

## Comprehensive Progress Report

**Mission:**

We strive to educate students holistically in an affirming, supportive and safe environment. We aim to assist students in attaining their full academic, social and emotional potential. We will provide an educational environment in which differences are valued, growth and excellence are expected, and innovativeness and creativity are encouraged. We are proud of the opportunity to partner with families to create the world's next leaders in academia, STEM, business, medicine and the work force giving students viable life options post high school.

**Vision:**

Western empowers students to realize and achieve their goals in a supportive, collaborative, and innovative environment.

- We hold ourselves accountable for every student's success.
- We encourage stakeholder input, knowing that all voices have power.
- We adapt, change, and overcome to meet the diverse needs of our students.

**Goals:**

**REDUCE THE NUMBER OF LOST INSTRUCTIONAL DAYS:** By June 30, 2025, Western Guilford High School will reduce the number of lost instructional days resulting from discipline referrals by 10% from 2170 in 2023-24 to 1973 in 2024-25 (E1.01, B1.03, and A4.01)

**REDUCE PERCENT OF STUDENTS CHRONICALLY ABSENT:** By June 30, 2025, Western Guilford High School will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 39.7% in 2023-24 to 34.7% or less. (E1.01, A4.01, and A1.07)

**MATH 1 GOAL:** By June 30, 2025, Western Guilford High School will increase overall high school Math 1 proficiency by at least 3 percentage points, from 21.5% in 2023-24 to 24.5% in 2024-25. (C2.01, A1.07, A2.04, B1.03 and A4.01)

**MATH 3 GOAL:** By June 30, 2025, Western Guilford High School will increase overall high school Math 3 proficiency by at least 3 percentage points, from 56.3% in 2023-24 to 59.3% in 2024-25. (C2.01, A1.07, A2.04, B1.03 and A4.01)

**BIOLOGY EOC GOAL:** By June 30, 2025, Western Guilford High School will increase overall high school Biology proficiency by at least 3 percentage points, from 39% in 2023-24 to 42% in 2024-25. (C2.01, A1.07, A2.04, B1.03 and A4.01)

**English 2 GOAL:** By June 30, 2025, Western Guilford High School will increase the overall high school English 2 proficiency by at least 5 percentage points, from 55% in 2023-2024 to 60% in 2024-25. (C2.01, A1.07, A2.04, B1.03 and A4.01)



Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school leadership team meets twice a month to discuss the School Improvement Plan and review instructional progress, practice, and needs.	Limited Development 09/11/2016		
			Priority Score: 3      Opportunity Score: 2      Index Score: 6			
How it will look when fully met:			The school leadership team will have met twice a month as reflected in meeting minutes.		Tristan Smith	06/30/2025
Actions				6 of 7 (86%)		
	8/31/17	Leadership team will meet formally one a month. The formal meeting will be setup by the principal and follow a prescribed agenda focused on looking at instructional and behavioral data. Additionally, assigned sub committees will be an additional time monthly to specific look at data related to target goals.		Complete 06/11/2019	Pete Kashubara	06/11/2019
Notes:						
	11/9/20	Reestablish leadership team to monitor, guide, and adjust the SIP. Team will meet bimonthly.		Complete 08/31/2021	Greg Newlin	09/30/2021
Notes:						
	10/15/21	We will employ a Leadership Team that includes the principal, teacher leaders, parents, and other staff as appropriate to the size and composition of our school that meets at least twice a month in regularly scheduled meeting of at least an hour		Complete 11/15/2021	Betsy Holland	11/15/2021
Notes:						
	11/9/20	Implore culture and community building, and explore expertise of team to further mission and vision of WGHS.		Complete 02/01/2022	Greg Newlin	01/31/2023
Notes:						
	2/3/22	Leadership team will meet formally twice a month.		Complete 06/09/2023	Greg Newlin	06/09/2023
Notes:						
	10/12/23	The School Leadership Team will formally meet at least twice a month.		Complete 08/16/2024	Wendell Barnett	06/30/2024

Notes: 1/5/24 - SIT continues to meet twice a month on the 1st and 3rd Friday of each month..				
9/19/24	The Western Guilford Leadership team will meet bimonthly to discuss the school improvement plan, assess indicators, and make notes regarding the implementation of actions steps.		Tristan Smith	06/11/2025
Notes: 9/30/2024- The Western Guilford Leadership Team (SIT) convened and discussed the 6 indicators that will be assessed throughout the 2024-2025 academic school year.				
<b>Implementation:</b>		10/14/2019		
<b>Evidence</b>	10/14/2019 Meeting minutes reflect that meetings dates were adhered to by staff.			
<b>Experience</b>	10/14/2019 The staff adhered to scheduled structures set across the school working to ensure that meetings were structured to avoid overlap for staff.			
<b>Sustainability</b>	10/14/2019 Continued mapping of the instructional year for meetings.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school and district 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. At District Principal meetings, principals are given the opportunity to receive and review a variety of data to make school improvements. Teachers and administrators receive professional development on Performance Matters, Power Bi, Tableau, interim assessment data, as well as attendance, behavior, and other data.	Limited Development 09/11/2016		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
<i>How it will look when fully met:</i>			The school and district will have looked at school performance data and aggregated classroom observation data and used that data to make decisions about school improvement and professional development needs. . At District Principal meetings, principals will have been given the opportunity to receive and review a variety of data to make school improvements. Teachers and administrators will have received professional development on Performance Matters, Power Bi, Tableau, interim assessment data, as well as attendance, behavior, and other data.		Tristan Smith	06/11/2025
<i>Actions</i>				8 of 13 (62%)		
	10/21/16	Teachers will utilize pacing guides, the backwards mapping processes, create effective unit and lesson plans, and also creating a method to both assess global mastery of goals but also individual progress towards goals working to address achievement gaps from assessments. They will create targeted tutorials that are content and standard specific and coincide with individual learning needs. Staff will also participate in all Acceleration protocols for all students		Complete 06/11/2019	Pete Kashubara	06/11/2019
<i>Notes:</i>						

10/15/21	Implement and facilitate The Hornet Six Grounded in Mastery Learning and Gradual Release <ul style="list-style-type: none"> <li>• Quality Lesson Planning</li> <li>• Clear, Student Friendly Objectives</li> <li>• I Can Statements/Learning Targets</li> <li>• Bell Ringers</li> <li>• Minute by Minute Formative Assessments</li> <li>• Student Summary</li> </ul>	Complete 07/30/2021	Greg Newlin	08/01/2021
<i>Notes:</i>				
11/9/20	Extend Employment Agreement to APs through July for strategic planning and preparation for upcoming professional development.	Complete 08/01/2021	Greg Newlin	08/31/2021
<i>Notes:</i>				
10/15/21	Implement AAA (Triple A) Aim-Acquisition-Alignment. Aim- What is the aim of the lesson (there should be no more than 3 aims in one lesson)?; What is the standard and learning target ? Acquisition- what should students be able to do as a result of your lesson (i.e. I can statements and essential questions)? How will students reach the aim, what will they be doing (what tasks will get them to the desired learning outcomes)? A-alignment is also key! The tasks (what students are doing) should be aligned to the standard/objective and what students and the teacher are doing.	Complete 02/01/2022	Shaniqua Burnette	01/31/2022
<i>Notes:</i>				
11/9/20	Administration Team will create a school wide data analysis template that will be used to analyze assessments. Data analysis of current EOC, CTE,ACT, SAT, and student matriculation data with all staff members.	Complete 03/01/2022	Anyua Clark	02/28/2022
<i>Notes:</i>				
3/11/22	Create a school-wide data tracker	Complete 03/31/2022	Anyua Clark	04/01/2022
<i>Notes:</i>				
9/2/22	Create and implement a school-wide PLC agenda template that incorporates data analysis.	Complete 08/23/2022	Anyua Clark	09/01/2022
<i>Notes:</i>				
1/19/24	The instructional leadership team will conduct professional development based on data collected through walkthroughs.	Complete 05/10/2024	Anyua Clark	05/10/2024

*Notes:* 5/10/24 - Four Tuesday Tips Sessions were conducted in the Spring of 2024. These PDs were based on data from the informal walkthroughs.

1/16/24- The first "Tuesday Tips" session took place and staff participated during their planning periods

4/26/2024- All "Tuesday Tips" sessions were completed as of 4/16/2024

9/19/24 Western Guilford High School Staff will create and utilize an abbreviated walkthrough form to collect data around the implementation and use of the promethean boards, the use of academic language and discourse in the classroom.

Anyua Clark

10/18/2024

*Notes:* 09/19/2024- Currently, the school has a comprehensive walkthrough form developed by WGHS, a walkthrough from blended learning regarding promethean boards, a walkthrough form from Open Up for math content areas, and other walkthrough resources.

9/27/24 Each EOC Course will examine EVAAS predictive data and teacher outcomes data for each subgroup to identify trends.

Wendell Barnett

11/01/2024

*Notes:*

9/27/24 Western Guilford High School will have 3 structured data days to discuss data, create plans/interventions, and collaborate to improve performance in EOC subjects.

Nicole Shamberger

06/11/2025

*Notes:* 9/27/2024- The first data day will occur following the first set of interim assessments

10/6/22 The principal, assistant principals, and curriculum facilitator will conduct walkthroughs, gather data, analyze data, and implement next steps for professional development for teachers and staff as well as continuous improvement.

Wendell Barnett

06/11/2025

*Notes:* 6/7/2024- There have been data days for EOC teachers and walkthroughs initiated by the instructional leadership team.

6/7/2024- There have been weekly walkthroughs conducted by the Curriculum facilitator that have resulted in coaching sessions with individual teachers.

10/15/21	Continue to provide professional development on Performance Matters, Power Bi, Tableau, EVAAS, and other platforms that will allow staff to analyze and interpret data to help inform instructional improvement.		Jana Tasich	06/11/2025
<p><i>Notes:</i> 5/10/24 - A total of 9 Data Days were conducted this year to support teachers with the use of EVAAs, PowerBi, and Blended Learning. This training limited to Math I and III and Biology EOCs. We will continue to work to expand these tools to the broader school community next year.</p> <p>4/26/24- During the EOC Data Dive Days there was a presentation on PowerBi to Math 1 (4/16/24) and Math 3 (4/16/24), and Biology teachers (4/18/24)</p>				
<b>Implementation:</b>		10/14/2019		
<b>Evidence</b>	<p>10/14/2019</p> <p>Staff meeting agendas and Canvas activities reflect professional development activities to improve the utilization of data tools. Also, the end of year focused tutorial data and schedule may be utilized along with post-assessment data from common quarterly exams and Guilford County Schools Interim Assessments.</p>			
<b>Experience</b>	<p>10/14/2019</p> <p>Staff began to utilize data more effectively throughout the year. We have experienced some difficulty transferring ownership and awareness of assessment results with our students.</p>			
<b>Sustainability</b>	<p>10/14/2019</p> <p>Department Chairs must improve their work with departmental data analysis tools and through collection of data from the School Wide Intervention program. We will need to ensure that data tools such as the use of SchoolNet continue to be utilized including required follow up training for not only SchoolNet but also EVAAS and data analysis protocols as tools to support for staff to effectively and efficiently interact with assessment data.</p>			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Western Guilford High School is continuing to conduct MTSS training to assist teachers in delivering evidence-based instruction aligned to the individual student's needs across all tiers.	Limited Development 10/11/2016		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Western Guilford High School will have conducted MTSS training to assist teachers in delivering evidence-based instruction aligned to the individual student's needs across all tiers.		Wendell Barnett	06/11/2025
Actions				15 of 16 (94%)		
	9/15/17	Teachers will meet regularly (delay start Wednesdays) in PLC's to discuss data, instructional strategies to improve achievement and align instruction with the prioritized Essential Standards.		Complete 06/11/2019	Lou Galiotti	06/11/2018
Notes:						
	9/15/17	Teachers will meet during common planning periods to review benchmark data and EVAAS data to create a re-teach and remediation programming and create milestone goals to review if we are making adequate growth from benchmark to benchmark.		Complete 06/11/2019	Ashley Phillips	06/11/2018
Notes: Instructional Team is designing professional development to model evidence-based instruction through improved questioning and writing prompt activities (Staff book study-Motivated Brain). The Team will utilize Faculty Meetings, PLCs, flipped professional development activities through Canvas, half day staff development activities, and department meetings to continue professional development programming.						
	9/15/17	Common assessments will be used to create purposeful tutorial groups.		Complete 06/11/2018	Carl Redd	06/11/2018
Notes: Evidence shows use of common planning and exams across teachers within the same subject. Evidence toward this goal also shows Benchmark Data and meaningful Tutorial planned around the data provided by common exams.						



10/1/18	The Instructional Leadership Team members will participate in instructional rounds format that focuses on improvement of instructional programming.	Complete 06/11/2019	Larissa Purvis	06/11/2019
<i>Notes:</i>				
10/1/18	The Instructional Leadership Team will identify a core instructional practice that will support ALL students at Western and provide the professional development needed to implement with fidelity the identified skill.	Complete 06/11/2019	Gary Melton	06/11/2019
<i>Notes:</i>				
10/1/18	Teachers will meet regularly (delay start Wednesdays) in PLC's utilizing Data Meeting Protocols to discuss data, instructional strategies to discuss teacher strengths and student learning strengths to improve achievement and align instruction with the prioritized Essential Standards.	Complete 06/11/2019	Rachael Barksdale	06/11/2019
<i>Notes:</i>				
10/1/18	Teachers will meet during common planning periods to review benchmark data and EVAAS data to create corrective instruction action steps, create and implement re-teach/remediate programming while creating milestone goals to review if we are making adequate growth from benchmark to benchmark, and work to ensure we are implementing the assessment cycle with fidelity.	Complete 06/11/2019	Carl Redd	06/11/2019
<i>Notes:</i>				
10/1/18	Common assessments will be used to create purposeful tutorial groups.	Complete 06/11/2019	Amanda Burnett-Collins	06/11/2019
<i>Notes:</i>				
11/9/20	Establish a Saturday academy to assist students with study habits and needs to be successful.	Complete 10/23/2020	Mikell Tyson	12/31/2020
<i>Notes:</i>				
11/9/20	Recruit and employ a Dean of Students to proactively work with students' behavioral and academic needs.	Complete 08/31/2020	Greg Newlin	01/31/2021
<i>Notes:</i>				
2/3/22	Work with district support to offer professional learning on effective co-teaching for teaching staff.	Complete 03/25/2022	Kim Leighty	02/28/2022
<i>Notes:</i>				
10/15/21	Create and deliver professional learning on effective teaching practices, tiered classroom instructional strategies, and how to identify students who need additional supports.	Complete 05/02/2022	Anyua Clark	04/15/2022

<i>Notes:</i>				
9/29/23	Identified staff will implement the learning hub that will support students who benefit from tiered academic, behavioral, attendance, and social-emotional supports	Complete 05/23/2024	Shaniqua Burnette	05/16/2024
<i>Notes:</i> 11/28/2023- Learning hub is in operation with staff assigned and resources provided. Off-cohort students and students who have failed classes during the first quarter are being encouraged to attend. Attendance has been lower than expected.  4/26/2024- Students requiring grade recovery are invited to the learning hub to complete the grade recovery assignments.				
9/19/24	WGLT will develop an advisory intervention schedule to implement weekly in the 2024-2025 academic school year.	Complete 07/18/2024	Wendell Barnett	08/28/2024
<i>Notes:</i> 9/19/2024- An advisory schedule was developed and implemented with fidelity during the first week of the school year and has continued to be utilized. The timeframe is from 11:20am-11:55am on Wednesdays. The advisory teacher will remain with the same group of students throughout high school.				
9/19/24	WGLT will create an implement an advisory canvas course in which all students will be enrolled.	Complete 08/26/2024	Anyua Clark	09/03/2024
<i>Notes:</i> 9/19/2024- A canvas course has been created and all staff have access for weekly MTSS aligned lessons for use in advisory.				
11/9/20	Actively engage staff in professional learning on MTSS Academic Core and interventions.		Wendell Barnett	05/01/2025
<i>Notes:</i>				
<b>Implementation:</b>		07/02/2019		
<b>Evidence</b>	6/15/2018 There are over 20 artifacts of evidence that our staff has been working diligently toward this goal and our staff has taken all necessary steps in order to evaluate students abilities, success, strengths, and weaknesses and are structuring review, content, and tutorial schedules in order to help all student scores.			
<b>Experience</b>	6/15/2018 Evidence exists and is clear that the "Big 3" - Math, Biology, and English - are working to analyze student data in order to better meet the needs of all students. This is done through PLC work, common planning periods, and common assessments.			
<b>Sustainability</b>	6/15/2018 All of the information mentioned above will continue in order to keep growing our EOC numbers and data.			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The administrators and staff will reinforce school rules and expectations through monitoring transitions, being visible, holding students accountable, and conferencing with students for disciplinary infractions.</p> <p>Teachers will participate in MTSS, Equity, and SEL professional development.</p>	Limited Development 08/26/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			<p>ALL teachers will have reviewed the WGHS and district student handbook and expectations. Teachers will have reinforced classroom rules and procedures by positively teaching, modeling, and enforcing them. Teachers will have participated in MTSS, Equity, and SEL professional development.</p> <ul style="list-style-type: none"><li>• Academic results will improve.</li><li>• Discipline disparities will decrease.</li><li>• School Academic climate will improve.</li><li>• Students will support and participate in positive classroom cultures.</li><li>• All students virtually signed stated that received the handbook.</li><li>• To support this endeavor, we created a special schedule for the first few days for students to remain in homeroom longer to review a Power Point Presentation and activities that supported the handbook.</li></ul>		Wendell Barnett	06/11/2025
Actions				14 of 17 (82%)		
10/20/17		Administrators and counselors will meet once a month to discuss students that are at-risk and/or having attendance problems.		Complete 05/14/2018	Ron Dargan	06/11/2018
Notes:		Attendance officer will also support by generating multiple reports for review. Attendance and Behavioral contracts including consequences and incentives will be utilized. Student Success form will be completed and utilized to support the student and teachers.				

10/20/17	The Student Service Team is working to develop a mentoring program to support at-risk students.	Complete 05/14/2018	Deborah Doub	06/11/2018
<i>Notes:</i> The program include the Meaningful Other Person program with is a mentor support group of internal and external adults.				
8/31/17	Administration will create a new Student Success Plan form for staff to use to create interventions and partnerships between teachers, counselors, and administrators.	Complete 05/14/2018	Pete Kashubara	06/15/2018
<i>Notes:</i> Protocols training will be completed with all staff on the utilization of the new form. An assessment of the process will occur at the end of each quarter. Creation of new academic/behavioral referral form. Change to how Counseling Center interacts with at-risk students. Professional development will be completed by the A.C.E.S. Team on Adverse Childhood Experiences (ACEs).				
10/1/18	Staff will continue to update (as necessary) and implement with fidelity the Student Success Plan form	Complete 06/11/2019	Lena Sarver	06/11/2019
<i>Notes:</i>				
10/1/18	Utilize Student Services Team and Behavioral Support Specialist to develop programming for at-risk students.	Complete 06/11/2019	Jim Beck	06/11/2019
<i>Notes:</i>				
10/1/18	Utilize Attendance Team to develop programming and support for students with chronic attendance issues.	Complete 06/11/2019	Brittany Graalman	06/11/2019
<i>Notes:</i>				
10/1/18	Utilize work of Graduation Coach with the Counseling Department to implement mentoring and peer tutoring programming for at-risk students.	Complete 06/11/2019	Lena Sarver	06/11/2019
<i>Notes:</i>				
11/9/20	Recruit and employ a Dean of Students to proactively work with students' behavioral and academic needs.	Complete 08/31/2020	Greg Newlin	01/31/2021
<i>Notes:</i>				
10/15/21	Teachers will review classroom rules and expectations and the code of conduct.	Complete 08/30/2021	Shaniqua Burnette	08/30/2021
<i>Notes:</i>				
11/9/20	Administration will conduct specific walkthroughs that monitor effective classroom management and enforcement of rituals, routines, and procedures.	Complete 03/01/2022	Greg Newlin	02/28/2022
<i>Notes:</i>				

11/12/20	Deliver school-wide professional learning to the whole staff on classroom expectations (10 minute rule, school wide discipline plan, etc), CHAMPS, Major vs. Minor, and best practices in disciplining with dignity.	Complete 08/23/2022	Arthur Fleming	08/31/2022
<i>Notes:</i>				
5/18/23	Staff will be trained in restorative practices.	Complete 10/01/2022	George Brown	10/01/2022
<i>Notes:</i>				
11/9/20	Teachers will review the district and school handbook and code of conduct with students during the first week of school.	Complete 09/02/2022	Arthur Fleming	10/31/2022
<i>Notes:</i>				
7/27/23	The WGHS staff will distribute the schoolwide compact	Complete 10/30/2023	Jana Tasich	11/30/2023
<i>Notes:</i> 10/30/2023- Schoolwide compact distributed to students based on their first period class.				
9/13/24	Staff will facilitate SEL and Equity lessons within the school advisory period		Tristan Smith	06/11/2025
<i>Notes:</i> 9/13/2024- SIT has decided on implementing this action step.				
9/13/24	All WGHS staff will engage in professional development related to equity and SEL		Shaniqua Burnette	06/11/2025
<i>Notes:</i> 09/13/2025- Members of the team will analyze the senior exit data and look for trends.				
9/13/24	SIT will create an anonymous survey link for students, staff, and parents to provide feedback.		Tristan Smith	06/11/2025
<i>Notes:</i> 09/13/2024- SIT has just decided to create this link and will implement following today's date.				
<b>Implementation:</b>		01/15/2020		
<b>Evidence</b>	5/21/2018 All evidence can be seen in our uploaded files and includes tracked updates to the Student Success Plan and how it is implemented, activities that have addressed at-risk students and the plans after identification, and mentoring programs and events held at school and out of school.			
<b>Experience</b>	5/21/2018 As of our Meeting on 5/14/18 we have finalized all changes to the Student Success Plan, we have been keeping up with counselors to ensure that students at-risk are identified and continuously checked in with, and mentoring programs have been implemented and all can be seen in our evidence.			

<b>Sustainability</b>			5/21/2018 we will continue to implement the Student Success Plan, we are continuing protocols in identifying at-risk students, and mentoring programs and events are continuing through Student Services and ACES Team to continue to guide students.			
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Teachers are using standards-based, aligned lesson plans for every instructional unit and subject area. For example, Math 1, 2, 3 teachers are using the Open Up curriculum and aligning their lesson plans to that research-based curriculum. English II teachers are using the MyPerspectives curriculum and aligning their lesson plans to that research-based curriculum. Science teachers are using STEMScopes. CTE teachers are using a CTE curriculum. All teachers are using the NC Standard Course of Study.	Limited Development 08/09/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<b>How it will look when fully met:</b>			Teachers will have used standards-based, aligned lesson plans for every instructional unit and subject area. All teachers will have used the NC Standard Course of Study. Teachers will have used the Open Up Math and MyPersepctives Curriculum as well as STEMScopes in assigned subject areas.  Instructional Teams develop standards-aligned units of instruction following the gradual release model for each subject and grade level. <ul style="list-style-type: none"> <li>Academic results will begin to improve.</li> <li>Pedagogical practice will begin to improve.</li> <li>Instructional collaborations will improve through PLC and professional development training.</li> <li>School academic climate will improve.</li> </ul>		<b>Shaniqua Burnette</b>	<b>06/11/2025</b>
<b>Actions</b>				<b>3 of 5 (60%)</b>		
	8/31/17	Administration and curriculum facilitator will utilize a virtual walk through document provide feedback to staff on items such as EQ and I can statements. The Curriculum Facilitator will also review and provide feedback to PLCs.		Complete 02/07/2019	Larissa Purvis	06/11/2019

<i>Notes:</i> Curriculum Facilitator, Ms. Purvis, will review PLC information with designated administrator.				
11/9/20	Teachers will complete PD to ensure proficiency in utilizing on-line platforms to include: <ul style="list-style-type: none"> <li>• MS Teams by September 2020</li> <li>• Canvas by October 2020</li> <li>• Google Apps by Dec 2020</li> <li>• MS Suite by Jan 2021</li> </ul>	Complete 01/29/2021	Sadie McCleary	01/23/2021
<i>Notes:</i>				
11/9/20	Administration Team will create a school wide data analysis template that will be used to analyze assessments. Data analysis of current EOC, NCFE< CTE< ACT, SAT, and student matriculation data with all staff members.	Complete 05/27/2022	Greg Newlin	05/28/2022
<i>Notes:</i>				
10/6/22	All teachers will develop research-based, standard aligned lesson plans for every subject.		Anyua Clark	06/11/2025
<i>Notes:</i> 11/28/2023- All teacher lesson plans are evaluated in a weekly system that invokes conversations, one on one coaching sessions, and administrative follow-up. There are also model lessons that are included.  4/26/2024- All teachers have been sent a lesson plan template to utilize for their lesson planning.				
9/27/24	Western Guilford High School will develop and offer grade recovery packets for students to remediate their skills and demonstrate proficiency for each subject area and course.		Shaniqua Burnette	06/11/2025
<i>Notes:</i> 09/27/2024- Western Guilford High School plans to produce grade recovery packets for the necessary subjects.				
<b>Implementation:</b>		10/11/2019		
<b>Evidence</b>	10/11/2019 Evidence is found on the school Canvas site with the documentation from the February, March, April, and May faculty meeting powerpoint data and activities.			

<b>Experience</b>	10/11/2019 Administration revised the walk through form with the lens of collecting quantitative and qualitative data. We reported data to the staff via State Our School messaging at Faculty Meetings with accompanying discussion.			
<b>Sustainability</b>	10/11/2019 Time on task to ensure we are diligent in completing walk throughs - prioritized scheduling.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently, Western Guilford High School has a communication log that all staff can access and utilize.	Limited Development 09/11/2016		
How it will look when fully met:			At full implementation teachers will maintain regular contact with parents and document their phone calls in a shared communication log.		Jana Tasich	06/11/2025
Actions				1 of 2 (50%)		
	9/27/24	Western Guilford High School will create a contact log for teachers to document parent contacts and note outcomes.		Complete 08/26/2024	Jana Tasich	06/11/2025
	Notes:	09/27/2024- The contact log has been created and has been in use since the start of the 2024-2025 academic school year.				
	9/27/24	Western Guilford High School will monitor the use of the contact log			Jana Tasich	06/11/2025
	Notes:	9/27/2024- The use of the communication log has been monitored regularly and staff are frequently reminded to log their contacts.				