Comprehensive Progress Report

Mission: The mission of Walter Hines Page High School is to prepare the whole Pirate to strive for academic excellence, obtain individual achievement, pursue postsecondary aspirations, and grow into life-long learners who graduate ready to engage in a global community.

Vision: The focus of Page High School is to improve students' quality of education through their relationships, engagement, morale, and self-discipline while completing coursework. Every student deserves a great education to ignite their passion for learning every day by becoming responsible, life-long learners while contributing to positive community interactions. We must invest in all stakeholders and as we continue to D.R.E.A.M. B.I.G.!

Goals:

By the end of the 2025-26 school year, Page High will increase performance composite on End of Year assessments by 3 % from 55% to 58%.

By June 2026, Page High will achieve a rating of "Operationalizing (2)" on FAM-S Item 21. We will reach this by ensuring that educators actively engage families and students from our diverse population in problem-solving when their children need additional support. We will also provide intensive outreach to unresponsive families to increase their skills in supporting student learning.

By June 2026, in alignment with the Guilford Guarantee, Page HS will implement a GPA monitoring and support system for all 9th grade students, including quarterly check-ins facilitated by teachers, counselors, instructional coaches, and/or administrators, to promote academic progress and early intervention.



! = 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**
Initial Assessment:	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/16/2016		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	**Objective Met 07/21/22**	**Eddie Deaton**	**06/03/2024**
Actions				
9/6/17	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 08/23/2021	District School Improvement Team	08/23/2021
Notes:				
Implementation:		07/21/2022		
Evidence	7/21/2022			
Experience	7/21/2022			
Sustainability	7/21/2022			

	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 leadership team is currently meeting once a month. We are working to create a team focused on effective instructional practices and professional development that successfully and realistically meets the needs of the diverse staff.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:			The Site-based Leadership Team (SLT) will meet twice a month in order to discuss instruction, effective implementation, and data. Decisions will be based upon the data collected and presented and will drive the school improvement plan.	**Objective Met 10/24/24**	**Erik Naglee**	**06/03/2023**
Actions						
9/19/17			The SLT will meet with the regions's SSO, Anna Brady, to participate in training and guidance in order to help the team effectively participate in and work with the School Improvement Plan.	Complete 10/17/2017	Karen Scott	10/17/2017
Notes:						
9/16/19			The SLT will meet twice a month, once on the third Wednesday of the month, and additionally for SIP review.	Complete 06/21/2021	Eddie Deaton	06/02/2021
Notes:						
9/12/18			The Instructional Leadership Team (ILT) will meet once a month. This body will be comprised of a mix of teachers and will report back to the site-based leadership team (SLT) once a month.	Complete 12/10/2021	Eddie Deaton	12/10/2021
Notes:						
Implementation:				10/24/2024		
Evidence			7/21/2022			
Experience			7/21/2022			
Sustainability			7/21/2022			

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
Initial Assessment:			The team feels that the administrative team is fully implementing to the best of its ability considering the demands of a public school on any given day.	Limited Development 08/16/2016		
How it will look when fully met:			Administration has made it a priority to ensure that departmental administrators are in classrooms regularly (at least once every two weeks). Every administrator will provide written feedback immediately. Additionally, each administrator will retain the open door policy which allows teachers to meet in person should they need to.		**Natalya Moore**	**06/02/2025**
Actions				**3 of 4 (75%)**		
		10/12/16	Administration and the curriculum facilitators will participate in collaborative instructional rounds to ensure consistency in feedback. Although the initial implementation will become routine by the end of the first semester, the practice will continue through the 2021-2022 school year. Additionally, administration will meet to review feedback from other administrators in order to reflect, grow, and ensure consistency.	Complete 10/22/2021	Erik Naglee	10/22/2021
		Notes:				
		10/12/16	Teachers who are not getting regular visits by the administration need to bring those concerns directly to Mr. Naglee.	Complete 10/22/2021	Erik Naglee	10/22/2021
		Notes:	Teachers who are not getting consistent instructional walk-through visits have been notified to let Mr. Naglee. Department Chairs are then responsible for guiding those teachers when necessary.			
		3/25/19	ILT department members will utilize low-inference observations in classrooms within their department to come back to the table to discuss instructional trends (both strengths and weaknesses) in order to address needs and make a plan moving forward.	Complete 06/10/2024	Erik Naglee	06/10/2023
		Notes:	ILT is composed of Department Chairs, Administration, M. Cromartie, S. Hunter, and anyone else who volunteered for the committee. We will meet monthly to discuss instructional needs and create plans to address those needs.			

9/16/19	All staff will conduct low-inference observations in order to move instruction in the building. Observations will be utilized to have discussion regarding instructional strengths, share best practices, identify trends in instruction, and make intentional decisions.		Erik Naglee	06/10/2025
Notes:				

Core Function:	**Domain 2: Talent Development**
Effective Practice:	**Practice 2A: Recruit, develop, retain, and sustain talent**

!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
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. School Response: Review. There are systems in place at the school level to address recruiting, evaluating, rewarding, and replacing staff.	Limited Development 08/16/2016		

How it will look when fully met:	Administration will continue to evaluate and support teachers in areas of growth. Administration will continue to use multiple strategies to recruit and retain distinguished teachers. Title 1 funds are used to purchase: • Instructional and Program Support • Staff Development/Workshop Expenses • Supplies and Materials • Field Trips • Membership Dues and Fees • Library Books • Furniture and Equipment		**Erik Naglee**	**06/01/2025**
Actions		**0 of 1 (0%)**		
11/7/22	Admin and CFs will conduct regular walkthroughs on all staff members. Admin will debrief with CFs weekly to determine what supports/resources are needed to ensure the success for all staff members. In addition, data will be used (common assessment, EVAAS, Canvas checks, interims, NWEA Map) to further inform instructional needs.		Summer Hunter	05/15/2025
Notes:				

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**
Initial Assessment:			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. Data is examined during PLC meetings and small groups in order to drive professional development needs.	Limited Development 08/16/2016		
How it will look when fully met:			When fully implemented, each teacher should not only feel comfortable using data to drive instructional decisions, but should do so consistently and with integrity. In response, the department chairs and lead team should be working together to use that data in an effort to determine where professional development needs lie - as well as to address strengths within the building to lean on. • Title 1 funds are used to purchase 2 EIT 3 differentials, 2 EIT1 differentials and 1 TRT differential who work together with department chairs, PLC facilitators and CFs to disaggregate data. • Title 1 funds are used for Instructional and Program Support which includes, staff development/workshop expenses, supplies and materials, field trips, membership dues and fees, furniture and equipment and library books.		**Madison Cromartie**	**06/03/2026**
Actions				**3 of 7 (43%)**		
9/14/17			Big 4 teachers will disaggregate student data from the interim assessments and use them to identifying areas of strength and areas of growth. Data conversations centered around that data disaggregation will take place during PLC sessions in order to address strengths, weaknesses, and research-based instructional strategies to address needs. Both the curriculum facilitators and administration participate in and guide these conversations as well as monitor the implementation of strategies in the classroom.	Complete 10/22/2021	Summer Hunter	10/22/2021
Notes:						
9/26/17			PLCs will analyze common assessment data to determine areas to grow and areas of strength.	Complete 10/22/2022	Madison Cromartie	10/22/2022

Notes:	EOC PLCs will meet weekly. Non-EOC PLCs will meet at least twice per month.			
9/9/22	Data walls will be created by CFs and admin for the Big 4 to monitor student achievement on the interim assessments. Additionally, predictive data provided by EVAAS will be used to specifically monitor students that fall into more than one subgroup (ie. A/A, economically disadvantaged). Staff will be able to monitor progress on a quarterly basis.	Complete 06/07/2024	Summer Hunter	06/10/2025
Notes:				
10/24/24	Title 1 funds will be utilized to contract with a motivational speaker for large group and small group session with at-risk students. Title 1 funds will be utilized to provide additional Professional Development activities outside GCS and Membership and Dues to increase student achievement.		Erik Naglee	06/24/2025
Notes:				
10/24/24	Title 1 funds will be used to purchase Supplies and Materials, Library Books, Field Trips and student furniture to increase student achievement.		Erik Naglee	06/25/2025
Notes:				
9/9/22	Student data walls will be created for Big 4 classes to allow students to track their own progress in their EOC courses. This will create student ownership over their achievement, and additionally allow teachers to monitor progress in their individual classes. Classroom data walls will be updated with NWEA and interim assessment		Madison Cromartie	06/10/2026
Notes:				
10/13/25	Provide Title I-funded differentials for two EIT 3, two EIT 1, and one TRT positions to strengthen instructional leadership capacity. These staff members will collaborate with department chairs, PLC facilitators, and content specialists (CFs) to disaggregate data, identify student learning trends, and guide teachers in planning targeted interventions and enrichment.		Jessica Jones	06/11/2026
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
!	KEY	A4.01	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			This area is a continued work-in-progress. There is a need for continuous professional development and commitment to change. We recognize that this is a difficult area for all due to the wide variety of needs of the students in the classroom.	Limited Development 08/16/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			When this objective is fully met, student's individual educational needs are being met in all subject matters. This should make the learning targets accessible and all students should have a fair and equitable ability to find success. By 2022, 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.		**Candace Hudson**	**06/01/2023**
Actions				**18 of 19 (95%)**		
10/12/16			Professional Development will be planned for teachers to add strategies that will help them differentiate realistically successfully in their classrooms.	Complete 03/15/2017	Faison, Priest, Scott	03/15/2017
Notes:			Differentiated PD workshops were offered in February and March with a focus on literacy and differentiated instruction.			
3/21/17			Lead team members will take the task back to PLCs and collect the information for next month's meeting regarding what differentiated instruction looks like in each department. At that time, SIT will meet and cross compare the department information with researched based strategies in order to determine the next steps for data collection.	Complete 08/15/2017	Each member; K Scott and R Sweeney	08/15/2017

Notes:	The SIT body as a whole felt that more data is needed to really address the needs of the staff. We discussed what data would provide the evidence for the body in order to determine how successfully and consistently differentiated instruction is occurring.			
10/12/16	EC Case managers will create instructional strategies for their case load that are student specific for use in the English and Math classrooms. These strategies will be based on the students' IEP and BIP needs and goals. These strategies will be reviewed with the regular education teachers.	Complete 09/01/2017	EC Case Managers	09/01/2017
Notes:				
12/4/17	English II PLC will utilize the 1/2 day PD session in November to work on planning for small group instruction and individualized intervention/enrichment.	Complete 11/08/2017	English II PLC	11/08/2017
Notes:				
12/4/17	Biology teachers will take a planning day in order to collaborate and plan some differentiated tasks, lessons, etc. that can be used for the upcoming unit.	Complete 12/01/2017	Biology PLC	12/01/2017
Notes:	The team met and had a very productive planning day. We will dis-aggregate the second quarter interim assessment data as well as common assessments for the unit during PLC meetings in order to determine the impact this session has had on student achievement and closing our gaps.			
2/21/18	Professional Development focused on Teach, Inspire, Change Lives - a Guide for Transformation Teaching and Learning will be presented during the professional development days scheduled throughout the year.	Complete 05/28/2018	Karen Scott	05/28/2018
Notes:	Completed to date: Critical Thinking Racial Equity Growth Mindset			
11/20/17	Math I will utilize the expertise of ERG to focus on small group, differentiated instruction. There will be a kick-off training followed by model lessons and in-class coaching.	Complete 06/15/2018	Karen Scott	06/15/2018
Notes:	We will be discussing throughout the year during PLC. K. Scott will oversee the implementation and report back to SLT at the end of the first semester.			
10/12/16	Notebooks will be created for teachers of EC students. This notebook will include all IEPs and BIPs for students.	Complete 09/01/2018	EC Teachers	09/01/2018

Notes:				
10/12/16	EC Teachers will meet with Regular Education teachers to review and answer any questions regarding IEPs and BIPs. Teachers will sign off on the beginning of the year checklist this has been completed.	Complete 06/01/2019	Shannon Hooks	06/01/2019
Notes:				
9/18/18	In an effort to increase student safety and to support instructional expectations, morning and afternoon duty schedules have been created.	Complete 06/01/2020	Christian Hill	06/01/2020
Notes:	Check-in during the October meeting.			
8/13/19	PHS will be completing a book study surrounding the book Culturally Responsive Teaching and the Brain. This will be led by the instructional lead team (including department chairs) and administration. Staff will participate in discussions, reflection, and action steps throughout the school year in order to work towards closing the achievement gap.	Complete 06/01/2020	ILT	06/01/2020
Notes:				
12/8/20	Train all standard level math teachers and interventionists in Number Worlds.	Complete 12/08/2020	Candace Hudson	12/15/2020
Notes:				
10/12/16	EC and ESL collaborative teachers meet regularly with the PLCs for the discipline areas in which they serve in order to discuss general instructional strategies and modifications. Additionally, the OCS and resource teachers meet with the PLC in the content area they teach.	Complete 09/01/2021	Candace Hudson	09/01/2021
Notes:	This practice will continue through the year.			
9/19/17	All teachers will focus on implementing formative assessment practices within each lesson at least once or twice as measured by lesson plans and administration walkthroughs.	Complete 09/01/2021	Dr. Sabreen Mutawally	09/01/2021
Notes:	We will check in at the end of the first quarter to determine implementation efforts and future needs. At the end of first quarter, it has been determined that many teachers are using formative assessment to drive instruction. However, there is still a need for continued support and development.			
3/25/19	NTN will be working with Math 1 with job-embedded coaching as well as instructional assistance during PLC time.	Complete 09/02/2021	Madison Cromartie	09/02/2021
Notes:	NTN will continue with job-embedded coaching to help support the implementation of the Open Up math curriculum in Math 1, 2, and 3.			
12/8/20	Monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).	Complete 10/20/2021	Candace Hudson	10/20/2021
Notes:				

12/8/20	Monitor supplemental and intensive interventions through forms provided by Psych Services.	Complete 06/01/2022	Candace Hudson	06/01/2022
Notes:				
9/9/22	Through the efforts of our curriculum team and AP/IB coordinator, we will work to increase the overall performance of our AIG students through the implementation of strategies and best practices that will enhance the learning and improve the growth of our advanced students. Through the use of Title 1 funds teacher leaders will receive additional responsibilities to increase student achievement.	Complete 06/07/2024	Elizabeth Hackney	06/01/2025
Notes:				
10/24/24	Our Title 1 funds will support the implementation of Opportunity Culture positions.		Erik Naglee	06/01/2025
Notes:				
Implementation:		09/23/2024		
Evidence	9/23/2024			
Experience	9/23/2024			
Sustainability	9/23/2024			

		A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, the Page staff includes a wraparound team that involves administrators, counselors, EC teachers, attendance data, and behavioral data to address needs that all students have. All stakeholders are included to create an inclusive and specific plan that addresses the needs of each individual student.	Limited Development 10/11/2021		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:			Once fully implemented, the wraparound team will ensure that all struggling students are receiving personalized attention that addresses any needs that may be preventing the student from finding success.	**Objective Met 10/20/22**	**Summer Hunter**	**10/31/2023**
Actions						
	10/11/21		The wraparound team will meet weekly to address attendance, behavior, and academic concerns. The team will determine the core issues affecting the student and create a plan that will allow the student to find success.	Complete 10/25/2021	Gloria Edwards	10/25/2021
	Notes:					
	10/11/21		Academic Warning is a quarterly system that allows students failing one or more courses to receive tutoring and supplemental work that will allow them to recover their grade. Students will be involved in individual meetings with their counselor, an administrator, and any teachers of classes the student is not passing. The Academic Warning meetings will address personal areas that each student needs to improve upon.	Complete 11/15/2021	Candace Hudson	11/15/2021
	Notes:					
Implementation:				10/20/2022		
	Evidence		10/20/2022			
	Experience		10/20/2022			
	Sustainability		10/20/2022			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Curriculum Facilitators are working with teachers one-on-one on an as needed basis. Teachers with weaknesses are also attending professional development sessions in those targeted areas. It is expected that teachers , communicate expectations in the course syllabus, model appropriate behavior, and use positive verbiage when engaging students.	Limited Development 09/14/2017		
How it will look when fully met:			When fully implemented, the school culture should be overall positive and the daily happenings should transpire seamlessly. Students will not only know the rules and expectations, but will overall follow them on a consistent basis. 10/24/24 This indicator has been updated to include the new cell phone policy that has been implemented in the 2024-25 school year in all classrooms at Page.		**Summer Hunter**	**12/01/2024**
Actions				**7 of 8 (88%)**		
		3/23/18	Discipline Committee will continue to monitor and tweak the pass policy as well as look at data to determine overall effectiveness.	Complete 05/15/2018	Karen Scott	05/15/2018
		Notes:	Update from the committee to lead team.			
		9/12/18	Each teacher will email the classroom syllabus to all administrators for reference. The department administrator will review and approve each syllabus.	Complete 08/26/2019	Folice Bailey	08/26/2019
		Notes:				
		9/27/17	Classroom rules and expectations are clearly outlined in each teacher's course syllabus.	Complete 09/08/2019	Karen Scott	09/08/2019
		Notes:	Syllabi will be reviewed and approved by administration.			
		2/21/18	In an effort to create a uniform procedure for student movement, each teacher will utilize a school-wide written pass when students are to be in the halls during any time other than during the passing period.	Complete 10/01/2019	Karen Scott	10/01/2019
		Notes:	Uniform passes will be utilized when students are leaving the classroom. The color of the passes will change by quarter.			

9/14/21	Department chairs and Lead Team will work to address any needed policies. They will also work together to review any current policies that may need to be updated for the current school year.	Complete 11/01/2021	Trudell Knox	11/01/2021
Notes:	This should be completed at the end of each quarter with another review at the end of year.			
9/27/17	A new teacher focus group will be held once a month to address classroom management needs, questions, and to introduce strategies/role play.	Complete 12/01/2021	Trudell Knox	12/01/2021
Notes:	The first meeting with new teachers was held in August. This will recur every month.			
3/2/22	Monitor use of bell to bell instruction/bell ringers (opener)/ticket out the door (closer) First 10 Last 10; effective implementation of hall pass usage Behavior assistance will create a list of kids who are constantly in the hallways	Complete 06/03/2024	Summer Hunter	06/10/2024
Notes:				
10/24/24	Staff members will enforce the cell phone and earbud policy at Page to protect instructional time.		Erik Naglee	06/10/2025
Notes:				

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PLCs have been implemented in all subject areas. However, there still needs to be support and training so that each teacher can properly align units to standards and properly utilize common assessment.	Limited Development 08/16/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Common Assessments are given at least once per quarter. PLC members are to disaggregate data and make instructional decisions based on areas of strength and areas of growth. Common Assessment Data and PLC minutes are reviewed at department chair meetings. This data will is used to drive instruction and provide coaching/support. This objective will be fully implemented when teachers have the adequate support and materials to design standard-based lessons that meet the academic needs of the diverse classroom. Additionally, teachers would consistently use common assessments and feel comfortable disaggregating the data in order to drive instructional decisions that are student data based. This would be displayed through an increase in growth as measured through EVAAS as well as sufficient proficiency scores on state/district/classroom assessments.	**Objective Met 09/23/24**	**Madison Cromartie**	**10/31/2025**
Actions						
10/11/16			Department Chairs will meet to review and discuss PLC notebooks.	Complete 06/09/2017	Department Chairs	06/09/2017
Notes:			• What does the data seem to tell us? • What are the facts? • What does the data not tell us? • What else would we need to know? • What surprises you or jumps out at you? • What patterns do you see in the data? • Are there any discrepancies you notice in the data? • What are some of our students' areas of strength? • What are some of our students' areas of development? • What are your areas of concern? • What good news is there for us to celebrate?			
1/24/18			Focused PD is offered for Biology teachers through the STEM department of curriculum and instruction	Complete 06/15/2018	Karen Scott	06/15/2018
Notes:			Teachers are required to earn 10 hours of PD credit during the fall semester and 5 hours of PD credit during the spring semester.			
3/25/19			EOC Bootcamps will be held the month leading up to final exams.	Complete 05/27/2019	Karen Scott	05/27/2019

Notes:	Bootcamps will be standards driven with focus on the power standards. Teacher strengths will be catered to and students will be invited to sessions based upon individual needs.			
8/13/19	Biology and Chemistry teachers will trained in utilizing the STEMScopes resource. Additionally, Biology teachers will continue to support the curriculum with the LearnED notebooks. Professional development for both of these will be offered through the GCS STEM department.	Complete 08/31/2019	Kim Smitherman	08/31/2019
Notes:				
8/13/19	Math 1, 2, 3 will implement the MVP math curriculum. Training will be provided by the GCS Math curriculum department. Implementation will be discussed in weekly PLCs.	Complete 06/15/2020	Karen Scott	06/15/2020
Notes:				
9/18/18	Every collaborative teacher will be assigned a common planning with at least one classroom teacher.	Complete 10/01/2020	Folice Bailey	10/01/2020
Notes:	This was establish in the 2018-2019 school year and will continue through the 2020-2021 school year. Collaborative teachers who do not have common planning will work to find a time to meet and discuss instructional needs.			
10/11/16	Teachers will meet in common discipline PLCs at least twice monthly in order to discuss standards, pacing, instructional strategies, resources, modifications, design common assessments, and analyze data.	Complete 08/30/2021	Madison Cromartie	08/29/2021
Notes:	Meeting Norms/Assign Roles: □ Start and end on time □ Listen with an open mind and actively participate □ Respect the opinions and ideas of others □ Phones are on silent (No texting, web surfing, or Facebook) □ Limit sidebar conversations / Outside issues go in the “parking lot” □ Everyone brings current student data in some form PLCs should be following the PLC protocol emailed to staff. PLCs will continue throughout the year.			
9/19/17	Common Assessments will be given at least once every two weeks. Each teacher will disaggregate their own data and participate in data-driven instructional conversations during PLC meeting times.	Complete 10/25/2026	Summer Hunter	10/22/2021

Notes:	Common assessments do not need to be summative exams. We will check in at the end of the first quarter to determine future needs/action steps.			
10/11/16	PLC agendas, minutes, common assessments, and common assessment data will be uploaded to the Page canvas site for reference. Department chairs, CF, and administration will review this information on a regular basis.	Complete 10/29/2021	Summer Hunter	10/31/2021
Notes:				
3/2/22	CFs and English/Math coaches from NTN/SAVAAS will work collaboratively to develop supports for teachers in Math and English classes. Regular observations and debriefs will occur to help inform PLCs and common planning.	Complete 09/02/2024	Summer Hunter	08/25/2024
Notes:				
Implementation:		09/23/2024		
Evidence	9/23/2024 PLCs; walkthroughs with feedback support provided by MCLs, CFs, and admin; updated PLC protocols; continued PD on standard based planning.			
Experience	9/23/2024 PLCs have been established; protocols continue to be updated to suit the needs of the school and the PLC.			
Sustainability	9/23/2024 This will continue to be a work in progress. We will constantly need to update PLCs and continue PD that will help newer teachers understand the importance of standard aligned planning.			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.10	**The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	As a result of complications with the pandemic, Academic Learning Hubs were established at several schools across the district, including Page High. Learning Hubs provide personalized instruction from highly qualified teachers in all the core subjects. Students are given all materials and time to work in the media center to complete work that will keep them on track to graduate.	Limited Development 10/11/2021		
	Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Effective learning hubs will increase our graduation rate and provide successful academic situations for our struggling students.	**Objective Met 10/20/22**	**Summer Hunter**	**10/18/2023**
Actions				
10/11/21	We have invited 265 students to begin attending learning hubs as of 10/18/2021. Students will be given time, space, and assistance to work towards graduation goals. Packets for each course and quarter are already prepared to create independence for students working towards these goals.	Complete 10/18/2021	Summer Hunter	10/18/2021
Notes:				
Implementation:		10/20/2022		
Evidence	10/20/2022			
Experience	10/20/2022			
Sustainability	10/20/2022			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Anchored - a program for freshman - pairs each freshman with an upperclassman who has shown evidence of being a successful student. Students are then mentors for the entering freshman and meet weekly to help students adjust to high school as well as have a buddy to ask questions of. Each grade level has a grade level counselor who loops with them until senior year. During the senior year, there are two counselors to help address the high demands/needs of seniors as they make career and college choices. Team Voyage works with a targeted group of young, black men to help them move successfully from grade to grade in an effort to increase long-term academic success and college readiness.	Limited Development 09/14/2017		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			When fully implemented, each teacher knows what is expected of the vertical courses and can be intentional about which tools, skills, and strategies are taught - both within the departments and cross curricular. Additionally, counselors and departments are in alignment to ensure that students are registered in courses that set the stage for success.	**Objective Met 10/20/22**	**Summer Hunter**	**06/03/2022**
Actions						
3/25/19			In partnership with EOS (Equal Opportunity Schools), the EOS team will work closely with prioritized students who are ready to push into upper level courses to help them find the best access point. This begins with a pizza party information session.	Complete 02/13/2019	Karen Scott	02/13/2019
Notes:			Students will be given golden tickets to attend the information session. Data for why this work is important will be presented along with the reasons to enroll in upper level courses. There will be a follow up after this meeting.			
3/25/19			Small group sessions will be scheduled with EOS priority students to answer questions, help guide course selection, and support students.	Complete 03/19/2019	Karen Scott	03/19/2019
Notes:			Classroom visits will follow these meetings. The work will close out with trusted adult conversations and finally counselor registration meetings.			
3/25/19			EOS students interested in visiting identified AP/IB classrooms will spend a class period in that class to determine if it is the right access point for them.	Complete 04/19/2019	Karen Scott	04/01/2019
Notes:						

3/25/19	Trusted Adults will meet with students who are still on the fence about enrolling in upper level classes to determine what concerns the student has and determine if there are specific supports that can be offered that might help the student make the decision to enroll.	Complete 06/01/2019	Karen Scott	04/07/2019
Notes:				
3/25/19	Final registration meeting with school counselor for EOS students.	Complete 06/01/2019	Erin Huber	04/14/2019
Notes:				
8/13/19	Page will continue to work with EOS to close the opportunity gap. Additionally, AP/IB teachers will meet with EOS staff on Aug. 21/22 for professional development.	Complete 08/22/2019	Karen Scott	08/22/2019
Notes:				
9/16/19	A team of representatives from each department will continue to attend training and workshops to continue to work with EOS in an effort to reduce both the achievement gap and the opportunity gap.	Complete 10/29/2021	Justin Scarbro	10/31/2021
Notes:				
Implementation:		10/20/2022		
Evidence	10/20/2022			
Experience	10/20/2022			
Sustainability	10/20/2022			

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**
Initial Assessment:			The majority of teachers are using the tools that are available to best meet the emotional needs of students. While we have many positions in our school to support students, we strongly feel that due to current policy and budget restrictions, we do not have the support staff needed to fully support emotional and mental health.	Limited Development 08/16/2016		
			Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:			As a result of meeting students' emotional needs, every student would know how to get to an adult or find a resource to help with the many challenges today's teens face. Additionally, discipline data would decrease and the overall culture would have a feeling of support. 10/24/24 Additional attention will be given to this indicator to ensure all is implemented in grades 9-12.		**Summer Hunter**	**06/03/2026**
Actions				**7 of 8 (88%)**		
9/27/17			Two new clubs will be established: Humanities Club and Global Dance. These two clubs are designed to meet the needs of students looking for a safe place. They are inclusive clubs open to all that focus on building knowledge and awareness of our diverse backgrounds enabling us to embrace one another.	Complete 11/15/2017	Cynthia Hernandez	11/15/2017
Notes:						
9/19/17			Restorative practices will be implemented in the ISS room in order to help support our chronic discipline offenders.	Complete 03/20/2018	Russel Mills, Eric Hines	03/13/2018
Notes:			We will check in at the semester break to determine future needs.			
9/19/17			A girls group will be established designed to meet the emotional/mental support needs of our African American girls.	Complete 05/22/2018	Lise Timmons McLaughlin	05/22/2018
Notes:			Ms. Boone and Mrs. Hillebrand will take over the girls' group now that Mrs. Timmons-McLaughlin is serving as the interim principal. A representative from Honna will present a summary review with data to Lead Team regarding the girls' group.			

9/19/17	Anchored is a program designed to meet the needs of current freshman and help them find their way through the transition from middle school to high school. It is a mentoring program and pairs each freshman with a successful upper classman with similar interests, backgrounds, etc. Each mentor/mentee meet once a week to discuss pressing issues, offer guidance, and support.	Complete 01/23/2019	Rachel Borden	01/23/2019
Notes:	Anchored is fully established and mentors and mentees are meeting regularly.			
9/18/18	In an effort to form relationships, give each student a few individualized seconds each and every day, and to learn how to better meet the changing needs of students, all staff will be expected to greet students at the threshold of the classroom every class, every day. Additionally, staff will implement SEL activities into their lessons on a regular basis.	Complete 08/23/2021	Dr. Sabreen Mutawally	08/23/2021
Notes:	We will check-in during the October meeting to determine whether this has been consistently implemented.			
9/19/17	Team Voyage is a leadership group led by Summer Hunter designed to meet both the emotional/social needs of our African American boys as well as to help them find academic success and become career and college ready.	Complete 10/09/2024	Erik Naglee	10/13/2021
Notes:	Team Voyage is running for its sixth year and has shown an impact in student success.			
10/24/24	Social Worker, Attendance Clerk, Counselors, and Mr. Naglee will be meeting weekly in order to identify student needs and find ways to support our students. This is designed to be both proactive and reactive as necessary. Wrap-around meetings will address attendance/social-emotional needs/academic progress. Additionally, each counselor will be working to "own their alpha" in terms of meeting student needs.		Erik Naglee	06/03/2026
Notes:				
9/18/18	Social Worker, Attendance Clerk, Counselors, and Mr. Naglee will be meeting weekly in order to identify student needs and find ways to support our students. This is designed to be both proactive and reactive as necessary. Wrap-around meetings will address attendance/social-emotional needs/academic progress. Additionally, each counselor will be working to "own their alpha" in terms of meeting student needs.	Complete 08/24/2026	Erik Naglee	08/23/2026
Notes:	We will check-in during the October meeting.			
Implementation:		10/20/2022		
Evidence	10/20/2022			

Experience	10/20/2022			
Sustainability	10/20/2022			

Core Function:	**Domain 4: Culture Shift**			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
! E1.01	**ALL teachers maintain a file of communication with parents/guardians.(5177)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently, staff has been asked to make contact with all 5th period parents. This contact should be to share progress in ALL classes for each student. Additionally, each content PLC is developing a biweekly newsletter that will provide content specific information, important dates, resources, and any other reminders.	Limited Development 10/11/2021		
How it will look when fully met:	When fully met, ALL students will be receiving personalized phone calls at the beginning of the year. Moving forward, any student not making satisfactory progress will have their parent contacted to keep them informed. Additionally, as we continue to collect parent emails, all parent/guardians will receive biweekly updates that will keep them informed about the plans for each class.		**Dr. Sabreen Mutawally**	**10/18/2024**
Actions		**0 of 1 (0%)**		
10/11/21	All staff will work with PLCs to create a newsletter that is sent out every 2 weeks. This newsletter will detail any important dates, current subject matter, potential resources, and additional information.		Domeika Cantey	10/31/2025
Notes:				

!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, teachers send home initial communication at the beginning of the year centered around a course syllabus as well as classroom policies and expectations. Additionally, progress reports are sent home in the middle of every quarter in order to communicate grades. Teachers are keeping grades updated every 10 calendar days. Additionally, both students and parents have access to PowerSchool in order to view grades online. Administration and guidance both make phone calls home using the EdConnect system in order to keep parents updated about announcements, changes, etc.	Limited Development 08/16/2016		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			When fully implemented, parents will feel informed and included in the educational experience of their student(s). Title 1 funds are used to purchase: • 1.0 FTE Parent Engagement Coordinator • Parent Postage • Parent Supplies and Materials • Parent Other Food Purchases		**Elizabeth Hackney**	**06/02/2023**
Actions				**8 of 11 (73%)**		
9/19/17			Teachers will make positive parent contact with parents/guardians of their students during the first three weeks of school. A Parent Contact Log will be kept and submitted to the principal on September 8, 2017.	Complete 09/08/2017	Eric Hines	09/08/2017
Notes:						
9/19/17			Freshman Festival allows the incoming freshman and their families the opportunity to visit campus, meet administrators and counselors, understand important procedures and expectations, as well as tour the campus based on their schedules. There will be athletic team reps, club reps, and teachers on hand to help students get a jump start to their high school career.	Complete 08/22/2019	Christian Hill	08/22/2019
Notes:						

9/12/18	Open House will be held prior to the beginning of school. This will provide an opportunity for students and parents to walk the hallways, meet the teachers, and get a list of any supplies needed. There will also be information supplied regarding the PowerSchool parent portal. Additionally, sessions will be held for senior families and families who are not freshman, but are new to the building.	Complete 08/26/2019	Christian Hill	08/26/2019
Notes:				
8/13/19	Each teacher will work with their first period classes to ensure that important academic information is being communicated to families. Teachers without first period classes will work with our students who are not assigned first period classes at Page.	Complete 06/01/2020	Lindsey Greear	06/01/2020
Notes:				
9/19/17	Walk the Schedule will allow parents the opportunity to meet the teachers of their student(s) as well as learn more about classroom expectations, academic expectations, classroom policies, and curriculum guidelines.	Complete 09/16/2019	Christian Hill	09/16/2020
Notes:	This year's Walk the Schedule will be hosted virtually with teachers uploading videos to the website.			
9/27/17	EdConnect automated phone calls will be sent home to inform parents of upcoming events, important deadlines, and opportunities.	Complete 08/23/2021	Erik Naglee	08/23/2021
Notes:	Mr. Naglee will continue to send ConnectEd messages weekly to notify parents of upcoming events and important information.			
10/20/20	Each teacher will work with their fifth period classes to ensure that important academic information is being communicated to families. Teachers without fifth period classes will work with our students who are not assigned first period classes at Page.	Complete 10/01/2022	Bo Motley	10/01/2022
Notes:				
2/15/23	Family Engagement Nights will occur on a semester basis to encourage parents to learn more about a variety of topics including: preparing for EOCs, how to apply for FAFSA, the CCP program, GAP, and additional topics that the team deems beneficial.	Complete 06/10/2024	Vernon Hall	05/31/2025
Notes:				
10/13/25	The Parent Engagement Coordinator to plan, implement, and evaluate family engagement initiatives aligned to academic goals. The coordinator will organize parent workshops, manage communication, and build family capacity to support learning at home.		Jessica Jones	06/11/2026
Notes:				

10/13/25	Provide postage for parent communications including Title I invitations, student progress letters, and workshop notices to ensure all families, including those with limited access to digital communication, receive timely academic updates.		Jessica Jones	06/11/2026
Notes:				
10/13/25	Provide Other Food Purchases and supplies and materials for allowable family engagement events to encourage attendance and create a welcoming environment that promotes parent involvement in academic learning sessions.		Jessica Jones	06/11/2026
Notes:				
Implementation:		10/24/2024		
Evidence	6/23/2025 -Quarterly Parent Engagement Nights, PageFest, Walk the Schedule supported by Title 1 funds. -5th period phone calls within the first 5 weeks of school -Remind, PageApp, regular newsletters/email communication -Weekly Connect-Ed calls with transcripts provided through email and social media -Social media pages for most athletic/extra-curriculars			
Experience	9/23/2024 - Staff works to contact all parents within the first 5 weeks of school for all 5th period students. Many teachers are using Remind, the Page App, and emailed newsletters to provide regular updates in addition to progress reports. Additionally, the counseling department along with the social worker have worked to develop Parent Engagement nights on a quarterly basis, meeting on a wide variety of topics. Weekly Connect-Ed calls are made on behalf of Mr. Naglee and the athletics department detailing all that is happening for the upcoming week. These messages are also emailed in addition to our PTSA posting them on social media pages. Several social media pages are established to support and communicate about various groups (athletics and extra-curricular).			
Sustainability	9/23/2024 All of the above needs to continue. Staff needs to continue to contact parents and log them in Power Apps. Counseling will continue to host parent engagement night. Walk the Schedule is being designed to best meet parent needs and create a better line of communication for parents and staff.			