staff members. The strategies listed will help support achievement of our SMART GOALS to reduce the number of non-proficient students in both reading and math. .</p>		Angela McNeill	06/12/2025
Actions		6 of 9 (67%)		
9/25/17	Teachers will be recognized weekly in our Wildcat Times.	Complete 06/03/2021	Angela McNeill	06/07/2021
<i>Notes:</i>				
10/9/20	Administration will use NCEES to evaluate teachers and provide appropriate and honest feedback.	Complete 06/03/2021	Administrative Team	06/07/2021
<i>Notes:</i>				
10/9/20	The School Leadership Team will implement practices for rewarding (Attendance, Star Teacher, Star Staff Member) in an effort to create a positive work culture that promotes teacher retention.	Complete 06/03/2021	Angela McNeill	06/07/2021
<i>Notes:</i>				
10/9/20	The Teacher Working Conditions survey will be used to assess the school's climate.	Complete 06/03/2021	Angela McNeill	06/15/2021
<i>Notes:</i>				
11/3/21	Teachers with less than 4 years of experience will meet with their mentor monthly.	Complete 07/24/2024	Lindy Seymore-Carter	06/10/2024
<i>Notes:</i>				
9/30/24	Propose and plan some out of school social events for staff to participate in on a voluntary basis. Examples include the monthly Multicultural Night Dinner.		Jimmy Buchanan	11/30/2024
<i>Notes:</i>				
9/30/24	Create or rejuvenate a commettee to boost morale.		Sutton Leonard	12/12/2024

<i>Notes:</i>				
9/30/24	Team will meet regularly to discuss morale boosting ideas for the staff and other ways to support staff.		Kenah Dayo	06/12/2025
<i>Notes:</i>				
11/3/21	Teachers with less than 4 years of experience will be assigned a mentor.	Complete 08/29/2024	Robin Magee-Cox	06/12/2025
<i>Notes:</i>				

Core Function:	Domain 2: Talent Development			
-----------------------	-------------------------------------	--	--	--

Effective Practice:	Practice 2B: Target professional learning opportunities			
----------------------------	--	--	--	--

A1.02		ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers respond to the principal's observation feedback through the North Carolina Educators Evaluation System. All teachers meet with the principal to conference about their observations.	Limited Development 09/01/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will consistently create goals related to the previous year's summative evaluation. These goals will reflect areas of professional growth and will be included on their PDPs. Teachers will measure their growth using assessment tools such as performance matters, End-of-Grade test, and benchmark assessments. Teacher improvement will include any applicable training and or coaching.		Angela McNeill	06/11/2027
Actions			9 of 12 (75%)		
9/14/20	The administrator/observer will meet and work together to identify a main, measurable area of focus for the observation. After the observation, the observer will give timely feedback and continue to support the teacher in the identified area of focus and/or assist in selecting a new focus area.	Complete 06/03/2021	Angela McNeill	06/07/2021	
<i>Notes:</i>					
9/14/20	Teacher will reflect on observation feedback and make appropriate revisions in their practice/instruction.	Complete 06/03/2021	Angela McNeill	06/07/2021	
<i>Notes:</i>					
9/14/20	Content area PLCs will include time for post-observation reflections and peer collaboration to improve overall instructional practices.	Complete 06/03/2021	Angela McNeill	06/07/2021	
<i>Notes:</i>					

9/10/23	Math teachers will receive 9 visits and coaching from NTN coach.	Complete 06/11/2024	Latisha McNeil	06/11/2024
	<i>Notes:</i>			
9/10/23	ELA teachers will receive classroom visits and coaching from Imagine coach.	Complete 06/16/2024	Lisa Wojnar	06/11/2024
	<i>Notes:</i>			
8/31/21	Teacher attends post conference meeting to discuss the results of the observation(s).	Complete 06/16/2024	Admin. Team	06/13/2024
	<i>Notes:</i>			
8/31/21	Teachers will bring updated artifacts for review of discussion related to evaluations.	Complete 06/16/2024	Admin Team	06/13/2024
	<i>Notes:</i> All artifacts must be recent and can not be used more than once.			
9/17/21	Using Title I funds, Eastern will purchase reading teacher to work with small groups, ELA teachers to disaggregate data, co-teach, and co-plan to help improve overall instruction and increase student achievement.	Complete 06/17/2024	Lisa Wojnar	06/17/2024
	<i>Notes:</i>			
9/30/24	Math teachers will receive visits and coaching from NTN coach.		Latisha McNeil	06/11/2025
	<i>Notes:</i>			
9/30/24	EL Imagine will work with the ELA MCL and administrator to conduct calibration walkthroughs 3 times a year.		Lisa Wojnar	06/11/2025
	<i>Notes:</i>			
9/30/24	All teachers will receive feedback with the implementation of protocols.		Admin team and MCLs	06/11/2025
	<i>Notes:</i>			
9/10/23	Teachers will meet weekly to analyze student data to determine areas and students that require corrective instruction.	Complete 06/12/2024	MCL and Admin Team	06/11/2026
	<i>Notes:</i>			

	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. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School performance data is used to determine student scheduling in interventions. Data is also used to determine professional development offered during early-release days and monthly school-wide PLC days (3rd Tuesdays) and opportunities for teacher-led professional development.		Limited Development 08/08/2016		
How it will look when fully met:		We will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.			Angela McNeill	06/10/2026
Actions				1 of 6 (17%)		
	9/25/17	The admin team will meet weekly to discuss findings from weekly walkthroughs and will use the information to determine professional development and feedback for teachers.		Complete 06/03/2021	Angela McNeill	06/12/2021
<i>Notes:</i>						
	10/9/20	Hold ongoing data meetings in weekly PLCs to track and complete ongoing comprehensive data analysis.			Admin and coaches	06/07/2026
<i>Notes:</i> We are adding data days on each Tuesday for the 2021/2022 academic year						
	10/9/20	Instructional team will review data with departments after every common assessment (CFAs and Benchmarks).			Admin and coaches	06/07/2026
<i>Notes:</i>						
	10/9/20	Instructional team will assist in disaggregating data to determine trends and gaps in instruction.			Admin and coaches	06/07/2026
<i>Notes:</i>						
	8/2/22	Ten teachers will be selected to pilot the Eelvate SEL program and use results to inform instructional SEL learning. To increase capacity to support students SE well being.			SEL team	06/10/2026
<i>Notes:</i>						

10/4/22	Identify the lowest 20th percent of our students for targeted intervention and progress monitoring groups based on the NWEA results in reading.		ELA/Math Teachers	06/17/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation			
-----------------------	---	--	--	--

Effective Practice:	Practice 3A: Diagnose and respond to student learning needs			
----------------------------	--	--	--	--

	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
--	--------------	--	------------------------------	--------------------	--------------------

Initial Assessment:	District benchmark assessments are give three times a year. Content area teacher administer common assessments quarterly.		Limited Development 09/01/2020		
----------------------------	---	--	-----------------------------------	--	--

How it will look when fully met:	<p>A variety of assessment measures will be used to track and monitor student performance and growth throughout the year in all content areas, across all grade levels. These assessments will be both formative and summative measures which will be completed through small group and whole group settings.</p> <p>At full implementation: 1. Lesson plans will indicate a strong correspondence between assessments and instructional outcomes. 2. Lessons and assessments will include a variety of performance opportunities for students. 3. Modified assessments will be available for individual students as needed. 4. Expectations will be clearly written with descriptors for each level of performance</p>			Lisa Wojnar	06/11/2026
---	---	--	--	-------------	------------

Actions			2 of 4 (50%)		
----------------	--	--	---------------------	--	--

9/9/20	Benchmarks will be given in reading, math and science as directed by the district and used to determine student progress and lesson planning revisions/focus.	Complete 02/16/2021	Lisa Wojnar	06/07/2021
--------	---	---------------------	-------------	------------

<i>Notes:</i>				
---------------	--	--	--	--

9/9/20	Teachers will meet in PLCs to disaggregate data from common formative assessments and adjust instruction to meet the individual learning needs of scholars.	Complete 06/07/2022	Coaches	06/07/2022
--------	---	---------------------	---------	------------

<i>Notes:</i>				
---------------	--	--	--	--

8/31/21	Students will be assessed at least four times a quarter through classroom assessments in all instructional areas		Latisha McNeil	06/08/2026
---------	--	--	----------------	------------

		<i>Notes:</i>			
8/31/21	All students will be assessed at the end of the year through an end of grade level proficiency assessment to determine growth and mastery.			Lori Lawrence	06/13/2026
		<i>Notes:</i>			
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use various free online and purchase licensed resources to support curriculum and instruction.	Limited Development 09/01/2020		
<i>How it will look when fully met:</i>		Teachers will be trained in the use of the online program to support student progress. Students will utilize an online program such as Canvas and Discovery Education daily to support instruction in all content areas. Teachers will utilize the data provided by online programs to support curriculum and instructional planning, as well as planning differentiated instruction for individual students.		Charlie Smith	06/07/2026
Actions			3 of 5 (60%)		
9/1/20	Teachers will utilize reports generated in Canvas that will identify students who are missing 50% or more of remote learning.		Complete 06/03/2021	Charlie Smith	06/07/2021
		<i>Notes:</i>			
9/1/20	Teachers will monitor attendance, learning and performance through Power Teacher Pro.		Complete 06/03/2021	Christine Fisher	06/07/2021
		<i>Notes:</i>			
11/3/21	Math teachers will use Desmo with students.		Complete 06/11/2024	Dawn Lineberry	06/10/2024
		<i>Notes:</i>			
9/30/24	Quarterly benchmarks taken by the students.			Lisa Wojnar	06/12/2025
		<i>Notes:</i>			
9/30/24	Comparison of programs universally used and gains in individual student proficiency on NWEA, benchmarks and common assessments.			Latisha McNeil	06/12/2025
		<i>Notes:</i>			

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>		Students that need additional support in the areas of math and reading are identified based on multiple data sources. Students are then placed in reading and/or math intervention groups. Teachers meet weekly in PLCs to discuss data in order to identify students that need additional instruction and then to develop a plan to address these areas.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		By 2021, students will receive targeted instruction of supplemental supports in 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.		Lisa Wojnar	06/10/2026
Actions			29 of 36 (81%)		
	8/8/16	Teachers will be trained on gradual release.	Complete 09/15/2016	Allison Nino	09/08/2016
	<i>Notes:</i> Nino will train teachers on gradual release process.				
	10/20/16	Ms. Hill will purchase some of the same books that students are reading for the ARC program.	Complete 11/03/2016	Lundi Hill	01/31/2017
	<i>Notes:</i> Students are enjoying the books selected by ARC to read in class. ELA teachers are only reading sections of the novels in class. In order for students to be able to read the book in its entirety, Ms. Hill will purchase some of the same books so that students can check the books out in order to finish reading them. In addition to the novels, additional leveled books will be purchased for teachers to utilize in the classroom for students.				
	10/20/16	Ray Jones will provide professional development to the administrative team, curriculum facilitator, and teacher leader.	Complete 04/18/2017	Angela McNeill	05/19/2017
	<i>Notes:</i> Ray Jones will train administrative team, CF, and teacher leader on providing additional support to teachers to meeting all students' needs.				
	8/8/16	Teachers will observe other teachers as they implement the gradual release twice a month.	Complete 05/26/2017	Lisa Wojnar	05/26/2017
	<i>Notes:</i> By October 3rd, all teachers should have visited another teacher utilizing gradual release.				
	10/20/16	Teachers will meet weekly in their PLCs.	Complete 05/24/2017	Allison Nino	06/09/2017

	<i>Notes:</i> Teachers will meet weekly in their content PLCs. Teachers will analyze data, create common assessments, discuss differentiation, and addressing misconceptions.			
10/20/16	Social Studies and Science teachers will use Achieve 3000 at least once a week.	Complete 06/02/2017	Angela McNeill	06/09/2017
	<i>Notes:</i> ELA, Social studies and Science teachers will use Achieve 3000 once a week. Achieve 3000 will assist teachers with providing leveled articles for their students.			
8/22/17	All core, ESL, EC, reading impact and math impact teachers will analyze data to differentiate small groups and tutoring sessions.	Complete 06/15/2018	Kathy Kirkpatrick	06/15/2018
	<i>Notes:</i>			
8/22/17	Create a walkthrough observation rubric that will focus on gradual release, engagement, and effective instructional practices.	Complete 09/25/2017	Kathy Kirkpatrick	06/15/2018
	<i>Notes:</i>			
8/22/17	Implement math impact program which will be used for remediation and acceleration by front loading content.	Complete 06/15/2018	Shawnda McLeod	06/15/2018
	<i>Notes:</i>			
8/22/17	Implement reading impact program that will utilize the foundational components of ARC.	Complete 06/15/2018	Heather Snyder	06/15/2018
	<i>Notes:</i>			
8/22/17	Implement PBIS	Complete 06/15/2018	Lauren Pierce	06/15/2018
	<i>Notes:</i>			
8/22/17	In-school and after school tutoring	Complete 06/15/2018	Kendal Sykes-Suber	06/15/2018
	<i>Notes:</i>			
9/11/17	Teachers will utilize technology to meet the needs of all students.	Complete 06/08/2018	Lundi Hill	06/08/2019
	<i>Notes:</i>			
10/20/16	ELA teachers will be visited by ARC coaches.	Complete 06/08/2018	Lisa Wojnar	06/08/2019
	<i>Notes:</i> ARC coaches will visit all ELA classrooms that are implementing the reading program. The principal will meet with the ARC coach before they visit the classes and at the end of the day to receive feedback. Ms. Wonjar will accompany the ARC coach during each visit.			
8/22/17	Utilize IST	Complete 06/09/2020	Lundi Hill	06/15/2020
	<i>Notes:</i>			
9/1/20	Train all math teachers and interventionist in Number Worlds	Complete 10/30/2020	Curriculum facilitator/ Math Coach	10/31/2020

	<i>Notes:</i> Pushed the date back from 10/15/2020 to 10/31/2020 to allow all math teachers to complete.			
9/1/20	Provide Training for instructional leaders on problem-solving Core and Supplemental within P.L.C. meetings.	Complete 06/03/2021	Curriculum facilitator0/ Math Coach	05/31/2021
	<i>Notes:</i>			
9/1/20	Monitor student academic outcomes via benchmarks, progress monitoring and universal screening (as available).	Complete 06/03/2021	Curriculum Facilitator/ Math Coach	06/07/2021
	<i>Notes:</i>			
7/22/20	Using Title I funds, the school will purchase 4 open up math coaching visits and 4 MVP coaching visits. The math coach and open up/MVP coach will visit classrooms and provide teachers with feedback.	Complete 06/03/2021	Angela McNeill	06/11/2021
	<i>Notes:</i>			
7/22/20	Using Title I funds, selected teachers will be paid to tutor students in after school tutoring.	Complete 06/03/2021	Kimberly Adame	06/11/2021
	<i>Notes:</i>			
8/22/17	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within P.L.C. meetings (3.01)	Complete 06/03/2021	Curriculum facilitator/ Math Coach	06/15/2021
	<i>Notes:</i>			
7/22/20	Using Title I funds, the school will purchase both a ELA and Math Coach. The coaches will meet with teachers weekly during PLCs unpacking standards, analyzing student data, developing common assessments, and creating lessons to meet the needs of all students.	Complete 06/03/2021	Angela McNeill	06/10/2022
	<i>Notes:</i>			
12/6/22	Lowest 20% of students will be screened for intervention placement by the reading impact teacher.	Complete 12/28/2022	Heather Snyder	01/23/2023
	<i>Notes:</i>			
9/17/21	Using Title I funds, Eastern will purchase an MCL - 1 teacher to work with 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback.	Complete 06/17/2022	Latisha McNeil	06/17/2023
	<i>Notes:</i>			
10/4/22	Eastern will purchase an MCL - 1 teacher to work with 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback. Restart funded this position in 2021 - 2022 school year, Title I funded this position in 2022 - 2023 school year.	Complete 04/04/2023	Latisha McNeil	06/17/2023

<i>Notes:</i>				
10/4/22	Using Title I and Restart funds, Eastern will purchase an MCL - 3 teacher to work with 6th and 7th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback. Restart funded this position in 2021 - 2022 and 2022 - 2023 school years.	Complete 04/04/2023	Dawn Lineberry	06/17/2023
<i>Notes:</i>				
10/4/22	Identify the lowest 20th percent of our students for targeted intervention and progress monitoring groups based on the NWEA results in reading.	Complete 04/04/2023	ELA Teachers	06/17/2023
<i>Notes:</i>				
10/4/22	ELA teachers will have coaching visits from the ARC coach and receive feedback.	Complete 06/17/2023	Coaches	06/17/2023
<i>Notes:</i>				
10/25/23	Using Title I funds, Eastern will purchase an EIT 2 teacher for 7th grade to reach more students.	Complete 06/14/2024	Angela McNeill	06/14/2024
<i>Notes:</i>				
9/30/24	Using Title I and Restart funds, Eastern will purchase an ELA MCL - 2 teacher to work with 6th - 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback.		Angela McNeill	06/11/2025
<i>Notes:</i>				
9/30/24	Within the 2024-2025 school year, Eastern Middle school will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year.”		Julie Frost	06/12/2025
<i>Notes:</i>				
9/30/24	Walkthroughs will focus on increasing students' engagement in all content areas.		Admin. Team	06/12/2025
<i>Notes:</i>				
10/25/23	Using Title I and Restart funds, Eastern will purchase an Math MCL - 3 teacher to work with 6th - 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback.		Angela McNeill	06/14/2025
<i>Notes:</i>				
10/4/22	Teachers will provide small group instruction a minimum of twice a week to identified students.		ELA/Math/8th grade science teachers	06/17/2025
<i>Notes:</i>				

10/4/22	Teachers will receive MVP coaching visits by MCLs, MVP coaches who will visit classrooms and provide feedback.		Coaches	06/17/2025	
<i>Notes:</i>					
9/17/21	Teachers will create MTSS groups of students to work with on specific standards/skills during the last 15 minutes of class daily. Students will be identified in teacher's weekly lesson plans.		Lisa Wojnar	06/17/2025	
<i>Notes:</i>					
	A4.03	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services. (5121)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use data in cumulative folders to assess the performance of students and make referrals to IST. We have established the teams to assess student progress. With the implementation of a more structured MTSS process, we will be able to identify the needs of all students across all tiers.	Limited Development 09/01/2020		
<i>How it will look when fully met:</i>		Staff members will collect data concerning struggling students and will present and discuss with the team to decide whether to refer the student to the MTSS process.		William Moore	06/11/2025
Actions			8 of 11 (73%)		
9/1/20	All teachers will complete the fall MTSS training modules provided by the District.	Complete 12/18/2020	Kimberly Adame	12/15/2020	
<i>Notes:</i>					
2/16/21	Teacher will receive training on how to disaggregate NWEA testing data.	Complete 02/05/2021	Lisa Wojnar	02/01/2021	
<i>Notes:</i> Teacher to receive training L. McNeil, J. Williams, L. Wojnar, K. Smith and M. Danovic					
2/16/21	Teacher will analyze NWEA testing data to determine intervention groups.	Complete 03/15/2021	Lisa Wojnar	03/15/2021	
<i>Notes:</i>					
2/16/21	Teachers will be provided training on how to set up intervention groups within the Fast bridge system.	Complete 03/18/2021	Kimberly Adame	03/31/2021	
<i>Notes:</i>					
9/1/20	Staff will be provided training on indicators effecting student learning to determine if a student needs to move forward in the MTSS process.	Complete 06/03/2021	Kimberly Adame	06/07/2021	

<i>Notes:</i>				
9/1/20	Staff will be trained on how to identify students using the universal screener to assess students.	Complete 06/03/2021	Charlie Smith	06/07/2021
<i>Notes:</i>				
1/19/21	Teachers will be training on how to use the programs that the school will use to track progress monitoring. (Fast bridge)	Complete 02/16/2021	Lisa Wojnar	06/07/2021
<i>Notes:</i> EGMS will be utilizing the train the trainer model.				
1/5/21	All teachers will complete the Spring MTSS training modules provided by the district.	Complete 06/03/2021	Kimberly Adame	06/20/2021
<i>Notes:</i>				
9/30/24	Classroom teachers will complete district MTSS forms for students who are below grade level or experiencing behavioral difficulties.		Julie Frost	06/12/2025
<i>Notes:</i>				
9/30/24	Classroom teachers will hold quarter 1 conferences with parents regarding successes and challenges of first quarter.		Admin Staff	06/12/2025
<i>Notes:</i>				
9/30/24	PLCs will meet weekly to discuss student data including behavioral and academic data.		Latisha McNeil	06/12/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Core teachers are currently primarily teaching whole-group instruction.	Limited Development 09/30/2024		
<i>How it will look when fully met:</i>		The indicator will be fully implemented when all core teachers are providing sound instruction in a variety of modes: whole-group, teacher-directed small-group, independent work, or computer-based. Teachers will begin teaching whole group instruction and then provide different modes of learning (centers). Lesson plans are uploaded in shared drive and will be used to view the teacher's weekly plan for instruction. Walk-through data will be used to view what is happening in the classrooms. Students progress data after intervention will be uploaded.		Angela McNeill	06/12/2026
Actions			0 of 1 (0%)		
	9/30/24	All core teachers will plan detailed lesson plans weekly for instruction. Teachers will follow the pacing guide for lesson planning. Teachers will plan with their grade level to ensure that all grade level teachers are following and teaching the same standard and assessing the same skills weekly for data progress.		Angela McNeill	01/30/2025
<i>Notes:</i>					

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>		First week of school, teachers explain to students school and classroom procedures and expectations using a common lesson plan. Teachers review expectations after winter break and spring break. For minor behaviors, teachers use a minor behavior log which can ultimately lead to an office referral while major offenses are automatic office referrals.	Limited Development 08/10/2017		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		Eastern Middle will have taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences. Each student will: be responsible by understanding one’s obligation to engage in ethical, safe and legal behaviors; Manage emotions by regulating feelings so that they aid rather than impede the handling of situations; Solve problems creatively by engaging in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans; Respect others by believing that others deserve to be treated with kindness and compassion as part of our shared humanity; Communicate effectively by using verbal and non-verbal skills to express oneself and promote effective exchanges with others; Build relationships by establishing and maintaining healthy and rewarding connections with individual and groups; Negotiate fairly by achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned; Refuse provocations by conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior; Seek help by identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals; Act ethically by guiding decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct. Evidence that this objective is fully met will be ongoing data in reduction in suspensions and office referrals.		Charlie Smith	06/11/2026
Actions			16 of 21 (76%)		
	8/22/17	Introduce PBIS to Leadership	Complete 06/15/2018	Jessica Jones	06/15/2018
	<i>Notes:</i>				
	8/22/17	Staff orientation to PBIS	Complete 08/21/2017	Lauren Pierce	06/15/2018
	<i>Notes:</i>				
	8/22/17	Common lesson plans for school-wide procedures	Complete 08/28/2017	Core Teachers	06/15/2018

<i>Notes:</i>				
8/22/17	Common lesson plans for social skills	Complete 08/28/2017	Core Teachers	06/15/2018
<i>Notes:</i>				
8/22/17	PBIS Team meetings	Complete 06/15/2018	Lauren Pierce	06/15/2018
<i>Notes:</i>				
8/22/17	Monthly feedback and revisions given to leadership team.	Complete 06/15/2018	Lauren Pierce	06/15/2018
<i>Notes:</i>				
8/22/17	Data team meet to aggregates and shares data with school, family, and community regularly.	Complete 06/15/2018	Kathy Kirkpatrick	06/15/2018
<i>Notes:</i>				
8/22/17	Acknowledgement team will create and staff on use of high frequency, intermittent, and long term acknowledgements and reinforcers for staff and students.	Complete 06/15/2018	Wendy Cottingham	06/15/2018
<i>Notes:</i>				
12/4/17	PBIS store will be implemented.	Complete 06/15/2018	Wendy Cottingham	06/15/2018
<i>Notes:</i>				
3/10/20	Administrators will meet with teachers to discuss progress towards decreasing disciplinary referrals during the PDP mid-year review and make suggestions for continued success.	Complete 02/21/2020	All Administrators	02/14/2020
<i>Notes:</i>				
12/5/19	AIT/ILT Teams observing classroom management procedures during classroom walk-through. Facilitating follow-up discussing for improvement with teachers.	Complete 06/11/2021	AIT/ILT Teams	06/11/2021
<i>Notes:</i> ILT and AIT teams have begun strategic supports such as increased hallway monitoring .				
9/12/23	Eastern Middle School will introduce and train staff on the usage of Classcraft.	Complete 11/13/2023	Charlie Smith	11/30/2023
<i>Notes:</i>				
10/9/20	Administrators will meet with teachers to discuss progress towards decreasing disciplinary referrals during the PDP mid-year review and make suggestions for continued success.	Complete 06/11/2024	Administrators	06/07/2024
<i>Notes:</i> Due to the pandemic, we were not able to get a true gage on disciplinary trends amongst student and will continue to work on this goal.				

10/9/20	AIT/ILT Teams observing classroom management procedures during classroom walk-through. Facilitating follow-up discussing for improvement with teachers.	Complete 06/11/2024	Charlie Smith	06/07/2024
<i>Notes:</i>				
9/12/23	Discipline committee will meet monthly to discuss Classcraft and discipline data	Complete 06/11/2024	Angela McNeill	06/11/2024
<i>Notes:</i>				
10/14/19	Administrative and I.L.T. teams will conduct classroom walk-throughs to observe and offer support to teachers	Complete 06/17/2024	Charlie Smith	06/15/2024
<i>Notes:</i>				
10/9/20	School will implement and develop a PD for the implementation of classcraft.		Dawn Lineberry	11/17/2024
<i>Notes:</i> Plan as needed.				
10/9/20	Implement a school wide SEL PDP goal.		Charlie Smith	12/01/2024
<i>Notes:</i>				
1/19/21	New teachers will receive SEL and Restorative practices training. Teachers that have already received the training will have the opportunity to receive refresher training as well.		Charlie Smith	12/01/2024
<i>Notes:</i> Training will begin the third week of March and continue once a month until all 4 sessions are complete.				
8/22/17	Communication team will facilitate communication between staff, students, parents, community members, district administration, Board of Education. Inform stake holders of important data, SEL, Restorative Practice activities, and celebrations.		Charlie Smith	06/15/2026
<i>Notes:</i>				
8/20/20	Classroom management coaching for novice/ teachers who need additional supports to occur throughout the academic year. Beginning with opening teacher workday presentation (Dr. Woodly) August 19.		Dr. Woodly	06/22/2026
<i>Notes:</i>				
Implementation:		06/15/2020		
Evidence	9/7/2018 common lesson plans			
Experience	9/7/2018 Staff had common planning the first week of school in which school procedures were introduced and practiced with the students			
Sustainability	9/7/2018 Staff will continue to reinforce student knowledge of school procedures.			

	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:			<p>Teaching and Learning created and provided teachers with unpacked documents and pacing guides for all core classes. Teachers are using these resources to guide their daily instruction. Teachers meet weekly in PLCs to analyze data, unwrap standards, create common assessments, and to develop a plan of action to address standards that students were not successful on. In addition, teachers research and develop lesson that will address the various needs and learning styles in the classroom. Ensuring that all students have a true understanding of the material being taught.</p> <p>All math teachers will use Open-up and will participate in Open Up coaching</p>	Limited Development 07/28/2016		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
How it will look when fully met:			<p>Teachers will meet weekly during professional learning communities determining concepts, principals, and skills that will be covered in the unit. Teachers will identify standards that are aligned to each unit. Teachers will arrange the sequential order of the standers and how they will be assessed.</p>		Lisa Wojnar	06/12/2026
Actions				13 of 17 (76%)		
	10/5/20	Title I funds will be used to acquire a full-time Math curriculum coach		Complete 08/07/2020	Angela McNeill	08/10/2020
<i>Notes:</i>						
	10/5/20	Title I funds will be used to acquire a full-time curriculum coach		Complete 08/07/2020	Angela McNeill	08/10/2020
<i>Notes:</i>						
	8/10/17	Teachers will meet weekly in professional learning communities.		Complete 02/16/2021	Lisa Wojnar	06/12/2021
<i>Notes:</i> Members of the Admin. team facilitate weekly content meetings. Social Studies and Science on Mondays, Math and Language Arts meet on Wednesdays.						
	12/5/19	A member of the AIT will participate/facilitate in Math PLC.		Complete 02/16/2021	Latisha McNeil	06/12/2021
<i>Notes:</i>						
	12/5/19	A member of the AIT will participate/facilitate in Science PLC		Complete 06/03/2021	Kimberly Adame	06/12/2021
<i>Notes:</i>						
	12/5/19	A member of the AIT will participate/facilitate in Social Studies PLC.		Complete 06/03/2021	Charlie Smith	06/12/2021
<i>Notes:</i>						

12/5/19	A member of the AIT will participate/facilitate in ELA PLC	Complete 06/03/2021	Lori Lawrence	06/12/2021
	<i>Notes:</i>			
10/18/22	Eastern Guilford Middle will use the restart calendar flexibility for 2021 - 2022 school year to provide additional professional learning for teachers	Complete 06/10/2022	Angela McNeill	06/10/2022
	<i>Notes:</i>			
8/31/21	Provide professional development in the area of lesson planning, congruency, alignment, and learning targets.	Complete 06/13/2022	Latisha McNeil	06/13/2022
	<i>Notes:</i>			
9/17/21	Using Title I funds, Eastern will pay a stipend to a teacher to coach and plan instructional units	Complete 06/17/2022	Angela McNeill	06/17/2022
	<i>Notes:</i>			
10/18/22	Eastern Guilford Middle School will use the restart calendar flexibility for the 2022 - 2023 school year to provide 8 additional student days.	Complete 04/04/2023	Angela McNeill	06/08/2023
	<i>Notes:</i>			
9/10/23	Math teachers will receive 9 coaching visits from NTN coach.	Complete 05/14/2024	Latisha McNeil	04/11/2024
	<i>Notes:</i>			
12/6/22	Data spread will be utilized by tested subject areas to track student progress towards evass projections.	Complete 06/11/2024	Latisha McNeil	05/08/2024
	<i>Notes:</i> team will review data spreadsheet weekly in data meetings			
9/10/23	ELA will receive continuous support and training with EL Imagine curriculum.		Lisa Wojnar	06/11/2026
	<i>Notes:</i>			
9/10/23	ELA will meet weekly to discuss and plan instruction using the EL Imagine curriculum.		Lisa Wojnar	06/11/2026
	<i>Notes:</i>			
9/12/23	TNTP coaching visits to support EL implementation.		Lisa Wojnar	06/11/2026
	<i>Notes:</i>			
12/1/20	As part of implementing MTSS, instructional teams in each content area will use common assessment data to determine the effectiveness of CORE instruction with our students. Teachers will track student progress toward mastery of standards and adjust instruction as needed to meet student needs through CORE instruction and differentiated small groups.		Kimberly Adame	06/18/2026

Notes:

Implementation:		03/10/2020		
Evidence	3/10/2020 Weekly PLC agendas, performance matter data and lesson plans all reflect implementation of this objective.			
Experience	3/10/2020 As a school we have worked to create a consistent schedule for content meeting. It has been a challenge to keep students at the same pace.			
Sustainability	3/10/2020 Working to solidify pacing and began to pursue vertical alignment.			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3C: Remove barriers and provide opportunities

	A4.19	All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5317)	Implementation Status	Assigned To	Target Date
--	--------------	---	------------------------------	--------------------	--------------------

Initial Assessment:	Currently students work almost independently when attending class online. Many teachers are missing opportunities to work one-on-one and in small groups with students while others are engaged with blended learning via technology	Limited Development 10/09/2020		
----------------------------	--	-----------------------------------	--	--

How it will look when fully met:	When implemented classrooms in person and or virtual would be equipped with small group learning environments. Teachers would engage in a variety of strategies such as using available time to work with students on specific skills while others work independently or having groups rotate through learning stations.		Lisa Wojnar	06/15/2026
---	--	--	--------------------	-------------------

Actions 1 of 3 (33%)

10/9/20	Use Title I funds to purchase swivels, stands and iPads.	Complete 10/15/2020	Wendy Cottingham	10/30/2020
---------	--	---------------------	------------------	------------

Notes: swivels are used for virtual classrooms. The swivel does not function without the use of an iPad.

10/9/20	Math teachers will lead a session during Family Nights at least once this year. Math teachers will provide information about what data is available to parents, how Open Up Resources promote student understanding, what Open Up family resources are available online, and what parents can do to support math learning.		Latisha McNeil	06/04/2025
---------	--	--	----------------	------------

Notes:

9/30/24	Teachers will receive ongoing PD on the utilization of the prometean board		LaKelsha Southerland	06/11/2025
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift			
-----------------------	--------------------------------	--	--	--

Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
----------------------------	--	--	--	--

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
--	-------	---	-----------------------	-------------	-------------

Initial Assessment:	Eastern Middle School is implementing programs to help teach prosocial behaviors. These programs allow teachers to teach the prosocial behaviors and allow students the opportunity to practice. Currently, the programs in place is Social Emotional Learning (SEL), and Class craft. We also follow the PBIS framework to reward students positive social behavior.		Limited Development 10/25/2023		
----------------------------	---	--	-----------------------------------	--	--

How it will look when fully met:	When fully implemented, teachers will be utilizing the programs weekly and referring to them daily as situations arise. Teachers will be purposeful in their selection of lessons to match current social/emotional needs of the classroom. At full implementation, students will be actively using what they have learned.			Charlie Smith	06/10/2025
---	---	--	--	---------------	------------

Actions			1 of 3 (33%)		
----------------	--	--	---------------------	--	--

10/25/23	Meet with Swann Middle School staff to determine if Class Craft is a viable option for Eastern Middle	Complete 10/18/2023	Angela McNeill	08/22/2023
----------	---	---------------------	----------------	------------

Notes:

10/25/23	Conduct Social Emotional training for first year teachers by December 10th.		Charlie Smith	01/31/2026
----------	---	--	---------------	------------

Notes: This training will continue for teachers new to our staff.

10/26/23	Review class reward systems and individual student self-assessments to determine the rate of behavioral improvement over time.		Dawn Lineberry	05/10/2026
----------	--	--	----------------	------------

Notes:

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
<i>Initial Assessment:</i>		Teachers refer students to counselors and support staff when there are concerns and when interventions are needed.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		Students will be comfortable approaching teachers and staff members when they are in emotional distress. Teachers will be aware of students emotional state and will react appropriately when there is a concern. Counseling forms for students will be available in every classroom and front office. When reported, counselors will address the situation within 24 hours. Counselors' log will be used as evidence that this objective is fully met.		Charlie Smith	06/13/2026
Actions			7 of 10 (70%)		
	8/17/16	Implement a quick online (googledot) for reporting cyber bullying.	Complete 12/05/2016	Zack Oleksiak	06/12/2020
	<i>Notes:</i> Mr. Oleksaik will create cyber bullying format. Explain process of counseling form (24 hr/log) and anti-bullying/cyber bullying reporting.				
	8/17/16	Increase the access to Peer Mediation for low-level conflicts through emailing counselors and administrators.	Complete 09/22/2016	Patti Rivera	06/12/2020
	<i>Notes:</i> Discuss how to report conflicts for peer mediation.				
	8/17/16	Counselor presents information on emotional indicators and reporting process to teachers.	Complete 09/22/2016	Patti Rivera	06/12/2020
	<i>Notes:</i> Counselors speak to teachers about emotional indicators.				
	8/16/17	Counselors will provide informational sessions for parents on emotional indicators.	Complete 06/12/2020	Patti Rivera	06/12/2020
	<i>Notes:</i>				
	8/9/16	Create a link for students that will allow them to report concerns directly to counselors. Links will be available on canvas and the school webpage.	Complete 08/30/2020	Kristen Silver	12/12/2020
	<i>Notes:</i> Teachers will explain the process of requesting a visit with the counselors.				
	10/6/20	Create and conduct small group interventions for girls who (identified by teacher input) struggle to socially relate to other students appropriately.	Complete 06/03/2021	Kristen Silver	06/07/2021
	<i>Notes:</i>				

10/6/20	Create and conduct small group interventions boys who (identified by teacher input) struggle to socially relate to other students appropriately.	Complete 06/03/2021	Kristen Silver	06/07/2021	
<i>Notes:</i>					
10/6/20	The SEL team will meet the first Wednesday of each month.		Charlie Smith	06/07/2026	
<i>Notes:</i>					
10/6/20	SEL team will meet to discuss needs of the school and schedule training for the staff.		Charlie Smith	06/07/2026	
<i>Notes:</i>					
9/17/21	Development of process for identifying, tracking, and support of students' needs and provided service for their emotional needs.		Charlie Smith	06/13/2026	
<i>Notes:</i>					
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school sends regular communication home and invites our parents to be participants in their child's learning. We still need to do a better job of engaging more parents into our programs and increasing parent engagement opportunities.	Limited Development 09/30/2024		
<i>How it will look when fully met:</i>		School will continue to send out weekly communication to all families. School will plan for and hold various events across the year to engage parents and to provide parents with resources and strategies to assist their children at home. Sign in logs will be used to track the number of parents attending such events. We will also look to improve upon our membership numbers for the PTSA.		Lundi Hill	06/12/2026
Actions			0 of 5 (0%)		
9/30/24	Create a parent survey to solicit input on the type(s) of support needed for parents to assist their kids academically, socially and emotionally, physically and in the area of technology. Allow parents to have a voice in the decision making process.		Shelby Pike	02/20/2025	
<i>Notes:</i>					

9/30/24	Utilize our translator/interpreter to increase communication with Hispanic families and increase membership in our PTSA.		Melara	06/11/2025
<i>Notes:</i>				
9/30/24	Provide our website with up-to-date, essential information on user needs. The information will be easy to find and organized into segments, allowing users to learn more about events, projects, curriculum, and other information.		Lundi Hill	06/12/2025
<i>Notes:</i>				
9/30/24	Team will create a list of ideas for parent engagement that include academic support (strategies, technology, resources) and activities (dances, contests, concerts, etc.).		Jimmy Buchanan	06/12/2025
<i>Notes:</i>				
9/30/24	Team will meet regularly to plan parent engagement events throughout the school year.		Sutton Leonard	06/12/2026
<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
<i>Initial Assessment:</i>		The school uses Connect-Ed to inform parents/guardians of upcoming school events. Fliers are posted in the front office, on the school website. Opportunities for parents to become familiar with the curriculum consists of: Walk-the-Schedule Night, Curriculum Night, and 1st and 3rd quarter Report Card Pick Up Nights.	Limited Development 08/08/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The principal will send weekly connect-ed messages home informing parents of current events taking place at school. Lundi Hill will keep an updated FaceBook account informing students and parents of current events taking place. Lundi Hill will continue to maintain the school website with current information. Title I parent ambassador and grassroots coordinator will continue to be a liaison between the school and the community, informing parents of events taking place at the school. Evidence that the objective is fully met will be a log of all connect-ed messages, updated fliers, and activity logs from FaceBook and EGMS website.		Lundi Hill	06/11/2026
Actions			16 of 19 (84%)		
10/20/16	A youth development coordinator will be purchased to assist with being one of the liaison between the school and the community.	Complete 11/01/2017	Cynthia Mosley	06/08/2018	
<i>Notes:</i> The youth development coordinator will work as a liaison between the school and the community, building relationships.					
10/20/16	Report Card pick up	Complete 06/08/2018	Allison Nino	06/08/2018	
<i>Notes:</i> Parents will be invited to come to the school to pick up their student report card. Parents will have the opportunity to set up a conference date with teachers discuss their student's performance and what the parents can do at home to assist in their student's learning.					
8/22/17	Title I and Walk the Schedule Night	Complete 09/21/2017	Angela McNeill	06/15/2018	
<i>Notes:</i>					
8/22/17	Report Card pickup	Complete 06/15/2018	All Teachers	06/15/2018	
<i>Notes:</i>					
8/22/17	Log of Connect-ed message	Complete 06/15/2018	Kathy Kirkpatrick	06/15/2018	

<i>Notes:</i>				
8/22/17	Facebook will update students and parents of current events taking place at the school.	Complete 06/15/2018	Crystal Bailey	06/15/2018
<i>Notes:</i>				
8/22/17	Teachers will update their webpages, remind 101, class dojo and/or any other technology updating resources.	Complete 06/15/2018	All Teachers	06/15/2018
<i>Notes:</i>				
8/22/17	Remind 101 for parents to receive text messages of upcoming events occurring at EGMS.	Complete 06/15/2018	Cynthia Mosley	06/15/2018
<i>Notes:</i>				
10/6/20	Hold open houses for potential families to educate potential students/parents about our school.	Complete 08/21/2020	Lundi Hill	08/20/2020
<i>Notes:</i> Due to covid-19 this year's open houses will be virtual.				
8/8/16	Log of connect-ed messages	Complete 06/03/2021	Angela McNeill	06/07/2021
<i>Notes:</i>				
8/8/16	EGMS website will be updated with current events taking place at the school.	Complete 06/03/2021	Lundi Hill	06/07/2021
<i>Notes:</i> EGMS website will need to be current with information.				
8/22/17	Curriculum Night in person/virtual	Complete 06/03/2021	Lundi Hill	06/15/2021
<i>Notes:</i>				
10/25/23	Parents will to be invited to attend walk the schedule night and 3rd quarter report card pickup. Parents will receive student's progress reports during the walk the schedule night and schedule parent/teacher conference as needed.	Complete 06/17/2024	Charlie Smith	04/12/2024
<i>Notes:</i>				
9/30/24	Title I and Walk the Schedule Night	Complete 09/26/2024	William Moore	09/26/2024
<i>Notes:</i> Parents will be presented with the Title I information, pick up progress reports and schedule teacher meetings as needed.				
10/25/23	Curriculum and culture will be held for parents and students to attend.	Complete 02/28/2024	Jimmy Buchanan	03/01/2025
<i>Notes:</i>				
9/30/24	8th grade parents will be invited to attend a High School Options night at Eastern Middle		LaToya Cooke	06/11/2025
<i>Notes:</i>				
9/30/24	AG parents will receive monthly information		Abdullah	06/11/2025
<i>Notes:</i>				

9/30/24	Parents will be invited to attend Eastern's Annual Curriculum and Culture Fair		Betton	06/11/2025
<i>Notes:</i>				
11/3/21	A twitter and instagram account will be created.	Complete 06/11/2024	Lundi Hill	06/10/2424
<i>Notes:</i>				
Implementation:		07/24/2024		
Evidence	7/24/2024 connect ed. and updated web pages.			
Experience	7/24/2024 Principal sent out connect ed. communication. Ms. Hill updated the school website. However, team did not fill that this indicator did enough to facilitate individual parent/ teacher communication.			
Sustainability	7/24/2024 Team will continue to use connect ed and other media to communicate with parents			