

Comprehensive Progress Report

Mission:

Western Guilford Middle School seeks to create opportunities for all stakeholders to work collaboratively. Staff, parents, and community members will model the characteristics students need to develop strong leadership skills. Our school promotes rigorous goal setting to support students in reaching their full academic, personal, social and cultural potential in a global society.

Vision:

Western Guilford Middle School will work collaboratively with students and the community to achieve the personal and academic goals for our school. Students will think critically and take ownership of their responsibilities to meet their full potential as globally competent leaders.

Goals:

Academic Goal By June 2026, WGMS will increase overall performance composite proficiency by 3 percentage points (42.8% → 45.8%) through effective Tier I instruction, targeted interventions, and continuous data monitoring.

By the end of the 2025–2026 school year, Western Guilford Middle School will strengthen its data and progress monitoring processes so that at least 85% of 8th grade students: 1. Transition to high school with a documented advising plan. 2. Complete a YouScience profile. 3. Reflect on their YouScience results to inform high school and career pathways

By the end of the 2025–2026 school year, Western Guilford Middle School will move from operationalizing to optimizing on the FAM-S rubric by establishing a linked teaming structure that ensures effective implementation of MTSS across: Attendance Academics Behavior Social-Emotional Supports



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Domain 1: Turnaround Leadership | | | |
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| 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. Our school is provided support through the Principal Supervisor, Title 1 Department, restart personnel, and others. There are other improvement teams that support the school with other school improvement initiatives. | Limited Development 09/26/2016 | | |
| <i>How it will look when fully met:</i> | | The school will have met with the Principal Supervisor, Title 1 and Restart personnel, and other district personnel regarding the school improvement plan. The Principal Supervisor will have worked with the Principal on the school improvement plan goals and will provide coaching comments and feedback at the beginning of the year and throughout the year. Title 1 and Restart district personnel will have worked with the Principal on developing a Title 1 and Restart plan and budget. The staff will have participated in professional development geared toward helping us meet our School Improvement Plan goals. | | Chase Arrington | 06/30/2026 |
| <i>Actions</i> | | | 5 of 6 (83%) | | |
| 10/11/21 | Conduct Town Hall meetings with students quarterly to share goals based on SIP. | | Complete 06/30/2022 | Patrice Brown | 06/30/2022 |
| <i>Notes:</i> | | | | | |
| 10/11/21 | Meet with Parent Leadership Team (PTA) monthly to update regarding SIP goals. | | Complete 05/31/2023 | Chase Arrington | 05/26/2023 |
| <i>Notes:</i> | | | | | |
| 10/20/16 | Disaggregate, discuss, and monitor data to determine progress made towards SIP goals. | | Complete 06/07/2024 | Chase Arrington | 06/07/2024 |
| <i>Notes:</i> | | | | | |
| 10/20/23 | Meet with Principal Supervisor to discuss School Improvement Plan goals, review the SIP, and discuss coaching feedback. | | Complete 06/07/2024 | Chase Arrington | 06/07/2024 |
| <i>Notes:</i> | | | | | |
| 10/20/23 | Meet with Title 1 Department and the Director of Restart Programs to discuss Title 1 plan, budget, and school improvement plan goals. | | Complete 02/28/2025 | Chase Arrington | 06/07/2025 |
| <i>Notes:</i> | | | | | |
| 10/24/24 | Will reassess in 2026 school year | | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | | The school leadership team meets twice a month. The first meeting is a full SLT meeting, The second meeting is broken up of action teams focused on certain areas of the SIP. | Limited Development 09/26/2016 | | |
| | | | Priority Score: 2 Opportunity Score: 2 | Index Score: 4 | | |
| How it will look when fully met: | | | Will Reassess in 2025 | | Chase Arrington | 06/30/2026 |
| Actions | | | | 3 of 4 (75%) | | |
| | 8/28/17 | Insure that subcommittees are meeting monthly as documented by meeting agendas and minutes. They will report to WGMS Leadership team as part of the agenda as necessary to report on various actions. | | Complete 01/23/2018 | Patrice Brown | 06/30/2018 |
| <i>Notes:</i> | | | | | | |
| | 11/18/19 | P. Brown will create a google doc to be used for monthly Action team meetings for reporting purposes. | | Complete 11/18/2019 | Patrice Brown | 11/18/2019 |
| <i>Notes:</i> | | | | | | |
| | 8/28/17 | Subcommittee designee will update action team minutes on the Google Doc each month who will include them as part of the artifacts to support his goal. | | Complete 10/29/2021 | Elizabeth Edmonds | 08/31/2022 |
| <i>Notes:</i> | | | | | | |
| | 10/24/24 | Will reassess in 2026 school year | | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | | | |
| Implementation: | | | | 10/29/2021 | | |
| Evidence | | | 10/29/2021 10/29/2021- Evidence include: Monthly meeting minutes for Lighthouse/Leadership team, Monthly meeting minutes for Action team, Google doc for individual action team minutes. The minutes will continuously discuss SIP Indicators/Objectives and Action Steps. | | | |

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| Experience | 10/29/2021 10/29/2021- Our School Improvement Team has moved from collecting paper copies of meeting minutes to creating a google doc where our action teams actively update their committee meeting minutes each month that are communicated to our NC Star Site site and our school community. Our Lighthouse team meets once per month, and our Action Teams meet once per month which are recorded as part of our monthly minutes. We monitor our indicators as part of our monthly meeting minutes. | | | |
| Sustainability | 10/29/2021 10/29/2021- We will continue to meet with our Action Teams and full Leadership Team monthly and upload our minutes to our NCStar Platform. | | | |

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| Core Function: | | Domain 1: Turnaround Leadership | | | |
| Effective Practice: | | Practice 1B: Monitor short-and long-term goals | | | |
| | B3.01 | The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | Last school year the school had two tutors to support student learning. The school is waiting to see if we will be assigned tutors again this school year. In addition, learning hubs may possibly be implemented this school year. Data will be used to determine which students receive tutors and which students will need to access the learning hubs. Then the school will progress monitor data throughout the school year to determine additional supports needed. | | Limited Development 08/28/2017 | | |
| How it will look when fully met: | Will Reassess in 2025 | | | Chase Arrington | 06/30/2026 |
| Actions | | | 6 of 7 (86%) | | |
| | 8/28/17 | Create a centrally located attendance spreadsheet to track attendance and therefore growth for student in tutoring program | Complete 01/31/2019 | Lindsey Fowler | 01/31/2019 |

Notes: A 3.01- Instructional Teams use students learning data to identify students in need of instructional support or enhancement. Instructional Materials will be purchased to support students in need of instructional support based on academic performance data.

Update 1-29-19

The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)

Fowler reported the difficulty with getting feedback from staff.

Brown brought up APEX and the need to consider that the funds might need to be reallocated. Money was put aside for 5 teachers to use for this, once a week, in a tested subject. Staff needs to turn in time sheets to Jarrod if they are tutoring and using APEX as a resource. She suggested that we might want to consider a short Saturday “APEX” Academy for students who need to make up time as well as those who need tutoring. Principal Brown asked the Team if we should consider funding teachers for APEX Saturday Academy or use a combination of funding and trade time. If so, we would continue afterschool tutoring for trade time. At this point it does not seem to be a priority for staff to get paid since they have not been turning in time sheets. Therefore, the money could be reallocated to building a strong Saturday Academy.

Shanks felt that some of the teachers, particularly the new teachers, may not be aware that they can get paid using APEX. It was decided that it will be presented at grade level tomorrow to get final, definitive feedback regarding pay for Saturday Academy.

A question was posed about offering transportation for Saturday Academy. Transportation is costly so other options were discussed including the possibility of sharing buses with the Newcomers School as well as using Activity Buses with our own staff drivers.

Carol Thanos, who has been trained in Open Up, is currently our only tutor and she is tutoring at the 6th grade level by pushing in. 6th grade math was one of our targeted areas based on our 1st quarter data, and continues to be an area of focus based on 2nd quarter data.

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| 2/20/19 | Assess Current Status of Extended Learning Programs as a baseline. | Complete 03/26/2019 | Lindsey Fowler | 03/29/2019 |
| <p><i>Notes:</i> Extended Learning and Saturday Academy and Daytime Tutors are paid through Title 1 and Local funds.</p> | | | | |
| 10/25/19 | Train teachers in the use of Apex learning to supplement after school tutorial opportunities for enrichment and reteaching as directed by interim and common formative assessment data. | Complete 11/30/2019 | Lindsey Fowler | 11/30/2019 |

Notes: Fowler is assigned to this because of her expertise in data. Apex was not used extensively last year by the numbers are higher this year and we are expecting better results as to the numbers using it. Fowler will be tracking on all Core subjects for this year. Team members will ask each grade level teacher to email Fowler with the number of students who stayed for tutoring and she will create a spreadsheet. Fowler will have the spreadsheet ready by 11/30 (done)

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| 5/20/19 | Determine EOY impact of Daytime tutoring and Extended Learning programs. | Complete 06/01/2023 | Keyelle Miller | 06/09/2023 |
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| 6/13/23 | Determine next steps for learning hub. | Complete 06/21/2024 | Chase Arrington | 12/20/2023 |
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| 6/13/23 | Identify students to attend learning hub. | Complete 05/24/2024 | Chase Arrington | 03/30/2024 |
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| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
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| 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 |
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| <i>Initial Assessment:</i> | Administrators will conduct 5 by 5 walkthroughs and learning walks to monitor instruction and to provide coaching feedback. Administrators will also conduct other formal and informal observations, participate in math and ELA integrity walks, and monitor the lesson plans to ensure that the curriculum is being implemented with fidelity. The math an ELA MCLs will also provide coaching feedback and support to teachers. | Limited Development 08/28/2017 | | |
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| Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 |
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| <i>How it will look when fully met:</i> | The administrators will complete observations and feedback in NCEES, Power Apps, and Walkthrough forms. Administrators and MCLs will also monitor the curriculum and lesson plans throughout the year by attending PLCs and doing walkthroughs. | | Chase Arrington | 06/30/2026 |
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| Actions | | 8 of 9 (89%) | | |
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| 1/23/18 | The Empowering Instruction Action Team will develop a plan for teachers to complete 3 peer walkabouts each before the end of the school year. Teachers will use the Quality of Task indicator as a tool to use during the Walk-Abouts and give feedback to their peers | Complete 06/30/2018 | Shannon Peeples | 06/30/2018 |
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| 9/18/18 | The administrative team will share results of walkthroughs through PLCs and Vertical Team meetings. | Complete 01/31/2019 | Jill McClanahan | 01/31/2019 |
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Notes: Update 1-2019

During her November visit, Lisa presented a model lesson for 6th gr. ELA teachers to demonstrate using the ARC framework to teach a lesson within a 60-minute time frame. Lisa mentioned how difficult it was due to late buses. Her experience inspired her to use our debriefing time with 6th gr. ELA teachers to discuss ways teachers may condense the lesson format and adjust student learning experiences to meet the needs of all the students (especially late arrivals).

During this visit, Lisa and I also worked with the ELA teachers to organize the wide reading and independent reading boxes and develop a plan of action for teaching the upcoming units (Space, Weather, American Revolution) while staying true to tested standards and pacing.

Lisa hasn't been back during December or January due to weather. She is scheduled to visit Jan 29, 2019. During the January visit, teachers have been asked to bring work samples to view and discuss rigor. Teachers will also discuss ways regulate data reporting from IRLAs to make sure we are better prepared to discuss reading data at PLCs and Vertical team meetings. (Data should include reading levels, Powergoals, engagement levels).

After her Last visit in November, Lisa sent us information via email on Argumentation for all grade levels to read. I shared this information with the ELA teachers.

During the November coaching, the ARC Coach met with grade-level teams during PLCs to collaborate on planning and preparing for the Informational Unit. The ARC

Coach structured the conversation to focus on those areas to keep common and unchanged, such as the Focus Standards and the Thematic

Leveled Library to be accessed by all students. The ARC Coach supported teachers in brainstorming ways to add more explicit Standardsbased

activities into their daily lessons as well as constructed responses focused on the Reading and Writing Standards of the Unit.

2. The ARC Coach met with the Curriculum Facilitator to discuss the current data, potential goals for teachers, and next steps. The ARC Coach

and the Curriculum Facilitator collaborated to determine which teachers needed support in Grade-Level Instruction and/or supporting students in accelerating their reading.

The most recent Open Up Summary included the following celebrations and challenges:

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| | <p>Building conceptual understanding and students are able to think abstractly about concepts.</p> <p>The students are beginning to own the learning in some classes Teachers building conceptual understanding.</p> <p>Opportunities in the curriculum which allows for students to collaborate.</p> <p>CHALLENGES</p> <p>Share areas where work is still needed here.</p> <p>Pacing for 6th grade. Difficulty teaching one lesson each day.</p> <p>“Over-teaching” of the lessons C3.04 Surveys will be given to teachers who have participated on hiring teams new candidates to gather input about recruiting and rewarding process.</p> | | | |
| 9/18/18 | McClanahan and Arrington will share the results of coaching visits from ARC and Open Up Math consultants with content and vertical PLC's | Complete 01/31/2019 | Jill McClanahan | 01/31/2019 |
| | <i>Notes:</i> | | | |
| 2/20/19 | We will develop a plan for Differentiated Professional development based on Walkthrough Feedback to begin by no later than the 2019-20 school year. | Complete 08/15/2019 | Jill McClanahan | 08/15/2019 |
| | <i>Notes:</i> | | | |
| 6/1/23 | ILT will meet to create action steps using data gather from learning walks | Complete 05/31/2023 | Jill McClanahan | 05/31/2023 |
| | <i>Notes:</i> | | | |
| 9/29/19 | Instructional Leadership Team will conduct grade level/content learning walks based on priority goals and provide feedback based on guidance from ILT and walkthrough data. | Complete 05/24/2024 | Jill McClanahan | 05/24/2024 |
| | <i>Notes:</i> | | | |
| 10/20/23 | Provide feedback during walkthroughs and observations on use of effective EC and EL strategies to help teachers strengthen student learning. (TSI-SWD Strategy) | Complete 06/07/2024 | Chase Arrington | 06/07/2024 |
| | <i>Notes:</i> | | | |
| 10/20/23 | Administration will conduct 1-on-1 coaching conversations with MCLs. | Complete 06/07/2024 | Chase Arrington | 06/14/2024 |
| | <i>Notes:</i> | | | |
| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
| | <i>Notes:</i> | | | |
| Implementation: | | 09/29/2019 | | |
| Evidence | 9/29/2019 | | | |

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| <i>Experience</i> | | 9/29/2019 | | | |
| <i>Sustainability</i> | | 9/29/2019 | | | |
| 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 |
| <i>Initial Assessment:</i> | | Allocate Title I funds to purchase additional positions such as Multi-Classroom Leader, and Multi-Tier Systems of Support (MTSS). Allocate Title I funds to create parent engagement opportunities such as Curriculum Nights, Walk the Schedule Nights, and Student Led conference/Report Card Pick Up Nights. Allocate Restart funds to support instructional priorities and resources amongst all grade levels and teams. | Limited Development 10/19/2023 | | |
| <i>How it will look when fully met:</i> | | Funds will be allocated through the annual budget. The budget will be encumbered by the end of Spring that allocates funding for the remainder of the school year. Staff received resources through the allocation of funding in Title I and Restart. | | Chase Arrington | 06/30/2026 |
| Actions | | | 3 of 4 (75%) | | |
| 10/19/23 | Within the 2023-24 school year, our school identified the following resource inequity; teachers supplying their classrooms with their own funds. As a result, our school plans to mitigate this inequity by developing a document for staff to submit itemized budgets to support classroom instruction. | | Complete 10/31/2023 | Jennifer Tangredi | 10/31/2023 |
| <i>Notes:</i> | | | | | |
| 4/8/24 | Provide the grade level with the highest percentage of attendance for Quarter 1 and Quarter 2 and pizza party for reducing chronic absences. | | Complete 04/15/2024 | Chase Arrington | 04/26/2024 |
| <i>Notes:</i> | | | | | |
| 10/20/23 | Within the 2023-24 school year, our school identified the following resource inequity; families limited access to students curriculum. As a result, our school plans to mitigate this inequity by hosting curriculum, report card, and conference nights. | | Complete 05/01/2024 | Chase Arrington | 06/03/2024 |
| <i>Notes:</i> Use Title 1 fund to purchase food for parents and students. | | | | | |
| 10/24/24 | Will reassess in 2026 school year | | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | | |

| Core Function: | | Domain 2: Talent Development | | | |
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| Effective Practice: | | Practice 2A: Recruit, develop, retain, and sustain talent | | | |
| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The schools works closely with HR to recruit, retain, replace and evaluate teachers. The school works hard to rewards teachers for their dedication, commitment, and work through celebrations and shout outs. | Limited Development 09/26/2016 | | |
| <i>How it will look when fully met:</i> | | The school has ongoing email and phone conversations with HR and will work closely with the staffing technician. The administrators will use NCESS to observe and evaluate teachers. The administrators will host celebrations and give shout outs to staff for their great work. | | Chase Arrington | 06/30/2026 |
| Actions | | | 6 of 7 (86%) | | |
| | 12/2/18 | The Beta Gamma Chapter of DKG wil lprovide a welcome bag and support session for new teachers. | Complete 11/27/2018 | Patrice Brown | 11/27/2018 |
| | | <i>Notes:</i> This was completed on 11/14- 3/4 1st and 2nd year teachers attended. | | | |
| | 8/28/17 | Surveys will be given to teachers who have participated on hiring teams and new candidates to gather input about recruiting retention and rewarding process | Complete 01/31/2019 | Patrice Brown | 01/31/2019 |
| | | <i>Notes:</i> Discussions will begin about creating incentives for teachers who work above and beyond, and working to improve recruitment and retention process 11/27/18 Principal Brown had previously submitted a survey to staff about the interview and hiring process. Discussion followed about ways to make the survey more anonymous, the feeling being that staff would be more honest if the survey was anonymous. The survey was amended to remove all identifiers for the survey takers- the survey will be given to staff during the week of December 10-14 Update 1/2019 Principal Brown shared online the results of the surveys that hiring teams filled out (14 responses). She noted that most of it was positive, and that suggestions would be considered as we enter hiring season for the 2019-20 school year. | | | |
| | 2/15/21 | New teachers will participate in quarterly meetings to determine their growth and effectiveness, and how they can be supported to develop efficacy. | Complete 03/23/2021 | Jill McClanahan | 03/30/2021 |

Notes: New teachers will participate in quarterly meetings to determine their growth and effectiveness, and how they can be supported to develop efficacy.

C3.04 – J. McClanahan – McClanahan stated that her team meets with our new teachers quarterly and in the last one they did a check in on their feelings about teaching during Covid, has their mindset about teaching changed, how has it affected them, the moving from remote to face to face to hybrid, etc. The previous quarter showed that the new teachers are very receptive to these check-ins. McClanahan said she will be moving toward their efficacy from the beginning of the year until now, their feelings on check-ins, mentors, and the support they are getting. Brown said McClanahan has done a wonderful job of providing feedback to and from the new teachers. One of the new teachers had some questions today during the ESL PD about working with ESL students and that evolved into some further training. Brown stated that if any of the team members had any questions or feedback for McClanahan’s team to please share. McClanahan said that she was always in need of mentors.

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| 10/11/21 | The Opportunity Culture Team will re-evaluate the OC positions created during the 21-22 year to determine sustainability for the 21-22 school year | Complete 06/30/2022 | Patrice Brown | 05/30/2022 |
| <i>Notes:</i> | | | | |
| 6/1/23 | Create a needs based assessment to determine how to support teachers in their PDP goals | Complete 11/01/2022 | Chase Arrington | 11/04/2022 |
| <i>Notes:</i> | | | | |
| 6/1/23 | Admin team along with PTA will provide breakfast, lunch, and breaks for teachers during teacher appreciation week. | Complete 05/12/2023 | Sara Richardson | 05/15/2023 |
| <i>Notes:</i> | | | | |
| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 2: Talent Development | | | |
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| 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> | | The school reviews EVAAS, interim assessment, NWEA MAP, and other achievement data throughout the school year. In addition the school reviews attendance, chronic absenteeism. instructional days lost, discipline, teacher observation data in NCEES, and other data throughout the year to determine strategies in helping students improve and professional development needs for teachers. | Limited Development 09/26/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| <i>How it will look when fully met:</i> | | EVAAS, interim assessment, NWEA MAP, and other achievement data throughout the school year will have been reviewed. Attendance, chronic absenteeism. instructional days lost, discipline, teacher observation data in NCEES, and other data will have been reviewed in Tableau, Performance Matters, and other platforms. Teachers will have completed professional development as evidence by attendance roster and CEUs. | | Chase Arrington | 06/30/2026 |
| Actions | | | 7 of 13 (54%) | | |
| 9/18/18 | Empowering Instruction Action team and Leadership Team will reassess Teacher Working Conditions Survey to determine if perceptions regarding School-wide Professional Development has been positively impacted with an emphasis on the LEAD model. | | Complete 06/02/2023 | Chase Arrington | 06/09/2023 |
| <i>Notes:</i> | | C.201- 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. Through the Leader in Me process for which we have purchased a yearly membership, teachers use instructional methods that empower students to lead their own learning by building trusting relationships, engaging student-led learning, and utilizing collaborative planning and reflection combine to create environments for highly engaged learning based on regular review of student performance data and classroom observation data. | | | |

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| 10/20/23 | Review and analyze the attendance, chronic absenteeism, instructional days lost, discipline, teacher observation data in NCEES, and other data in Tableau, Performance Matters, and other platforms. | Complete 06/07/2024 | Chase Arrington | 06/07/2024 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Analyze Students achievement, attendance, suspension, and other data to determine additional supports needed such as learning hub, tutoring, PBIS, etc. | Complete 06/03/2025 | Chase Arrington | 06/07/2025 |
| <i>Notes:</i> | | | | |
| 10/24/24 | Title 1 and Restart budget were used to fund MCLs | Complete 12/17/2024 | Chase Arrington | 06/30/2025 |
| <i>Notes:</i> | | | | |
| 10/24/24 | Title 1 budget used to fund MTSS position | Complete 12/17/2024 | Chase Arrington | 06/30/2025 |
| <i>Notes:</i> | | | | |
| 7/29/25 | Title 1 budget used to fund Math MCL 2 position (Denorris Best) | Complete 07/01/2025 | Chase Arrington | 08/01/2025 |
| <i>Notes:</i> | | | | |
| 7/29/25 | Restart Budget used to fund differentials for 3 MCLs (Sultana, Veach, Best) | Complete 07/01/2025 | Chase Arrington | 08/01/2025 |
| <i>Notes:</i> | | | | |
| 9/24/25 | Restart Budget used to fund differentials for 1 MCL (Best) in order to support math teachers in 7th and 8th grade to achieve growth. | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 9/24/25 | Hold school wide data day 3 times a year. Use this as a time to review all student data (NWEA, IA, attendance, and discipline) with students. | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | Title I funds are used for 0.5 Teacher position | | Aneishika Blackmond | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | Title I funds are used for Substitute Pay for Professional Development | | Aneishika Blackmond | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Offer professional development to assist with how to better support students in the classroom in terms of learning and achievement. | | Sara Richardson | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Review and analyze EVAAS, interim assessment, MAP, and other achievement data to help inform coaching and professional development decisions. | | Valeria Kouba | 06/30/2026 |

Notes:

| Implementation: | | 08/28/2017 | | |
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| Evidence | 6/14/2017 EOY staff PD survey results indicate no less than 80% of staff are in agreement with the PD models that were used this year. | | | |
| Experience | 6/14/2017 The Instructional Management Team has spearheaded monitoring and developing professional development based on staff needs this school year. | | | |
| Sustainability | 6/14/2017 Continued work with purposeful vertical team meetings, co-teaching and virtual professional development offerings will be essential in the 2017-18 school year. | | | |

| Core Function: | | Domain 3: Instructional Transformation | | | |
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| 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 |
| <i>Initial Assessment:</i> | | We currently utilize the IST process to support students that are identified for additional instructional interventions within the MTSS model. In we utilize the PBIS/Check -Check out process for students who are identified for additional behavioral support. Through these processes, which originate in the regular classroom, students are served by Tier 2 and Tier 3 interventions as necessary. We have also implemented a Student Achievement team, which will develop means for students to self monitor and assess their individual progress continuing through the 2023-2024 school year. | Limited Development 09/26/2016 | | |
| <i>How it will look when fully met:</i> | | MTSS professional development will have occurred. Teacher observations will have been conducted to ensure teachers are developing lessons aligned to meet the needs of students across all tiers. The team will have monitored the IST process, PBIS check in-check out process, and implementation of MTSS. | | Cayla Veach | 06/30/2026 |
| Actions | | | 8 of 9 (89%) | | |
| | 5/7/18 | The Student Led Achievement Team will create a template for a WGMS Student Data Notebook to be implemented during the 2018-19 School Year. | Complete 10/02/2018 | Sean Cox | 10/15/2018 |

Notes: What will it look like?
 Procedure for completing notebook in each class- ex. Every Friday
 Communicating to Staff at opening meeting in 2018-19
 See Growth Document Areas for Improvement using a Bar/Pie Chart

3/2018
 report card reflections
 my goal this week is to
 Goal setting- May goal is assignment mastery objectives
 Interim report reflections
 mission statement
 class data tracker
 Cross Data (across courses)
 Reader's notebook rubric
 Smart Goal Planner
 Standards sheet with Tracker (why/evidence)

Plan separate notebooks for subjects

10/23
 Completed Tracker
 Completed consistent Schedule for all lead blocks
 Personal Goal 1st- practice- 6th, 7th and 8th
 Academic WIG - begin November 5th

See: That students have a voice in WIGS

Create:
 Goal check sheet for students to plan
 5 tabs for Notebook

Meeting Date- October 9th

9/19/18 The Leadership Environment Team will develop a template for Schoolwide, Grade level and Class WIG Chalkboards for a visual display

Complete 11/27/2018

Jarrold Ross

12/30/2018

Notes: Get: Leader in Me Signage

Do:

- Decide what we want the signs to say
- Ask print shop about copyright issues
- Ask for students "sayings" for LiM

Student suggestions on sayings

Decide on signage- Team-by end of October

Copyright Issues- Ross- By end of October

Student Sayings Lead TEachers- By end of October

*note- need to determine how the SW WIG templates will be displayed in each classroom per leadership meeting with Eason on 10/22

At the Leadership meeting on 11/27, the LE team updated that they would add bulletin boards to each hallway. LT feedback included a need for placement for specific classroom, grade level, and school wide wigs- dry erase boards would be mounted for the GL and SW WIGs, we will purchase overaly covers for the CR goals- the team will walk the building and make these recommendations by 12/3.

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| 10/25/19 | The LEAD Block team will determine the data collection form to be used for students to manage and monitor their individual goals (Wildly Important Goals) as determined by the Leader in Me Process based on School-wide Goals. | Complete 12/17/2019 | Christian Tremble | 12/30/2019 |
|----------|---|---------------------|-------------------|------------|

Notes: We will order additional LEAD data collection form from the Print Shop using Title 1 funds.
12/17-update- Tremble will go back to her team for further discussion on the new card look. Thomas gave feedback from his classroom. The team determined that they would continue to use the current form through the end of the year since they have enough copies to last until the end of the year, then they would update the form in the spring for next school year.

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| 1/8/20 | The LEAD block team will develop a new electronic LEAD form to be used for the 2021-22 school year. | Complete 04/28/2021 | Christian Tremble | 04/30/2021 |
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Notes:

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| 9/28/20 | Staff will receive required MTSS and Intensive Problem Solving Team (IPT- formerly IST) during staff meetings to implement MTSS and IST processes | Complete 04/28/2021 | Brittany Robertson | 04/30/2021 |
| <i>Notes:</i> | | | | |
| 8/28/17 | WGMS MTSS Specialist will keep data to measure the placement/success rate of students who work through the IST process. | Complete 10/31/2022 | Justin Thomas | 10/31/2022 |
| <i>Notes:</i> MTSS position is paid with Title 1 funds. | | | | |
| 11/9/23 | In 22-23 used restart funding flexibility to send 2 people to unbound ed standards institute. Upon return provided 2 days of math PD. | Complete 06/01/2023 | Chase Arrington | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Monitor the IST process. | Complete 05/24/2024 | Cayla Veach | 05/01/2024 |
| <i>Notes:</i> | | | | |
| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 3: Instructional Transformation | | | |
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| 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 |
| <i>Initial Assessment:</i> | | We are currently a PBIS site. We are positively implementing the Leader in Me (LEAD) and Middle School Kindness Challenge this school year. We also are continuing to utilize SEL for teacher training. There is ongoing reinforcement of expectations during observations and schoolwide expectations and discipline data is discussed with staff during staff, grade level and PLC meetings. We are implementing MTSS and are currently aligning our schoolwide systems with MTSS practices. | Limited Development 08/28/2017 | | |
| <i>How it will look when fully met:</i> | | Utilizing Leader in Me to support our PBIS program, teachers will develop safe classrooms through conflict management to resolve behaviors during instruction. Through this plan, students will track their data for discipline referrals utilizing their Widely Important Goals which align to the Leader in Me Program and SEL Strategies. Evidence of full implementation will consist of student reflection sheets for various behaviors, teachers aligning their core instructional practices for classroom management with Leader in Me, and teachers/students utilizing restorative practices to increase positive behaviors in the classroom. | | Cayla Veach | 06/12/2026 |
| <i>Actions</i> | | | 26 of 27 (96%) | | |
| | 8/28/17 | Give student, teacher and parent baseline surveys to determine Present Level of Performance for LEAD implementation | Complete 05/31/2018 | Lindsay Fowler | 09/30/2017 |
| <i>Notes:</i> | | | | | |
| | 1/23/18 | Leadership Environment Team will request feedback from Building Advisory team regarding what specifics can be added to the school structure to reflect the 7 Habits implementation. | Complete 02/14/2018 | Aislynn Denny | 01/23/2018 |
| <i>Notes:</i> | | | | | |
| | 5/7/18 | Woodard and art students will shellac current paintings to be repurposed in hallways | Complete 05/01/2018 | Jax Woodard | 04/10/2018 |
| <i>Notes:</i> | | | | | |
| | 5/7/18 | Representative for Leadership Environment Team will visit N. Wilkes on April 18th for Leadership team to get clear ideas on plans for Leadership Environment to present during May meetings for staff planning | Complete 05/01/2018 | Aislynn Denny | 05/01/2018 |

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| | <i>Notes:</i> Denny presented the powerpoint based on visit to N. Wilkes | | | |
| 8/28/17 | Begin implementation of LEAD process by utilizing LEAD materials to teach 7 Habits to WGMS student body | Complete 05/30/2018 | Gabrielle Ratliff | 05/30/2018 |
| | <i>Notes:</i> | | | |
| 1/23/18 | Leadership Environment Team discussed budget and specifics for Environmental Changes and updates | Complete 07/30/2018 | Aislynn Denny | 07/30/2018 |
| | <p><i>Notes:</i></p> <p>shirts</p> <p>Goal: Leadership Environment Team will work with School Community to make the new building reflect the 7 Habits in a beautiful and inviting way.</p> <p>Members at meeting: Denny, Avent, Jeffries, Vernon, Bean, Curtis</p> <p>Task: Determine the best location for the painted plywood designs and motivational quotes from the GMS building.</p> <p>Team Concern: Many of the paintings are not in the best of shape. Corners are broken, the plywood is bowed, the edges are ragged and unfinished, the sticky on the back of the Velcro pieces has pulled paint off some of the designs. While covering them with a polyurethane coat will prevent further damage and fading to the images, we are concerned that several of the boards are not in good enough condition to display in our new building.</p> <p>Solution: Select 5-10 of the paintings that are in the best condition to display. Request art students from A&T, Guilford College, UNCG, & Bennet reinterpret the remaining paintings and add to our artwork with the Leader in Me theme.</p> <p>Paintings will be distributed 2 (original) 2 (new) per grade level hall above the lockers, 2 (original) & 2 (new) per Encore/EC hallway above the doors to Ms. Beard's classrooms, 2 on the music hall, 2 in the gym hallway leading to the locker rooms.</p> <p>Task: Suggest a location for the GMS Historical Gallery</p> <p>Suggestion: The large conference room in the front office – name it the GMS Memories Room.</p> <p>Team would like an update on purchasing shirts for the students, team was under the impression that we were supposed to design the shirt, wanted to see when that design was needed.</p> | | | |
| 10/25/19 | All teachers have displayed classroom norms and have explicitly modeled and taught the classroom behaviors. (A2.17) | Complete 10/29/2019 | Christian Walter | 10/30/2019 |

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| | <i>Notes:</i> All staff taught procedures to enforce school wide expectations at the beginning of the year, but that the PBIS matrix needs to be updated. These were taught at the beginning of the year but they are not posted. | | | |
| 11/18/19 | #wearefamily team will present finalized PBIS/LEAD matrix to be approved by Leadership/Lighthouse Team for school-wide posting | Complete 11/18/2019 | Jill McClanahan | 11/30/2019 |
| | <i>Notes:</i> This was completed during the meeting- final draft to be sent out by Edmonds before printing and posting in hallways. | | | |
| 9/18/18 | Leadership Events/PBIS team will meet to determine alignment for PBIS Matrix and LEAD | Complete 12/03/2019 | Aislynn Denny | 12/14/2019 |
| | <i>Notes:</i> | | | |
| 1/8/20 | Survey will be sent out by Monday Jan. 13 to determine which LEAD blocks will be video taped to begin developing student leaders to lead Lead blocks. Based on survey results we will film Lead Blocks | Complete 02/04/2020 | Aislynn Denny | 01/30/2020 |
| | <i>Notes:</i> | | | |
| 1/27/20 | Beauty Beyond Beautification Action Team will construct Data Boards to monitor school wide data | Complete 01/31/2020 | Patrice Brown | 01/31/2020 |
| | <i>Notes:</i> Meeting Attendance Hobson, Daye, Good, Mayhand, Bean , Holmes, Woodard, *Brown January 2020 -need to complete data boards for each grade level; Encore will decide on what data they would like to display -whiteboards will be sectioned in 4 vertical sections -sections will include: Gold Card Information, Daily Attendance percentages, Monthly Discipline Data, and a TBD section -Sections will be taped off via painters tape; data will be displayed on laminated sentence strips and printed calendars; Months (Jan. - May) will be located on the left side of the whiteboard on the wall -Hobson and Bean will begin to work on the 6th Grade hallway bulletin board to create an exemplar model; Note: boards need to be cleaned prior to set up -All grade level data boards need to be completed by Jan. 31st | | | |
| 12/16/19 | Admin team and staff will review the new matrix with students as they return to school in January 2020 for our State of our School Semester meetings | Complete 02/04/2020 | Christian Walter | 01/31/2020 |

Notes: will include new LEAD matrix
discipline data
attendance data
report card data
gold card status

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| 9/28/20 | Lead blocks were assigned to teachers based on their numbers | Complete 08/28/2020 | Lindsey Fowler | 08/30/2020 |
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Notes: completed prior to Labor day

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| 9/28/20 | Lead Block Action team will provide 1 lesson per week during remote learning using the Lead block group Lead Blocks will meet each Thursday from 9-9:20 | Complete 09/30/2020 | Joe Avent | 09/30/2020 |
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Notes: Avent will make the nearpod and email out with extension activities-
will also post to Canvas page.

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| 2/25/20 | Goals will be set and monitored for each grade level monthly to focus on Gold Cards, Attendance, and Discipline using hallway data boards. | Complete 03/23/2021 | Brittany Robertson | 03/30/2021 |
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| 4/21/21 | The Lead block team will develop a means of monitoring the 80% engagement goal with the increase of 5 engaged students for April, and 5 students for May | Complete 06/30/2021 | Brittany Robertson | 06/30/2021 |
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| 9/26/21 | The LEAD block team is focusing on differentiating across Y1, Y2, Y3 i n LEAD Blocks | Complete 10/26/2021 | Alexa Briggs | 10/30/2021 |
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Notes: 8/13/21

Discussed reflections from successes/challenges last year
Need to get out survey to staff for preference (Newcomers, 1, 2, 3) -
Tremble will send
Discussed timeline for Q1 and newcomers
Calendar will move to Veach with support to get started
No direct lessons on study hall days; is study hall effective?
Work trackers - which day? Works well with Canvas
Discuss possibility of different calendars by year to year-specific
distribution lists
Do we want to make a teacher Canvas course for LIM? Can make year
groups within the course and post resources
Norms - come prepared, be engaged, be respectful, start on time, end
on time, communicate with one another, especially about needs
Meeting Schedule - next meeting Thurs 8/19 at 3:35 PM in Veach's
room
Big Rock - focusing on differentiating across Y1, Y2, Y3
Benoy & Avent to have Newcomers groups
Next Meeting - discuss tracker format, journals, transition to digital
format

9/26/21

Five Day Structure with goal setting will be fully implemented with
LEAD block

Key Indicator: 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.

Complete 11/30/2021

Staci Benoy

11/30/2021

Notes: Next week in grade level we are expected to explain to our Grade Level Team how Lead Block will be structured and what to do. However, there are still some unanswered questions. We need to have this buttoned up in a week.

Five Day Structure that we agreed upon:
 Monday Tuesday Wednesday Thursday Friday
 Direct Lessons WIGS/Planning/Tracker Direct Lessons Study Hall/Service Learning RIME Time

Tremble is in the process of surveying the staff as to what they would like to teach for the next school year. We have a PDF of all current students as well as my Excel doc (attached) from last year with what student was assigned to what teacher. We will use these two documents to determine which current 7th and 8th graders will be in Year 2 and Year 3 classes, as well as to assign students to all Lead Blocks. Ms. Tremble, feel free to reply all to the group as to what you need to make that happen.

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| 12/14/21 | RIME time will be implemented to support school-wide math intervention during LEAD block | Complete 12/14/2021 | Justin Thomas | 12/30/2021 |
| <i>Notes:</i> | | | | |
| 12/14/21 | LEAD block will give an update on student WIGS as related to School wide WIG goal. | Complete 02/22/2022 | Christian Tremble | 02/28/2022 |
| <i>Notes:</i> | | | | |
| 1/25/22 | L/L will revisit impact of Rime Time based on Winter NWEA/Map data | Complete 02/28/2023 | Justin Thomas | 11/30/2022 |
| <i>Notes:</i> | | | | |
| 10/31/22 | Collect data from staff to determine next steps for producing positive relationships with all students beginning with an end of quarter 1 survey to determine individual teacher needs. | Complete 11/30/2022 | Sara Richardson | 11/30/2022 |
| <i>Notes:</i> | | | | |
| 10/31/22 | Give students opportunities to select a homeroom class representative to determine needs of support for students. Additionally, the class representative will complete supports for students to create a culture and climate that supports classroom management. | Complete 12/07/2022 | Justin Thomas | 11/30/2022 |
| <i>Notes:</i> | | | | |
| 12/7/22 | Daily reinforcement of class expectations through Lead Breakfast. Students are chosen to participate in a monthly breakfast based on their character, leadership, and growth toward their Widely Important Goals (WIGs). | Complete 05/26/2023 | Justin Thomas | 05/31/2023 |
| <i>Notes:</i> | | | | |

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| | 6/1/23 | Utilize district professional development for beginning teachers to support classroom management | Complete 10/30/2023 | Sara Richardson | 10/30/2023 | |
| | <i>Notes:</i> | | | | | |
| | 10/20/23 | Provide teachers with Leader In Me training to assist with teaching students appropriate behaviors and goal setting. | Complete 04/30/2024 | Cayla Veach | 05/01/2024 | |
| | <i>Notes:</i> Use Title 1 and Restart funds to pay for Leader In Me Contract. | | | | | |
| | 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 | |
| | <i>Notes:</i> | | | | | |
| | 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: | | The WGMS instructional teams currently primarily utilize resources provided by the GCS Learning and Teaching Departments (Including EL, Stem Scopes, and Open Up Math) to ensure that standards are being met. | Limited Development 08/08/2016 | | | |
| | | Priority Score: 3 | Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | As evidence by lesson plans and instructional walkthroughs: the Open Up Math, EL, Science, and other curriculums will be implemented with fidelity using the districts curriculum resources. There will a increase in student achievement and growth. | | Chase Arrington | 06/07/2026 | |
| Actions | | | 24 of 25 (96%) | | | |
| | 8/28/17 | PLC's will determine a format to monitor quality of task using student work samples in PLC meetings. | Complete 10/30/2017 | Shannon Peeples | 10/30/2017 | |
| | <i>Notes:</i> | | | | | |
| | 5/7/18 | Empowering Instruction Team completed Walkhtroughs to help determine strengths of staff to present at April staff meeting | Complete 04/10/2018 | Shannon Peeples | 04/10/2018 | |
| | <i>Notes:</i> | | | | | |
| | 5/7/18 | Empowering instruction team completed brochure, secure staff for presentations and staff email for school-wide presentations on April 24th | Complete 04/18/2018 | Shannon Peeples | 04/18/2018 | |
| | <i>Notes:</i> Shanks will help secure staff for presentations | | | | | |

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| 1/22/18 | The Empowering Instruction Team will highlight those staff at Early Release Days/Staff meetings who are using effective instructional strategies to share with staff. | Complete 04/24/2018 | Shannon Peeples | 06/30/2018 |
| <i>Notes:</i> Early Release on 4/25 was cancelled- Team did highlight staff with certificates based on walkthroughs of peers prior to staff meeting | | | | |
| 1/22/18 | The Empowering Instruction Team will revisit lesson plans and Quality of Task forms before the 18-19 School Year. | Complete 06/15/2018 | Shannon Peeples | 08/17/2018 |
| <i>Notes:</i> | | | | |
| 1/27/20 | Empowering Educators Every Day will create a google doc to determine what professional development teachers would like to be addressed by 2/5/2020 | Complete 02/29/2020 | Christian Tremble | 02/29/2020 |
| <i>Notes:</i> Ms. Moore stated that during the ILT walkthroughs that classroom strategies are not in-line with the standards. Gatson recommended that we create a survey/google.doc to have teachers provide input on information they would like to see addressed. All members gave input on various topics to present to staff in the survey that we thought were in line with strategies supporting the standards Unpacking standards The ABC lesson plan Incorporating LEAD into your lessons Next meeting February 4th | | | | |
| 9/18/18 | Professional Development and Learning Team will support the development of Professional Learning based on needs identified during PLC's and Vertical Team Meetings that is aligned with culturally responsive instruction as supported by the Math Vertical and Instructional Leadership Teams. MCL's will help facilitate this training (In 2021-22 and 2022-23 MCL differentials are funded by Title 1 and Restart funds). Use restart budget flexibility to allow us the ability to flex our combined funding sources to support the addition of two MCL's to our staffing plan. | Complete 10/26/2021 | Keyelle Miller | 09/05/2020 |

Notes: August 13th: Opening Meeting for E3

Meeting Overview:

Richard's Provided a brief overview of the purpose of E3

Moore gave an overview of the types of PD's we provided to the staff.

Last year's Big Rock was focused on Literacy across Content Area and how the IRLA Framework ties into that. As well as, ESL.

Gatson spoke to the staff survey E3 created in Lieu of the State Level "Teacher Working Survey." We discovered that we did not have the opportunity to review that data. K.Miller asked could that be redistributed to the new staff.

>The team is taking the request into consideration.

2021-22 E3 Big Rock:

"Data Driven Small Group Instruction"

Anderson defined it as how we use the data to create small groups.

Miller explained that all classroom data can be used to set up effective groups.

Team also agreed that an early PD would need to be an NWEA refresher to understand better how to read the data and create groups from it. Richards suggested that the NWEA refresher be done during vertical so that it is related to a content area. K.Miller took this into advisement and will share with the MCL team.

Benoy asked if we could have an NWEA PD after we've administered the fall round of NWEA testing so that we can have live data to refer to and learn exactly how to build our groups.

Arrington shared that this years focus is small group instruction and the MCL's are the leads on this. He explained that MCL's are teacher support & EIT's are student support.. Arrington aske T. Williams to give us an idea of how small groups are run in the adaptive curriculum with so many ability levels. Ms. Williams explained what a day looks like in the AC classroom. She shared that student who are not assigned to a teacher led group are working independently at their desk. When it is time to rotate stations, the teachers rotate and not the children. Moore shared that she groups students based on needs in a particular skill and rotates them through stations.

Benoy spoke to concerns about middle school time vs elementary for small groups and not having enough time to do this. K.Miller reassured the team that it is doable & MCL's are providing that support needed. (MCL differentials are funded by Title 1 and Restart funds)

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| 11/16/20 | The E3 team will present The IRLA Overview PD on Wednesday, Dec. 2nd from 8:00 am - 9:00 am. | Complete 12/30/2020 | Chase Arrington | 12/30/2020 |
| <p><i>Notes:</i> Next Steps:</p> <p>Invite the presenters to meet to discuss setting up the PD.</p> <p>We will inform the E3 team of the discussion and the next steps for the PD</p> <p>Create Feedback for its effectiveness.</p> <p>Arrington - posed to Couillard, O'Neal, Richard's, Anderson, Sue, Alakkat will they attend the presenters meeting? - They agreed they did not need to attend.</p> <p>Team agreed that an email would be sufficient with updated information from the presenters meeting.</p> <p>Gatson, Moore, Ortega, & Arrington will attend the presenters meeting.</p> | | | | |
| 9/30/18 | E3 team will provide an update to the IRLA professional development series that was held on December/February 2021 to complete further plans | Complete 02/16/2021 | Chase Arrington | 02/16/2021 |

Notes: A2.04 – Arrington reported on IRLA Professional Development series held on December/February 2021. He said this was a “time well spent” PD and that this one was powerful as an educator and as a parent/educator. He shared comments from participants and will send the information to the Team for them to study more closely. Brown asked Arrington to clarify what will be in the next PD regarding ways to support staff going forward. In the next meeting, 2/24 the team has been tasked with meeting with their grade levels with content and to bring back at least 3 questions, and what are some of the additional things we might need in terms of support as students come back to the building. Brown will share the results as an attachment to the artifacts. Arrington reminded teachers to document anything that might tie in. credit-wise.

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| 3/23/21 | E3 team will debrief on the results of the ESL PD shared by E. Mann on 3/24 and report the results of the staff PD survey | Complete 04/28/2021 | Chase Arrington | 04/30/2021 |
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Notes:

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| 10/29/21 | Use calendar flexibility to add 6 additional staff workdays to provide intercession where professional learning is provided for restart staff to support instruction through the Unbound Ed, Restart and Instructional Support teams, including MCLs. Monitored by Principal | Complete 06/22/2021 | Patrice Brown | 06/22/2021 |
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Notes:

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| 9/26/21 | To provide professional development that includes “Data Driven Small Group Instruction” | Complete 11/30/2021 | Keyelle Miller | 11/30/2021 |
|---------|---|---------------------|----------------|------------|

Notes: Anderson defined it as how we use the data to create small groups. Miller explained that all classroom data can be used to set up effective groups. Team also agreed that an early PD would need to be an NWEA refresher to understand better how to read the data and create groups from it. Richards suggested that the NWEA refresher be done during vertical so that it is related to a content area. K.Miller took this into advisement and will share with the MCL team. Benoy asked if we could have an NWEA PD after we've administered the fall round of NWEA testing so that we can have live data to refer to and learn exactly how to build our groups. Arrington shared that this years focus is small group instruction and the MCL's are the leads on this. He explained that MCL's are teacher support & EIT's are student support.. Arrington aske T. Williams to give us an idea of how small groups are run in the adaptive curriculum with so many ability levels. Ms. Williams explained what a day looks like in the AC classroom. She shared that student who are not assigned to a teacher led group are working independently at their desk. When it is time to rotate stations, the teachers rotate and not the children. Moore shared that she groups students based on needs in a particular skill and rotates them through stations. Benoy spoke to concerns about middle school time vs elementary for small groups and not having enough time to do this. K.Miller reassured the team that it is doable & MCL's are providing that support needed.

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| 12/14/21 | E3 team will gather input to develop professional development for the PD days scheduled for February 2022 based on district input | Complete 03/22/2022 | Keyelle Miller | 03/31/2022 |
| <i>Notes:</i> | | | | |
| 6/1/23 | Create a needs based assessment to determine teacher needs for the rest of the 22-23 school year | Complete 11/01/2022 | Chase Arrington | 11/04/2022 |
| <i>Notes:</i> | | | | |
| 6/1/23 | Utilize needs based assessment to support PDP goals for teachers. | Complete 12/16/2022 | Chase Arrington | 12/16/2022 |
| <i>Notes:</i> | | | | |
| 6/1/23 | E3 will gather data to implement professional developments tailored to teachers desired needs | Complete 03/31/2023 | Keyelle Miller | 03/31/2023 |
| <i>Notes:</i> | | | | |
| 11/9/23 | In 22-23 used restart calendar flexibility to add 8 extra student days to provide students with additional content exposure. | Complete 05/30/2023 | Chase Arrington | 05/30/2023 |
| <i>Notes:</i> | | | | |

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| 4/24/22 | Determine PD plan for 22-23 School Year based on 21-22 feedback | Complete 05/22/2023 | Keyelle Miller | 05/31/2023 |
| <i>Notes:</i> | | | | |
| 11/9/23 | In 22-23 used restart funding flexibility to provide substitutes/time for teachers to do learning walks. | Complete 05/30/2023 | Chase Arrington | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 5/22/23 | Utilize instructional rounds and learning walks to determine next steps to support alignment of standards based instruction. | Complete 06/05/2023 | Jill McClanahan | 06/05/2023 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Participate in the districts math and literacy integrity walkthroughs and professional learning days. | Complete 05/08/2024 | Chase Arrington | 05/01/2024 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Utilize NTN and TNTP coaches to assist in coaching teachers, participating in walkthroughs, and providing feedback. | Complete 06/07/2024 | Chase Arrington | 06/07/2024 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Utilize 2 math MCLs and 1 ELA MCL to provide teachers with support in developing and implementing standards based aligned units of instruction. | Complete 06/07/2024 | Sara Richardson | 06/07/2024 |
| <i>Notes:</i> Utilize Title 1 and Restart funds to pay for MCL positions. In 22-23 used restart funding flexibility to help pay for 1 math MCL. | | | | |
| 6/13/23 | Utilize a team of lead teachers to help implement the new reading curriculum for ELA. | Complete 06/07/2024 | Jill McClanahan | 06/07/2024 |
| <i>Notes:</i> | | | | |
| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | 01/22/2018 | | |
| Evidence | 1/22/2018 | | | |
| Experience | 1/22/2018 | | | |
| Sustainability | 1/22/2018 | | | |

| | A2.26 | All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342) | Implementation Status | Assigned To | Target Date |
|---|---|--|-----------------------|-------------|-------------|
| <i>Initial Assessment:</i> | The school uses the Leader In Me digital materials to support students in motivating them in their learning, goal setting, and motivation to succeed. The school also uses SEL and PBIS to motivate students. | Limited Development 10/22/2020 | | | |
| | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | | |
| <i>How it will look when fully met:</i> | The school will have successfully implemented Leader In Me by using the digital materials to support students in motivating them in their learning, goal setting, and motivation to succeed. The school also will have implemented SEL and PBIS strategies. | | Staci Benoy | 06/30/2026 | |
| Actions | | 11 of 12 (92%) | | | |
| 10/22/20 | Lead block team will make the nearpod and send out with extension activities using the Leader in Me Website and Teacher Leader Guide as a resource. | Complete 10/30/2020 | Joe Avent | 10/30/2020 | |
| <i>Notes:</i> | | | | | |
| 11/16/20 | Grade level reps will work with their teams to be sure that the LEAD block assignments are "gradable" before 2nd quarter grades are entered. | Complete 12/30/2020 | Lindsey Fowler | 12/30/2020 | |
| <i>Notes:</i> | | | | | |
| 1/26/21 | Lead block will develop a plan for transitioning LEAD block when students return Face to Face | Complete 02/28/2021 | Lindsey Fowler | 02/28/2021 | |

Notes: A2.26 – Fowler – Lead Block met last week and talked about the topics raised in the last Leadership Meeting, including how to integrate Lead Block into Homeroom. Students are only in Homeroom two days a week maximum. Fowler said that each book has an extended lesson that could be an extension activity for later in the day. She shared that she had created an activity for students only to complete to help them know what percentage of assignments they had completed. This will help them see how close they are to Gold Card status. It's currently on an Excel spreadsheet and she is working on making it more user friendly for the students. Fowler walked through the link/spreadsheet with the Team to familiarize them with how the students will navigate/use the spreadsheet. Tremble added that this is strictly for the students and there is no need for teachers to get involved. This is to put the responsibility on the students. Teachers are only involved in teaching the students how to use it and provide the time in the morning for them to do it. Fowler feels like one of her 8th grade classes would make a good pilot program and might be willing to do the instructional video for all students. Tremble volunteered to pilot this with her class prior to the next meeting.

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| 3/23/21 | Update on pilot on monitoring the electronic WIGs through Engagement Challenge at the end of the year | Complete 05/26/2021 | Christian Tremble | 05/30/2021 |
| <i>Notes:</i> | | | | |
| 6/21/21 | Lead Block Action Team will revisit the LEAD block plan for 21-22 school year | Complete 08/30/2021 | Christian Tremble | 08/30/2021 |

Notes: 8/13/21

Discussed reflections from successes/challenges last year
Need to get out survey to staff for preference (Newcomers, 1, 2, 3) - Tremble will send
Discussed timeline for Q1 and newcomers
Calendar will move to Veach with support to get started
No direct lessons on study hall days; is study hall effective?
Work trackers - which day? Works well with Canvas
Discuss possibility of different calendars by year to year-specific distribution lists
Do we want to make a teacher Canvas course for LIM? Can make year groups within the course and post resources
Norms - come prepared, be engaged, be respectful, start on time, end on time, communicate with one another, especially about needs
Meeting Schedule - next meeting Thurs 8/19 at 3:35 PM in Veach's room
Big Rock - focusing on differentiating across Y1, Y2, Y3
Benoy & Avent to have Newcomers groups
Next Meeting - discuss tracker format, journals, transition to digital format

9/26/21

LEAD Block team will revisit electronic trackers for WIGS for the 2021-22 school year

Complete 11/30/2021

Christian Tremble

11/30/2021

Notes: 8/13/21

Discussed reflections from successes/challenges last year
Need to get out survey to staff for preference (Newcomers, 1, 2, 3) - Tremble will send
Discussed timeline for Q1 and newcomers
Calendar will move to Veach with support to get started
No direct lessons on study hall days; is study hall effective?
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| 12/14/21 | Benoy and Thomas will provide an update on digital lesson plan pilot | Complete 10/31/2022 | Staci Benoy | 10/31/2022 |
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| 11/4/22 | Identify teachers to implement digital learning pilot program for Leader in Me. | Complete 01/15/2023 | Justin Thomas | 01/15/2023 |
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| 12/7/22 | Quarterly Data Days for all core teachers to calibrate implementation of curricular tools and spiral review plans. | Complete 05/31/2023 | Jill McClanahan | 05/31/2023 |
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| 5/22/23 | Provide teacher professional development on Leader In Me and implement the Leader in Me digital curriculum to address core principles for character education and alignment to student expectations. | Complete 06/07/2024 | Stacy Benoy & Cayla Veach | 06/07/2024 |
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| 10/17/23 | Establish and utilize walkthrough forms for Lead Block to create ongoing feedback to teachers. | Complete 06/07/2024 | Cayla Veach | 06/07/2024 |
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| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
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| Implementation: | | 10/31/2022 | | |
| <i>Evidence</i> | 10/31/2022 | | | |
| <i>Experience</i> | 10/31/2022 | | | |
| <i>Sustainability</i> | 10/31/2022 | | | |

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| Core Function: | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | Practice 3C: Remove barriers and provide opportunities | | | |
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| | D2.05 | The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | The school has utilized the Leader In Me, SEL, PBIS, mental health supports, celebrations, and staff to help create a safe, welcoming, and inviting learning environment. | Limited Development 09/28/2020 | | |
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| <i>How it will look when fully met:</i> | | The school will be clean and inviting. Students will participate in SEL, PBIS, and Leader In Me activities. Students will seek support of staff such as guidance counselors, teachers, and administrators when needing emotional support. | | Chase Arrington | 06/30/2026 |
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| Actions | | | 6 of 7 (86%) | | |
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| 10/22/20 | The Health and Safety Team will share the GCS COVID-19 guidelines and procedures during weekly staff meetings to ensure that staff is prepared to create a safe, healthy environment for students and staff. | Complete 10/30/2020 | Christian Walter | 10/30/2020 |
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| 10/22/20 | Signage will be added to the school building (floors, doors, walls) to ensure clear guidance regarding COVID 19 procedures. | Complete 10/30/2020 | Christian Walter | 10/30/2020 |
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| 9/28/20 | Street Signs with the 7 Habits will be displayed with student and community input on placement. | Complete 12/15/2020 | Patrice Brown | 12/15/2020 |
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| 11/16/20 | The BBB team will work on plans for outside seating and memorial garden based on community donations | Complete 04/28/2021 | Patrice Brown | 04/30/2021 |
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| 5/25/21 | The BBB team will share updated big rocks for the 2021-22 School Year regarding School Environment with Adopt an area program and Level up boards | Complete 01/31/2022 | Patrice Brown | 01/31/2022 |
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| | <i>Notes:</i> | | | |
| 10/11/21 | BBB team will update student goal boards and student/teacher of the month | Complete 02/28/2022 | Patrice Brown | 02/28/2022 |
| | <p><i>Notes:</i> esent: Brown, Hobson, Carver, Date, Good, Mayhand</p> <p>Celebrations: New signage is holding up well; looks great!</p> <p>New Business: We need to find a location to place Student of the Month names/pictures; leaning towards using LEAD Breakfast students for Students of the Month; also need to determine placement of Teacher/Staff Member of the Month</p> <p>Action 1: BBB Team will meet on October 12th (in the Atrium) to discuss placement of Student/Teacher/Staff Member of the Month; Carver will check on supplies</p> <p>Action 2: Carver wants to display student art to enhance overall appearance and connection to school; “art is meant to be shown”; Hobson suggested the cafeteria is a good place that all grade levels visit each day; Carver wants to use reusable picture frames that you can slide art inside and out very easily; Brown suggested placing artwork on the colored sections of each grade level hallway</p> <p>Grade Level Data Board Display: possibly need to make a November/December sign for each hallways Data Boards; Good suggested the Morning News groups could give weekly/daily updates on how each grade level is working towards attendance/discipline data</p> <p>Reminder: Gold Cards will now to referred to as “Level-Up Cards”</p> <p>Additional Information: Memorial bricks were picked up about two weeks ago for engraving; mulch will be added soon near the benches; Brown hopes to have a memorial ceremony before the weather turns too cold</p> <p>Next Meeting: October 12th, 2021; meet in Atrium after school</p> | | | |
| 10/24/24 | Will reassess in 2026 school year | | Chase Arrington | 06/30/2026 |
| | <i>Notes:</i> | | | |

| Core Function: | | Domain 4: Culture Shift | | | |
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| 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> | | Students currently receive support for their emotional states with the support of the support staff in the building as necessary, which include the guidance counselors and social worker. The school currently uses SEL and PBIS strategies to support students with their needs. Students also receive support through Leader In Me. Additionally students have access to mental health supports, including e-therapy, if they need it. | Limited Development 09/26/2016 | | |
| <i>How it will look when fully met:</i> | | Students will have engaged in SEL and PBIS strategies and activities. Will also have participated in Leader In Me activities throughout the school year. They will have spoken to counselors, teachers, and administrators if they need additional support. They will have sought mental health support, such as e-therapy, if they need it. | | Chase Arrington | 06/30/2026 |
| Actions | | | 4 of 7 (57%) | | |
| 10/11/21 | | Continue facilitation of the Peer Mediation group and begin utilizing Restorative Circles to aid in reducing the discipline referrals schoolwide a minimum of 5% by June 2023. | Complete 06/09/2023 | Tiara Glenn | 06/30/2023 |
| <i>Notes:</i> | | | | | |
| 10/11/21 | | Facilitate face-to-face and/or virtual small groups to a diverse population of students in order to reduce the number of adverse social emotional behaviors. | Complete 06/30/2025 | Arlene Sims | 06/07/2025 |
| <i>Notes:</i> | | | | | |
| 10/20/23 | | Provide opportunities for mental health services to students upon request and as needed using the appropriate district processes | Complete 06/30/2025 | Arlene Sims | 06/07/2025 |
| <i>Notes:</i> | | | | | |
| 10/24/24 | | Restart & Title 1 budget were used to fund additional counselor position | Complete 12/17/2024 | Chase Arrington | 06/30/2025 |
| <i>Notes:</i> | | | | | |

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| 9/24/25 | The Attendance team will create a plan that will reduce the percentage of moderate and chronic absenteeism with the support of the Counseling Team and the admin team. | | Arlene Sims | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 9/25/25 | Provide opportunities for mental health services to students upon request and as needed using the appropriate district processes in order to reduce absenteeism, create a healthy school/life balance, and promote emotional wellness in students. | | Arlene Sims | 06/30/2026 |
| <i>Notes:</i> Students will have access to therapy, counselors, or referrals as needed throughout the school 25-26 school year. | | | | |
| 10/20/23 | Utilize SEL, PBIS, and Leader In Me strategies in the classrooms and schoolwide to assist in progress toward the schoolwide goal of increasing the school composite score. | | Cayla Veach | 06/30/2026 |
| <i>Notes:</i> Utilize Title I funds to help pay for Leader in Me training and PBIS incentives. | | | | |

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| Core Function: | Domain 4: Culture Shift |
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| Effective Practice: | Practice 4C: Engage students and families in pursuing education goals |
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| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
|---|--|--|-----------------------------------|------------------------|-------------------|
| <i>Initial Assessment:</i> | | The school will utilize various means of communication such as Connect Ed, Remind, school website, and social media to invite parents to participate in informational meetings, curriculum nights, open houses and orientations, Title 1 parent nights, and other school events. | Limited Development 09/26/2016 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | The school will have provided various means of communication such as phone calls, remind, school website, and social media to invite parents to informational meetings, curriculum nights, open houses and orientations, Title 1 parent nights, and other school events. | | Chase Arrington | 06/30/2026 |
| Actions | | | 9 of 15 (60%) | | |
| 4/24/22 | Tiger Family Matters will monitor results from Leader in Me MRA Spring 2022 results | | Complete 02/07/2023 | Jill McClanahan | 02/28/2023 |
| <i>Notes:</i> | | | | | |
| 2/27/23 | FACetime Team is working on the 2nd Student Led Conferences for this School Year. This is to make parents aware of student engagement based on their 1st, 2nd, and 3rd quarter grades. | | Complete 04/04/2023 | Jormeka Wilkins | 04/06/2023 |

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| <i>Notes:</i> | | | | |
| 2/27/23 | Tiger Family Matters created a Saturday Game Day to connect with families. | Complete 04/22/2023 | Jill McClanahan | 04/30/2023 |
| <i>Notes:</i> | | | | |
| 6/1/23 | Principal will communicate weekly through connect ed and Remind with parents to outline weekly activities and expectations. | Complete 06/02/2023 | Chase Arrington | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Principal will communicate weekly through Connect Ed and Remind with parents to outline weekly activities and expectations. | Complete 06/07/2024 | Chase Arrington | 06/07/2024 |
| <i>Notes:</i> | | | | |
| 10/20/23 | Provide parents with opportunities participate in conferences, curriculum nights, open houses and orientations, Title 1 nights, and other school events. | Complete 04/09/2024 | Chase Arrington | 06/07/2024 |
| <i>Notes:</i> Use Title 1 funds to purchase food for these events. | | | | |
| 10/23/24 | WGMS will hold Parent engagement nights once a quarter to get parents involved in students social-emotional and academic progress throughout the year. | Complete 06/30/2025 | Chase Arrington | 06/30/2025 |
| <i>Notes:</i> | | | | |
| 10/24/24 | Title 1 budget is used to fund Parent Engagement Night for Walk The Schedule and Report Card Pick Up night | Complete 06/30/2025 | Aneishika Blackmond | 06/30/2025 |
| <i>Notes:</i> | | | | |
| 10/23/24 | Principals will create a form at the end of the year, for parents to complete. Parents will have to opportunity to fill out a survey and meet with their students Principal to help prepare students for the upcoming school year. | Complete 08/31/2025 | Valeria Kouba | 07/30/2025 |
| <i>Notes:</i> | | | | |
| 9/24/25 | Title 1 budget is used to fund Parent Engagement Night for Walk The Schedule and Report Card Pick Up night in order to increase the number of parent involvement. | | Aneishika Blackmond | 06/20/2026 |
| <i>Notes:</i> | | | | |
| 9/24/25 | WGMS will hold Parent engagement nights once a quarter to get parents involved in students social-emotional and academic progress throughout the year. | | Sara Richardson | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 9/24/25 | Principal will communicate weekly through Connect Ed and Remind with parents to outline weekly activities and expectations. | | Chase Arrington | 06/30/2026 |

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| <i>Notes:</i> | | | | |
| 10/3/25 | Title I funds are used for Membership Dues and Fees | | Arlene Sims | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 10/3/25 | Title I funds are used for Parent Postage | | Aneishika Blackmond | 06/30/2026 |
| <i>Notes:</i> | | | | |
| 7/29/25 | School will host quarterly diversity events open to the community and families to stay connected with families and community. | | Sara Richardson | 06/30/2026 |
| <i>Notes:</i> | | | | |
| Implementation: | | | | |
| Evidence | 6/14/2017 All EOY parent survey responses were positive (none below a "3") We have a new PTA president who is excited about the new parent volunteer model which includes the sign-up genius | | | |
| Experience | 6/14/2017 The Leadership Team worked closely with the parent involvement team, and as a result, were able to significantly positively impact parent involvement opportunities at GMS | | | |
| Sustainability | 6/14/2017 The Leadership Team will continue to work with both the PIT and PTA as we transition to the 2017-18 school year to prioritize parent involvement on varied levels to address the needs of our diverse community. | | | |