

Comprehensive Progress Report

Mission: Northern Guilford Middle School not only EXPECTS Excellence Every day, we work to ENSURE Excellent outcomes for every one.

Vision: Northern Guilford Middle School's community is dedicated to creating a nurturing environment for all students. Our goal is to inspire students to develop the skills needed to take control of their lives and actions and to improve the quality of life for themselves, their community and their world.

Goals:

By June 2019, Northern Guilford Middle School will reduce the achievement gap between the performance of white and black students in reading, math, and science by 20% as measured by the EOG Reading, Math, and Science Assessments. This would reduce the current gap in reading from 38.1% to 30.5%, in math from 38.8% to 31%, from 21.7% to 17.4% in science.

By June 2019, Northern Guilford Middle School will decrease the number of referrals by 15% reducing referrals from 352 to 299.

By June 2019, Northern Guilford Middle School will increase the school EOG Science proficiency 5% points from 81.6% to 86.1%.

By June 2019, Northern Guilford Middle School will increase the school EOG Reading proficiency 3% points from 69.4% to 72.4%.

By June 2019, Northern Guilford Middle School will increase the school EOG Math proficiency 3% points from 66.3% to 69.3%.



! = 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
Initial Assessment:			Northern Guilford Middle School is implementing PBIS structures in all classrooms and areas throughout the building. Teachers developed SOAR guidelines for students to demonstrate how they will Strive, Own, Attend and Respect while at NGMS. The discipline committee attended Restorative Practice training during the summer and have planned PD for the staff throughout the school year.	Limited Development 09/04/2017		
How it will look when fully met:			ALL teachers consistently employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Students are fully engaged in the classroom. There is a decrease in behavior referrals.		Darla Page	06/30/2019
Actions				0 of 1 (0%)		
		9/19/17	Develop and Implement guidelines of student expectations.		Wesley Auman	06/30/2019
Notes:						

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
Initial Assessment:			PLCs and grade level meetings are used to ensure teachers are on the same page regarding curriculum. Additional work needs to be done to ensure that all teams are developing standards-aligned units and assessments, both formative and summative. Assessments should be standards-aligned and indicate appropriate progress toward curriculum goals as determined by pacing guides and unpacked standards either provided by the district or if not provided, developed by teachers.	Limited Development 09/27/2016		
How it will look when fully met:			When this objective is fully met, 100% of teachers will be developing and implementing standards-aligned units of instruction. Differentiated lessons will be the norm in all classrooms and formative assessments will be used to monitor student academic progress. Teachers will be working in teams to produce units of study, collaboratively learning and contributing to the products from professional learning community meetings. Units developed will be constructed with intentional focus on vertical and horizontal planning. * Aligned Units created in PLCs *Evidence of aligned instruction through observations/walkthrough data *Common Assessments being analyzed in PLCs *Student work is being analyzed in PLCs	Objective Met 09/11/18	Morgan Kratovil	06/09/2018
Actions						
	10/11/16	Work in professional learning communities to develop concepts, principles, and skills that will be covered within the unit for units that do not have district-created unpacked standards documents. For those subject areas where unpacked standards are provided, professional learning communities will work collaboratively to develop scope and sequence as to how the content will be covered.		Complete 09/11/2018	Wesley Auman	12/13/2017
<i>Notes:</i> Meeting weekly in PLCs. Working on unpacking objectives and tying them into the curriculum.						
	10/11/16	Create criteria for mastery based on unpacked standards and subject area scope and sequence. Use common formative assessments to identify if students have met mastery based on set criteria.		Complete 11/14/2017	Darla Page	10/31/2017
<i>Notes:</i> Worked on common assessments, benchmarks created for us. ELA common assessments are open ended, although standards are aligned to GCS pacing guide.						
	10/11/16	Develop post-unit assessments that are clear and specific and would provide evidence of mastery consistent with the criteria established.		Complete 11/14/2017	Wesley Auman	10/30/2017

	<i>Notes:</i> Work in progress during PLCs. Due to staff surveys, science teachers are implementing more pre/post assessments than other content areas.			
9/4/17	Distribute and/or create Pacing Guides for all standards within a subject and grade level aligned to NCDPI test specifications.	Complete 11/14/2017	Katherine Bowie	10/30/2017
	<i>Notes:</i> Distributed, shared and stored within Canvas			
9/4/17	Create, implement and monitor the schedule of meetings for Professional Learning Communities for all teachers.	Complete 11/14/2017	Noelle Leslie	10/30/2017
	<i>Notes:</i>			
9/4/17	Assess areas of need for PD within each of the PLC/Content Area groups.	Complete 11/14/2017	Katherine Bowie	10/30/2017
	<i>Notes:</i>			
9/4/17	Provide PD for identified areas of need for PLC groups.	Complete 05/31/2018	Katherine Bowie	05/31/2018
	<i>Notes:</i>			
9/15/17	Utilize the Framework for Balanced Literacy to enhance instruction and ensure individual needs are being addressed.	Complete 06/04/2018	Noelle Leslie	06/04/2018
	<i>Notes:</i>			
10/10/17	8th Grade ELA and Math Teachers attend PD provided by the district Curriculum Coaches.	Complete 06/29/2019	Darla Page	06/29/2018
	<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
Initial Assessment:			Materials and resources for teachers and support staff should address educational needs of students across the academic continuum. Some of the tiered instructional processes are in place; however, improvement is necessary to reach and grow each individual student. Professional development and training should also be provided to support classroom instruction for each individual student's needs.	Limited Development 09/27/2016		
How it will look when fully met:			A multi-tiered system of support in classroom instruction would indicate that this objective is being fully met. Effective teaching practices will be implemented in all classrooms and instruction will be aligned so that all students receive the same standards and skills regardless of at which tier of intervention students are being instructed. There will be a focus on student responses to instructional practices. Students who struggle will be supported appropriately and those in need of additional support or potential identification as a student with a disability will receive the necessary interventions and resources. Evidence that the objective is fully met: There is a tiered instruction system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.		Katherine Bowie	06/30/2019
Actions				2 of 4 (50%)		
	10/11/16	Staff will receive professional development from our school psychologist related to identifying "red flags" for students experiencing difficulty academically, emotionally, or socially.		Complete 09/19/2017	Noelle Leslie	09/30/2017
		Notes:	We have reached out to our part-time school psychologist and she is willing to present additional PD to staff. Ms. Forrester presented to staff in October on the IST process.			
	10/11/16	Additional resources will be identified and utilized to ensure that students requiring interventions and remediation have access to appropriate grade level content and below grade level material.		Complete 09/19/2017	Kathy Bowie	09/30/2017
		Notes:	Resources have been purchased as requested this year, particularly in 6th grade math. PTSA purchased Triptico Plus for all teachers. We also purchased additional calculators, and ARC Foundational Toolkits for EC and struggling inclusion students. Reached out to GCS formative assessment for ideas regarding appropriate remediation materials. Think Through Math is available.			

10/11/16	Conduct a review following each quarter with NGMS administration and the Student Services Team with classroom teachers to identify "red flags" where students need additional support related to their social/emotional health as well as academic performance. The administration and the SST will provide support as needed and will follow up accordingly with teachers related to each student identified.		Noelle Leslie	06/30/2019
<i>Notes:</i> Meetings were held at the end of 2nd quarter and each core teacher, administration, and SST to identify students with needs. The SST then met and grouped students according to common areas, common concerns looking at attendance, behavior, academics. Members of SST developed action plans to execute. We frequently monitor data and provide updates weekly on those students.				
10/12/16	Through quarterly student data reviews (Task 3) MTSS practices may be needed in classrooms with many students needing support. Vertical Leads in math and ELA will provide additional academic support through classroom push-in and pull-out interventions.		Noelle Leslie	06/30/2019
<i>Notes:</i> Vertical lead teachers reach out to their contentcolleagues to identify students who need extra support and provide small group instruction, individual instruction. Teachers provide groups of students to work with and regularly provide the students and teachers with updates on progress.				

	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:			The school has a Student Support Team; however, practice can always be improved to support the whole child. Our school psychologist has led professional development and provides for staff a Mental Health Minute to support staff work and personal well-being. The work of the Student Support Team should be shared as appropriate with staff to ensure all teachers have knowledge of the team's efforts and implemented strategies. Staff are also First Responders in an effort to ensure maximized support and safety throughout the building.	Limited Development 09/27/2016		
How it will look when fully met:			Professional development aligned with managing and fostering students' social and emotional competencies will be provided and strategies learned will be implemented throughout the school. Awareness of additional services for students aligned with social and emotional well-being will be increased by all school staff. In addition, school staff will be equipped with knowledge of and actively use practices that connect students and families with appropriate services. School staff, both teachers and the Student Services Team, will ensure effective communication and collaboration with families, wraparound support, and the school to ensure the academic and emotional/social health of all students. Evidence that the objective is fully met: *Students more engaged with learning *Positive interactions between teacher/students and students/students *Counselor support groups are rotating students in and out as needed *Effective behavior supports created and utilized *Reduction of recidivism of students with referrals		Noelle Leslie	06/28/2019
Actions				5 of 7 (71%)		
	10/11/16	Staff will receive professional development from our school psychologist related to identifying "red flags" for students experiencing difficulty academically, emotionally, or socially.		Complete 09/19/2017	Margot Forrester	10/31/2017
<i>Notes:</i>						
	10/11/16	Create a system of monitoring for students' emotional and social well-being to inform the Student Services Team of any needs or areas of potential support.		Complete 10/10/2017	Ms. Hunter	09/30/2017
<i>Notes:</i> When social/emotional challenges present, teachers, administrators, parents consult frequently with student support staff who may intervene directly with students, consult with parents, and/or make referrals to outside agencies.						
	10/11/16	Provide staff professional development related to Restorative Practices intended to inform staff about practices and strategies.		Complete 08/04/2017	Wesley Auman	09/30/2017

			Notes: We have reached out to regional staff to plan ahead for training for staff or to included as a pilot school for 2017-18.			
	9/4/17	Develop a reward system for students identified as completing or participating in acts of kindness.		Complete 10/10/2017	Felicia Francois	09/25/2017
			Notes: Develop the system and share with staff at Faculty Meeting ,9/19.			
	9/4/17	Establish an Equity Team to provide a conduit of information from the district and provide Equity PD for NGMS Staff.			David Ezell	06/30/2019
			Notes:			
	4/29/18	Create a graphic to organize the connects and relationships between students and teachers in our building.		Complete 02/20/2018	Rachel McConoughey	02/20/2018
			Notes:			
	9/11/18	Create Hawk's Nest Lessons weekly to develop student's sense of character and leadership skills.			Wesley Auman	06/30/2019
			Notes:			
	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
Initial Assessment:			Northern provides a structure within the counseling department to provide transition services for all students moving from grade to grade. Additionally students with IEP or 504 accommodations have a team of support staff who closely monitor these transitions.	Limited Development 09/04/2017		
How it will look when fully met:			There will be a shared and agreed upon system to collect, store and share data that is to provide baseline information from year to year. This includes, School Pace EVAAS data, IEP, etch.		Michael Archer	06/02/2019
Actions				0 of 1 (0%)		
	9/13/17	Develop a system to share collected data points as students transition from year to year.			Morgan Kratovil	05/02/2019
			Notes:			

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 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 10/11/2016		
<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.		Karen Ellis	06/28/2019
<i>Actions</i>				0 of 1 (0%)		
		9/4/17	The district School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming school in the district.		Karen Ellis	06/28/2019
<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
<i>Initial Assessment:</i>			The Leadership Team at NGMS focuses on issues of instructional improvement as well as culture and climate. Our meetings follow school district policies and state board policies. In addition, our focus during meetings can continue to more intentionally work towards examination and implementation of effective practices.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			Northern will engage with consistent and effective practices of regular basis. Teachers will visit other teachers classes on a set schedule and as needed to share best teaching practices. Classroom walk through data and classroom visits would provide evidence of sharing effective practices.		David Ezell	06/03/2019
<i>Actions</i>				0 of 1 (0%)		
		9/15/17	Create a walk through protocol for all staff members to engage in the sharing of effective classroom practices.		Felicia Francois	06/03/2019
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	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:			Decision-making, school leadership, and the master schedule follow a team structure and include collaborative planning. Our team structure can be improved to more intentionally result in ensuring student academic achievement and a smoother elementary to middle and middle to high transition. In addition, the function of the team structure can also be clarified to ensure all stakeholders are aware of these processes and organization.	Limited Development 10/11/2016		
How it will look when fully met:			ALL teachers engage in meaningful conversations regarding students work and task analysis as part of the planning, teaching and evaluating.		Karen Ellis	06/28/2019
Actions				0 of 2 (0%)		
	9/19/17	Create organizational structure of student academic teams based.			Karen Ellis	06/28/2019
Notes:						
	9/11/18	Develop and utilize a PLC/Content Format that guides teachers through planning, teaching, assessing and addressing specific learners based on formative assessment.			Katherine Bowie	06/28/2019
Notes:						

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>			Through use of the NC Teacher Evaluation system and regularly scheduled classroom visits, the administration, including the principal, monitors instruction and provides feedback. There is room for improvement related to consistency in walkthrough feedback, timely feedback, and also prior understanding by teachers of what will be monitored during classroom instructional time.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			All evaluations within the NC Educator Evaluation System will be completed in a timely manner. In addition, regular and ongoing walk-throughs will take place within the entire school to ensure daily alignment to pacing and best teaching practices. The administrative team will meet regularly to disaggregate the data to identify areas of strengths and weaknesses and provide needed support. Evidence that this objective is fully met: *Walkthrough protocol established and effective *Ongoing collection analysis and responsive practice based on observation data *Teachers reflect on information and feedback *Improved teaching and learning *Improved student achievement		Karen Ellis	06/28/2019
Actions				3 of 4 (75%)		
	9/4/17	Develop NGMS administrative formal evaluation schedule.		Complete 09/06/2017	Karen Ellis	09/29/2017
<i>Notes:</i>						
	9/4/17	Develop a protocol for building walk-throughs that include the walk through tool, procedures for observations and opportunities to "calibrate" administration.		Complete 10/10/2017	Katherine Bowie	09/29/2017
<i>Notes:</i>						
	9/4/17	Develop a meeting schedule with the administrative team to disaggregate classroom data.		Complete 09/29/2017	Wesley Auman	09/29/2017
<i>Notes:</i>						
	9/15/17	Administrative Team will meet weekly to determine focus of walk-throughs and supports needed from previous observations of teachers.			Karen Ellis	06/29/2019
<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
<i>Initial Assessment:</i>			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. School improvement and professional development should more closely be aligned and based on performance data. NGMS collects teacher survey data to inform professional development needs and programming has been typically aligned with district-wide expectations for coverage of specific material.	Limited Development 10/11/2016		
<i>How it will look when fully met:</i>			Data will be collected and analyzed to determine appropriate professional develop supports for teachers and appropriate instructional support for students. Data will be examined at the school, classroom and student level.		Katherine Bowie	06/03/2019
<i>Actions</i>				0 of 1 (0%)		
	9/15/17		Establish one leadership team meeting a quarter to review disaggregated data from benchmark and classroom performance data.		Karen Ellis	06/03/2019
<i>Notes:</i>						

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
Initial Assessment:			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, in 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 possess, have exhibited, and continue to strive for 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.	Limited Development 10/11/2016		
How it will look when fully met:			All teachers are being evaluated according to the state and district guidelines. Additionally staff members will fully participate in regular staff surveys to access the school's working conditions. Teachers will be a part of the recruitment and interviewing process to increase ownership of the development of our staff.		Wesley Auman	06/30/2019
Actions				0 of 2 (0%)		
	9/15/17	Create NGMS Working Conditions Surveys to be implemented in small chunks quarterly.			Laura Shinn	06/30/2019
Notes:						
	9/15/17	Create interview teams to participate in the candidate selection, interview and hiring process.			Lavern Harris-Davis	06/03/2019
Notes:						

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
Initial Assessment:			The school regularly communicates with families via the school website, social media, Connect-Ed, and the weekly PTSA newsletter. We ensure that information regarding the curriculum is communicated at Open House and our Walk the Schedule Night. Individual teachers and teacher teams communicate with families about current course progress and the content of classes. We can improve in our consistency of communication and fidelity in the topics included on a regular basis.	Limited Development 10/12/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			The school regularly communicates with families via the school website, social media, Connect-Ed, and the weekly PTSA newsletter. We ensure that information regarding the curriculum is communicated at Open House and our Walk the Schedule Night. Individual teachers and teacher teams communicate with families about current course progress and the content of classes. Monitored and consistent communication of agreed upon topics included on a regular basis are shared by all teacher groups.	Objective Met 09/13/18	Rachel McConoughey	06/28/2019
Actions						
9/13/17			Teams will send newsletters to parents bi-monthly. Administration will set up Open House, Team Nights and send weekly connect ed phone calls and voice messages. Admin will incorporate Facebook and Twitter into the forms of outreach for families.	Complete 09/07/2018	Rachel McConoughey	06/02/2019
Notes:						
Implementation:				09/13/2018		
Evidence			9/13/2018 Newsletters, connect ed message documentation, Facebook posts and twitter feeds provide evidence of completion.			
Experience			9/13/2018 We worked to establish protocols for newsletters and information to be shared.			

<i>Sustainability</i>	9/13/2018 Continued dissemination of information and monitoring of communication systems.			
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