

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

Vision: Northeast Guilford Middle School nurtures a community where scholars are Respectful, Accountable, and Motivated toward Success in a global society.

Goals:

By the end of the 2025 - 2026 school year, we will increase the percentage of students demonstrating a deep understanding of grade-level content as measured by the 6th grade EOG from 28.6% to 33.6%.

By June 2026, Northeast Middle School will collaborate with the Science and CTE Departments to organize at least two student-centered activities (one in Fall and one in Spring) that promote exploration of Career and Technical Education (CTE) pathways, by partnering with local colleges and universities.

By June 2026, we will achieve a rating of "Operationalizing" on FAM-S Item 21 by providing communication and collaboration by engaging students, families, and stakeholders in MTSS. This will be measured by documenting evidence of documenting school hosted events and communication being distributed to families.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The School Leadership (Improvement) Team will meet twice a month to update the SIP and to discuss and make decisions regarding important issues pertinent to the overall improvement of the school and/or in alignment with the school improvement goals.	Limited Development 10/26/2018		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	The team reviewed this indicator and agreed to not assess for this school year.		06/17/25	Eric Puryear	06/10/2026
Actions					
<i>Notes:</i>					
Implementation:			06/17/2025		
Evidence	6/17/2025 We completed all of the actions.				
Experience	6/17/2025 Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly as a whole monthly. We had a new process manager.				
Sustainability	6/17/2025 Continuing to build the SLT and including students next year and multiple parents to always have one at a meeting. We also need to schedule the committee meetings vs. allowing them to find time to meet on their own.				
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:	Currently NEMS has created a meeting schedule that is followed. All teachers have weekly PLCs and Focuss Friday meetings. At times there is inconsistency with meeting on Focus Friday. This time has been taken and used by teachers for grading. The time for PLC times are protected. There are also no subcommittees at NEMS.		Limited Development 10/29/2021		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The team reviewed this indicator and agreed to not assess for this school year.		10/10/25	Eric Puryear	06/17/2026
Actions					
<i>Notes:</i>					
Implementation:			10/10/2025		
Evidence	<p>8/5/2024 We meet the way that we should be meeting monthly.</p> <p>6/11/2025 We are meeting weekly for PLC and monthly for new teachers, SLT, MTSS and other groups.</p>				
Experience	<p>8/5/2024 We were able to protect time for all teachers to attend weekly meetings during planning.</p> <p>6/11/2025 We were able to utilize RAM time to pull encore teachers for additional support and MTSS small groups. This allowed them to have their full planning.</p>				
Sustainability	<p>8/5/2024 Continuing to work around scheduling to ensure that we are meeting for efficiency.</p> <p>6/11/2025 We are changing the schedule next year to create a time where tardiness or being late will not effect our learning.</p>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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

Initial Assessment:		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		
How it will look when fully met:		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.		Suzanne Hedberg	06/10/2026
Actions			3 of 7 (43%)		
10/16/24	Utilizing Title 1 funds to pay for differentials to hire MCL's in ELA and Math	Complete 09/02/2024	Eric Puryear	09/02/2024	
<i>Notes:</i> We hired Ann Mebane last year and Paris Pratt for ELA this year.					
9/10/22	Walkthroughs and feedback provided from an ILT member on a basis of 5 X 5. Each admin will visit classroom	Complete 06/10/2025	Greta Martin	06/10/2025	
<i>Notes:</i>					
9/22/25	Restart funds will be used to purchase the supplements (or position) of an MCL (or EIT) in Math (or ELA, etc.)	Complete 09/22/2025	Eric Puryear	09/10/2025	
<i>Notes:</i>					
10/13/25	Administrators are meeting weekly and bi-weekly with Beginning Teachers.		Eric Puryear	12/01/2025	
<i>Notes:</i>					
10/10/25	ILT Learning walks as a team bi-weekly.		Elizabeth Mebane	12/20/2025	
<i>Notes:</i>					
10/10/25	Weekly 5 X 5 walkthroughs		Suzanne Hedberg	06/09/2026	
<i>Notes:</i>					
9/10/22	Weekly lesson plan		Suzanne Hedberg	06/09/2026	
<i>Notes:</i>					
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently have allotted 2 positions to be filled using Title 1 funds	Limited Development 10/23/2023		

	and 1 position with restart money.			
	Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:	When this goal is fully implemented, our MCL's, math purchased through Title 1 and both differentials purchased through title 1, will have helped increase our Math 8, ELA and 8th grade Science scores. It will also allow us to spend time outside of the normal classroom hours to design and implement intervention strategies to assist with closing the achievement gap at NEMS.	Add Actions	Greta Martin	12/15/2025
Actions		6 of 7 (86%)		
9/30/25	Holding parent events for title 1 night, curriculum night, data and desserts, and Spring Fling title 1 events.	Complete 06/09/2025	Tiera Henderson	06/09/2025
	<i>Notes:</i>			
9/30/24	Within the 2024 - 2025 school year, our school identified our community and stakeholder relationships as ways to help meet student performance goals as a resource inequity. As a result, our school plans to mitigate this inequity by hosting monthly RAM conversations with the principal via zoom, hosting quarterly community events, and sending out at least 1 parent survey	Complete 06/10/2025	Eric Puryear	06/10/2025
	<i>Notes:</i>			
10/17/24	We are looking to build our teacher's capacity and instructional knowledge in math and will be using Restart funds and Title 1 funds to pay for professional development over the summer	Complete 06/10/2025	Eric Puryear	06/10/2025
	<i>Notes:</i> Restart and title 1			
9/30/25	Pay 1 MCL differential out of Title 1 Funds.	Complete 09/08/2025	Eric Puryear	12/01/2025
	<i>Notes:</i> Paris Pratt			
9/30/25	Pay Youth Development Coordinator out of Title 1 Funds	Complete 09/08/2025	Eric Puryear	12/01/2025
	<i>Notes:</i> Greg Jackson			
9/30/25	Pay for MTSS position out of Title 1 Funds	Complete 09/08/2025	Greta Martin	12/01/2025
	<i>Notes:</i> Danielle Ragland			
9/30/25	Improving the media center with furniture and books using title 1 funds.		Eric Puryear	06/09/2026
	<i>Notes:</i>			

Implementation:		06/17/2025		
Evidence	6/17/2025 We have accomplished the 2 actions steps.			
Experience	6/17/2025 We were able to provide ways for staff to get training over the summer. We also continued to have monthly meetings, newsletters, and Title 1 events.			
Sustainability	6/17/2025 Finding professional development opportunities for teachers individually.			

Core Function:	Domain 2: Talent Development			
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent			
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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
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Initial Assessment:	Available opportunities are posted on Applitrack, the school district's application site. The administrative team reviews applicants and selects candidates to schedule interviews. The most highly qualified candidates are selected for the position. If a teacher is new to the profession, they will attend Right Start (GCS), supported by an instructional coach and/or a strategically selected mentor. Certified staff members are observed and evaluated using the NCESS system. On-going targeted feedback is provided to staff members to support their professional growth.	Limited Development 03/04/2019		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
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How it will look when fully met:	The team reviewed this indicator and agreed to not assess for this school year.	06/17/25	Eric Puryear	06/10/2025
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Actions				
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<i>Notes:</i>				
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Implementation:		06/17/2025		
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Evidence	6/17/2025 We had less teacher turnover than the previous year.			
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Experience	6/17/2025 Create team building opportunities for staff that will utilize our Title 1 budget to provide opportunities to build capacity and encourage staff to staff at NEMS. We also provided strategies for teachers to communicate concerns secretly.			
Sustainability	6/17/2025 Continue providing opportunities to bond with staff and create opportunities to support staff.			

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes. We regularly look at school data and the performance of students to address needs during the Instructional Leadership Team meetings. We struggle with dis-aggregating 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		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		The team reviewed this indicator and agreed to not assess for this school year.	06/17/25	Greta Martin	06/10/2025
Actions					
		<i>Notes:</i>			
Implementation:			06/17/2025		
Evidence	6/17/2025				
Experience	6/17/2025				

<i>Sustainability</i>	6/17/2025			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.10	All teachers use assessment data and match instruction and supports to individual student needs. (6827)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>At our school, Professional Learning Communities (PLCs) serve as the foundation for collaborative instructional planning and data-driven decision-making. Within these PLCs, teachers engage in regular data chats to analyze formative and summative assessment results. These conversations are focused on identifying individual student strengths and areas for growth, allowing educators to tailor instruction and interventions accordingly.</p> <p>Teachers use this assessment data not only to inform whole-group instruction but also to design targeted supports that meet the unique needs of each learner. Whether through differentiated small group instruction, personalized learning pathways, or strategic reteaching, every instructional decision is grounded in evidence from student performance data.</p> <p>This intentional use of data ensures that all students receive the appropriate level of challenge and support. By embedding data analysis into the PLC structure, our school fosters a culture of continuous improvement where instructional practices are responsive, equitable, and student-centered.</p>	Limited Development 08/11/2025		
<i>How it will look when fully met:</i>		<p>All teachers regularly analyze assessment data to guide instructional decisions and provide targeted support for individual student needs. Teachers use a variety of formative and summative assessments to monitor progress and adjust instruction accordingly.</p> <p>During PLC meetings, teachers collaboratively review data to identify trends, determine student strengths and areas for growth, and plan differentiated instructional strategies. Intervention and enrichment groups are established based on current data, and teachers provide tiered supports aligned with MTSS.</p>		Paris Pratt	06/10/2026

Administrators and instructional coaches support this process through classroom walkthroughs, data discussions, and professional learning focused on effective data use and differentiated instruction. Progress monitoring occurs biweekly to ensure that instructional adjustments are meeting the needs of all learners.

Actions			3 of 9 (33%)		
8/11/25	Add PLC's to calendar for all subjects	Complete 09/16/2025	Paris Pratt	09/16/2025	
<i>Notes:</i>					
9/22/25	Order data cards for student led conferences	Complete 10/03/2025	Suzanne Hedberg	10/01/2025	
<i>Notes:</i>					
9/22/25	Student Data Chats and goal setting	Complete 10/03/2025	Paris Pratt	10/06/2025	
<i>Notes:</i>					
9/22/25	Schoolwide data chats after all first-round testing with district personnel.		Suzanne Hedberg	11/03/2025	
<i>Notes:</i>					
9/22/25	Student led parent data conferences		Suzanne Hedberg	11/05/2025	
<i>Notes:</i>					
10/15/25	All subject areas will display data walls that highlight class progress that relates to grade-level standards.		Paris Pratt	11/15/2025	
<i>Notes:</i>					
10/13/25	RAM Intervention grouping for supplemental support		Paris Pratt	12/01/2025	
<i>Notes:</i>					
9/22/25	Data driven PLCs		Elizabeth Mebane	06/09/2026	
<i>Notes:</i>					
9/22/25	Using formative assessments to remediate and reteach in all core classes.		Monique Bellerand	06/09/2026	
<i>Notes:</i>					
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>		For core (Tier 1), instruction is standards-based, and teachers follow the NCCOS in alignment to the scope and sequence of the course. To determine whether or not students are meeting sufficient progress, teachers incorporate on-going formative assessments. For math,	Limited Development 09/23/2016		

	reading, and science, district-common assessments are administered quarterly to monitor the proficiency of students. To track growth in reading and math, students will take the NWEA MAP assessment in the fall, winter, and spring. Based on their MAP results, the teachers will analyze their data and provide supplemental support through Word Study within the core setting. Beyond these structures, there is an IST/IPS team in which students can be referred if a disability is suspected or if there are on-going concerns and this is considered a tier-3 (intensive).			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	By June 2023, 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.	Objective Met 10/13/25	Suzanne Hedberg	06/08/2026
Actions				
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>			
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.	Complete 11/16/2020	Jessica Grant	10/15/2020
	<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)	Complete 06/17/2022	Beverly Goode	06/17/2022
<i>Notes:</i>				
9/23/20	Monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).	Complete 06/17/2022	Beverly Goode	06/17/2022
<i>Notes:</i>				
9/23/20	Monitor supplemental and intensive interventions through forms provided by Psych Services.	Complete 06/17/2022	Janel Harris-Hamiel	06/17/2022
<i>Notes:</i>				
9/23/20	Provide training for instructional leaders on problem-solving Core and Supplemental within PLCs meetings.	Complete 06/17/2022	Christopher Scott	06/17/2022
<i>Notes:</i>				
9/8/22	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01)	Complete 06/09/2023	Kimberly Scales	09/18/2022
<i>Notes:</i>				
9/8/22	Monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).	Complete 05/18/2023	Kimberly Scales	09/18/2022
<i>Notes:</i>				
10/14/17	Tutoring after-school Mon-Thurs with late busses through the high-dosage tutoring model.	Complete 05/18/2023	Suzanne Hedberg	11/15/2022
<i>Notes:</i> Students in the lowest 20th percentile will participate in high-dosage tutoring.				
10/31/22	Title I funds will be used to purchase library books to build student experiences in literacy and reading comprehension.	Complete 06/23/2023	Angela Lawrence	06/15/2023
<i>Notes:</i>				
9/8/22	All EC math teachers and interventionists will utilize Number Worlds and Hands-On Fractions/Equations.	Complete 06/07/2024	Krishana Rolle	02/15/2024
<i>Notes:</i>				
10/23/24	Use Title 1 funds to hire a MTSS coordinator to implement MTSS supports with core, supplemental and intensive learning.	Complete 11/01/2024	Nicole Partee	11/01/2024

<i>Notes:</i>				
12/9/24	Pull out all of our lowest 20% of students to receive supplemental supports in ELA for MTSS.	Complete 06/10/2025	Nicole Partee	06/10/2025
<i>Notes:</i>				
9/30/24	Within the 2024 - 2025 school year, Northeast Middle School will implement the following evidence based interventions to increase overall student performance: Standards based tutoring during RAM time for Math and ELA.	Complete 06/10/2025	Elizabeth Mebane	06/10/2025
<i>Notes:</i>				
9/30/25	Pay for MTSS coordinator out of Title 1 Funds	Complete 09/22/2025	Greta Martin	09/22/2025
<i>Notes:</i> Danielle Ragland				
Implementation:		10/13/2025		
Evidence	6/17/2025 We met the 2 actions and have implemented a MTSS period for 2 years now.			
Experience	6/17/2025 We saw the importance of the RAM time model and we have planned moving forward to move our time because we saw many students coming late and missing the MTSS period.			
Sustainability	6/17/2025 Moving MTSS period			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Some teachers have implemented a classroom management system, which includes progressive discipline. Teachers implement interventions into classroom management. In addition, teachers put disciplinary infractions into the digital platform, Educator's Handbook. Teachers may enter either "major" or "minor" infractions. The administration team processes the referrals and determine consequences.	Limited Development 09/13/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The team reviewed this indicator and agreed to not assess for this school year.		10/16/24	Greta Martin	06/10/2025
Actions					
<i>Notes:</i>					
Implementation:			10/16/2024		
Evidence	9/19/2018 Team consists of Gessiotto, Long, Haberer, and Johnson				
Experience	9/19/2018				
Sustainability	9/19/2018				
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:	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		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	The team reviewed this indicator and agreed to not assess for this school year.		06/17/25	Suzanne Hedberg	06/10/2025
Actions					
<i>Notes:</i>					
Implementation:			06/17/2025		
Evidence	6/5/2023 We met the standards.				

Experience	6/5/2023 We realized how many other things take you away from being able to get in classrooms.			
Sustainability	6/5/2023 We have to set times for ILT to do walks and stay committed to doing a certain amount of walks each week.			

Core Function:	Domain 3: Instructional Transformation			
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities			
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KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 06/05/23	Pamela Hill	06/17/2024
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>			
1/29/21	2020-2021 School year Grading Policy	Complete 10/30/2020	Janel Harris-Hamiel	10/30/2020
	<i>Notes:</i>			
1/29/21	Share/communicate 2021 Virtual Choice Showcase information with school community.	Complete 01/14/2021	Mieke Fleure-Ritorto	01/14/2021
	<i>Notes:</i>			
1/29/21	Share/communicate 2021 Virtual Choice Showcase information with school community.	Complete 02/01/2021	Mieke Fleure-Ritorto	02/01/2021
	<i>Notes:</i>			
1/29/21	8th grade Early and Middle College showcase in 8th grade advanced math caasses and Social Studies Classes.	Complete 02/19/2021	Janel Harris-Hamiel	02/19/2021
	<i>Notes:</i>			
1/29/21	Rising 9th grade registration planning and events	Complete 04/09/2021	Janel Harris-Hamiel	03/31/2021
	<i>Notes:</i>			
1/29/21	Rising 6th grade registration planning and events	Complete 04/09/2021	Christopher Scott	03/31/2021
	<i>Notes:</i>			
11/3/21	Hold rising 6th grade night	Complete 03/22/2022	Pamela Hill	03/22/2022
	<i>Notes:</i>			
5/27/22	Remote Resignation Night	Complete 03/17/2022	Christopher Scott	03/22/2022
	<i>Notes:</i>			
5/27/22	Hold Open House	Complete 08/11/2022	Pamela Hill	08/11/2022
	<i>Notes:</i>			

Implementation:		06/05/2023		
<i>Evidence</i>	5/4/2018			
<i>Experience</i>	5/4/2018			
<i>Sustainability</i>	5/4/2018			

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning			
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	A4.04	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5122)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are currently doing morning announcements over the loudspeaker each morning. We offer RAM time and have SEL Mondays to discuss Social and Emotional Learning. We also update bulletin boards quarterly. We have R.A.M behavior expectations around the school and in all classrooms. We host a RamFest quarterly in the gym lead by our Encore team.	Limited Development 08/11/2025		
How it will look when fully met:		<p>Northeast Middle School intentionally integrates social and emotional learning (SEL) into daily school rituals and routines to build a positive, inclusive, and accountable school culture.</p> <p>Morning Announcements: Each day begins with messages emphasizing respect, responsibility, and empathy. Students lead affirmations and share “Ram Shout-Outs” recognizing peers who demonstrate kindness, teamwork, and perseverance.</p> <p>Awards and Recognitions: Monthly and quarterly awards assemblies celebrate academic growth and character development through recognitions such as “Student of the Month” and “Ram Family Character Awards.” which highlight students who model our core values of being</p>		Tiera Henderson	06/10/2026

Aligned, Accountable, and All In.

Hallway and Classroom Displays: Bulletin boards and classroom displays feature SEL themes, student reflections, and visual reminders of emotional regulation strategies (e.g., “Zones of Regulation,” “Ram Expectations,” and motivational quotes that promote resilience and self-awareness).

Student Competitions and Events: Schoolwide initiatives such as spirit weeks, kindness challenges, and attendance competitions foster belonging, cooperation, and school pride while reinforcing teamwork and social responsibility.

Staff Integration: Teachers embed SEL check-ins, class meetings, and restorative conversations into classroom routines, ensuring consistency and modeling of positive social and emotional behaviors.

Actions

2 of 11 (18%)

10/10/25 Teachers will be provided with lesson plans during RAM Time to focus on PBIS and SEL behaviors.

Complete 09/05/2025

Danielle Ragland

09/15/2025

Notes:

9/22/25 Incorporating club day with student interest.

Complete 10/10/2025

Eric Puryear

10/13/2025

Notes:

9/22/25 Creating Star Student Bulletin outside of every classroom.

Greta Martin

11/01/2025

Notes:

9/22/25 RAM TV morning show with students.

Sara Adkins

11/01/2025

Notes:

10/10/25 Using title 1 funds to purchase PBIS products for students that will encourage them to have positive behaviors.

Danielle Ragland

12/01/2025

Notes:

10/13/25 Zearn Math Challenge

Elizabeth Mebane

12/01/2025

	Weekly recognition Monthly Incentives			
<i>Notes:</i>				
8/11/25	Create a staff climate survey.		Tiera Henderson	12/20/2025
<i>Notes:</i>				
10/13/25	Spirit Weeks		Tiera Henderson	02/27/2026
<i>Notes:</i>				
9/22/25	Update behavior matrix and signage around the school		Danielle Ragland	06/09/2026
<i>Notes:</i>				
9/30/25	Holding parent events for title 1 night, curriculum night, data and desserts, and Spring Fling title 1 events. Food will be purchased for families that can attend our Title 1 events.		Tiera Henderson	06/09/2026
<i>Notes:</i>				
8/11/25	Schoolwide climate walk 2 times per year.		Angela Johnson	06/10/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4B: Solicit and act upon stakeholder input			
	E2.04	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		stop	Limited Development 08/11/2025		
<i>How it will look when fully met:</i>		stop		Suzanne Hedberg	06/10/2026
Actions			5 of 9 (56%)		
9/22/25	Money management grade level assembly for all grades. Tunji Adebayo		Complete 09/19/2025	Greta Martin	10/01/2025
<i>Notes:</i>					
10/13/25	Partnership with Syngenta and CTE. D. Jones FACS classes received 25 laptop donations from the company.		Complete 10/01/2025	Greta Martin	10/01/2025
<i>Notes:</i>					

9/22/25	B. Positive Mentoring program for 8th grade boys.	Complete 10/03/2025	Kevin Mayhue	10/03/2025
<i>Notes:</i>				
9/22/25	P.S I Love Me Mentoring program for all grades boys and girls. They have also included a lunch buddy program this year.	Complete 10/03/2025	Tiera Henderson	10/05/2025
<i>Notes:</i>				
10/13/25	Hispanic Heritage Month Art Showcase	Complete 10/08/2025	Kevin Mayhue	10/08/2025
<i>Notes:</i>				
9/22/25	Reality of Money community event		Pamela Long	10/24/2025
<i>Notes:</i>				
8/11/25	Identify the community partners that we need to collaborate with.		Gregory Jackson	11/16/2025
<i>Notes:</i>				
9/22/25	8th grade Boy's and Girl's Summit.		Tiera Henderson	06/09/2026
<i>Notes:</i>				
9/22/25	TRIO College Readiness partnership		Tiera Henderson	06/09/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift				
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals				
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:		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			
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		

How it will look when fully met:	The team reviewed this indicator and agreed to not assess for this school year.	06/17/25	Eric Puryear	06/10/2025
Actions				
<i>Notes:</i>				
Implementation:		06/17/2025		
Evidence	<p>6/5/2023 - continual and being timely with information for media</p> <p>6/11/2025</p> <p>We met every action.</p>			
Experience	<p>6/5/2023 - Creation of Facebook, Instagram, Twitter, and TikTok all with the same tag/handle: NEGMSRams - easier to navigate</p> <p>6/11/2025</p> <p>We created a monthly newsletter and found more ways to get the community involved in the school.</p>			
Sustainability	<p>6/5/2023</p> <p>6/5/2023- continual updates and evidence from staff and students</p> <p>6/11/2025</p> <p>We need to provide more ways for stakeholders to see the good things that are going on in the school.</p>			