

Comprehensive Progress Report

Mission:

At Mendenhall Middle, we will provide opportunities for success by:

- teaching all students a rigorous curriculum
- holding high expectations
- scaffolding learning to meet individual needs
- fostering the development of the whole child based on students' interest and talents.

All students will be proficient 21st century graduates who are college and career ready.

Vision:

At Mendenhall Middle School, our vision is to create an environment that fosters opportunities for all students to utilize a growth mindset, prepare for college and career readiness, and become caring and productive citizens who embrace diversity.

Goals:

School Performance Composite Goal: By June 2022, Mendenhall Middle will increase the school performance composite from 56.4% to a minimum of 57.4%.

Achievement Gap Goal: By June 2022, Mendenhall Middle School will decrease the achievement gap between the performance of African American and Caucasian students on the Math EOG by 20% percent, from 32.8% to 26.24%.

Lost Instructional Days Goal: By June 2022, Mendenhall Middle School will decrease the number of instructional days lost to ISS and OSS suspensions by at least 20%.

Increasing Teacher Capacity Goal: Mendenhall Middle School will improve our culture and climate by an increase of 5% staff satisfaction as evidenced by question 10.6 of the North Carolina Teacher Working Conditions Survey.

Attendance Goal: By June 2022 Mendenhall will increase attendance from 95% to 97% face to face instruction



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			
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>		The Youth Development Coordinator(purchased with Title 1 funds) will be responsible for monitoring data in Educator's Handbook. The Coordinator will create partnerships with area liaisons to work with our most fragile students. The Youth Development Coordinator will provide a bi weekly report to the principal and a monthly report to the leadership team. The Youth Development coordinator will assist teachers in classrooms of those students consistently being referred to the office.	Limited Development 08/30/2017		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		The goal is for there to be zero office referrals and that would look like 100% of students on task in classrooms and learning. The data will be collected from Educator's Handbook and analyzed bi weekly by the Youth Development Coordinator.	Add Actions	George Green	06/30/2022
Actions			9 of 10 (90%)		
8/30/17	The ROCK team will visit a school utilizing Capturing Kids Hearts and investigate implementation at Mendenhall		Complete 11/07/2017	Bobbie Barton	10/03/2017
<i>Notes:</i> Team visited school in Raleigh to see program implementation					
9/25/17	The ROCK team will send two participants to Capturing Kids Hearts training in December 2017		Complete 12/01/2017	Bobbie Barton	12/07/2017
<i>Notes:</i> Training will be paid for by Capturing Kids Hearts Team did not want to pursue this program at this time					
9/25/17	The ROCK team will meet monthly to discuss behavior expectations and work on areas which have high incident reports.		Complete 06/08/2018	Bobbie Barton	06/08/2018
<i>Notes:</i> Meeting occurs on the 3rd Tuesday of every month unless otherwise indicated on the school master calendar.					
9/25/17	If grant funding is secured teachers will attend a two day training on Capturing Kids Hearts.		Complete 11/07/2017	Bobbie Barton	07/27/2018

<i>Notes:</i>				
10/2/18	Assistant Principals will utilize a Crosswalk Behavioral Intervention Document which will support schoolwide consistency with aligned consequences and provide clear direction and implementation of purposeful interventions for students in need.	Complete 06/14/2020	Felicia Bowser	06/14/2019
<i>Notes:</i>				
10/2/18	In an effort to decrease instructional days lost to ISS and OSS, a Discipline and Attendance Team will be created consisting of, at minimum, the Principal, one Assistant Principal, two Counselors, and Social Worker.	Complete 10/17/2018	Felicia Bowser	06/15/2019
<i>Notes:</i> Team is created and meets twice monthly. Teachers receive list of students to call regarding absences. The team will create incentives for chronic absentee students.				
10/2/18	The Attendance Team will regularly monitor attendance rates in order be proactive in helping students with positive choices. The team will strive to find the root problem of a student's outward behaviors and provide solution-based strategies such as one-on-one mentoring.	Complete 06/11/2021	Angela Brown	06/10/2020
<i>Notes:</i> Team is functional It has been noted that often the same homerooms are celebrated. Will request team to consider random individual celebrations.				
9/3/19	All Encore staff will partner with 7th grade teams to provide additional support for our students during their lunchtime. This can include one-on-one time, IST behavioral interventions, and mentoring.	Complete 06/11/2021	Melanie Wright	06/10/2020
<i>Notes:</i> Encore will now provide all IST interventions and break opportunities for Youth Development Coordinator.				
9/26/19	Using Title I funds, Mendenhall has purchased a Youth Development Coordinator. The Youth Development Coordinator will create partnerships with outside agencies and build relationships with at-risk students. At-risk students are identified through teacher referrals or through behavior data of 2 or more office referrals. During remote learning, the YDC will assist with home visits and monitor the MMS Student Outreach Spreadsheet.	Complete 06/30/2022	Spencer Blackwell	06/30/2022
<i>Notes:</i> Mentorship began in the fall semester. Invitations have been sent for "Building Better Brothers" and this mentorship program has begun.				
11/3/21	Monitor loss of instructional days data and in school suspension data		George Green	06/30/2022
<i>Notes:</i>				
Implementation:		06/12/2018		

Evidence	6/12/2018 Meeting minutes from monthly meetings. ROCK posters in classrooms.			
Experience	6/12/2018 The team acquired useful information from the workshops. The team has many suggestions for continuing to build on this objective.			
Sustainability	6/12/2018 More professional development for our staff			
A1.10	All teachers use online curricula with content, assignments, and activities clearly aligned to identified standards (state or national). (5307)	Implementation Status	Assigned To	Target Date
Initial Assessment:	All teachers post their assignments on CANVAS and align them to the state standards for the subjects they teach.	No Development 09/16/2021		
How it will look when fully met:	All teachers work for students will be posted on CANVAS and easily accessible for any student that is absent. Curriculum facilitators will monitor staff CANVAS pages.		Lauren Lux	06/30/2024
Actions		0 of 1 (0%)		
	9/16/21 Teachers will post materials on CANVAS to support student learning		Lauren Lux	06/30/2022
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers work in PLCs (Professional Learning Communities). PLCs meet to review student mastery through develop standards-aligned units of instruction. They regularly develop standards-based common assessments and analyze data. All PLCs can improve by implementing a more structured format for the creation of common assessments and analysis of student mastery data.	Limited Development 08/26/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		All teachers will work collaboratively in weekly PLCs to create high quality, rigorous, standards-based common assessments and lesson plans. All PLCs will operate through a structured format for the creation of common assessments and the analysis of student mastery data. Weekly reteaching and intervention plans will be created upon reflection of student mastery on common assessments. Evidence of completion consists of unit plans, unit pretests and post-tests, lesson plans, weekly common assessments, and data recordings.		Bobbie Barton	06/30/2022
Actions			0 of 11 (0%)		
	9/26/19	Math Impact Coach will be purchased using Title I funds. Math teams will meet with the Math Impact teacher to work through weekly common assessments and upcoming lessons to prepare for and anticipate student understanding.		Lauren Lux	06/10/2022
		<i>Notes:</i> Weekly PLC meetings with math teachers allow for data reflection and planning for upcoming tasks is occurring. Notes for these meetings are kept in a OneDrive file shared with math teachers and administrators. Math Coach continues to develop practices via GCS and Open Up training.			
	9/26/19	ELA teachers will be supported 2 times per year by the American Reading Company coach. Goals include using SchoolPace to upload IRLA (Individual Reading Literacy Assessment) data and student reader and writer engagement. Teachers will engage students in independent reading and monitor steps in SchoolPace.		Bobbie Barton	06/10/2022
		<i>Notes:</i> T			

10/6/20	ELA teachers will be supported 2 times per year by the American Reading Company coach. Goals include using SchoolPace to upload IRLA (Individual Reading Literacy Assessment) data and student reader and writer engagement.		Bobbie Barton	06/10/2022
<i>Notes:</i>				
10/6/20	Math teachers will be supported 12 times per year by National Training Network. Goals include using grade level math vocabulary, adhering to pacing in lessons and the district pacing guides, and ensuring implementation of Open Up/ MVP curriculum.		Lauren Lux	06/10/2022
<i>Notes:</i>				
10/6/20	Math Impact Teacher/Coach will be purchased using Title I funds. Math teams will meet with the Math Impact Teacher/Coach to work through weekly common assessments and/or upcoming lessons to prepare for and anticipate student misunderstandings. (Due to Math Impact Teacher/Coach resignation, teachers are not presently meeting with an MMS Math Impact Teacher/Coach.)		Lauren Lux	06/10/2022
<i>Notes:</i>				
10/8/18	An Instructional Leadership Team (ILT), comprised of representatives from the four departments and administration, will be established and a regular meeting schedule instituted. The ILT will lead schoolwide instructional practices, drive assessment planning, and build teacher leadership capacity.		George Green	06/14/2022
<i>Notes:</i>				
10/8/18	PLC teacher teams will use the data from county-made Interim Assessments and NWEA to evaluate instructional effectiveness, impact of intervention plans, and the alignment and rigor of teacher-made weekly common assessments.		Lauren Lux	06/14/2022
<i>Notes:</i>				
8/31/17	Math and Science teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality, standards-based common assessments, analyze student mastery data, and create a weekly intervention plan.		George Green	06/19/2022
<i>Notes:</i> Evidences of completion will consist of meeting attendance, common assessments, and lesson plans reflecting weekly intervention plans.				

8/31/17	ELA (English Language Arts) and Social Studies teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality, standards-based common assessments, analyze student mastery data, and create a weekly intervention plan.		Bobbie Barton	06/30/2022
<i>Notes:</i> Evidences of completion will consist of meeting attendance, common assessments, and lesson plans reflecting weekly intervention plans.				
12/5/18	Math teachers will meet monthly with the Open Up coach to preview upcoming units		Lauren Lux	06/30/2022
<i>Notes:</i> Valerie will provide monthly visits to focus on instruction for teachers				
9/26/19	Math teachers will be supported 16 times per year by National Training Network. Goals include using grade level math vocabulary, adhering to pacing in lessons and the district pacing guides, and ensure implementation of Open Up/ MVP curriculum.		Lauren Lux	06/30/2022
<i>Notes:</i>				
Implementation:		06/12/2018		
Evidence	6/12/2018 Minutes from PLC's and cross-curricular meetings.			
Experience	6/12/2018 Staff was willing to work together to create post-assessments. Six grade has also implemented cross-curricular planning between language arts and social studies.			
Sustainability	6/12/2018 Staff will have to work on modifying existing assessments add additional pre-assessments. Possible professional development on data analysis. Expand cross-curricular planning unto 7th and 8th grades.			
A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers create weekly lesson plans to support student learning	Limited Development 09/16/2021		
How it will look when fully met:	Plans will be utilized during the weekly PLC meetings		Lauren Lux	06/30/2025
Actions		0 of 2 (0%)		
11/3/21	Teachers will follow curriculum pacing that is aligned with standards that are set forth by the GCS Curriculum & Instruction Pacing Guides.		Bobbie Barton	06/30/2022
<i>Notes:</i>				
11/3/21	Math teachers will utilize Open Up curriculum resources.		Lauren Lux	06/30/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Students will take the NWEA growth test three times a year in math and reading. Students will also be tested on district created interim assessments or learning snap shots.	No Development 09/16/2021		
<i>How it will look when fully met:</i>		Data on NWEA and Performance Matters will indicate the successful implementation of this objective.		Lauren Lux	06/30/2023
Actions			0 of 3 (0%)		
	9/16/21	NWEA assessment results in reading and math.		Bobbie Barton	06/30/2022
		<i>Notes:</i> Create and monitor test accommodations spreadsheet			
	11/3/21	Interim assessment results in reading and math		Lauren Lux	06/30/2022
		<i>Notes:</i>			
	11/3/21	Teacher created assessments and quizzes that are aligned to standards		Bobbie Barton	06/30/2022
		<i>Notes:</i>			
	A3.08	Online programs generate accessible and actionable student data about their use, performance, and progress.(5305)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers use a variety of online data to support the growth of their students The CTE department downtown recommended using Brain POP with students in CTE classrooms and this program has been added to our Title 1 budget.	Limited Development 09/16/2021		
<i>How it will look when fully met:</i>		CTE teachers will provide a monthly usage report to ensure the funds invested are being used.		Bobbie Barton	06/30/2024
Actions			0 of 1 (0%)		
	9/16/21	Purchase Brain POP for CTE department		Bobbie Barton	12/01/2021
		<i>Notes:</i> Review usage data to determine if investment is warranted.			

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>		EC (Exceptional Children's) teachers and regular education teachers work together to review student data, implementing small group and individual instruction to assist students at all levels according to student data. EC teachers provide daily support, working in small groups with EC and regular education students.	Limited Development 08/26/2016		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-Emotional, Attendance, Math, and Reading based on their level of need (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). For students that are determined to be "at-risk" through an Early Warning System, they 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.		Bobbie Barton	06/30/2023
Actions			6 of 9 (67%)		
9/8/16	Recognize student growth in all classes.		Complete 12/15/2016	Michelle Masters	06/12/2017
	<i>Notes:</i> Examples include Reader/Mathematician/Historian/Scientist of the week; 40 Book Challenge achievers; book club opportunities; featured reader bulletin board (student/teacher).				
9/8/16	Progress monitoring in ELA and Math courses.		Complete 06/17/2019	Bobbie Barton	06/13/2017
	<i>Notes:</i> The frequency of progress monitoring will be determined by the teacher in response to the needs and growth of individual students.				
9/8/16	Provide ongoing, embedded professional development on Professional Learning Communities, Growth vs. Fixed Mindset, Small Group Instruction, Gradual Release Model, and Quality of Student Task.		Complete 06/17/2019	Kris Vecchione	06/19/2018
	<i>Notes:</i>				
9/8/16	Administrators provide timely, constructive feedback to teachers, following walk-throughs and observations.		Complete 06/17/2019	Felicia Bowser	06/19/2018
	<i>Notes:</i> Administrators complete informal and formal observations and provided verbal and/or written feedback as appropriate.				

9/8/16	Implement instructional blocks in ELA and Math courses to provide opportunity for small-group and individual instruction.	Complete 09/30/2016	Kris Vecchione	05/31/2019
<i>Notes:</i> This occurs but not as much as needed.				
9/8/16	Teachers will meet weekly in PLCs (Professional Learning Communities) to work on high quality common assessment design, analysis of student mastery, and embedded professional development.	Complete 06/17/2019	Bobbie Barton	06/19/2019
<i>Notes:</i> ELA (English Language Arts) and Social Studies teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality common assessments, analyze student mastery data, and create a weekly intervention plan. Math and Science teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality common assessments, analyze student mastery data, and create a weekly intervention plan.				
11/3/21	EC teachers will complete FastBridge training in math.		Bobbie Barton	06/30/2022
<i>Notes:</i>				
11/3/21	EC teachers will receive Number Worlds training in math.		Bobbie Barton	06/30/2022
<i>Notes:</i>				
12/5/18	The EC Department will utilize processes learned in MTSS trainings, Fastbridge Progress Monitoring training, ARC IRLA and Toolkit training for reading, and Number Worlds training for math. They will implement a plan to incorporate weekly interventions and progress monitoring for EC students.		Kennen Wynn	12/10/2022
<i>Notes:</i>				
Implementation:		06/12/2018		
Evidence	6/12/2017 Records of students recognized; observations in NCEES/notes from informal walkthrough observations.			
Experience	6/12/2017 Implementation of tasks related to this Objective required thoughtful planning but was carried out with success. Embedded PD was aligned with GCS initiatives and, where possible, was tailored to the needs of small groups of teachers. Teachers worked to recognize student accomplishment and the end of year celebration was successful and supported by the Mendenhall PTA.			

Sustainability		6/12/2017 We will continue to focus on research-based best practices.			
	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Daily morning and afternoon announcements are a ritual at Mendenhall Middle School	Limited Development 09/16/2021		
How it will look when fully met:		Announcements are heard twice daily over the public address system.		Dorand Blackston	06/30/2024
Actions			0 of 3 (0%)		
11/3/21		Relevant school and community based notifications are communicated each day to students via the intercom system.		Dorand Blackston	06/30/2022
	<i>Notes:</i>				
11/3/21		Teachers will post student work in their classrooms or in the hallways.		Bobbie Barton	06/30/2022
	<i>Notes:</i> Student work samples.				
11/3/21		Student award recognitions will take place on a quarterly basis.		Bobbie Barton	06/30/2023
	<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Mendenhall has seen a decrease in days lost to out of school suspension over the past 2 years. Beginning in March 2016, a group of teacher leaders crafted a series of lessons for common area expectations and classroom expectations. The ROCKS Lessons (Student Behavior Lessons) are taught at the beginning of the year and after winter break. These lessons provide students with a process for working through problems, finding solutions in a responsible manner, goal setting and reflection opportunities.		Limited Development 08/26/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will guide students from a "fixed mindset" to a "growth mindset" in order to employ practical strategies for managing emotions affecting their learning. Students will participate in goal setting activities and charting personal progress toward student-identified goals. Internal and external surveys of faculty and students and formal and informal conversations with faculty and students will provide both qualitative and quantitative feedback regarding the efficacy of the practices. Continued training on growth mindset, quality of student tasks, and exposure to restorative practices will occur. School discipline data will reflect a continued reduction in days lost to out of school suspension.			Bobbie Barton	06/30/2023
Actions				7 of 9 (78%)		
	9/8/16	Create a Crew Day schedule.		Complete 09/16/2016	Marshall Matson	09/16/2016
<i>Notes:</i>						
	9/8/16	Collect input from teachers regarding Mustang Crew class preferences and assign students to classes.		Complete 09/23/2016	Marshall Matson	09/23/2016
<i>Notes:</i>						
	9/8/16	Perform school discipline data collection.		Complete 06/12/2017	Malaina Seegars/Andrew Peascoe/Summer Rogers/Admin	10/28/2016
<i>Notes:</i> Use discipline reports in PowerSchool, exported to Excel, to create quarterly data reports.						
	9/8/16	Create online surveys for faculty and for students to provide feedback regarding Mustang Crew and regarding the MSB Plan.		Complete 01/31/2017	Andrew Peascoe	10/31/2016

	<i>Notes:</i> In addition to the 7th grade school climate survey (external), internal surveys based on school climate survey questions (for students) and NC Teacher Working Conditions Survey questions (for faculty) will provide two points of feedback for comparison.			
9/8/16	Create a teacher subcommittee to complete Mustang CREW curriculum design.	Complete 11/30/2016	Sandy Turner/Angie Brown	11/30/2016
	<i>Notes:</i>			
9/8/16	Provide a training/refresher session on the MMS Management of Student Behavior Plan.	Complete 02/28/2017	Melanie Wright	02/28/2017
	<i>Notes:</i>			
9/8/16	Distribute online surveys for faculty and online survey for students to provide feedback regarding the MMS Management of Student Behavior Plan and Mustang Crew program.	Complete 05/31/2017	Andrew Peascoe	05/31/2017
	<i>Notes:</i> First survey takes place in December; second survey takes place by May 31.			
12/5/18	Mendenhall counselors will incorporate district initiatives pertaining to character education and social and emotional learning for staff and students.		Ursula Frison	06/30/2022
	<i>Notes:</i> Mendenhall completed the first round of the challenge and was recognized by the district.			
11/3/21	School counselors will perform district surveys by specified target dates.		Ursula Frison	06/30/2023
	<i>Notes:</i>			
Implementation:		06/12/2018		
Evidence	6/12/2018 Minutes and classroom artifacts.			
Experience	6/12/2018 ROCK is a good start to introducing students to school expectations.			
Sustainability	6/12/2018 Possibly discuss implementing more of a PBIS initiative into the core of " ROCK".			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>During the spring semester, Mendenhall Middle School Counselors and Student Ambassadors host a daytime (and/or virtual) tour for all rising sixth graders from feeder schools. During the visit, students tour the building and enjoy a presentation from the music department. In addition, rising sixth graders are invited to an Open House/Orientation (may be virtual) in which parents and students have the opportunity to meet administration, classroom teachers, counselors, and the school social worker. The beginning of the year Open House is structured such that sixth graders attend independent of the other grade levels in order to receive more support and individualized attention. At this particular event, eighth graders serve as Student Ambassadors to provide peer support to our new students, answering questions and guiding students and families throughout the building. In the transition from middle school to high school, a counselor from Page High School, along with our counselors, collectively visit eighth grade classrooms and attend a "Coffee and Conversation with the Principal" event or other similar events with parents in order to answer questions and provide pertinent information for entry into high school. Our counselors from Mendenhall Middle also facilitate four year plans for students and advertise the county's Choice Fair. Eighth grade students are also guided by our counselors through the high school registration process, career planning, and financial literacy. Mendenhall Middle School offers bridge courses to rising eighth graders to support access to higher level math courses for those who may not have the opportunity otherwise. Sixth grade students are also encouraged and selected to access the virtual math courses offered by the district during the spring semester.</p>	Limited Development 08/31/2017		
			<p>Priority Score: 1 Opportunity Score: 2</p>	Index Score: 2		
<i>How it will look when fully met:</i>			<p>Sixth graders who are new to Mendenhall will experience a seamless transition to middle school as evidenced by a decrease in schedule change requests at the start of school. Rising ninth graders who are transitioning from Mendenhall Middle School will do so fully prepared with completed four-year plans and access to relevant information for a college and career ready future at the high school level. Completed four year plans and the attendance at hosted transition events will provide evidence that this objective is fully met.</p>		Ursula Frison	06/30/2023
<i>Actions</i>				7 of 9 (78%)		
	9/25/17		Musical performance by MMS music department for Spring tours	Complete 03/30/2020	Brent Davis	03/30/2020

<i>Notes:</i>				
9/25/17	Rising sixth grade Open House	Complete 02/14/2020	Bobbie Barton	04/27/2020
<i>Notes:</i>				
9/25/17	Spring tours for rising sixth graders will be held annually for all feeder schools and families who would like to tour. Virtual tours will be held in place of face-to-face tours until face-to-face tours can resume.	Complete 03/30/2020	Angie Brown	05/30/2020
<i>Notes:</i>				
9/25/17	Schedule all events and add to schools master calendar	Complete 06/20/2020	Dorand Blackston	06/20/2020
<i>Notes:</i>				
9/25/17	Counselors create four year plans with eighth grade students	Complete 06/19/2020	Angela Brown	06/20/2020
<i>Notes:</i>				
1/27/21	Counselors will create a video via Screen Castomatic that will inform parents of the Magnet/Choice options available to their children. It will give detailed instructions as far as how the process works and where to go exactly. This video will be uploaded to our Mendenhall webpage as well as sent out via e-mail and ConnectEd.	Complete 01/13/2021	Ursula Frison	01/15/2021
<i>Notes:</i>				
10/6/20	The Fine Arts Department will create a video highlighting each Fine Arts area in order to increase exposure and inform families of registration offerings. Visits to feeder schools will resume once allowed. The video will be distributed to all rising 6th graders.	Complete 01/28/2021	Lenny Sue French	05/20/2021
<i>Notes:</i>				
10/6/20	Spring tours for rising sixth graders will be held annually for all feeder schools and families who would like to tour. Virtual tours will be held in place of face-to-face tours until face-to-face tours can resume.		Angela Brown	05/30/2022
<i>Notes:</i>				
9/25/17	High School counselor visits during Coffee and Conversation to discuss registration. During the time that Coffee and Conversation events cannot occur, Mendenhall counselors will collaborate with the high school counseling staff to communicate all registration information. Methods for delivery include but not limited to: Canvas, virtual Q&A, 8th grade messaging, Teams meetings, etc.		Angela Brown	06/20/2022
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018 We have copies of the program and the eighth grade four-year plan.			

Experience	6/14/2018 Everything worked well. There were some rescheduling due to inclement weather.			
Sustainability	6/14/2018 We need to plan for the next academic year.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.			Limited Development 08/26/2016		
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	Priority Score: 1	Opportunity Score: 1	Index Score: 1			
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How it will look when fully met:	The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.				George Green	06/30/2024
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Actions				1 of 4 (25%)		
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9/16/21	Mendenhall will participate in the MILA grant to support equity in education				George Green	06/16/2022
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Notes: Mr. Green participate in monthly professional development

8/31/17	The District School Improvement Team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.			Complete 03/17/2021	George Green	06/19/2022
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Notes:

11/3/21	Use text, "Culturally Responsive Teaching and the Brain" with math teachers to build capacity around meeting the needs of a diverse population of students.				George Green	06/30/2022
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Notes:

11/3/21	Math teachers will visit other math classrooms in the building to take low inferencing notes and share observation results during PLC meetings with their grade level(s).				Lauren Lux	06/30/2022
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Notes:

Implementation:			03/17/2021		
Evidence	3/17/2021				
Experience	3/17/2021				
Sustainability	3/17/2021				
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 Mendenhall Leadership Team is elected yearly and anonymously voted on by staff.		Limited Development 08/26/2016		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	Leadership Team will meet monthly with evidence of members present and duties carried out in the minutes.			Bobbie Barton	06/30/2024
Actions			1 of 3 (33%)		
8/31/17	The MMS Leadership Team will meet a minimum of one time per month, with each member actively serving as his/her team's advocate while collaboratively participating in school improvement processes that focus on the academic, physical, social, and emotional success of all students.		Complete 02/03/2021	Dorand Blackston	06/19/2021
<i>Notes:</i> minutes and attendance serve as evidence of completion					
2/5/21	Leadership Team members will review protocols, procedures, data, and information provided in meetings in order to share with represented area. The Leadership Team will formally share all information with their represented area by holding a follow-up meeting (usually occurring 2-3 days after the Leadership meeting).			Sharon Felix	06/20/2022

<i>Notes:</i>				
9/28/21	The Mendenhall Leadership team will review attendance goals quarterly		Dorand Blackston	06/30/2022
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018 Meeting minutes.			
Experience	6/14/2018 The indistar process was new for the team and was a learning process.			
Sustainability	6/14/2018 Will make adjustments to the team for the next academic school year.			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Distributed leadership and collaboration			
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Scheduling processes are structured so that student needs are prioritized while providing protected academic core time, maximized intervention supports, and intentional common instructional planning time.	Limited Development 08/26/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		The school schedule and classroom rosters reflect equity for all students, access to the highest level of coursework possible for each student, and intentionally protected instructional time.		Bobbie Barton	06/30/2023
Actions			1 of 3 (33%)		
9/25/17	Students served by the reading teacher will be selected prior to the end of the 2020 school year so this course may begin on day one of the August 2020 school year.		Complete 06/08/2020	Gwen Lindsey-Diggs	06/08/2020
<i>Notes:</i>					
8/31/17	Prior to the end of the school year, scheduling will be completed for all registered students, with an emphasis on equitable practices, thorough audits of EC student schedules and service times, and teaching teams built according to teacher strengths.			Kennen Wynn	06/20/2022
<i>Notes:</i> Review student service plan					

9/25/17	During the registration and scheduling process, students served in EC pullout and ESL courses will be scheduled first and in conjunction with feeder elementary schools in order to ensure that students begin specialized instruction on the first day of school.		Kennen Wynn	06/30/2022
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018			
Experience	6/14/2018			
Sustainability	6/14/2018			

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Monitoring instruction in school				
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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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Initial Assessment:	The principal intentionally schedules time to be in teachers' classrooms both formally and informally.	Limited Development 08/26/2016		
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How it will look when fully met:	The administrative team intentionally schedules time to be in teachers' classrooms--formally and informally.		George Green	06/17/2022
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Actions		0 of 3 (0%)		
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8/31/17	PDP goals for teachers align with identified school needs: 1) weekly parent communication and 2) student outreach in order to improve student rate of success. Admin meet with teachers to review goals and students not successful in class.		Dorand Blackston	06/30/2022
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<i>Notes:</i>				
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9/25/17	The administrative team will meet to align teacher value added data and teacher observations in order to target specific areas of growth and improvement on teaching standards in NCEES.		George Green	06/30/2022
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<i>Notes:</i>				
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1/27/21	Administration will conduct observations on staff members based on what cycle they are in according to NCEES, incorporating updates on school-wide PDPs and outreach initiatives in each post-conference.		George Green	06/30/2022
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<i>Notes:</i>				
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Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		School: Improvement is needed with our teacher evaluations and principal evaluation data for calibration purposes. Current data used for decision making: EOG data, discipline data, NCTWCS data, including school-created survey during "off" years, formative and summative teacher-made assessment data, IRLA assessment. LEA: Guilford County Schools looks regularly at school performance data.	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>		The Administrative Team will compare teacher data collected on multiple assessments and formal value added data and compare to standards on teacher evaluation system. The team will work together to calibrate expectations of best practices. Additionally, MMS will continue to use all available data sources for pertinent decision making: EOG data, EVAAS predictive student data, weekly common assessment data, discipline data, Open Up and MVP math common assessments, NCTWCS data, including school-created survey during "off" years, formative and summative assessments made by the county and/or teacher, and the IRLA (American Reading Company reading assessment).		George Green	06/30/2024
<i>Actions</i>			1 of 3 (33%)		
	2/5/21	The EC Department will attend MTSS trainings, Fastbridge Progress Monitoring training, ARC IRLA and Toolkit training for reading, and Number Worlds training for math. Once receiving trainings, they will implement a plan to incorporate weekly interventions and progress monitoring for EC students.	Complete 12/15/2020	Kennen Wynn	12/31/2020
<i>Notes:</i>					
	12/3/20	Mendenhall Middle School will roll out a training plan for staff to provide Multi-Tiered Systems of Support using district tools.		Angie Brown, Kathryn Morris, Ursula Frison	06/01/2022
<i>Notes:</i>					
	8/31/17	The Curriculum Facilitator and Administrative Team will work with teachers regarding NWEA testing and provide data to all teachers 3x per year		Bobbie Barton	06/19/2022
<i>Notes:</i>		Electronic			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
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>		<p>School: Interviews are conducted for the recruitment and hiring of staff in accordance with GCS Board policy. New teachers are supported through well-matched mentors and procedures for inducting, evaluating, and supporting teachers are in place. GCS LEA: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who have exhibited a level of excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator Summative Evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p>	Limited Development 08/26/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>School: Interviews are conducted for the recruitment and hiring of staff in accordance with GCS Board policy. New teachers are supported through well-matched mentors and procedures for inducting, evaluating, and supporting teachers are in place. GCS LEA: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who have exhibited a level of excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator Summative Evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p>			Dorand Blackston	06/30/2024
Actions			2 of 3 (67%)		
	9/25/17	Mendenhall will assign a buddy teacher for staff new to Mendenhall but not new to teaching	Complete 08/18/2017	Felicia Bowser	08/18/2017
	<i>Notes:</i>				
	9/25/17	Mendenhall will assign a mentor for beginning teachers	Complete 09/15/2017	Sharon Felix	09/15/2017
	<i>Notes:</i>				
	8/31/17	Mendenhall will conduct interviews with teams consisting of teachers and/or staff. Additionally, at least one representative will attend the GCS Recruitment Fair.		Felicia Bowser	06/19/2022
	<i>Notes:</i>				
Implementation:			04/30/2018		

<i>Evidence</i>	4/30/2018			
<i>Experience</i>	4/30/2018			
<i>Sustainability</i>	4/30/2018			

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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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
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<i>Initial Assessment:</i>	Teachers make beginning-of-year "positive parent contacts" as this project has been well-received formerly. Information regarding the curriculum in each class and helpful tips for classroom success will be distributed at Walk the Schedule Night. Teachers use a variety of communication modes such as email, phone, texts, Remind App, paper, etc. Many teams send out team newsletters. The student device agreement has a link to resources such as the blended learning initiative and the student handbook. Teachers and Admin will communicate directly to parents via Connect Ed, mailers, and Canvas on how to access students grades/assignments on PowerParent.	Limited Development 08/26/2016		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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<i>How it will look when fully met:</i>	Regular communication from school to home will occur through various channels. Internal and external survey data will be collected to determine the efficacy of the communication. Other data may include parent volunteer applications/sign-in sheets and anecdotal data collected through formal and informal conversation. Evidence of implementation may include archived examples of communication such as emails, newsletters, phone logs, ConnectEd messages, etc. Continued training on student relationships will also occur. School discipline data will reflect a continued reduction in days lost to out of school suspension.		Dorand Blackston	06/30/2024
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Actions		9 of 10 (90%)		
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9/25/17	Teachers will contact 10 students per week beginning with students showing the most need. This is a part of each employees professional development plan	Complete 10/31/2018	Felicia Bowser	10/30/2017
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	<i>Notes:</i> Administrators will meet with teachers individually or during PLC weekly meeting to stay updated on contact progress			
9/8/16	Create Communications teacher subcommittee to design systematic, school-wide communication processes.	Complete 11/16/2017	Bobbie Barton	06/15/2018
	<i>Notes:</i> The Communications Subcommittee will make decisions regarding method, frequency, and design of school-to-home communications.			
9/8/16	Analyze survey results to determine effectiveness of school-to-home communication; Communications subcommittee uses results to make adjustments in plan.	Complete 08/21/2018	Bobbie Barton	06/02/2019
	<i>Notes:</i> January and May			
9/8/16	Collect parent contact information at Open House via Microsoft Forms. All teachers had computers set up in the classroom for parents to type in contact information for teacher teams to utilize immediately.	Complete 08/21/2019	Amanda Bustle	08/21/2019
	<i>Notes:</i>			
9/8/16	Create online surveys for faculty and for parents to provide feedback regarding the efficacy of school-to-home communication.	Complete 10/31/2018	Melanie Wright	10/31/2019
	<i>Notes:</i>			
8/31/17	Mendenhall staff will utilize social media outlets to engage all stakeholders and effectively increase stakeholder participation. The Communications committee will oversee and distribute Mendenhall news, celebrations, and updates to the community via various social media platforms (Facebook, Twitter, Instagram, and the school website).	Complete 06/19/2020	Bobbie Barton	06/19/2020
	<i>Notes:</i> Social Media is being updated regularly. The social media team is looking at the now defunct Twitter page for Mendenhall. (MMS uses a different Twitter page than the one that is no longer accessible.)			
9/14/17	Teachers will update GradeBook in PowerSchool on a weekly basis, submit a plan of action for every student receiving a D or F to admin within a week of interim report distribution and/ or within a week of the end of the grading period. Teachers will schedule a face-to-face parent conference or a phone conversation in order to notify a parent/ significant adult of academic decline and create a plan of action. The plan of action should include scheduled tutoring, a timeline, and confirmation that parent is set up to receive automated email notification of grade PowerSchool parent portal.	Complete 06/19/2020	Bobbie Barton	06/19/2020
	<i>Notes:</i> Teachers note that students willing to stay for tutoring are not the ones that need the support.			
9/8/16	Provide surveys to parents in regards to preference of Remote, Virtual Academy, or Face to Face learning.	Complete 11/13/2020	Dorand Blackston	10/30/2020

Notes: Survey is being created to update all remote versus face to face instruction for parents to complete for their students.

10/6/20 Teachers will update GradeBook in PowerSchool on a weekly basis, submit a plan of action for every student receiving a D or F to admin within a week of interim report distribution and/ or within a week of the end of the grading period. Teachers will schedule a virtual parent conference or a phone conversation in order to notify a parent/ significant adult of academic decline and create a plan of action. The plan of action should include scheduled tutoring, a timeline, and confirmation that parent is set up to receive automated email notification of grade PowerSchool parent portal. Admin has assigned support staff to each homeroom for phone call communication in order to provide additional support for students. Additionally, we have created an Outreach team that meets twice a week in order to respond to students that have minimal Canvas activity and/or failing courses.

Complete 06/10/2022

Bobbie Barton

06/20/2022

Notes: Teachers will monitor Canvas grades and align them to PowerSchool to provide up-to-date information for parents during any occurrence of remote learning.

9/25/17 Teachers will communicate content, team, or grade level information to families on a weekly basis. This may be done via email, newsletter, and the Remind app.

Sharon Felix

06/29/2022

Notes: Communication and documentation of the newsletters are saved in the Title I documentation folder. Teachers communicate regularly with parents using a variety of methods.

Implementation:

Evidence

6/12/2017
Survey responses (surveymonkey.com); parent emails matrix (Excel file); updated PowerSchool demographics information

Experience

6/12/2017
The original intention of create a listserv for parent contact information was rejected because it did not allow for automatic population when enrollments or withdrawals occurred. Eventually, PowerSchool demographic information was updated and parent emails were gathered through ConnectEd. Methods of school-to-home communications included email, ConnectEd phone calls, text messages, team-based newsletters, Facebook posts, announcements and updates to school website and Tweets. Surveys have not garnered a significant number of responses, but parents who have responded indicate that they prefer email communication and have received at least weekly communication from the school.

Sustainability

6/12/2017

The School Communications Committee will work to create a standardized way for teachers to communicate regularly with parents. School technology admins will continue to use social media, ConnectEd emails, and the school website to communicate with parents and the community.

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