

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 2026, EGHS will increase performance for ELL Learners on the ACCESS exam. This is indicated by the number of students who make adequate progress for the 25-26 school year.

By June 2026, EGHS will show an increase in the percentage of graduating seniors with 12+ credit hours from CCP or AP Scores and/or an industry recognized credential by 3 percentage points.

By June 2026 EGHS will achieve a rating of operationalizing on FAM-S Item 11 (Coaching is used to support MTSS Implementation).



! = 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>		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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<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.	Objective Met 05/01/23	Darrell Harris	06/03/2023
Actions					
	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.	Complete 05/01/2023	Darrell Harris	06/03/2023
	<i>Notes:</i>				
Implementation:			05/01/2023		
Evidence	5/1/2023 - See Hierarchy chart in artifacts list.				
Experience	5/1/2023 - GCS has an effective plan in place to maintain the LEA support and Improvement team process. The district has a team that includes various stakeholders to ensure schools are supported and represented				

Sustainability		5/1/2023 - Continual focus on improvement will be necessary to sustain the district efforts. Personnel will need to attend offered professional development and implement into schools and classrooms			
	B1.02	The Leadership Team serves as a conduit of communication to the faculty and staff.(5857)	Implementation Status	Assigned To	Target Date
Initial Assessment:		EGHS has an established school based leadership team to carry out the school improvement team. The team consists of representatives of each department, classified staff, treasurer, parent and administration and meets monthly. Additionally departments are represented by department chairs that meet monthly. During the monthly meetings representatives/chairs are given an opportunity to share feedback from their constituents, receive information and provide input on school needs. Staff are provided a schoolwide Canvas page with weekly information regarding day-to-day information, professional development and expectations.	Limited Development 07/10/2023		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		By June of 2025 faculty and staff will receive clear and regular two way communication that includes transparency, explanations, and opportunities for feedback between school based leadership team and staff members. The team will use teacher working conditions survey results, SIT minutes, Department chair minutes and staff emails to determine when this objective is fully met.	Objective Met 06/17/25	Stephen Cannuli	05/06/2025
Actions					
7/10/23	EGHS will create an electronic feedback method for staff to share feedback, concerns, questions with SIT.	Complete 10/03/2023	Marquise Broadnax	10/03/2023	
<i>Notes:</i>					
7/10/23	The SBLT chair will post the SIT minutes to indistar	Complete 01/26/2024	Stephen Cannuli	01/27/2024	
<i>Notes:</i>					
7/10/23	The SIT agenda will include a department feedback item monthly	Complete 01/26/2024	Stephen Cannuli	01/27/2024	
<i>Notes:</i>					
7/10/23	EGHS will use an electronic feedback method for staff to share feedback, questions and concerns with SBLT.	Complete 01/26/2024	Stephen Cannuli	01/27/2024	
<i>Notes:</i>					

	7/10/23	The SBLT Chair will email the staff with the minutes for SIT meetings and progress.	Complete 01/07/2025	Stephen Cannuli	10/30/2024
	<i>Notes:</i>				
	2/14/25	The department representative will update/share/collect feedback from their department at each department meeting.	Complete 04/01/2025	Stephen Cannuli	04/01/2025
	<i>Notes:</i>				
	Implementation:		06/17/2025		
	Evidence	6/17/2025 Staff surveys, SIT agendas, emails			
	Experience	6/17/2025 The leadership team has strengthened communication through regular SLT and admin meetings, shared agendas/minutes, and a weekly digital staff update. We prioritize two-way communication using feedback surveys, staff meeting discussions, and informal walkthroughs. These strategies ensure clarity, promote transparency, and foster a culture where staff feel informed and heard.			
	Sustainability	6/17/2025 To sustain and strengthen our efforts in meeting B1.02, we will continue to prioritize consistent communication structures, including timely updates and regular leadership meetings. Ongoing efforts will focus on refining feedback systems to ensure staff voices inform decision-making. Additionally, we will work to build leadership capacity across teams to ensure communication remains clear, consistent, and aligned with school goals—even during leadership transitions or periods of change. Monitoring staff input and adjusting communication methods as needed will be key to maintaining trust and engagement.			
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

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<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>		Objective Met 05/01/23	Darrell Harris	06/02/2023
Actions					
	9/6/22	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.	Complete 06/02/2023	Angela Greene	06/02/2023
	<i>Notes:</i>				
	3/16/23	During the 2022-2023 school year EGHS will hold bi-monthly meetings which discuss the monitoring of indicators. Minutes will be uploaded in NCStar.	Complete 06/02/2023	Angela Greene	06/02/2023
	<i>Notes:</i>				
Implementation:			05/01/2023		
Evidence	5/1/2023 Agendas, SIP, Minutes				

Experience		5/1/2023 EGHS School based leadership team met monthly. It was comprised of voted representatives of staff. Sub meetings, Planning block meetings and instructional leadership team meetings met monthly as well to continue the implementation of SIP			
Sustainability		5/1/2023 The team will need to uphold its dedication to meeting bimonthly, focus on school improvement and participation in FAM-S.			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers leading Math 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. Additionally this year administrators will use one planning period per week to instruct teachers on a part of the MTSS implementation.	Limited Development 08/31/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All EGHS teachers will meet at least once per week with each content area to plan and reflect on the teaching and learning in their classrooms. Meeting agendas/minutes are uploaded to Canvas for the curriculum facilitator and administration to review weekly. Minutes will reflect discussion of instructional strategies and data tracking that align to standards and student success. Teachers will attend MTSS meetings during their planning periods, take notes, and document MTSS strategies. Data Used: Agendas/Minutes from all team meetings	Objective Met 03/03/25	Darrell Harris	06/06/2025
Actions					
	5/1/23	EOC Teachers will be given common planning in the matrix development	Complete 08/29/2022	Vanessa McNeil	08/25/2022
<i>Notes:</i>					

5/1/23	Teachers are provided a schedule for school wide supervision duties that does not interfere with planning and instructional needs	Complete 01/30/2023	Karen Williams	01/30/2023
<i>Notes:</i>				
5/1/23	All EOC teachers will meet weekly with PLCs to discuss content, pacing, assessments, student progress and adjustments to instruction	Complete 06/07/2024	Captoria Clark	06/09/2024
<i>Notes:</i>				
6/13/24	All non EOC or CTE teachers will be twice a month with PLCs to discuss content, pacing, assessments, student progress and adjustments to instruction. This will be reviewed by SIT at during the January SIT meeting	Complete 01/07/2025	Captoria Clark	01/07/2025
<i>Notes:</i>				
10/24/24	Math 3 will meet regularly with the NTN Math Coach to review data, instructional strategies and review the instructional rounds data. This will become routine by end of 1st semester.	Complete 02/04/2025	Captoria Clark	01/28/2025
<i>Notes:</i>				
6/13/24	ALL CTE teachers will meet with their assigned district PLC bi weekly. This will become routine by the end of the 1st semester.	Complete 01/28/2025	Amy Whitley	01/28/2025
<i>Notes:</i>				
Implementation:		03/03/2025		
Evidence	6/13/2024 Teachers meet regularly for instructional planning with support from CF, CDM, Administration and coaches. Staff are provided duty assignments at the beginning of each school year that distributes the responsibilities. The matrix is designed with intentionality to provide common planning for EOC courses and as many others as possible.			
Experience	6/13/2024 Creating intentional expectations, procedures and policies surrounding duties and instructional planning has prioritized teacher responsibilities.			
Sustainability	6/13/2024 Consistent reflection on policies and procedures to ensure they are still meeting student needs as well as maintaining monitoring of implementation and fidelity of teacher actions.			

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>		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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<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	Objective Met 10/17/25	Darrell Harris	10/10/2025
Actions					
	5/1/23	Administration will create and use a unified walkthrough template to provide consistent feedback to teachers.	Complete 11/29/2023	Darrell Harris	11/29/2023
<i>Notes:</i>					
	5/2/23	Administration will meet with Academic Coaches in Math and English to review coaching observations and identify needs.	Complete 06/07/2024	Captoria Clark	06/09/2024
<i>Notes:</i>					
	7/11/23	Curriculum Facilitator and Career Development Coordinator will meet with assigned PLCs regularly to address instructional needs	Complete 06/07/2024	Captoria Clark	06/09/2024
<i>Notes:</i>					
	6/13/24	EGHS Administration will share the walkthrough template with department chairs.	Complete 08/23/2024	Darrell Harris	08/30/2024
<i>Notes:</i>					
	6/13/24	A walkthrough calendar will be created annually for administrators, CF and CDM to visit all classes every two weeks	Complete 08/23/2024	Captoria Clark	08/30/2024

<i>Notes:</i>				
10/24/24	Administration will meet with assigned department members quarterly to review grade reflections and walkthrough data. This will become routine by end of 1st semester.	Complete 01/28/2025	Darrell Harris	01/28/2025
<i>Notes:</i>				
5/1/23	Administration will meet with assigned department members quarterly to review grade reflections and walkthrough data.	Complete 06/10/2025	Darrell Harris	06/10/2025
<i>Notes:</i>				
5/1/23	Administrative team will meet monthly for review of trends in walkthroughs and observations.	Complete 10/01/2025	Darrell Harris	10/01/2025
<i>Notes:</i>				
Implementation:		10/17/2025		
Evidence	10/17/2025 -meeting notes -NCEES -Observation Plan -Walkthrough schedule and data			
Experience	10/17/2025 The administrative team creates a schedule that allows them to consistently observe classrooms and support instruction.			
Sustainability	10/17/2025 Accountability measures will be needed to maintain the schedule and expectations			

	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:			EGHS Leadership consistently collaborates with appropriate stakeholders in making budgetary decisions. EGHS reviews allocation of resources to support school needs bi-annually. Leadership coordinates with school improvement goals to spend required and discretionary funds to align with identified student needs. Input from stakeholders, data and directives are used to allocate staffing annually. Wildcat time was created to maximize instructional time and support the mission of the school.	Limited Development 09/19/2023		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			EGHS resource allocation will be aligned to its instructional priorities when spending, staff allocation, instructional time and distribution of resources match the school improvement plan priorities and goals.		Darrell Harris	06/05/2026
Actions				14 of 19 (74%)		
	10/27/23	Within the 2023-24 school year, our school identified the following resource inequity: targeted intervention for at risk students. As a result, our school plans to mitigate this inequity by purchasing two behavior support positions using title 1 funding		Complete 08/17/2023	Darrell Harris	08/22/2023
<i>Notes:</i>						
	10/20/23	Within the 2023-24 school year, our school identified the following resource inequity: time dedicated for social emotional learning. As a result, our school plans to mitigate this inequity by creating an alternate schedule on Thursday's allocating 50 minutes weekly to student needs.		Complete 08/21/2023	Darrell Harris	08/28/2023
<i>Notes:</i>						
	10/24/23	Within the 2023-24 school year, our school identified the following resource inequity: classroom size. As a result, our school plans to mitigate this inequity by paying for two classroom teachers using Title 1 funds for the 2023-2024 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.		Complete 08/28/2023	Jennifer Brooks	08/28/2023
<i>Notes:</i>						

10/24/23	Within the 2023-24 school year, our school identified the following resource inequity classroom size. As a result, our school plans to mitigate this inequity by employing a teacher on an extended employment agreement to teach 4 blocks a day to reduce the English 4 class sizes. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 09/15/2023	Marquise Broadnax	09/16/2023
<i>Notes:</i>				
10/31/23	Within the 2023-24 school year, our school identified the following resource inequity: professional development attendance. As a result, our school plans to mitigate this inequity by paying for the cost of substitutes for teachers to attend professional development outside the school building. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 05/03/2024	Jennifer Brooks	05/07/2024
<i>Notes:</i>				
9/19/23	Leadership will review the budget with the school improvement team, data metrics and district planning information to ensure resources are allocated to meet goals for the 2024-2025 school year.	Complete 06/07/2024	Darrell Harris	06/07/2024
<i>Notes:</i>				
10/24/23	Within the 2023-24 school year, our school identified the following resource inequity: efficacy measures. As a result, our school plans to mitigate this inequity by identifying data metrics and outcomes for action steps associated with budgeted items.	Complete 06/07/2024	Darrell Harris	06/30/2024
<i>Notes:</i>				
10/15/24	Within the 2024-25 school year, our school identified the following resource inequity: classroom size. As a result, our school plans to mitigate this inequity by paying for two classroom teachers using Title 1 funds for the 2024-2025 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 08/20/2024	Jennifer Brooks	08/20/2024
<i>Notes:</i>				
10/15/24	Within the 2024-25 school year, our school identified the following resource inequity: professional development attendance. As a result, our school plans to mitigate this inequity by paying for the cost of substitutes for teachers to attend professional development outside the school building. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 05/20/2025	Jennifer Brooks	05/24/2025
<i>Notes:</i>				

10/15/24	Within the 2024-25 school year, our school identified the following resource inequity: student participation in college and career promise courses due to cost of books and materials. As a result, our school plans to mitigate this inequity by paying for the cost of books and materials for students to participate in CCP courses. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 05/20/2025	Whitney Brown	05/27/2025
<i>Notes:</i>				
9/19/25	Within the 2025-26 school year, our school identified the following resource inequity: teacher coaching and staff development. As a result, our school plans to mitigate this inequity by paying for an MCL2 for Math using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 09/30/2025	Jennifer Brooks	09/30/2025
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: student post secondary planning and community involvement. As a result, our school plans to mitigate this inequity by paying for a youth development coordinator position using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 09/30/2025	Jennifer Brooks	09/30/2025
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: student post secondary planning and community involvement. As a result, our school plans to mitigate this inequity by paying for a EIT position using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 09/30/2025	Jennifer Brooks	09/30/2025
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: student proficiency on EOCs. As a result, our school plans to mitigate this inequity by paying for a MCL 2 Differential and 2 EIT Differentials using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 09/29/2025	Jennifer Brooks	09/30/2025
<i>Notes:</i>				

10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: technology support for students and device management. As a result, our school plans to mitigate this inequity by paying for technology assistant 50% using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.		Jennifer Brooks	10/31/2025
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: teacher material needs. As a result, our school plans to mitigate this inequity by paying for supplies and materials using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.		Jennifer Brooks	01/20/2026
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: student exposure to opportunities. As a result, our school plans to mitigate this inequity by paying for field trips using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.		Jennifer Brooks	01/30/2026
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: parent engagement. As a result, our school plans to mitigate this inequity by paying for contracted services, postage, supplies and materials and food for engagement events using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.		Melanie Littlejohn-Lee	02/28/2026
<i>Notes:</i>				
10/6/25	Within the 2025-26 school year, our school identified the following resource inequity: student tracking and follow up to address attendance concerns. Our school plans to mitigate this inequity by paying for EEA's for teachers to make parent phone calls, develop attendance plans and collaborate with teachers using Title 1 funds for the 2025-2026 school year. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.		Melanie Littlejohn-Lee	05/30/2026
<i>Notes:</i>				
Implementation:		06/13/2024		
Evidence	6/13/2024 Title 1 compact, family engagement compact, Wildcat Time schedule, professional development plan.			

Experience	6/13/2024 EGHS SBLT team worked to ensure that budget allocations, Title 1 funding supported the instructional goals within the SIP			
Sustainability	6/13/2024 Continued review of the budget allocations with SBLT and discussion surrounding funding and allocation of resources			

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

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

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<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>		Objective Met 10/17/25	Darrell Harris	06/03/2025
Actions					
5/2/23	Administration will select representatives to attend GCS recruitment fairs		Complete 06/08/2023	Darrell Harris	06/09/2023
<i>Notes:</i>					
5/2/23	EGHS will utilize community, PTO and school resources to show appreciation for teachers. These may include luncheons, treats, thank you cards, etc.		Complete 06/07/2024	Darrell Harris	06/09/2024
<i>Notes:</i>					
5/2/23	EGHS will follow the state and district guidelines for evaluation process using the NCEES system from NCDPI.		Complete 06/07/2024	Karen Williams	06/09/2024
<i>Notes:</i>					
5/2/23	EGHS will implement a structured on-boarding process. Teachers new to EGHS and Beginning teachers will be provided information and professional development specific to the needs of EGHS.		Complete 06/14/2024	Captoria Clark	06/28/2024
<i>Notes:</i>					
6/13/24	EGHS Administration will include relevant staff members in interview process for open positions.		Complete 09/01/2024	Darrell Harris	08/30/2024
<i>Notes:</i>					
6/13/24	EGHS will hold First Friday meetings monthly to celebrate accomplishments, build relationships among staff and distribute information		Complete 10/31/2024	Marquise Broadnax	10/30/2024
<i>Notes:</i>					
10/24/24	Administration will hold professional development for Peer Observers on the NCEES tool and the NCDPI teacher evaluation instrument.		Complete 02/04/2025	Emily Stevenson	02/05/2025
<i>Notes:</i>					

3/3/25	Administration will create a staff intent form that included the question "Is this a good place to work?" from the NCTWS to measure Mid-year progress	Complete 03/04/2025	Darrell Harris	03/04/2025
<i>Notes:</i>				
Implementation:		10/17/2025		
Evidence	3/3/2025 Data from mid year survey, 2024 TWCS data, survey responses from recruitment processes and celebration data.			
Experience	3/3/2025 The leadership team has been intentional in creating opportunities to evaluate our effectiveness in recruiting, retaining and rewarding top talent. Based on the most recent survey data the school is progressing in a positive direction.			
Sustainability	3/3/2025 The leadership team will need to continue all current efforts to evaluate recruitment and retention and respond to any shifts in data.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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	01/29/2026
Actions			6 of 9 (67%)		
	3/6/23	All EOC Teachers will participate in professional development on how to use the Power BI dashboard for data analysis.	Complete 03/08/2023	Captoria Clark	04/02/2023
<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.	Complete 06/02/2023	Emily Stevenson	06/02/2023
<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	Complete 06/02/2023	Emily Stevenson	06/02/2023
<i>Notes:</i>				
10/27/23	Learning Hub champions will implement a data-driven tutoring plan for all students focused on their needs in the following areas: high-dosage tutoring, enrichment, and grade recovery	Complete 11/07/2023	Captoria Clark	11/07/2023
<i>Notes:</i>				
9/6/22	EOC/CTE PLC's will analyze benchmark data to determine standards that need remediation and students who need interventions	Complete 06/02/2024	Captoria Clark	06/02/2024
<i>Notes:</i>				
6/13/24	CCM will identify CTE concentrators who qualify to take the ACT WorkKeys test and will provide review sessions prior to testing.	Complete 05/20/2025	Amy Whitley	05/20/2025
<i>Notes:</i>				
9/6/22	MTSS will analyze data to identify at-risk students including attendance, academic and behavior.		Emily Stevenson	11/22/2025
<i>Notes:</i>				
6/13/24	EGHS will establish an MTSS team that meets quarterly to review at risk data and identify students who need interventions.		Emily Stevenson	01/29/2026
<i>Notes:</i>				
10/17/25	Curriculum Facilitator and MCL-Math will work with district support for professional development on Coaching Cycles to support teachers		Yvette Hubbard	06/23/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		EGHS teachers use PLCs, benchmarks and assessment data to identify student mastery of materials.	Limited Development 07/10/2023		
<i>How it will look when fully met:</i>		<p>EGHS teachers will utilize formative and summative assessments regularly in courses to determine the effectiveness of instruction. Using classroom, district and state data teachers will adjust instructional methods, structures and processes in classrooms. Using classroom, district and state data the school will adjust instructional assignments and teacher professional development.</p> <p>EGHS will use overall composite scores, NC School report card, EOC data, graduation rate and student retention data to determine full implementation.</p>		Captoria Clark	06/15/2026
Actions			6 of 8 (75%)		
	10/27/23	The Curriculum Facilitator will provide monthly professional development focused on the analysis of student data both formative and summative to support intentional planning for academic interventions and enrichment	Complete 01/22/2024	Captoria Clark	01/30/2024
<i>Notes:</i>					
	1/2/24	EOC PLCs will participate in instruction on data analysis methods,	Complete 02/29/2024	Captoria Clark	03/01/2024
<i>Notes:</i>					
	10/27/23	Teachers will participate in presenting their data and intervention and enrichment strategies to peers in professional learning communities to collaborate on best practices	Complete 06/07/2024	Captoria Clark	06/05/2024
<i>Notes:</i>					

6/13/24	The curriculum facilitator will provide monthly professional development focused on evaluation methods and analysis of data to maximize student learning.	Complete 10/30/2024	Captoria Clark	10/30/2024	
<i>Notes:</i>					
3/3/25	Administration will hold benchmark data review meetings with EOC teachers after each benchmark window.	Complete 05/20/2025	Darrell Harris	05/05/2025	
<i>Notes:</i>					
3/3/25	Administration will maintain and discuss projection documents for all EOC subjects. These documents will be used to facilitate data conversations.	Complete 06/10/2025	Emily Stevenson	06/15/2025	
<i>Notes:</i>					
3/3/25	Administration will review EC Progress Monitoring data for Inclusion EOC courses to assess needs.		Darrell Harris	12/20/2025	
<i>Notes:</i>					
3/3/25	Administration will maintain and discuss projection documents for non-tested subjects. These documents will be used to facilitate data conversations surrounding standards.		Marquise Broadnax	06/15/2026	
<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>		<p>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.</p> <p>In addition, the EC department regularly plans, co-teaches, and tracks data through IEP systems to ensure equitable access to education for all students.</p> <p>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</p>	Limited Development 08/31/2016		

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 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.

<p>How it will look when fully met:</p>	<p>By June of 2025, 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.</p> <p>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.</p> <p>Evidence of this will be PLC meeting notes, intervention matrices, Professional development attendance rosters, professional development materials, Wildcat Time calendar that includes remediation/enrichment schedule.</p>		<p>Emily Stevenson</p>	<p>11/28/2025</p>
<p>Actions</p>		<p>11 of 13 (85%)</p>		
<p>10/18/22</p>	<p>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.</p>	<p>Complete 09/14/2022</p>	<p>Darrell Harris</p>	<p>09/01/2022</p>
<p><i>Notes:</i></p>				
<p>9/6/22</p>	<p>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.</p>	<p>Complete 06/08/2023</p>	<p>Emily Stevenson</p>	<p>06/08/2023</p>
<p><i>Notes:</i></p>				

10/26/23	Within the 2023-2024 school year our TSI-AT school will implement the following evidence based interventions to increase our overall performance: Sheltered ESL Biology Class paired with 3Ls of Science	Complete 08/28/2023	Whitney Brown	08/28/2023
<i>Notes:</i>				
10/26/23	Within the 2023-2024 school year our TSI-AT school will implement the following evidence based interventions to increase our overall performance: Co-taught ESL English 2 and English 4 courses paired with 3Ls of Language	Complete 08/28/2023	Whitney Brown	08/28/2023
<i>Notes:</i>				
10/26/23	Within the 2023-2024 school year our TSI-AT school will implement the following evidence based interventions to increase our overall performance: ELL students will participate in an developmental communications course during their first year enrolled at EGHS.	Complete 08/28/2023	Whitney Brown	08/28/2023
<i>Notes:</i>				
9/6/22	Within the 2023-24 school year, our TSI-AT school will implement the following evidence-based interventions to increase overall student performance: common formative assessments. PLC's will develop and administer CFA's (minimum of 1 per unit). 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	Complete 01/19/2024	Captoria Clark	01/19/2024
<i>Notes:</i>				
10/27/23	Within the 2023-24 school year, our TSI-AT school will implement the following evidence-based interventions to increase overall student performance: ELL interventions and supports. Staff will participate in professional development focused on instructional practices tailored to the needs of ELL students.	Complete 04/05/2024	Captoria Clark	04/06/2024
<i>Notes:</i>				
10/24/24	Available data will be shared with SBLT monthly regarding attendance, days of lost instruction due to discipline, benchmark or EOC scores, etc	Complete 02/03/2025	Darrell Harris	12/03/2024
<i>Notes:</i>				
10/24/24	SBLT will create an action plan to increase implementation of MTSS	Complete 04/01/2025	Elise MacIntosh	03/30/2025
<i>Notes:</i>				

9/30/24	EGHS teachers will have PD on MTSS process, key terms and implications at the high school level. Teachers will choose to attend one of two sessions offered during the school year.	Complete 05/12/2025	Elise MacIntosh	05/06/2025
<i>Notes:</i>				
9/26/24	Within the 2024-2025 school year, EGHS 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.	Complete 06/10/2025	Elise MacIntosh	06/09/2025
<i>Notes:</i>				
5/30/24	EGHS MTSS team will meet quarterly to assess student and school needs. This will become routine by the end of quarter 3.		Yvette Hubbard	11/28/2025
<i>Notes:</i>				
10/17/25	Math 3 and English 2 teachers will participate in Coaching Cycles with MCL and CF to support differentiation, MTSS, and instructional levers to promote student growth.		Yvette Hubbard	05/30/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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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
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<p>Initial Assessment:</p>	<p>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.</p> <p>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.</p> <p>2022-2023: Teachers implemented social contracts within classrooms to enhance student voice and involvement in the educational process. EGHS plans to continue the use of social contracts in the 23-24 school year.</p>	<p>Limited Development 09/05/2017</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>	

<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>Objective Met 10/17/25</p>	<p>Darrell Harris</p>	<p>06/05/2026</p>
<p>Actions</p>				
<p>9/17/21</p>	<p>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	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	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 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 or CF/CDM will attend PLC's, department meetings and planning meetings to ensure school expectations are clear, classroom expectations are planned and executed.	Complete 06/07/2024	Darrell Harris	06/09/2024
<i>Notes:</i>				
5/1/23	EGHS Administrators will regularly observe classes during walkthroughs to monitor implementation of Standard Operating procedures.	Complete 11/05/2024	Darrell Harris	10/31/2024
<i>Notes:</i>				
3/3/25	SBLT will create a school wide cellphone policy.	Complete 01/15/2025	Stephen Cannuli	01/30/2025
<i>Notes:</i>				

3/3/25	SBLT will create an implementation plan and monitor progress throughout the semester of the school wide cell phone plan	Complete 06/13/2025	Stephen Cannuli	06/15/2025
<i>Notes:</i>				
Implementation:		10/17/2025		
Evidence	10/17/2025 -social contracts -course syllabi -cell phone policy -plc notes			
Experience	10/17/2025 As a school the consistency increased over time to ensure that teacher employ effective classroom management.			
Sustainability	10/17/2025 -maintaining training and communication on expectations within the building.			

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		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<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.		Objective Met 10/17/25	Captoria Clark	01/30/2026
Actions					
	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.	Complete 06/09/2023	Captoria Clark	06/09/2023
<i>Notes:</i>					
	10/26/23	Math 3 PLC will participate in a model lesson presented by NTN Math Coach	Complete 10/27/2023	Emily Stevenson	10/27/2023
<i>Notes:</i>					

9/17/21	Common Course PLC's will develop syllabi, pacing guides and grading expectations.	Complete 11/07/2023	Captoria Clark	11/07/2023
<i>Notes:</i>				
10/26/23	EOC PLC's will analyze data and target at risk groups using the standard aligned formative assessments created by PLC.	Complete 04/01/2024	Captoria Clark	04/02/2024
<i>Notes:</i>				
9/17/21	EOC PLC's will analyze data provided by district (interim assessments, MAP, EOC projections) to adjust instruction.	Complete 06/07/2024	Captoria Clark	06/03/2024
<i>Notes:</i>				
9/17/21	Leadership will analyze the 2024 NCTWCS data and determine three areas of the survey that would support our goal of increasing teacher leadership capacity.	Complete 08/30/2024	Captoria Clark	08/30/2024
<i>Notes:</i>				
5/1/23	EOC PLC's will use district developed unit plans, lessons and materials to plan daily lessons.	Complete 10/31/2024	Captoria Clark	10/31/2024
<i>Notes:</i>				
9/17/21	EOC PLC's will develop standard aligned formative assessments for each unit.	Complete 04/25/2025	Captoria Clark	04/30/2025
<i>Notes:</i>				
Implementation:		10/17/2025		
Evidence	10/17/2025 -PLC Notes -Unit Plans			
Experience	10/17/2025 - Teachers work in PLC's with our CF and Admin to review and adjust materials and assessments for student growth			
Sustainability	10/17/2025 -Continuing to push non-EOC courses to maintain common practices, expectations and assessments			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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>All staff will monitor students for early warning indicators and provide appropriate support for the transition to high school, promotion from grade to grade and graduation. Students will receive support for transition out of high school into college/career by a wide range of course offerings, CCP, CTE and GAP opportunities. Counselors and CDM will support student goals when meeting annually to discuss course progress, registration and current performance. A transparent communication method for students, teachers, administrators and families will be in place to inform stakeholders of the ongoing opportunities to help students succeed in school. Counselors will use a consistent process for tracking student credits, registration process and shared calendar for awards and recognition ceremonies.</p> <p>Full implementation can be verified by Counseling and CDM PLC minutes, decreased retention rates, percentage of students off grade level and shared calendar.</p>		Vanessa McNeil	04/30/2026
Actions			10 of 14 (71%)		
	5/1/23	The counseling department will prepare course sequence guides for students, teachers and parents to facilitate registration and transition planning.	Complete 03/01/2023	Whitney Brown	03/01/2023
<i>Notes:</i>					

5/1/23	Counseling will host a curriculum night for stakeholders to share information regarding registration, AP/CCP/CTE and GAP programs, transition information, career development, college application and financial aid.	Complete 03/15/2023	Whitney Brown	03/15/2023
<i>Notes:</i>				
5/1/23	During the 2022-2023 School year EGHS will host student led conference at the end of Quarter 1 and Quarter 3 for students in danger of failing the semester.	Complete 05/05/2023	Captoria Clark	06/09/2023
<i>Notes:</i>				
5/1/23	The counseling department will meet with students one-on-one to register for the 2023-2024 school year using a consolidated registration tool	Complete 04/28/2023	Vanessa McNeil	06/09/2023
<i>Notes:</i>				
5/1/23	During the 2022-2023 School year EGHS will host college and career representatives during lunches and scheduled student sessions.	Complete 05/05/2023	Vanessa McNeil	06/09/2023
<i>Notes:</i>				
5/1/23	During the 2023-2024 School year EGHS will have a Freshman Academy. Incoming 9th graders will be housed in a specific area of the school building. Staff will be dedicated to the needs and requirements unique to Freshman. Students will participate in activities geared to increasing student successful completion of 9th grade resulting in increased promotion rates.	Complete 06/07/2024	Karen Williams Dick	06/09/2024
<i>Notes:</i>				
5/1/23	During the 2023-2024 School year students will be able to complete online CCP and credit recovery courses during Learning Hub	Complete 06/07/2024	Captoria Clark	06/09/2024
<i>Notes:</i>				
6/13/24	EGHS administration and counseling will analyze promotion rates and identify areas of need.	Complete 08/23/2024	Whitney Brown	08/20/2024
<i>Notes:</i>				
6/13/24	CCM will coordinate a CTE recruitment and pathway night for middle school students to increase awareness of opportunities at EGHS.	Complete 04/01/2025	Angela Page	04/01/2025
<i>Notes:</i>				
9/30/24	EGHS Counselors will audit transcripts annually to gather data on student progress towards graduation and students receiving failing grades due to attendance.	Complete 06/17/2025	Whitney Brown	06/20/2025
<i>Notes:</i>				

9/19/25	EGHS students will have 1-1 advising sessions on course registration that includes direct conversation about post secondary goals.		Shanice Thompson	03/31/2026
<i>Notes:</i>				
6/17/25	EGHS will utilize student ambassadors at CTE and EGHS recruitment events to increase awareness of opportunities and share experiences at EGHS.		Amy Whitley	04/20/2026
<i>Notes:</i>				
9/19/25	EGHS students will be able to articulate the Guilford Guarantee and identify which way they will meet the goal.		Emily Stevenson	05/31/2026
<i>Notes:</i>				
9/19/25	EGHS students will have identified ways they will meet the Guilford Guarantee by graduation.		Shanice Thompson	04/01/2027
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<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>		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.		Vanessa McNeil	01/30/2026
<i>Actions</i>			12 of 13 (92%)		
	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.	Complete 06/02/2023	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	Complete 06/02/2023	Darrell Harris	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.	Complete 06/02/2023	Vanessa McNeil	06/03/2023
<i>Notes:</i>				
7/10/23	EGHS staff will participate in social emotional learning and mental health training for school based needs by the counseling department	Complete 01/22/2024	Whitney Brown	01/30/2024
<i>Notes:</i>				
7/11/23	EGHS will use a recognition program CLAW to celebrate students who represent collaboration, leadership on all levels and accountability is the wildcat way.	Complete 01/30/2024	Emily Stevenson	01/30/2024
<i>Notes:</i>				
1/2/24	EGHS will host student focus groups 3 times annually. These focus groups will gather information from students about their experiences at EGHS and their needs as students.	Complete 05/31/2024	Emily Stevenson	05/15/2024
<i>Notes:</i>				
7/10/23	Administration and counseling will attend training for effective student mediations	Complete 06/07/2024	Whitney Brown	06/07/2024
<i>Notes:</i>				
10/15/24	EGHS will utilize Title 1 funds to purchase one behavioral support positions that will be used to assist the administration team and teachers with intervention and support of student behaviors.	Complete 09/02/2024	Darrell Harris	09/01/2024
<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	Complete 06/06/2025	Vanessa McNeil	06/03/2025
<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.	Complete 09/30/2025	Vanessa McNeil	09/30/2025
<i>Notes:</i>				
6/17/25	EGHS Counseling Team will create processes to ensure all students are able to meet with school counselors, social worker, and/or therapist as needed. This will include a scheduling component managed through the registrar		Vanessa McNeil	10/30/2025
<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>	EGHS consistently analyzes the ongoing efforts to enhance communication with stakeholders. Our methods of communication strive to encourage community engagement, ensure transparency in our operations, provide timely and relevant information and cater to the diverse needs of our stakeholders. EGHS maintains an up-to-date website, social media presence and a public event calendar. We have hosted several parent engagement events using in person and virtual meeting types. We provide newsletters for seniors.	Limited Development 10/15/2024			
<i>How it will look when fully met:</i>	EGHS will implement a comprehensive strategy to regularly communicate with stakeholders that includes regular meetings, timely announcements, various methods of communication, and maintaining an up-to-date website. EGHS will hold regular parent engagement events at locations and times convenient to parents and in collaboration with feeder pattern schools. Announcements and information will be disseminated to stakeholders using school messenger, website, social media, Wildcat Time, document delivery and newsletters. EGHS will use surveys, participation data and website traffic analytics to determine if implementation is effective.		Captoria Clark	06/25/2026	
Actions			1 of 2 (50%)		
10/15/24	Within the 2024-25 school year, our school identified the following resource inequity: parent engagement. As a result, our school plans to mitigate this inequity by paying for the cost of events hosted at feeder schools to address student attendance, academics and student transitions for teachers to attend professional development outside the school building. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 04/25/2025	Melanie Littlejohn-Lee	04/25/2025	
<i>Notes:</i>					
6/17/25	Within the 25-26 school year our school will produce the Wildcat Weekly to keep families informed and distribute information.		Samantha Jackson	01/31/2026	
<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>		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		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<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	Objective Met 06/13/24	Captoria Clark	06/03/2024
Actions					
	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.	Complete 06/08/2023	Darrell Harris	06/08/2023
<i>Notes:</i>				
7/11/23	EGHS will provide information to parents and students regarding the various ways to access information on student academics, social and attendance during Open House	Complete 08/22/2023	Captoria Clark	08/30/2023
<i>Notes:</i>				
10/27/23	EGHS will send daily communications (email and phone) to parents of all students who are absent or tardy one or more block during the school day.	Complete 09/11/2023	Melanie Littlejohn-Lee	09/11/2023
<i>Notes:</i>				
10/27/23	EGHS will send an email to staff daily with a report of students who have been marked unexcused absent for one or more classes during the day in order to ensure accurate attendance reporting and early identification of students who are skipping classes. The report will include which class the student missed.	Complete 10/03/2023	Diamond Garrison	10/03/2023
<i>Notes:</i>				
6/8/23	2023-2024 EGHS will use a communication app school wide to document parent communication.	Complete 02/02/2024	Captoria Clark	02/06/2024
<i>Notes:</i>				
10/31/23	2023-2024 School year EGHS will host parent engagement events targeting Hispanic Families, first generation college student families and several general family engagement events. Title I funds are used to support the corresponding strategies to make the Title I Plan align with the SIP.	Complete 06/07/2024	Melanie Littlejohn-Lee	06/04/2024
<i>Notes:</i>				
Implementation:		06/13/2024		
Evidence	6/13/2024 Family engagement compact, parent night minutes & flyers.			
Experience	6/13/2024 EGHS family engagement worked diligently to increase parent involvement in all areas at EGHS. Various types of parent nights were held including a parent awards night, Hispanic parent night and several college preparation nights.			

Sustainability

6/13/2024

EGHS will need to continue to adapt to family needs as the population changes over time.

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