


Comprehensive Progress Report

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

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

- Goals:**
- By June 30, 2024 Eastern Middle School will increase its overall Performance Composite by at least three percentage points, from 32.4% in 2022 – 2023 to 35.4% in 2023 -2024.
 - By June 30, 2024, Eastern Middle School will increase overall 8th grade math proficiency by at least five percentage points, from 7.1% in 2022 – 2023 to 12.1% in 2023 – 2024.
 - By June 30, 2024, Eastern Middle School will decrease chronic student absences by five percentage points, from 35% in 2022 – 2023 to 30% in 2023 – 2024.
 - By June 30, 2024, Eastern Middle School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 1,224 days in 2022 – 2023 to 1,101 days in 2023 – 2024.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.02	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers respond to the principal's observation feedback through the North Carolina Educators Evaluation System. All teachers meet with the principal to conference about their observations.	Limited Development 09/01/2020		
<i>How it will look when fully met:</i>		When this objective is fully met, teachers will consistently create goals related to the previous year's summative evaluation. These goals will reflect areas of professional growth and will be included on their PDPs. Teachers will measure their growth using assessment tools such as performance matters, End-of-Grade test, and benchmark assessments. Teacher improvement will include any applicable training and or coaching.		Angela McNeill	06/11/2024
Actions			3 of 9 (33%)		
9/10/23		Math teachers will receive 9 visits and coaching from NTN coach.		Latisha McNeil	06/11/2024
<i>Notes:</i>					
9/10/23		ELA teachers will receive classroom visits and coaching from Imagine coach.		Lisa Wojnar	06/11/2024
<i>Notes:</i>					
9/10/23		Teachers will meet weekly to analyze student data to determine areas and students that require corrective instruction.		MCL and Admin Team	06/11/2026
<i>Notes:</i>					

		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
Initial Assessment:		EGMS is in the process of implementing a high quality instructional program using various models of high yield practices. Currently teachers have an awareness of the instructional program practices, templates, and feedback structures. Teachers submit weekly lesson plans to the administrative team for feedback. We have a systematic process for submitting, reviewing and providing feedback for instruction in all classrooms that occurs on a weekly basis for veteran teachers up to four times a week or more for beginning teachers. We currently have added supports such as math and literacy coaches.		Limited Development 10/20/2020		
How it will look when fully met:		Teachers at EGMS will facilitate learning for all students in a variety of methods. Teachers will instruct whole groups of students when presenting new content and provide opportunities for student engagement and interaction either orally or in writing through the use of online resources during remote learning such as NearPods, chat boxes and TEAMS. Teachers will also conduct small group differentiated sessions with students who are not grasping standards based on exit tickets, quizzes, common assessments and classwork. Teachers will also provide independent work opportunities for students by uploading assignments to be completed on their own. Teachers will provide feedback to students on tasks through grades, phone calls and written feedback.			Latisha McNeil	06/08/2024
Actions				6 of 11 (55%)		
	10/20/20	Teachers will create gradual release of responsibility lesson plans.		Complete 06/08/2022	Admin. Team/ Coaches	06/08/2022
<i>Notes:</i>						
	10/20/20	Teachers will be trained on MTSS.		Complete 06/08/2022	Kimberly Adame	06/08/2022
<i>Notes:</i>						
	8/31/21	Teachers will integrate technology within the classroom. Teachers will implement instructional programs that that are aligned with grade level standards.		Complete 06/09/2022	Latisha McNeil	06/12/2022
<i>Notes:</i>		Evidence will be provided in weekly lesson plan samples housed in canvas.				

10/4/22	Identify the lowest 20th percent of our students for targeted intervention and progress monitoring groups based on the NWEA results in reading.	Complete 12/28/2022	Charlie Smith	12/28/2022
<i>Notes:</i>				
10/4/22	Identify the lowest 20th percent of our students for targeted intervention and progress monitoring groups based on the NWEA results in math.	Complete 12/28/2022	Charlie Smith	12/28/2022
<i>Notes:</i>				
10/4/22	Administering Fastbridge assessments to EC students	Complete 12/30/2022	Heather Snyder	12/30/2022
<i>Notes:</i>				
10/18/22	Title I funds will be used to purchase food for parents for curriculum night.		Wendy Cottingham	03/01/2024
<i>Notes:</i>				
10/18/22	Title I Funds will be used to purchase online materials to help support small group instruction for teachers.		Angela McNeill	06/08/2024
<i>Notes:</i>				
10/18/22	Title I Funds will be used to purchase supplies for parents to help support students' learning at home.		Charlie Smith	06/08/2024
<i>Notes:</i>				
10/4/22	Reading teacher will provide small group instruction.		Lisa Wojnar	06/11/2024
<i>Notes:</i>				
10/20/20	PLC will complete weekly analysis of data. During PLCs teachers will create a plan of action to support student growth and needs for interventions and enrichment.		Coaches	06/11/2026
<i>Notes:</i>				

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			First week of school, teachers explain to students school and classroom procedures and expectations using a common lesson plan. Teachers review expectations after winter break and spring break. For minor behaviors, teachers use a minor behavior log which can ultimately lead to an office referral while major offenses are automatic office referrals.	Limited Development 08/10/2017		
			Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>			Eastern Middle will have taught “rules of conduct” which is expected of all students; is actively taught and reinforced by the teacher and the principal; and carries rewards and consequences. Each student will: be responsible by understanding one’s obligation to engage in ethical, safe and legal behaviors; Manage emotions by regulating feelings so that they aid rather than impede the handling of situations; Solve problems creatively by engaging in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans; Respect others by believing that others deserve to be treated with kindness and compassion as part of our shared humanity; Communicate effectively by using verbal and non-verbal skills to express oneself and promote effective exchanges with others; Build relationships by establishing and maintaining healthy and rewarding connections with individual and groups; Negotiate fairly by achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned; Refuse provocations by conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior; Seek help by identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals; Act ethically by guiding decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct. Evidence that this objective is fully met will be ongoing data in reduction in suspensions and office referrals.		Charlie Smith	06/11/2024
Actions				11 of 21 (52%)		
		9/12/23	Eastern Middle School will introduce and train staff on the usage of Classcraft.		Charlie Smith	11/30/2023
		<i>Notes:</i>				
		9/12/23	Discipline committee will meet monthly to discuss Classcraft and discipline data		Angela McNeill	06/11/2024
		<i>Notes:</i>				

Implementation:		06/15/2020		
Evidence	9/7/2018 common lesson plans			
Experience	9/7/2018 Staff had common planning the first week of school in which school procedures were introduced and practiced with the students			
Sustainability	9/7/2018 Staff will continue to reinforce student knowledge of school procedures.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:			<p>Teaching and Learning created and provided teachers with unpacked documents and pacing guides for all core classes. Teachers are using these resources to guide their daily instruction. Teachers meet weekly in PLCs to analyze data, unwrap standards, create common assessments, and to develop a plan of action to address standards that students were not successful on. In addition, teachers research and develop lesson that will address the various needs and learning styles in the classroom. Ensuring that all students have a true understanding of the material being taught.</p> <p>All math teachers will use Open-up and will participate in Open Up coaching</p>	Limited Development 07/28/2016		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	Teachers will meet weekly during professional learning communities determining concepts, principals, and skills that will be covered in the unit. Teachers will identify standards that are aligned to each unit. Teachers will arrange the sequential order of the standers and how they will be assessed.			Lisa Wojnar	06/12/2024
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Actions		11 of 17 (65%)		
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10/5/20	Title I funds will be used to acquire a full-time Math curriculum coach	Complete 08/07/2020	Angela McNeill	08/10/2020
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10/5/20	Title I funds will be used to acquire a full-time curriculum coach	Complete 08/07/2020	Angela McNeill	08/10/2020
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8/10/17	Teachers will meet weekly in professional learning communities.	Complete 02/16/2021	Lisa Wojnar	06/12/2021
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	<i>Notes:</i> Members of the Admin. team facilitate weekly content meetings. Social Studies and Science on Mondays, Math and Language Arts meet on Wednesdays.			
12/5/19	A member of the AIT will participate/facilitate in Math PLC.	Complete 02/16/2021	Latisha McNeil	06/12/2021
	<i>Notes:</i>			
12/5/19	A member of the AIT will participate/facilitate in Science PLC	Complete 06/03/2021	Kimberly Adame	06/12/2021
	<i>Notes:</i>			
12/5/19	A member of the AIT will participate/facilitate in Social Studies PLC.	Complete 06/03/2021	Charlie Smith	06/12/2021
	<i>Notes:</i>			
12/5/19	A member of the AIT will participate/facilitate in ELA PLC	Complete 06/03/2021	Lori Lawrence	06/12/2021
	<i>Notes:</i>			
10/18/22	Eastern Guilford Middle will use the restart calendar flexibility for 2021 - 2022 school year to provide additional professional learning for teachers	Complete 06/10/2022	Angela McNeill	06/10/2022
	<i>Notes:</i>			
8/31/21	Provide professional development in the area of lesson planning, congruency, alignment, and learning targets.	Complete 06/13/2022	Latisha McNeil	06/13/2022
	<i>Notes:</i>			
9/17/21	Using Title I funds, Eastern will pay a stipend to a teacher to coach and plan instructional units	Complete 06/17/2022	Angela McNeill	06/17/2022
	<i>Notes:</i>			
10/18/22	Eastern Guilford Middle School will use the restart calendar flexibility for the 2022 - 2023 school year to provide 8 additional student days.	Complete 04/04/2023	Angela McNeill	06/08/2023
	<i>Notes:</i>			
9/10/23	Math teachers will receive 9 coaching visits from NTN coach.		Latisha McNeil	03/11/2024
	<i>Notes:</i>			
12/6/22	Data spread will be utilized by tested subject areas to track student progress towards evass projections.		Latisha McNeil	05/08/2024
	<i>Notes:</i> team will review data spreadsheet weekly in data meetings			
9/12/23	TNTP coaching visits to support EL implementation.		Lisa Wojnar	06/11/2024
	<i>Notes:</i>			
9/10/23	ELA will meet weekly to discuss and plan instruction using the EL Imagine curriculum.		Lisa Wojnar	06/11/2024
	<i>Notes:</i>			

12/1/20	As part of implementing MTSS, instructional teams in each content area will use common assessment data to determine the effectiveness of CORE instruction with our students. Teachers will track student progress toward mastery of standards and adjust instruction as needed to meet student needs through CORE instruction and differentiated small groups.		Kimberly Adame	06/18/2024
<i>Notes:</i>				
9/10/23	ELA will receive continuous support and training with EL Imagine curriculum.		Lisa Wojnar	06/11/2025
<i>Notes:</i>				
Implementation:		03/10/2020		
Evidence	3/10/2020 Weekly PLC agendas, performance matter data and lesson plans all reflect implementation of this objective.			
Experience	3/10/2020 As a school we have worked to create a consistent schedule for content meeting. It has been a challenge to keep students at the same pace.			
Sustainability	3/10/2020 Working to solidify pacing and began to pursue vertical alignment.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students that need additional support in the areas of math and reading are identified based on EOG scores. These students are then placed in reading and/or math intervention as one of their encore classes. Teachers meet weekly in PLCs to discuss data in order to identify students that need additional instruction and then to develop a plan to address these areas within the classroom.	Limited Development 07/28/2016		
<i>How it will look when fully met:</i>		By 2021, students will receive targeted instruction of supplemental supports in areas of Behavior, Social emotional, Attendance, Math and Reading based on their level of need (Academic Levels of Support Remediation, Intervention, Maintenance, Enrichment). For students that are determined to be " at-risk" through an Early Warning System, will receive supplemental interventions, with progress monitoring that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Lisa Wojnar	06/10/2024
Actions			28 of 33 (85%)		
	8/8/16	Teachers will be trained on gradual release.	Complete 09/15/2016	Allison Nino	09/08/2016
	<i>Notes:</i> Nino will train teachers on gradual release process.				
	10/20/16	Ms. Hill will purchase some of the same books that students are reading for the ARC program.	Complete 11/03/2016	Lundi Hill	01/31/2017
	<i>Notes:</i> Students are enjoying the books selected by ARC to read in class. ELA teachers are only reading sections of the novels in class. In order for students to be able to read the book in it's entirety, Ms. Hill will purchase some of the same books so that students can check the books out in order to finish reading them. In addition to the novels, additional leveled books will be purchased for teachers to utilize in the classroom for students.				
	10/20/16	Ray Jones will provide professional development to the administrative team, curriculum facilitator, and teacher leader.	Complete 04/18/2017	Angela McNeill	05/19/2017
	<i>Notes:</i> Ray Jones will train administrative team, CF, and teacher leader on providing additional support to teachers to meeting all students' needs.				
	8/8/16	Teachers will observe other teaches as they implement the gradual release twice a month.	Complete 05/26/2017	Lisa Wojnar	05/26/2017

	<i>Notes:</i> By October 3rd, all teachers should have visited another teacher utilizing gradual release.			
10/20/16	Teachers will meet weekly in their PLCs.	Complete 05/24/2017	Allison Nino	06/09/2017
	<i>Notes:</i> Teachers will meet weekly in their content PLCs. Teachers will analyze data, create common assessments, discuss differentiation, and addressing misconceptions.			
10/20/16	Social Studies and Science teachers will use Achieve 3000 at least once a week.	Complete 06/02/2017	Angela McNeill	06/09/2017
	<i>Notes:</i> ELA, Social studies and Science teachers will use Achieve 3000 once a week. Achieve 3000 will assist teachers with providing leveled articles for their students.			
8/22/17	All core, ESL, EC, reading impact and math impact teachers will analyze data to differentiate small groups and tutoring sessions.	Complete 06/15/2018	Kathy Kirkpatrick	06/15/2018
	<i>Notes:</i>			
8/22/17	Create a walkthrough observation rubric that will focus on gradual release, engagement, and effective instructional practices.	Complete 09/25/2017	Kathy Kirkpatrick	06/15/2018
	<i>Notes:</i>			
8/22/17	Implement math impact program which will be used for remediation and acceleration by front loading content.	Complete 06/15/2018	Shawnda McLeod	06/15/2018
	<i>Notes:</i>			
8/22/17	Implement reading impact program that will utilize the foundational components of ARC.	Complete 06/15/2018	Heather Snyder	06/15/2018
	<i>Notes:</i>			
8/22/17	Implement PBIS	Complete 06/15/2018	Lauren Pierce	06/15/2018
	<i>Notes:</i>			
8/22/17	In-school and after school tutoring	Complete 06/15/2018	Kendal Sykes-Suber	06/15/2018
	<i>Notes:</i>			
9/11/17	Teachers will utilize technology to meet the needs of all students.	Complete 06/08/2018	Lundi Hill	06/08/2019
	<i>Notes:</i>			
10/20/16	ELA teachers will be visited by ARC coaches.	Complete 06/08/2018	Lisa Wojnar	06/08/2019
	<i>Notes:</i> ARC coaches will visit all ELA classrooms that are implementing the reading program. The principal will meet with the ARC coach before they visit the classes and at the end of the day to receive feedback. Ms. Wonjar will accompany the ARC coach during each visit.			
8/22/17	Utilize IST	Complete 06/09/2020	Lundi Hill	06/15/2020
	<i>Notes:</i>			

9/1/20	Train all math teachers and interventionist in Number Worlds	Complete 10/30/2020	Curriculum facilitator/ Math Coach	10/31/2020
<i>Notes:</i> Pushed the date back from 10/15/2020 to 10/31/2020 to allow all math teachers to complete.				
9/1/20	Provide Training for instructional leaders on problem-solving Core and Supplemental within P.L.C. meetings.	Complete 06/03/2021	Curriculum facilitator/ Math Coach	05/31/2021
<i>Notes:</i>				
9/1/20	Monitor student academic outcomes via benchmarks, progress monitoring and universal screening (as available).	Complete 06/03/2021	Curriculum Facilitator/ Math Coach	06/07/2021
<i>Notes:</i>				
7/22/20	Using Title I funds, the school will purchase 4 open up math coaching visits and 4 MVP coaching visits. The math coach and open up/MVP coach will visit classrooms and provide teachers with feedback.	Complete 06/03/2021	Angela McNeill	06/11/2021
<i>Notes:</i>				
7/22/20	Using Title I funds, selected teachers will be paid to tutor students in after school tutoring.	Complete 06/03/2021	Kimberly Adame	06/11/2021
<i>Notes:</i>				
8/22/17	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within P.L.C. meetings (3.01)	Complete 06/03/2021	Curriculum facilitator/ Math Coach	06/15/2021
<i>Notes:</i>				
7/22/20	Using Title I funds, the school will purchase both a ELA and Math Coach. The coaches will meet with teachers weekly during PLCs unpacking standards, analyzing student data, developing common assessments, and creating lessons to meet the needs of all students.	Complete 06/03/2021	Angela McNeill	06/10/2022
<i>Notes:</i>				
12/6/22	Lowest 20% of students will be screened for intervention placement by the reading impact teacher.	Complete 12/28/2022	Heather Snyder	01/23/2023
<i>Notes:</i>				
10/4/22	Identify the lowest 20th percent of our students for targeted intervention and progress monitoring groups based on the NWEA results in reading.	Complete 04/04/2023	ELA Teachers	06/17/2023
<i>Notes:</i>				

9/17/21	Using Title I funds, Eastern will purchase an MCL - 1 teacher to work with 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback.	Complete 06/17/2022	Latisha McNeil	06/17/2023
<i>Notes:</i>				
10/4/22	Eastern will purchase an MCL - 1 teacher to work with 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback. Restart funded this position in 2021 - 2022 school year, Title I funded this position in 2022 - 2023 school year.	Complete 04/04/2023	Latisha McNeil	06/17/2023
<i>Notes:</i>				
10/4/22	Using Title I and Restart funds, Eastern will purchase an MCL - 3 teacher to work with 6th and 7th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback. Restart funded this position in 2021 - 2022 and 2022 - 2023 school years.	Complete 04/04/2023	Dawn Lineberry	06/17/2023
<i>Notes:</i>				
10/4/22	ELA teachers will have coaching visits from the ARC coach and receive feedback.	Complete 06/17/2023	Coaches	06/17/2023
<i>Notes:</i>				
10/25/23	Using Title I and Restart funds, Eastern will purchase an MCL - 3 teacher to work with 6th - 8th grade teachers to co-plan, co-teach, model excellent instruction , coach, and give feedback.		Latisha McNeil	06/14/2024
<i>Notes:</i>				
10/25/23	Using Title I funds, Eastern will purchase an EIT 2 teacher for 7th grade to reach more students.		Angela McNeill	06/14/2024
<i>Notes:</i>				
10/4/22	Teachers will provide small group instruction a minimum of twice a week to identified students.		ELA/Math/8th grade science teachers	06/17/2024
<i>Notes:</i>				
10/4/22	Teachers will receive MVP coaching visits by MCLs, MVP coaches who will visit classrooms and provide feedback.		Coaches	06/17/2024
<i>Notes:</i>				
9/17/21	Teachers will create MTSS groups of students to work with on specific standards/skills during the last 15 minutes of class daily. Students will be identified in teacher's weekly lesson plans.		Lisa Wojnar	06/17/2024
<i>Notes:</i>				

	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Eastern Middle School is implementing programs to help teach prosocial behaviors. These programs allow teachers to teach the prosocial behaviors and allow students the opportunity to practice. Currently, the programs in place is Social Emotional Learning (SEL), and Class craft. We also follow the PBIS framework to reward students positive social behavior.		Limited Development 10/25/2023		
How it will look when fully met:	When fully implemented, teachers will be utilizing the programs weekly and referring to them daily as situations arise. Teachers will be purposeful in their selection of lessons to match current social/emotional needs of the classroom. At full implementation, students will be actively using what they have learned.			Charlie Smith	06/10/2025
Actions			1 of 3 (33%)		
10/25/23	Meet with Swann Middle School staff to determine if Class Craft is a viable option for Eastern Middle		Complete 10/18/2023	Angela McNeill	08/22/2023
<i>Notes:</i>					
10/25/23	Conduct Social Emotional training for first year teachers by December 10th.			Charlie Smith	12/10/2023
<i>Notes:</i> This training will continue for teachers new to our staff.					
10/26/23	Review class reward systems and individual student self-assessments to determine the rate of behavioral improvement over time.			Dawn Lineberry	05/10/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade level administrators along with ILT coaches conduct weekly walkthrough observations using a walk-through form. Teachers are provided immediate constructive feedback on the form via email. Team also meets weekly to discuss what was observed and what supports teachers need.	Limited Development 08/08/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		School administrators will monitor curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Administrators will spend as much as 40 percent of their day in classrooms focusing on rigorous instruction. Administrators will meet with teachers to provided feedback after walk-throughs. Administrators will monitor assessments and analyze data after each assessment.		Angela McNeill	06/10/2024
Actions			4 of 6 (67%)		
8/15/17	Administrative team will meet to discuss common "look fors" when performing walkthrough observations.		Complete 06/03/2021	Angela McNeill	06/07/2021
<i>Notes:</i>					
10/6/20	Math teachers will be visited at least three times a week by administrators and coaches and provided feedback from visits.		Complete 06/03/2021	Administrators/Coaches	06/07/2021
<i>Notes:</i>					
10/6/20	ELA teachers will be visited at least twice a week by administrators and coaches and provided feedback from visits.		Complete 06/03/2021	Administrators/Coaches	06/07/2021
<i>Notes:</i>					
10/6/20	New teachers (BT1) will be visited at least three times a week by administrators and coaches and provided feedback from visits.		Complete 06/03/2021	Administrators/Coaches	06/07/2021
<i>Notes:</i>					
10/6/20	Teachers will be given electronic feedback of all walkthroughs.			Administrators/Coaches	06/13/2024
<i>Notes:</i>					
9/17/21	Instructional Leadership Team will meet weekly to discuss the instructional walkthroughs completed for the week.			Angela McNeill	06/17/2024
<i>Notes:</i>					

Implementation:		10/07/2019		
Evidence	10/7/2019	Minutes from ILT meeting.		
Experience	10/7/2019			
Sustainability	10/7/2019	Weekly meetings to discuss what was observed and if "look fors" are present		

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. School performance data is used to determine student scheduling in interventions. Data is also used to determine professional development offered during early-release days and monthly school-wide PLC days (3rd Tuesdays) and opportunities for teacher-led professional development.	Limited Development 08/08/2016		
How it will look when fully met:		We will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.		Angela McNeill	06/10/2024
Actions			1 of 6 (17%)		
	9/25/17	The admin team will meet weekly to discuss findings from weekly walkthroughs and will use the information to determine professional development and feedback for teachers.	Complete 06/03/2021	Angela McNeill	06/12/2021
	<i>Notes:</i>				
	10/9/20	Hold ongoing data meetings in weekly PLCs to track and complete ongoing comprehensive data analysis.		Admin and coaches	06/07/2024
	<i>Notes:</i> We are adding data days on each Tuesday for the 2021/2022 academic year				
	10/9/20	Instructional team will review data with departments after every common assessment (CFAs and Benchmarks).		Admin and coaches	06/07/2024

<i>Notes:</i>			
10/9/20	Instructional team will assist in disaggregating data to determine trends and gaps in instruction.		Admin and coaches 06/07/2024
<i>Notes:</i>			
8/2/22	Ten teachers will be selected to pilot the Eelvate SEL program and use results to inform instructional SEL learning. To increase capacity to support students SE well being.		SEL team 06/10/2024
<i>Notes:</i>			
10/4/22	Identify the lowest 20th percent of our students for targeted intervention and progress monitoring groups based on the NWEA results in reading.		ELA/Math Teachers 06/17/2024
<i>Notes:</i>			

Core Function:	Dimension D - Planning and Operational Effectiveness
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Effective Practice:	Resource Allocation
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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>		Master schedules have been designed and instructional time assigned in accordance with student enrollment by grade level.	No Development 10/25/2023		
<i>How it will look when fully met:</i>		Within the 2023-24 school year, our school identified the following resource inequity in the area of Students With Disabilities and English Language Learners. As a result, our school plans to mitigate this inequity by ensuring teachers are supported to address the unique learning needs of all students, including children with disabilities and English Language Learners. This will require training teachers on differentiated instruction as well as proper data collection and diagnosis.		Angela McNeill	06/11/2025
Actions			0 of 2 (0%)		
10/30/23	Teachers will receive training on the co-teaching model.			Frost and Betton	11/30/2023
<i>Notes:</i>					
10/30/23	Teachers will participate in weekly data meeting, analyzing/diagnosing student's data to determine corrective instruction and small groups.			Angela McNeill	05/30/2024
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school uses Connect-Ed to inform parents/guardians of upcoming school events. Fliers are posted in the front office, on the school website, and the Title I Ambassador and Grassroot Coordinator distributes fliers in the car rider line during dismissal. Opportunities for parents to become familiar with the curriculum consists of: Walk-the-Schedule Night, Curriculum Night, and 1st and 3rd quarter Report Card Pick Up Nights.	Limited Development 08/08/2016		
<i>How it will look when fully met:</i>		The principal will send weekly connect-ed messages home informing parents of current events taking place at school. Lundi Hill will keep an updated FaceBook account informing students and parents of current events taking place. Lundi Hill will continue to maintain the school website with current information. Title I parent ambassador and grassroots coordinator will continue to be a liaison between the school and the community, informing parents of events taking place at the school. Evidence that the objective is fully met will be a log of all connect-ed messages, updated fliers, and activity logs from FaceBook and EGMS website.		Lundi Hill	06/07/2024
<i>Actions</i>			12 of 15 (80%)		
10/25/23		Curriculum and culture will be held for parents and students to attend.		Jimmy Buchanan	02/29/2024
<i>Notes:</i>					
10/25/23		Parents will to be invited to attend walk the schedule night and 3rd quarter report card pickup. Parents will receive student's progress reports during the walk the schedule night and schedule parent/teacher conference as needed.		Charlie Smith	04/12/2024
<i>Notes:</i>					