

Comprehensive Progress Report

Mission: Northeast Guilford Middle School exists to assist students in becoming not only academically sound but morally good citizens in a vast global society.

Vision: Northeast Guilford Middle is committed to academic rigor which challenges, motivates, and uplifts students to become active, enthusiastic, lifelong learners who realize the importance of positive character, self-reliance and community.

Goals:

School Performance Composite Goal: By June 2021 Northeast Guilford Middle School will increase the school performance composite by 4.2% from 44.8% to 49%.

Achievement Gap Goal: By June 2021, Northeast Middle School will decrease the achievement gap in reading composite scores for students with disabilities from 5.6% in 2017-2018 to 15.7% in 2020-2021; decrease the achievement gap in math composite scores for students with disabilities from 8.3% to 14.4%. Northeast Middle School will also decrease the achievement gap between the white and African American students from 15.8 points in ELA to 13 points.

Culture and Climate Goal: By June 2021, Northeast Middle School will improve school culture and climate by increasing its overall school environment score by 18.5% from 61.5% to 80% of the 2021 measured by school delivered surveys.

Discipline Goal: By June 2021, Northeast Middle School will reduce the number of incidents resulting in out of school suspensions or in school suspensions by 15% from 236 to 200, by consistently implementing school-wide restorative practices.



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---------|--|-----------------------------------|----------------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| | 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 |
| <i>Initial Assessment:</i> | | In order to decrease the achievement gap and increase the composite score of the school, members of the Instructional Leadership Team and teachers will take a look at data during PLC to make informed decisions. The data focuses on subgroups, paying close attention to students with disabilities. The data will detail which students require interventions. The ARC and Open up curriculums provide resources for targested, focused student interventions. | Limited Development 09/30/2019 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, the achievement gap between white and African American students, as well as the gap between all students and students with disabilities will vary by a slight margin. It will be routine for teachers to analyze data by subgroups. This will be evident in the breakdown of the students composite score of the NC EOGs. | | Mieke Fleure-Ritorto | 06/10/2022 |
| Actions | | | 2 of 3 (67%) | | |
| | 9/30/19 | Data PLC after interin assessment 1 | Complete 11/12/2019 | Mieke Fleure-Ritorto | 11/01/2019 |
| <i>Notes:</i> | | | | | |
| | 9/30/19 | Data PLC after interin assessment 2 | Complete 01/24/2020 | Mieke Fleure-Ritorto | 01/24/2020 |
| <i>Notes:</i> | | | | | |
| | 10/7/20 | Data PLC after Interim Assessment 1 | | Beverly Goode | 04/30/2021 |
| <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 |
|--|---|---|-----------------------------------|------------------------|-------------------|
| Initial Assessment: | | At the start of the year a brief CHAMPS session was provided and targeted to 1st year teachers. 1-3 year teachers may be selected to attend the full training at a later date. The school has a lead mentor who will ensure beginning teachers are assigned a mentor to provide support in areas such as classroom management. Our administrative intern will meet with 1st year teachers monthly during the first semester to provide strategies and additional support. | Limited Development 09/13/2017 | | |
| | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | All classrooms will be fully engaged with students as active participants. Classroom discipline will be minimal because of the level of engagement of all students. | Objective Met 09/19/18 | Bertrand Haynes | 06/10/2020 |
| Actions | | | | | |
| 10/8/17 | Restorative Justices Practices Training - a two-day training in which staff members participated in a round-robin seminar led by the International Institute for Restorative Practices (IIRP) from 8:30am-4pm. | Complete 08/10/2017 | Jamie King | 08/09/2017 | |
| <i>Notes:</i> | | | | | |
| 9/13/17 | Classroom Management Plan Seminar - a seminar led by Mr. Gesiotto in which he reviewed a workshop-style meeting where teachers worked on a management plan template that included 5 major areas of focus - rules, rewards, reinforcers, consequences, | Complete 08/23/2017 | John Gesiotto | 08/23/2017 | |
| <i>Notes:</i> The management plan template is uploaded in the documents. | | | | | |
| 9/13/17 | Teachers submit Management Plan - teachers are to complete the management plan template covered in the seminar by Mr. Gesiotto. | Complete 08/25/2017 | Jamie King | 08/25/2017 | |
| <i>Notes:</i> | | | | | |
| 10/8/17 | Administration reviews management plans submitted by teachers and provides appropriate feedback. | Complete 08/27/2017 | Jamie King | 08/27/2017 | |
| <i>Notes:</i> Each administrator will review his/her own grade-level teachers and possibly suggest areas of collaboration amongst teams. Jamie King - 6th grade Brian Lee - 7th grade Tanicka Robeson - 8th grade | | | | | |
| 9/13/17 | Ongoing Professional Development will be offered to teachers who are struggling with their classroom management plans | Complete 11/07/2017 | Tanicka Robeson | 08/31/2017 | |
| <i>Notes:</i> | | | | | |

| | | | | |
|---|---|---------------------|-----------------|------------|
| 10/8/17 | September Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 09/28/2017 | Tanicka Robeson | 09/21/2017 |
| <i>Notes:</i> The grade levels are split and alternate in groups bi-weekly. | | | | |
| 10/8/17 | October Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 11/07/2017 | Tanicka Robeson | 10/05/2017 |
| <i>Notes:</i> October 5 October 12 October 19 October 26 | | | | |
| 10/8/17 | Equity Team Formation and Trainings | Complete 11/07/2017 | Lee Wilson | 10/10/2017 |
| <i>Notes:</i> | | | | |
| 10/8/17 | November Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 12/05/2017 | Tanicka Robeson | 11/02/2017 |
| <i>Notes:</i> November 2 November 9 November 16 November 30 | | | | |
| 10/8/17 | December Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 01/02/2018 | Tanicka Robeson | 12/07/2017 |
| <i>Notes:</i> December 7 December 14 | | | | |
| 10/8/17 | January Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 02/06/2018 | Tanicka Robeson | 01/04/2018 |
| <i>Notes:</i> January 4 January 11 January 18 January 25 | | | | |

| | | | | |
|--|--|---------------------|----------------------|------------|
| 10/8/17 | February Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 03/06/2018 | Tanicka Robeson | 02/01/2018 |
| <i>Notes:</i> February 1 February 8 February 15 February 22 | | | | |
| 10/8/17 | March Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 04/03/2018 | Tanicka Robeson | 03/01/2018 |
| <i>Notes:</i> March 1 March 8 March 15 March 29 | | | | |
| 10/8/17 | April Bi-Weekly Learning Walks - Mrs. Robeson will lead learning walks designed to allow teachers an opportunity to observe their peers teaching. After each classroom walkthrough, the group discusses in sequential order one observation from the classroom. | Complete 05/01/2018 | Tanicka Robeson | 04/05/2018 |
| <i>Notes:</i> April 5 April 12 April 19 April 26 | | | | |
| 9/19/18 | Identify and notify teachers for CHAMPS training during the summer | Complete 08/08/2018 | Mieke Fleure-Ritorto | 08/01/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Identify and notify teachers that have not attended training for Restorative Practices. | Complete 08/30/2018 | Tanicka Robeson | 08/30/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Create a SLT sub-committee to work on a plan to provide to support to teachers that need assistance with classroom management. | Complete 09/18/2018 | Mieke Fleure-Ritorto | 09/04/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Sub-committee meets in SLT meeting to develop plans for teacher support | Complete 06/01/2018 | Mieke Fleure-Ritorto | 06/01/2019 |
| <i>Notes:</i> | | | | |
| 9/9/19 | New Teacher Orientation | Complete 08/08/2019 | Suzanne Hedberg | 08/08/2019 |
| <i>Notes:</i> | | | | |

| | | | | |
|------------------------|---|---------------------|----------------------|------------|
| 9/9/19 | Lead Mentor and Administrative intern meeting | Complete 08/29/2019 | Jamie King | 08/29/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | Update the mentor/mentee workbook | Complete 09/02/2019 | Mieke Fleure-Ritorto | 09/02/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | New Teacher Survey | Complete 09/03/2019 | Candace Kimball | 09/03/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | September New Teacher Meeting | Complete 09/18/2019 | Candace Kimball | 09/18/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | October New Teacher Meeting | Complete 10/16/2019 | Candace Kimball | 10/16/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | November New Teacher Meeting | Complete 11/20/2019 | Candace Kimball | 11/20/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | December New Teacher Meeting | Complete 12/18/2019 | Candace Kimball | 12/18/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | January New Teacher Meeting | Complete 01/15/2020 | Candace Kimball | 01/15/2020 |
| | <i>Notes:</i> | | | |
| Implementation: | | 09/19/2018 | | |
| Evidence | 9/19/2018 Team consists of Gessiotto, Long, Haberer, and Johnson | | | |
| Experience | 9/19/2018 | | | |
| Sustainability | 9/19/2018 | | | |

| 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> | | We host weekly PLC meetings that will be led by a member of the ILT team. These PLC meetings will relate to the instructional practice that is being looked at in the weekly walkthroughs and the lesson plans. Teachers submit weekly lesson plans and a member of the ILT provides timely feedback. The ILT will follow a schedule to visit classrooms provide feedback to those teachers. We attempt to focus on each individual's growth in classes aiding in moving students forward using EVAAS, monthly, and interim data. | Limited Development 09/15/2016 | | |
| <i>How it will look when fully met:</i> | | Our school will continue to exceed expected growth in order to exit low performing status. Our school will have full student engagement in classrooms where students are actively participating in the curriculum in which teachers are presenting. Teachers will personalize learning for each individual student on their individual academic level. Daily lesson plans will incorporate reading and writing every single day. Students will present information in class, they will read and write about the curriculum in each class. Students will have project based learning and use higher order writing and questioning skills in each class. Students will track their data so they are aware of where they should be as well as where they currently are in regards to their goals. Principals and assistant principals will be active participants in PLCs. They will use higher order questioning when working with teachers to model this use. Administrators will us the Curriculum at a glance documents to ensure that teachers are on pace with each lesson. The evidence: EVASS, Benchmarks, Common Assessments and Weekly PLC Meetings with administration and Regional Office coordinators. | | Christopher Scott | 06/01/2021 |
| Actions | | | 62 of 64 (97%) | | |
| | 10/8/17 | Teachers provided with pacing guides via canvas | Complete 08/21/2017 | Jamie King | 08/21/2017 |
| <i>Notes:</i> | | | | | |
| | 10/14/17 | September Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 11/07/2017 | Jamie King | 09/04/2017 |
| <i>Notes:</i> | | | | | |
| | 10/8/17 | September LPs submitted every Thursday | Complete 09/07/2017 | Jamie King | 09/07/2017 |
| <i>Notes:</i> | | Each teacher submits his/her LPs via canvas under assignments. | | | |

| | | | | |
|--|--|---------------------|-------------|------------|
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 11/07/2017 | Jamie King | 09/11/2017 |
| <i>Notes:</i> | | | | |
| 10/14/17 | September Monthly Assessment - each core subject assessment is created by department chair based on district pacing guide using EOG questions. | Complete 11/07/2017 | Fabian Reid | 09/29/2017 |
| <i>Notes:</i> | | | | |
| 10/14/17 | October Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 11/07/2017 | Jamie King | 10/03/2017 |
| <i>Notes:</i> | | | | |
| 10/8/17 | October LPs submitted every Thursday | Complete 11/07/2017 | Jamie King | 10/05/2017 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 11/07/2017 | Jamie King | 10/09/2017 |
| <i>Notes:</i> | | | | |
| 10/14/17 | October Benchmark - each core class will take an EOG-Question-style Benchmark assessment. | Complete 11/07/2017 | Fabian Reid | 10/23/2017 |
| <i>Notes:</i> | | | | |
| 10/8/17 | November LPs submitted every Thursday | Complete 12/05/2017 | Jamie King | 11/02/2017 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 12/05/2017 | Jamie King | 11/06/2017 |
| <i>Notes:</i> | | | | |
| 10/14/17 | November Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 12/05/2017 | Jamie King | 11/07/2017 |
| <i>Notes:</i> | | | | |
| 10/14/17 | November Monthly Assessment - each core subject assessment is created by department chair based on district pacing guide using EOG questions. | Complete 12/12/2017 | Fabian Reid | 11/27/2017 |

| | | | | |
|--|--|---------------------|-------------|------------|
| <i>Notes:</i> | | | | |
| 10/14/17 | December Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 01/16/2018 | Jamie King | 12/05/2017 |
| <i>Notes:</i> | | | | |
| 10/8/17 | December LPs submitted every Thursday | Complete 01/16/2018 | Jamie King | 12/07/2017 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 01/16/2018 | Jamie King | 12/11/2017 |
| <i>Notes:</i> | | | | |
| 10/8/17 | January LPs submitted every Thursday | Complete 02/06/2018 | Jamie King | 01/04/2018 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | January Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 02/06/2018 | Jamie King | 01/09/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 02/06/2018 | Jamie King | 01/15/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | January Benchmark - each core class will take an EOG-Question-style Benchmark assessment. | Complete 02/06/2018 | Fabian Reid | 01/16/2018 |
| <i>Notes:</i> | | | | |
| 10/8/17 | February LPs submitted every Thursday | Complete 03/06/2018 | Jamie King | 02/01/2018 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 03/06/2018 | Jamie King | 02/05/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | February Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 03/06/2018 | Jamie King | 02/06/2018 |

| | | | | |
|--|--|---------------------|-------------|------------|
| <i>Notes:</i> | | | | |
| 10/14/17 | February Monthly Assessment - each core subject assessment is created by department chair based on district pacing guide using EOG questions. | Complete 03/06/2018 | Fabian Reid | 02/23/2018 |
| <i>Notes:</i> | | | | |
| 10/8/17 | March LPs submitted every Thursday | Complete 04/03/2018 | Jamie King | 03/01/2018 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 04/03/2018 | Jamie King | 03/05/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | March Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 04/03/2018 | Jamie King | 03/06/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | March Monthly Assessment - each core subject assessment is created by department chair based on district pacing guide using EOG questions. | Complete 04/03/2018 | Fabian Reid | 03/26/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | April Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 05/01/2018 | Jamie King | 04/03/2018 |
| <i>Notes:</i> | | | | |
| 10/8/17 | April LPs submitted every Thursday | Complete 05/01/2018 | Jamie King | 04/05/2018 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 05/01/2018 | Jamie King | 04/09/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | April Benchmark - each core class will take an EOG-Question-style Benchmark assessment. | Complete 05/01/2018 | Fabian Reid | 04/11/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | May Bi-Monthly Vertical Team Meetings - led by department chairs in order to share/monitor most recent/relevant resources (e.g. ARC for ELA) | Complete 06/01/2018 | Jamie King | 05/01/2018 |

| | | | | |
|--|--|---------------------|-----------------|------------|
| <i>Notes:</i> | | | | |
| 10/8/17 | May LPs submitted every Thursday | Complete 06/01/2018 | Jamie King | 05/03/2018 |
| <i>Notes:</i> Each teacher submits his/her LPs via canvas under assignments. | | | | |
| 10/14/17 | Administration review LPs submitted to check for standard-aligned instruction, appropriate rigor, higher-order thinking, and literacy components. Each admin will review his/her appropriate grade level and return by the following Monday. | Complete 06/01/2018 | Jamie King | 05/07/2018 |
| <i>Notes:</i> | | | | |
| 10/14/17 | May Monthly Assessment - each core subject assessment is created by department chair based on district pacing guide using EOG questions. | Complete 06/01/2018 | Fabian Reid | 05/22/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Teachers provided with Pacing guides via Canvas | Complete 08/22/2018 | Jamie King | 08/15/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | September content area PLCs led by member of the ILT. | Complete 10/01/2018 | Tanicka Robeson | 09/28/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | September lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 10/01/2018 | Tanicka Robeson | 09/28/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | October lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 11/01/2018 | Tanicka Robeson | 11/01/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | October content area PLCs led by member of the ILT. | Complete 11/01/2018 | Tanicka Robeson | 11/01/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | November lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 12/01/2018 | Tanicka Robeson | 12/01/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | November content area PLCs led by member of the ILT. | Complete 12/01/2018 | Tanicka Robeson | 12/01/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | December content area PLCs led by member of the ILT. | Complete 01/03/2019 | Tanicka Robeson | 01/03/2019 |
| <i>Notes:</i> | | | | |
| 9/19/18 | December lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 01/03/2019 | Tanicka Robeson | 01/03/2019 |
| <i>Notes:</i> | | | | |

| | | | | |
|---------|---|---------------------|----------------------|------------|
| 9/19/18 | January lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 02/01/2019 | Tanicka Robeson | 02/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | January content area PLCs led by member of the ILT. | Complete 02/01/2019 | Tanicka Robeson | 02/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | February content area PLCs led by member of the ILT. | Complete 03/01/2019 | Tanicka Robeson | 03/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | February lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 03/01/2019 | Tanicka Robeson | 03/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | March content area PLCs led by member of the ILT. | Complete 04/01/2019 | Tanicka Robeson | 04/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | March lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 04/01/2019 | Tanicka Robeson | 04/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | April lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 05/01/2019 | Tanicka Robeson | 05/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | April content area PLCs led by member of the ILT. | Complete 05/01/2019 | Tanicka Robeson | 05/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | May content area PLCs led by member of the ILT. | Complete 06/03/2019 | Tanicka Robeson | 06/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | May lesson plans submitted every Thursday and feedback provided by member of ILT. | Complete 06/03/2019 | Tanicka Robeson | 06/01/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | September lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 09/30/2019 | Mieke Fleure-Ritorto | 09/30/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | October lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 10/31/2019 | Mieke Fleure-Ritorto | 10/31/2019 |
| | <i>Notes:</i> | | | |
| 9/9/19 | November lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 11/26/2019 | Mieke Fleure-Ritorto | 11/26/2019 |
| | <i>Notes:</i> | | | |

| | | | | |
|---------------|--|---------------------|----------------------|------------|
| 9/9/19 | December lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 12/20/2019 | Mieke Fleure-Ritorto | 12/20/2019 |
| <i>Notes:</i> | | | | |
| 9/9/19 | January lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 01/21/2020 | Mieke Fleure-Ritorto | 01/31/2020 |
| <i>Notes:</i> | | | | |
| 9/9/19 | February lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 02/29/2020 | Mieke Fleure-Ritorto | 02/29/2020 |
| <i>Notes:</i> | | | | |
| 9/9/19 | March lesson plans submitted every Thursday and feedback provided by a member of the Instructional Leadership Team. | Complete 03/13/2020 | Mieke Fleure-Ritorto | 03/31/2020 |
| <i>Notes:</i> | | | | |
| 10/7/20 | Weekly Content area PLCs | | Beverly Goode | 06/01/2021 |
| <i>Notes:</i> | | | | |
| 10/7/20 | Lesson Plans submitted and reviewed by MCL, CF, and/or admin | | Beverly Goode | 06/01/2021 |
| <i>Notes:</i> | | | | |

| 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> | | We are a one-to-one school that implements a Learning Management System, Canvas. We have set up our Exceptional Childrens department so that there is one EC inclusion teacher per grade level and one Resource Math teacher and one Resource ELA teacher. We have an effective IST team in which students can be referred for extra support. All of our teachers are required to stay one day a week for after school tutorials and we have a built in tutorial during the day in which small groups of students will be pulled for extra support on specific skills. | Limited Development 09/23/2016 | | |
| <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, 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. | | Christopher Scott | 06/01/2021 |
| Actions | | | 21 of 26 (81%) | | |
| 10/14/17 | Monthly Assessments per core subject | | Complete 11/07/2017 | Fabian Reid | 09/25/2017 |
| <i>Notes:</i> | | | | | |
| 10/14/17 | Data Analysis spreadsheet submitted monthly | | Complete 11/07/2017 | Fabian Reid | 10/06/2017 |
| <i>Notes:</i> | | | | | |
| 10/14/17 | Teacher tutorial days sign-up | | Complete 10/10/2017 | Jamie King | 10/09/2017 |
| <i>Notes:</i> | | | | | |
| 10/14/17 | RAM Time tutoring list picked monthly based on data spreadsheet analysis and approved by administration | | Complete 11/07/2017 | Jamie King | 10/10/2017 |
| <i>Notes:</i> | | | | | |
| 10/14/17 | Tutoring after-school Mon-Thurs with late busses. | | Complete 11/07/2017 | Jamie King | 10/16/2017 |
| <i>Notes:</i> | | | | | |
| 12/4/17 | October Data Analysis Updated | | Complete 11/07/2017 | Tanicka Robeson | 10/31/2017 |

| | | | | |
|--|--|---------------------|----------------------|------------|
| <i>Notes:</i> | | | | |
| 12/4/17 | November Data Analysis Updated | Complete 12/05/2017 | Tanicka Robeson | 11/30/2017 |
| <i>Notes:</i> | | | | |
| 12/4/17 | December Data Analysis Updated | Complete 01/09/2018 | Tanicka Robeson | 12/20/2017 |
| <i>Notes:</i> | | | | |
| 5/4/18 | January Data Analysis Updated | Complete 02/06/2018 | Tanicka Robeson | 01/30/2018 |
| <i>Notes:</i> | | | | |
| 5/4/18 | February Data Analysis | Complete 03/06/2018 | Tanicka Robeson | 02/28/2018 |
| <i>Notes:</i> | | | | |
| 5/4/18 | March Data Analysis | Complete 04/03/2018 | Tanicka Robeson | 03/31/2018 |
| <i>Notes:</i> | | | | |
| 5/4/18 | April Data Analysis | Complete 05/01/2018 | Tanicka Robeson | 04/30/2018 |
| <i>Notes:</i> | | | | |
| 5/4/18 | May Data Analysis | Complete 06/01/2018 | Tanicka Robeson | 05/30/2018 |
| <i>Notes:</i> | | | | |
| 5/4/18 | EOG Data Analysis | Complete 08/01/2018 | Tanicka Robeson | 06/30/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Data Analysis spreadsheet created and staff trained | Complete 08/23/2018 | Fabian Reid | 08/23/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | RAM Time Tutoring | Complete 10/01/2018 | Suzanne Hedberg | 10/01/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Teacher tutorial days sign up | Complete 10/01/2018 | Jamie King | 10/15/2018 |
| <i>Notes:</i> | | | | |
| 9/19/18 | Tutoring after school Monday through Thursday with late busses | Complete 10/01/2018 | Jamie King | 10/15/2018 |
| <i>Notes:</i> | | | | |
| 9/23/19 | Development and communication of school-wide core academic practices | Complete 10/08/2019 | Mieke Fleure-Ritorto | 06/10/2020 |
| <i>Notes:</i> | | | | |
| 9/23/19 | Development and Communication of school-wide core behavioral practices | Complete 06/01/2020 | Mieke Fleure-Ritorto | 06/10/2020 |
| <i>Notes:</i> Development but not communicated | | | | |
| 9/23/19 | Development and communication of school-wide core social-emotional practices | Complete 02/29/2020 | Mieke Fleure-Ritorto | 06/10/2020 |

| | | | |
|---------------|--|--|---------------------------------|
| <i>Notes:</i> | | | |
| 9/23/20 | Train all math teachers and interventionists in Number Worlds. | | Jessica Grant 10/15/2020 |
| <i>Notes:</i> | | | |
| 9/23/20 | Provide training for instructional leaders on problem-solving Core and Supplemental within PLCs meetings. | | Christopher Scott 05/31/2021 |
| <i>Notes:</i> | | | |
| 9/23/20 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01) | | Beverly Goode 06/04/2021 |
| <i>Notes:</i> | | | |
| 9/23/20 | Monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available). | | Beverly Goode 06/04/2021 |
| <i>Notes:</i> | | | |
| 9/23/20 | Monitor supplemental and intensive interventions through forms provided by Psych Services. | | Beverly Goode 06/04/2021 |
| <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: | | | NEMS has a number of programs in place including restorative practices and mentoring programs. There are new programs that will be implemented this year like the Kindness Challenge and the Sandy Hook Promise. Counselors and the Dean of Students also provide supports and interventions when necessary. Students will complete a climate and culture survey to determine additional practices that may be beneficial. | Limited Development 09/23/2016 | | |
| | | | Priority Score: 3 Opportunity Score: 3 | Index Score: 9 | | |
| How it will look when fully met: | | | Once the objective is met, teachers will be comfortable implementing restorative practices which in turn will result in a reduction in behavior related referrals. Additionally, students will feel supported in their individual areas of need leading to a more positive climate and better communication between students and adults. | Objective Met 10/16/18 | Pamela Hill | 06/10/2020 |
| Actions | | | | | | |
| | 10/12/16 | Train staff members on RAM TIME lessons that are directly aligned to the Guilford County Schools Dynamics Student Success lessons. | | Complete 09/02/2016 | Kenya Smith | 11/30/2016 |
| <p data-bbox="380 867 1247 948"><i>Notes:</i> Ms. Smith will be in charge of ensuring that all staff members are trained and understand the purpose of RAM TIME.</p> <p data-bbox="380 980 1247 1058">The training of all staff members occurred in the summer or during the first week of school.</p> | | | | | | |
| | 10/12/16 | Lesson plans that will be used during RAM TIME will be developed and shared with staff members each week | | Complete 12/23/2016 | Kenya Smith | 11/30/2016 |
| <p data-bbox="380 1140 1247 1253"><i>Notes:</i> Ms Smith and the Character Education team will collaborate on utilizing the lessons from the district Character Education plan and create lesson plans for teachers to use daily during their RAM TIME.</p> <p data-bbox="380 1286 1247 1367">Lesson plans were shared with teachers who implemented them in their classrooms.</p> | | | | | | |
| | 10/12/16 | Teachers will effectively use and deliver the daily lesson plans provided. | | Complete 12/23/2016 | Kenya Smith | 11/30/2016 |
| <p data-bbox="380 1448 1247 1497"><i>Notes:</i> Ms. Smith will ensure that teachers are implementing the lesson plans correctly.</p> <p data-bbox="380 1529 1247 1555">This happened until we moved away from RAM TIME.</p> | | | | | | |

| | | | | |
|------------------------|--|---------------------|-----------------|------------|
| 10/12/16 | Teams of teachers will meet weekly to discuss students that they have concerns with in regards to academic achievement and behavior. These meetings include counselors, teachers, administrators, students, and parents. A plan of support will be developed for students that need it and that plan will be shared with all of the parties involved. The plan will include positive outcomes for students when they meet the objectives identified. | Complete 03/24/2017 | Tanicka Robeson | 06/01/2017 |
| | <p><i>Notes:</i> Mrs. Robeson will make sure that all teachers are attending the meetings on weekly basis.</p> <p>This continues to happen on teams. 7th grade does this the most effectively, but all grade levels and teams complete this in varying ways.</p> | | | |
| 9/19/18 | Kindness Challenge rolled out to the staff in the staff meeting. | Complete 10/11/2018 | Eric Cole | 09/11/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | Sandy Hook Promise | Complete 10/01/2018 | Courtney Hall | 09/28/2018 |
| | <i>Notes:</i> | | | |
| Implementation: | | 10/16/2018 | | |
| Evidence | <p>6/12/2017</p> <p>We had six students who went to California to showcase their Service Learning Project on Building a Sustainable Reading Program with Elementary school students. Our discipline decreased and many of our students who were referred to their grade level team for issues have been successful after those meetings.</p> | | | |
| Experience | <p>6/12/2017</p> <p>We met to discuss what needed to be done to make sure that this task was complete. We made sure that staff knew what they needed to do to ensure that this was being implemented. It was difficult when we started because Dynamics for Success was new to the school and the District. Our Service Learning Team handle that program and the school administration met with staff on each grade level to ensure that they understood about the team meetings with students who were referred to the team.</p> | | | |

| Sustainability | | 6/12/2017 We will need to keep doing what we are doing to ensure that we exceed the level of success that we have experienced when we implement new Dynamics of Success curriculum and continue our grade level team referral meetings. We will also continue to assist staff with building positive relationships with our students. | | | |
|---|---|--|-----------------------------------|------------------------|--------------------|
| KEY | A4.16 | The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | 8th grade students will complete multiple visits and orientations with the feeder high school. The will also be exposed to the multiple magnet options through out the school year. The 5 feeder elementary schools will visit NEMS to attend an informational session, tour the school, and sit in on classes. A 5th grade parent night will be scheduled along with a separate open house for students and parents in the summer. | | Limited Development 09/13/2017 | | |
| | Priority Score: 2 | Opportunity Score: 3 | Index Score: 6 | | |
| How it will look when fully met: | Parent Nights for upcoming 6th graders in the spring along with game invites. 8th grade visits to NEMS high school, early/middle colleges, and local universities. An Early/Middle College informational event will be held at the school earlier in the year to get 8th grade students thinking about the importance of their grades and the admission correlation. | | Objective Met 05/04/18 | Xavier Franklin | 05/01/2019 |
| Actions | | | | | |
| 10/14/17 | 8th grade Early/Middle college project - correlated with social studies and the guidance department - every student is required to fill out a GCS early/middle college application of their choice based on their interests. | | Complete 05/01/2018 | John Gesiotto | 02/01/2018 |
| | <i>Notes:</i> | | | | |
| 10/14/17 | 8th grade visits to the high school | | Complete 05/01/2018 | Tanicka Robeson | 04/02/2018 |
| | <i>Notes:</i> | | | | |
| 10/14/17 | Rising Ram Night | | Complete 05/01/2018 | Xavier Franklin | 04/19/2018 |
| | <i>Notes:</i> rising 6th graders from feeder schools get to visit the school and watch a sporting event. | | | | |
| 9/19/18 | 8th grade early/middle college event | | Complete 11/01/2018 | Eric Cole | 10/31/2018 |
| | <i>Notes:</i> | | | | |

| | | | | |
|------------------------|--|---------------------|----------------------|------------|
| 3/4/19 | 8th grade Early and Middle College event | Complete 10/31/2018 | Mieke Fleure-Ritorto | 10/31/2018 |
| <i>Notes:</i> | | | | |
| 3/4/19 | 5th Grade week long visits | Complete 02/15/2019 | LaSonja Lane | 02/15/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | 5th grade parent night | Complete 02/20/2019 | Jamie King | 02/20/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | Rising 9th grade registration | Complete 03/14/2019 | LaSonja Lane | 03/14/2019 |
| <i>Notes:</i> | | | | |
| Implementation: | | 05/04/2018 | | |
| Evidence | 5/4/2018 | | | |
| Experience | 5/4/2018 | | | |
| Sustainability | 5/4/2018 | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|---------|--|-----------------------------------|--------------------------|-------------------|
| Effective Practice: | | Strategic planning, mission, and vision | | | |
| KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan. | Limited Development 09/13/2019 | | |
| <i>How it will look when fully met:</i> | | The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district. | Objective Met 09/23/20 | Christopher Scott | 06/10/2020 |
| Actions | | | | | |
| | 9/13/19 | 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 06/10/2020 | Jamie King | 06/10/2020 |
| <i>Notes:</i> | | | | | |

| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
|---|----------|-----------------|---|-----------------------------------|-----------------------------|-------------------|
| Initial Assessment: | | | The School Leadership (Improvement) Team will meet twice a month to update the SIP, update on Title I, and discuss important issues. | Limited Development 10/26/2018 | | |
| How it will look when fully met: | | | When the objective is fully met team members will have contributed to the improvement to school/classroom management, community involvement, culture and climate, and academics. | Objective Met 06/23/20 | Mieke Fleure-Ritorto | 06/02/2020 |
| Actions | | | | | | |
| | 10/26/18 | SLT Meeting | | Complete 08/07/2018 | Mieke Fleure-Ritorto | 08/07/2018 |
| <i>Notes:</i> | | | | | | |
| | 10/26/18 | SLT Meeting | | Complete 09/04/2018 | Mieke Fleure-Ritorto | 09/04/2018 |
| <i>Notes:</i> | | | | | | |
| | 10/26/18 | SLT Meeting | | Complete 10/02/2018 | Mieke Fleure-Ritorto | 10/02/2018 |
| <i>Notes:</i> | | | | | | |
| | 10/26/18 | SLT/ILT Meeting | | Complete 10/17/2018 | Tanicka Robeson | 10/17/2018 |
| <i>Notes:</i> | | | | | | |
| | 10/26/18 | SLT Meeting | | Complete 10/18/2018 | Mieke Fleure-Ritorto | 10/18/2018 |
| <i>Notes:</i> | | | | | | |
| | 10/26/18 | SLT Meeting | | Complete 11/06/2018 | Mieke Fleure-Ritorto | 11/06/2018 |
| <i>Notes:</i> | | | | | | |
| | 10/26/18 | SLT Meeting | | Complete 12/04/2018 | Mieke Fleure-Ritorto | 12/04/2018 |

| | | | | |
|---------------|-------------|---------------------|----------------------|------------|
| <i>Notes:</i> | | | | |
| 10/26/18 | SLT Meeting | Complete 02/18/2019 | Mieke Fleure-Ritorto | 01/08/2019 |
| <i>Notes:</i> | | | | |
| 10/26/18 | SLT Meeting | Complete 02/05/2019 | Mieke Fleure-Ritorto | 02/05/2019 |
| <i>Notes:</i> | | | | |
| 10/26/18 | SLT Meeting | Complete 03/05/2019 | Mieke Fleure-Ritorto | 03/05/2019 |
| <i>Notes:</i> | | | | |
| 10/26/18 | SLT Meeting | Complete 04/09/2019 | Mieke Fleure-Ritorto | 04/09/2019 |
| <i>Notes:</i> | | | | |
| 10/26/18 | SLT Meeting | Complete 05/07/2019 | Mieke Fleure-Ritorto | 05/07/2019 |
| <i>Notes:</i> | | | | |
| 10/26/18 | SLT Meeting | Complete 06/04/2019 | Mieke Fleure-Ritorto | 06/04/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 09/18/2019 | Mieke Fleure-Ritorto | 09/03/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 10/10/2019 | Mieke Fleure-Ritorto | 10/01/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 11/12/2019 | Mieke Fleure-Ritorto | 11/05/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 12/04/2019 | Mieke Fleure-Ritorto | 12/03/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 01/07/2020 | Mieke Fleure-Ritorto | 01/07/2020 |
| <i>Notes:</i> | | | | |

| | | | | |
|---------------|-------------|---------------------|----------------------|------------|
| 9/10/19 | SLT Meeting | Complete 03/26/2020 | Mieke Fleure-Ritorto | 03/17/2020 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 04/22/2020 | Mieke Fleure-Ritorto | 04/14/2020 |
| <i>Notes:</i> | | | | |
| 9/10/19 | SLT Meeting | Complete 06/24/2020 | Mieke Fleure-Ritorto | 06/24/2020 |
| <i>Notes:</i> | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|--------|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | Distributed leadership and collaboration | | | |
| | B2.01 | School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | In an effort to create a more cohesive school culture, staff will attend informational meetings and a committee will be put in place. Periodically staff will meet in grade level meetings to learn about the impact culture has on a school and use the SWOT method (Strengths, Weaknesses, Opportunities, and Threats) to identify areas of improvement. The Culture Committee will meet the third Tuesday of every month to discuss findings and create plans to create a committed, collaborative, consistent and communicative form of school culture. | Limited Development 03/04/2019 | | |
| <i>How it will look when fully met:</i> | | <p>The Culture at NEMS is based on a collaborative set of culturally responsive practices that are focused on Students' Success. It is a culture that is student-centered and embodies the consistency of effective, inclusive and diverse methods of communication that allows the diverse sets of skills and professional strengths that the faculty, staff and leadership bring to NEMS. This is the commitment that we are all devoted to at NEMS. As such, it can be said that this committed, collaborative, consistent and communicative form of culture is what sets us apart from other schools.</p> <p>In short, the culture at NEMS is a process that is flexible, diverse, inclusive, challenging, and focused on implementation of scholarly practices that are used to promote students' success and achievement.</p> | Objective Met 04/03/20 | Bertrand Haynes | 03/17/2020 |
| Actions | | | | | |
| | 3/4/19 | Growth Mindset and School Culture | Complete 12/04/2018 | Bertrand Haynes | 12/04/2018 |
| <i>Notes:</i> | | | | | |
| | 3/4/19 | Culture Committee Meeting | Complete 01/22/2019 | Bertrand Haynes | 01/22/2019 |
| <i>Notes:</i> | | | | | |
| | 3/4/19 | Growth Mindset and School Culture | Complete 02/06/2019 | Bertrand Haynes | 02/06/2019 |
| <i>Notes:</i> | | | | | |

| | | | | |
|---------------|--------------------------------------|---------------------|-----------------------------------|------------|
| 3/4/19 | Celebration of Black History Month | Complete 02/18/2019 | Itane Coleman and Candace Kimball | 02/18/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | Culture Committee Meeting | Complete 02/19/2019 | Bertrand Haynes | 02/19/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | Celebrate Women's History Month | Complete 03/11/2019 | Itane Coleman and Candace Kimball | 03/11/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | Culture Committee Meeting | Complete 03/19/2019 | Bertrand Haynes | 03/19/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | Culture Committee Meeting | Complete 04/16/2019 | Bertrand Haynes | 04/16/2019 |
| <i>Notes:</i> | | | | |
| 3/4/19 | Culture Committee Meeting | Complete 05/21/2019 | Bertrand Haynes | 05/21/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 09/03/2019 | Bertrand Haynes | 09/03/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 09/17/2019 | Bertrand Haynes | 09/17/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 10/01/2019 | Bertrand Haynes | 10/01/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 11/19/2019 | Bertrand Haynes | 11/09/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 12/03/2019 | Bertrand Haynes | 12/03/2019 |
| <i>Notes:</i> | | | | |
| 12/9/19 | Cultural Connection in Staff Meeting | Complete 12/10/2019 | Bertrand Haynes | 12/10/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 12/17/2019 | Bertrand Haynes | 12/17/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 01/14/2020 | Bertrand Haynes | 01/14/2020 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 02/04/2020 | Bertrand Haynes | 02/04/2020 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Culture Committee Meeting | Complete 02/18/2020 | Bertrand Haynes | 02/18/2020 |

Notes:

| 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 |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | Teacher leaders provided feedback as to what the ideal schedule would look like at NEMS. The feedback included staggered transition times and time scheduled in the school day to meet within their content area or grade level. The ELL teacher will also push into classes for support opposed to pulling students out. The administrative team created a matrix fulfilling the requests. The matrix is updated annually to reflect the necessary grade level changes. There is flexibility in the schedule to support the needs of the student and school. | Full Implementation 03/04/2019 | | |

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> | | The ILT follows a weekly schedule of individual and team walkthroughs in an effort to increase visibility and familiarity with classroom instruction. One member of the team will compile the feedback onto the school's feedback form and hold a follow up conference. The team gathers once a week to discuss the focus for the following week's walkthroughs and discuss collective walkthrough findings to pinpoint additional areas of focus/concern and professional development opportunities. | Limited Development 09/23/2016 | | |
| <i>How it will look when fully met:</i> | | All teachers will expect feedback from a member of the ILT. Teachers can expect additional support in areas of need from Curriculum Facilitators and will have exposure to targeted professional development opportunities. | | Christopher Scott | 06/01/2021 |

Actions

| | | | | | |
|---------|--|--|---------------------|------------|------------|
| 9/14/17 | new teacher training on Doug Lemov's Teach Like A Champion strategies. | | Complete 11/07/2017 | Lee Wilson | 08/03/2017 |
|---------|--|--|---------------------|------------|------------|

Notes: New teachers hired will be trained on these critical components of an effective lesson before school starts, in order to create a foundation for their classroom structure. This creates a common language that new teachers can use with teacher leaders during collaborative walkthroughs. This creates another layer of accountability for teachers to implement these LP components.

| | | | | |
|----------|--|---------------------|-----------------|------------|
| 10/14/17 | NEMS Lesson Planning template created to correlate with key strategies highlighted in Doug Lemov's Teach Like A Champion 2.0. | Complete 11/07/2017 | Tanicka Robeson | 08/15/2017 |
| | <i>Notes:</i> uploaded in documents. | | | |
| 10/14/17 | walkthrough document created by administration that is shown to staff in order to understand administration's expectations of classrooms (and what admin will be looking for during walkthroughs and/or observations). | Complete 11/07/2017 | Tanicka Robeson | 08/21/2017 |
| | <i>Notes:</i> | | | |
| 10/14/17 | Teachers assigned with expectation of weekly LP submissions to Canvas for admin feedback. | Complete 11/07/2017 | Jamie King | 08/22/2017 |
| | <i>Notes:</i> During staff presentation. | | | |
| 10/14/17 | All beginning teachers (BT1s) and some teachers (based on growth from LY data) required to use LP template made by NEMS. | Complete 11/07/2017 | Jamie King | 08/23/2017 |
| | <i>Notes:</i> | | | |
| 10/14/17 | walkthrough document presented to staff members by administration | Complete 11/07/2017 | Tanicka Robeson | 08/23/2017 |
| | <i>Notes:</i> uploaded in documents | | | |
| 12/4/17 | October PLC Time | Complete 11/07/2017 | Tanicka Robeson | 10/31/2017 |
| | <i>Notes:</i> | | | |
| 12/4/17 | November PLC Time | Complete 12/05/2017 | Tanicka Robeson | 11/30/2017 |
| | <i>Notes:</i> | | | |
| 12/4/17 | December PLC Time | Complete 01/09/2018 | Tanicka Robeson | 12/20/2017 |
| | <i>Notes:</i> | | | |
| 5/4/18 | January PLC | Complete 02/06/2018 | Jamie King | 01/30/2018 |
| | <i>Notes:</i> | | | |
| 5/4/18 | February PLC | Complete 03/06/2018 | Jamie King | 02/28/2018 |
| | <i>Notes:</i> | | | |
| 5/4/18 | March PLC | Complete 04/03/2018 | Jamie King | 03/30/2018 |
| | <i>Notes:</i> | | | |
| 5/4/18 | April PLC | Complete 05/01/2018 | Jamie King | 04/30/2018 |
| | <i>Notes:</i> | | | |
| 5/4/18 | May PLC | Complete 06/06/2018 | Jamie King | 05/30/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | September ILT meetings. | Complete 10/01/2018 | Tanicka Robeson | 10/01/2018 |
| | <i>Notes:</i> | | | |

| | | | | |
|---------|---|---------------------|-----------------|------------|
| 9/19/18 | September walkthroughs and feedback provided. | Complete 10/01/2018 | Jamie King | 10/01/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | October ILT meetings. | Complete 11/01/2018 | Tanicka Robeson | 11/01/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | October walkthroughs and feedback provided. | Complete 11/01/2018 | Jamie King | 11/01/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | November walkthroughs and feedback provided. | Complete 12/03/2018 | Jamie King | 12/01/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | November ILT meetings. | Complete 12/03/2018 | Tanicka Robeson | 12/01/2018 |
| | <i>Notes:</i> | | | |
| 9/19/18 | December ILT meetings. | Complete 01/03/2019 | Tanicka Robeson | 01/03/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | December walkthroughs and feedback provided. | Complete 01/03/2019 | Jamie King | 01/03/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | January walkthroughs and feedback provided. | Complete 02/01/2019 | Jamie King | 02/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | January ILT meetings. | Complete 02/01/2019 | Tanicka Robeson | 02/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | February walkthroughs and feedback provided. | Complete 03/01/2019 | Jamie King | 03/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | February ILT meetings. | Complete 03/01/2019 | Tanicka Robeson | 03/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | March walkthroughs and feedback provided | Complete 04/01/2019 | Jamie King | 04/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | March ILT meetings. | Complete 04/01/2019 | Tanicka Robeson | 04/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | April walkthroughs and feedback provided. | Complete 05/01/2019 | Jamie King | 05/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | April ILT meetings. | Complete 05/01/2019 | Tanicka Robeson | 05/01/2019 |
| | <i>Notes:</i> | | | |
| 9/19/18 | May walkthroughs and feedback provided. | Complete 06/03/2019 | Jamie King | 06/01/2019 |
| | <i>Notes:</i> | | | |

| | | | | |
|---------|---|---------------------|-----------------|------------|
| 9/19/18 | May ILT meetings. | Complete 06/03/2019 | Tanicka Robeson | 06/01/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | September ILT Meetings | Complete 09/30/2019 | Suzanne Hedberg | 09/30/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 09/30/2019 | Jamie King | 09/30/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 10/30/2019 | Jamie King | 10/30/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | October ILT Meetings | Complete 10/30/2019 | Suzanne Hedberg | 10/30/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | November ILT Meetings | Complete 11/26/2019 | Suzanne Hedberg | 11/26/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 11/26/2019 | Jamie King | 11/26/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 12/20/2019 | Jamie King | 12/20/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | December ILT Meetings | Complete 12/20/2019 | Suzanne Hedberg | 12/20/2019 |
| | <i>Notes:</i> | | | |
| 9/10/19 | January ILT Meetings | Complete 01/31/2020 | Suzanne Hedberg | 01/31/2020 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 01/31/2020 | Jamie King | 01/31/2020 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 02/28/2020 | Jamie King | 02/28/2020 |
| | <i>Notes:</i> | | | |
| 9/10/19 | February ILT Meetings | Complete 02/28/2020 | Suzanne Hedberg | 02/28/2020 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 03/13/2020 | Jamie King | 03/31/2020 |
| | <i>Notes:</i> | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 04/30/2020 | Suzanne Hedberg | 04/30/2020 |
| | <i>Notes:</i> | | | |
| 9/10/19 | April ILT Meetings | Complete 04/30/2020 | Suzanne Hedberg | 04/30/2020 |
| | <i>Notes:</i> | | | |

| | | | | |
|---------------|---|---------------------|-------------------|------------|
| 9/10/19 | May ILT Meetings | Complete 05/29/2020 | Suzanne Hedberg | 05/29/2020 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Walkthroughs and feedback provided from an ILT member | Complete 05/29/2020 | Suzanne Hedberg | 05/29/2020 |
| <i>Notes:</i> | | | | |
| 10/7/20 | ILT meetings | | Christopher Scott | 06/01/2021 |
| <i>Notes:</i> | | | | |

| | |
|-----------------------|--|
| 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 |
|---|----------|--|-----------------------------------|------------------------|-------------------|
| 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 through 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. We regularly look at school data and the performance of students to address needs during the Instructional Leadership Team meetings. We struggle with disaggregating the data from informal walk-throughs as we provide qualitative feedback versus quantitative. We use data to modify teaching assignments and the overall policies and procedures of the school. | Limited Development 09/23/2016 | | |
| How it will look when fully met: | | During weekly PLC meetings, teachers will review and modify their instruction based on the following data sources: Monthly common assessments, quarterly Benchmarks assessments, EVASS projection and teacher made formative assessments. This will be evidenced by student selection for RAM Time tutoring by way of formative assessment. | Objective Met 09/19/18 | Tanicka Robeson | 06/30/2019 |
| Actions | | | | | |
| | 10/12/16 | Data will be pulled monthly based on common assessments, quarterly based on district benchmark assessments, and yearly based on EVAAS projections. This data will be used in PLC meetings to create student goals based on EVAAS, assisting in looking at skills and concepts that students have not mastered based on the benchmark assessments, and aid in creating tutoring groups based on monthly common assessments. | Complete 10/28/2017 | Fabian Reid | 10/28/2017 |

Notes: Mr. Reid will gather data from School Net and provide the data to teachers in the weekly PLC's.

| | | | | |
|----------|--|---------------------|-------------|------------|
| 10/12/16 | Teachers will review data regularly and will create lists of students that need extra assistance on certain standards. Each quarter, there will be a minimum of 4 weeks spent during RAM TIME on these groups of students with specific standards and objectives being taught. | Complete 10/28/2017 | Fabian Reid | 10/28/2017 |
|----------|--|---------------------|-------------|------------|

Notes: Mr. King will collect the names of students who need re-teaching and create the class assignments for each teacher during those tutoring times. Assistant Principals will ensure that the correct students are attending those sessions.

| | | | | |
|----------|---|---------------------|-------------|------------|
| 10/12/16 | Students will be assigned Ram Time tutoring based on individual re-teaching needs | Complete 10/28/2017 | Fabian Reid | 10/28/2017 |
|----------|---|---------------------|-------------|------------|

Notes: Mr. Reid will collect a weekly report student progress during tutoring.

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> | | When positions open they are posted on Applitrack. The administrative team reviews applicants and selects candidates to schedule interviews. The most highly qualified candidates are selected for the position. If a teachers is new, they attend a district training, assigned a district coach, and a mentor withing their department. Certified staff members follow the evaluation cycle and meet with administrators to discuss/monitor progress. | Limited Development 03/04/2019 | | |
| <i>How it will look when fully met:</i> | | Teacher turnover will be lower than previous years, positions will be filled with highly qualified teachers, and effective staff members. | Objective Met 03/04/19 | Christopher Scott | 06/14/2019 |
| Actions | | | | | |
| | 3/4/19 | Opportunity Culture planning session | Complete 02/22/2019 | Jamie King | 02/22/2019 |
| <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> | | Establish clear channels of communication with parents and encourage parental/community involvement through the use of weekly Connected phone calls, parent portal, curriculum newsletters, volunteer opportunities, and parent nights held along with events that bring the community to the school (ie; report card pickup (walk the schedule), basketball games, band and chorus presentations...). The school calendar is continually updated on the website as a means of parental/community communication. The student services team meets every other week to discuss related items. | Limited Development 09/19/2018 | | |
| <i>How it will look when fully met:</i> | | Parents and guardians are informed as to what the students and school staff are working on at the school and reinforce the school's efforts at home. | Objective Met 04/03/20 | Bertrand Haynes | 06/10/2020 |
| Actions | | | | | |
| 12/3/18 | Student Services Meeting | | Complete 09/03/2018 | Jamie King | 09/03/2018 |
| | <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | | Complete 09/18/2018 | Jamie King | 09/18/2018 |
| | <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | | Complete 10/02/2018 | Jamie King | 10/02/2018 |
| | <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | | Complete 10/16/2018 | Jamie King | 10/16/2018 |
| | <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | | Complete 10/30/2018 | Jamie King | 10/30/2018 |
| | <i>Notes:</i> | | | | |
| 12/4/18 | Parent Teacher Conferences | | Complete 11/02/2018 | Bertrand Haynes | 11/02/2018 |
| | <i>Notes:</i> | | | | |
| 12/4/18 | Report Care Pick Up | | Complete 11/13/2018 | Bertrand Haynes | 11/13/2018 |
| | <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | | Complete 11/27/2018 | Bertrand Haynes | 11/27/2018 |

| | | | | |
|---------------|--------------------------|---------------------|-----------------|------------|
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 12/11/2018 | Bertrand Haynes | 12/11/2018 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 01/08/2019 | Bertrand Haynes | 01/08/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 01/22/2019 | Bertrand Haynes | 01/22/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 02/05/2019 | Bertrand Haynes | 02/05/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 03/05/2019 | Bertrand Haynes | 03/05/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 03/19/2019 | Bertrand Haynes | 03/19/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 04/16/2019 | Bertrand Haynes | 04/16/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 05/14/2019 | Bertrand Haynes | 05/14/2019 |
| <i>Notes:</i> | | | | |
| 12/3/18 | Student Services Meeting | Complete 05/28/2019 | Bertrand Haynes | 05/28/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Student Services Meeting | Complete 09/19/2019 | Bertrand Haynes | 09/19/2019 |
| <i>Notes:</i> | | | | |
| 9/10/19 | Student Services Meeting | Complete 10/03/2019 | Bertrand Haynes | 10/03/2019 |
| <i>Notes:</i> | | | | |