

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:

By June 2023 Overall performance composite will increase from 22.1 to 28.1 as evidenced by the English 2, Math 1, Math 3, and Biology End of Course Assessments. (Indicators: A1.07; A4.06; B1.03, A2.04).

By June 2023 the percentage of chronically absent students will decrease from 51.8%to 41.8% as indicated by % average daily attendance, monthly PMR report and student attendance data (A1.07 & A4.06)

By June 2024 the number of lost instructional days for students will decrease by 15 % from 1565 days to 1330 as evidenced by percentage of students receiving OSS and total number of incidents. (A1.07 & A4.06)

By June 2023 Leadership will actively facilitate MTSS in SIP improving from emerging/developing to operationalizing as evidenced by FAM-S data (C2.01, B1.03, B2.03)



! = 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

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<p>How it will look when fully met:</p>	<p>EGHS teachers and students can explain and model school wide expectations and class specific expectations with fidelity, ensuring standards-driven, bell-to-bell instruction. Students, faculty and families will be able to access independently Staff and Student Handbooks for EGHS and GCS.</p> <p>PLCs and departments will utilize research-based practices to ensure classroom expectations are communicated effectively, lessons include a variety of instructional methods to ensure student engagement. Administration will be present in planning meetings to respond to school wide expectation concerns regularly. Examples of practices that will be observable in classrooms include bell-to-bell instruction, positive parent contacts made early in the course, learning targets/essential standards will be referenced during instruction and serve as formative assessments to check student understanding. Key procedures and classroom management policies will be included in the course syllabi and taught in the first days of each semester to ensure student understanding of expectations and communicated with families. Each teacher will have an intentional classroom management plan that involves teachers' actions, parent contacts and administrative support. Additionally, each teacher establishes and teaches procedures quickly to ensure students understand classroom expectations. The principal, assistant principals, curriculum facilitator and career development coordinator observe classes regularly to ensure that class and school expectations are met, and student behavior is appropriate.</p> <p>EGHS data will see a decrease in loss of instructional days and percentage of students who are classified as chronically absent annually. The performance composite data for EGHS will improve annually.</p>		<p>Darrell Harris</p>	<p>06/09/2023</p>
<p>Actions</p>		<p>7 of 8 (88%)</p>		
	<p>9/17/21 Intentionally involved coaches more and require each coach to have an action plan that includes monitoring of grades, absences, and disciplinary issues with regard to their team's overall grade point average, overall school attendance, and the team's disciplinary history. Require each coach to submit an 'in-season' plan of action and an 'out-of-season' plan of action to ensure their student-athletes are held accountable throughout the year and not just during the team's season.</p>	<p>Complete 06/03/2022</p>	<p>Katie Cranfill</p>	<p>06/03/2022</p>

<i>Notes:</i>				
9/6/22	To attain this indicator during the 2022-2023 school year and beyond Eastern Guilford High School students will receive copies of the EGHS and GCS handbooks digitally at the start of each school year. These updated handbooks will also be available on the school website annually. Wildcat time will be used to go over key procedures and guidelines at the beginning of each semester. The first week of each semester will be used to remind and reinforce student expectations.	Complete 09/01/2022	Captoria Clark	09/01/2022
<i>Notes:</i>				
9/6/22	To attain this indicator EGHS will have standard operating procedures in place in all classrooms to serve as a guideline for classroom management	Complete 01/26/2023	Darrell Harris	01/26/2023
<i>Notes:</i>				
9/6/22	EGHS Will implement social contracts for classroom management in the Spring semester of the 2022-2023 School year	Complete 02/03/2023	Darrell Harris	01/26/2023
<i>Notes:</i>				
9/6/22	EGHS Staff will be trained on how to create a social contract to facilitate classroom management.	Complete 01/26/2023	Darrell Harris	01/26/2023
<i>Notes:</i>				
9/6/22	EGHS Administration will provide materials for Wildcat time at the beginning of each semester to ensure each student is receiving the same material.	Complete 01/27/2023	Emily Stevenson	02/01/2023
<i>Notes:</i>				
9/6/22	All students will receive instruction on attendance expectations in WildCat time to ensure consistent expectations and reinforcement of classroom expectations.	Complete 01/26/2023	Melanie Littlejohn-Lee	02/02/2023
<i>Notes:</i>				
9/6/22	EGHS Administration will attend PLC's, department meetings and planning meetings to ensure school expectations are clear, classroom expectations are planned and executed.		Darrell Harris	06/09/2023
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Teachers will work in PLC's with curriculum specialist, administration and county resources to develop standards-aligned units of instruction for each course. Content departments and department chairs monitor teacher lesson plans and instruction to ensure they align with instructional standards from the district. Common course PLC's will collaborate to create a syllabus and a common pacing/concept guide. Common PLC's will analyze data, develop and/or utilize data tools and data sources when planning instruction. When this indicator is complete, all PLC's will show evidence of standards aligned formative assessments, standards aligned units, and meeting notes reflecting a focus on planning and curriculum.		Captoria Clark	06/03/2024
Actions			0 of 5 (0%)		
	9/6/22	During the 2022-2023 School year PLC's will meet regularly and attend all county common course/subject PLC meetings. The department meetings will focus on common instructional practices, common procedures, and providing professional support.		Captoria Clark	06/09/2023
<i>Notes:</i>					
	9/17/21	Analyze the 2020 NCTWCS data and determine three areas of the survey that would support our goal of increasing teacher leadership capacity.		Captoria Clark	06/03/2024

<i>Notes:</i>			
9/17/21	Analyze current teacher leadership opportunities and create more opportunities for staff to lead in meaningful ways throughout the school.		Captoria Clark 06/03/2024
<i>Notes:</i>			
9/17/21	Decrease teacher turnover rate.		Captoria Clark 06/03/2024
<i>Notes:</i>			
9/17/21	Create and analyze a staff survey that targets their views and thoughts on current leadership opportunities and asks for their help in creating more opportunities.		Captoria Clark 06/03/2024
<i>Notes:</i>			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

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 MyPerspectives/SAVVAS 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 myPerspectives, 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.

2022-2023 The math department utilizes the Open Up Resources. The curriculum support provides aligned standards. Coaching from OUR to

Limited Development
08/31/2016

ensure implementation.

During the 2021-2022 School year, Eastern Guilford High School recognized that students needed remediation, enrichment, connectedness, SEL and grade level support during the school day. Therefore, we created a schedule that allowed for a dedicated time weekly, Wildcat Time. During the 2022-2023 school year we plan to continue to refine and assess Wildcat Time.

How it will look when fully met:

By June of 2024, 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.

When this indicator is fully met, teachers will use a tiered instructional system to meet their students learning needs. Additionally, our MTSS team will meet regularly to discuss at-risk students and provide support and instructional recommendations to those students’ teachers. Staff will be knowledgeable about tier 2 and 3 interventions, structures and supports. Teachers will implement these tools to aid struggling students. Teachers will have an understanding of MTSS, what it looks like at EGHS, their role in the process, and its impact on students. At-Risk students will be designated based on student achievement data, remediation information, teacher notes, attendance data, classroom performance, and other data sources. The MTSS team will determine strategies to help at-risk students, will monitor students progress and learning needs and will offer recommendations to teachers to assist the students.

Emily Stevenson

06/07/2024

Actions

1 of 3 (33%)

10/18/22	EGHS will utilize Title 1 funds to purchase two behavioral support positions that will be used to assist the administration team and teachers with intervention and support of student behaviors.	Complete 09/14/2022	Darrell Harris	09/01/2022
<i>Notes:</i>				
9/6/22	During the 2022-2023 School year EGHS will continue to strengthen its MTSS process by strengthening our MTSS team, establishing a MTSS meeting schedule, and educating teachers on the MTSS process.		Emily Stevenson	06/08/2023
<i>Notes:</i>				
9/6/22	During the 2022-2023 School year EOC courses will utilize common assessment tools and other resources to create/give formative assessments to help monitor student progress and assess student mastery and learning needs. Department chairs and administration will monitor and check that these assessments are occurring with fidelity. Data from assessments will be analyzed to target students needing interventions and which students need targeted remediation		Captoria Clark	06/09/2023
<i>Notes:</i>				

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>	<p>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.</p> <p>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.</p>	Limited Development 08/31/2016			
<i>How it will look when fully met:</i>	<p>Eastern Guilford High School will maintain, and network of students support personnel to see to students' emotional needs, including but not limited to guidance counselors, school social worker, graduation coach, and a behavior support specialist. These individuals will aid at-risk students and those needing support emotionally, navigating difficult situations and building a tool-kit of strategies to ensure success. All staff members will assist in disseminating information to students during Wildcat time. Additionally, our school will work to adopt and create programs and clubs to ensure our attentiveness to our students' emotional states and well-being.</p>		Vanessa McNeil	06/07/2024	
Actions			2 of 7 (29%)		
	9/17/21	Intentionally involved coaches more and require each coach to have an action plan that includes monitoring of grades, absences, and disciplinary issues with regard to their team's overall grade point average, overall school attendance, and the team's disciplinary history. Require each coach to submit an 'in-season' plan of action and an 'out-of-season' plan of action to ensure their student-athletes are held accountable throughout the year and not just during the team's season.	Complete 06/03/2022	Katie Cranfill	06/03/2022
<i>Notes:</i>					

10/18/22	EGHS will utilize Title 1 funds to purchase two behavioral support positions that will be used to assist the administration team and teachers with intervention and support of student behaviors.	Complete 09/14/2022	Darrell Harris	09/01/2022
<i>Notes:</i>				
9/6/22	EGHS Administration will hold re-entry meetings with any student who receives an OSS consequence of 5 days or greater. The meeting will include administration, counselor, student and parent.		Darrell Harris	06/03/2023
<i>Notes:</i>				
9/17/21	EGHS administration will utilize behavior contracts for any student who receives an OSS consequence of 5 days or greater. The students will receive these contracts at their re-entry meeting upon returning to school		Darrell Harris	06/03/2023
<i>Notes:</i>				
9/17/21	EGHS will create opportunities for at risk students to check in with support staff: graduation coach, social worker, counselors, and administrators		Vanessa McNeil	06/03/2023
<i>Notes:</i>				
9/17/21	EGHS will utilize a variety of pathways for students to complete high school. Including but not limited to College and Career Promise, GAP, NCVPS and ALVS to ensure students reach graduation.		Vanessa McNeil	06/03/2023
<i>Notes:</i>				
9/6/22	EGHS will create check-in protocols where adults meet with students who struggle, behaviorally and/or academically, on a weekly basis.		Vanessa McNeil	06/07/2024
<i>Notes:</i>				

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	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			
<i>How it will look when fully met:</i>	<p>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.</p> <p>Data Used: Counseling PLC minutes, Grade failures, Numbers of students on or below grade level, Dates for calendar events</p>		Vanessa McNeil	06/03/2024	
Actions					
<i>Notes:</i>					

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		Darrell Harris	06/03/2024
<i>Actions</i>			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.		Darrell Harris	06/03/2024
<i>Notes:</i>					
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

<p>How it will look when fully met:</p>	<p>Eastern Guilford High School will maintain an school improvement team voted whose membership is elected by its staff. The team will work together to assess the school, create goals, and to create action steps to ensure progress toward meeting the school goals. The team will meet regularly to review staff concerns, evaluate the SIP and provide opportunities for fidelity checks about progress towards school improvement goals. The team will encourage open communication, sharing of ideas and a solution-based format to lead the school. The team will hold an all group meeting monthly and specific follow-up meeting of planning block meetings, instructional leadership team meetings, EOS/ELL team meetings or department meetings as the second meeting of the month.</p> <p>The team will evaluate strategies, supports and action steps to support school growth as indicated in increased performance composite scores, decreased percentage of chronically absent students, reduction in lost instructional days and FAM-S transition from emerging/developing to operationalizing.</p>		<p>Angela Greene</p>	<p>06/02/2023</p>
<p>Actions</p>		<p>0 of 1 (0%)</p>		
<p>9/6/22</p>	<p>During the 2022-2023 School Year EGHS will create norms and a meeting calendar to continue the work of maintaining fidelity to our plan and vision, creating action steps, and reviewing the implementation of effective practices.</p>		<p>Angela Greene</p>	<p>06/02/2023</p>
<p><i>Notes:</i></p>				

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
<i>Initial Assessment:</i>		<p>Teachers leading Math 1, 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.</p> <p>Additionally this year administrators will use one planning period per week to instruct teachers on a part of the MTSS implementation.</p>	Limited Development 08/31/2016		
<i>How it will look when fully met:</i>		<p>All EGHS teachers will meet at least once per week (or every other week to accommodate workload with COVID online teaching) 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.</p> <p>Teachers will attend MTSS meetings during their planning periods, take notes, and document MTSS strategies.</p> <p>Data Used: Agendas/Minutes from all team meetings</p>		Captoria Clark	06/03/2024
Actions					
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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		Darrell Harris	06/03/2024
<i>Actions</i>					
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		<p>GCS looks at school performance data and aggregated classroom observation data and uses that data to make recommendations for school improvement and professional development needs.</p> <p>EGHS will utilize data from various platforms, observations and surveys to make decisions regarding school improvement and professional development needs for the school. Data discussions will focus on outcomes to improve FAM-S ratings, performance composite scores, attendance, and reduce the loss of instructional days for students.</p> <p>Administration, department leaders and instructional leads will analyze data to plan tasks for students who need help in specific areas and to identify areas of strength and growth within staff to enhance professional development opportunities.</p> <p>Data Used: Classroom/District Benchmarks, PLC minutes</p>		Emily Stevenson	06/03/2024
Actions			0 of 5 (0%)		
	3/6/23	All Teachers will participate in professional development on how to use the Power BI dashboard for data analysis.		Captoria Clark	04/02/2023
<i>Notes:</i>					

9/6/22	During the 2022-2023 School year EGHS EOS team will analyze survey data to ensure students are placed in correct level classes		Emily Stevenson	06/02/2023
<i>Notes:</i>				
9/6/22	EOC/CTE PLC's will analyze benchmark data to adjust instruction		Captoria Clark	06/02/2023
<i>Notes:</i>				
9/6/22	MTSS will analyze data to identify at-risk students including attendance, academic and behavior.		Emily Stevenson	06/02/2023
<i>Notes:</i>				
3/6/23	The Math department will participate in a book study to increase efficacy of implementation of Open Up Resources. Staff will meet monthly to discuss the book and how it might be used to enhance instruction.		Emily Stevenson	06/02/2023
<i>Notes:</i>				

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

<p>How it will look when fully met:</p>	<p>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.</p> <p>Data Used: Observation data, TWC Data, Staff Meeting Acknowledgments</p>		<p>Darrell Harris</p>	<p>06/03/2024</p>
<p>Actions</p>				
<p><i>Notes:</i></p>				

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		At EGHS we believe in involving parents/guardians early and in gaining their input and cooperation in establishing a strong foundation of support to ensure their students' success throughout their high school careers. Regular ConnectEd phone calls and emails will be sent to parents/guardians with information regarding EGHS. The school website, social media sites and SportsYou app will all be updated regularly to ensure that parents are apprised of scheduled activities and to provide key academic information and updates		Captoria Clark	06/03/2024
<i>Actions</i>			3 of 4 (75%)		
9/6/22	2022-2023 School year EGHS will hold a freshman orientation for new ninth graders with a parent meeting following. We will introduce parents to EGHS and student expectations		Complete 10/10/2022	Karen Williams-Dick	08/10/2022
<i>Notes:</i>					
9/6/22	2022-2023 During open house EGHS will have a parent involvement table to collect information from parents who wish to receive increased communication about opportunities within the school		Complete 08/22/2022	Emily Stevenson	08/22/2022
<i>Notes:</i>					
9/6/22	2022-2023 During open house parents will receive information regarding methods of communication and importance of parental involvement.		Complete 08/22/2022	Emily Stevenson	08/22/2022
<i>Notes:</i>					

9/6/22

2022-2023 School year EGHS will utilize ConnectEd and Blackboard Messaging and social media to ensure parents and families are aware of the opportunities available for learning.

Darrell Harris

06/08/2023

Notes: