

## Comprehensive Progress Report

**Mission:** Northwest Middle School is committed to the engagement of students in active, relevant, and meaningful learning opportunities that strengthen character, foster respectful citizenship and encourage lifelong learning.

**Vision:** Northwest Middle School provides an inclusive and collaborative educational environment in which students have a range of opportunities to immerse themselves in rigorous curriculum and extra-curricular activities that support their diverse talents and interests.

**Goals:**

By June 2026, decrease the 2024-25 percentage of students who were chronically absent by 5 percentage points from 12.55% to 7.55%.

By June 2026, Northwest Middle School will implement a core mathematics instructional framework that ensures 100% of students have consistent access to grade-level content during daily math instruction. This initiative will focus on eliminating barriers to rigorous learning, strengthening teacher capacity, and aligning instructional practices with state standards to promote academic achievement for all learners and increasing Math Proficiency by at least 3 percentage points from 78.7% to 81.9%.

By June 2026, Northwest Middle School will develop and implement a comprehensive program that increases student capacity to understand their own aptitudes and interests. The program will help students explore career fields and educational pathways that align with their strengths, passions, and future goals, empowering them to make informed decisions about their academic and professional journeys.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 2: Talent Development				
Effective Practice:		Practice 2B: Target professional learning opportunities				
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		After reviewing the criteria for this indicator, our team feels that we can fully implement this indicator with our current environment. 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	Limited Development 08/18/2016			

evaluation data for calibration purposes.

We are currently focused on Professional Development activities that support our efforts to make instruction more data-driven. PLCs will be structured to infuse data into more of the discussions.

2020-2021

Last school year (2019-2020) ended without using End of Grade assessments. Therefore we begin this year using the same overall goals from the previous School Improvement Plan. We will have our first data source from Interim Assessments toward the end of October and early November. We will review this data to help inform our work and update our goals and action steps for our School Improvement Plan. The school district adopted the use of NWEA as a universal screener. Our students will take the NWEA in Feb. 2021. Teachers were trained in February on how to access the reports from the NWEA/Map tests. Trainings are being held in Feb. and Mar. on MTSS, Number Worlds, and Fastbridge in order for teachers to provide supplemental interventions and progress monitor students. Teams Meetings will be used to analyze the data and make decisions on the need for supplemental interventions and possible referral to the IPS team.

2021-2022

We began the year by reviewing trending academic data dating back to 2013-2014. We reviewed the years that we met, did not meet, or exceeded growth. We are meeting weekly as an ILT to review data. We are meeting weekly in Department PLCs to plan effective instruction. We are implementing the district's core programs with fidelity. We are meeting as grade level teams weekly to analyze trends in behavior, attendance, and academic data. We are meeting as an SBLT twice monthly to make adjustments to our action steps and lead the school through school improvement planning. Teams met regularly according to specifications to engage teachers in reviewing and analyzing data in order to drive their instructional practices in support of student need.

2022-2023

The 2021-2022 action steps will continue to be in place for the 2022-2023 with regards to data procedures and evaluation in order to help drive instructional practices. In the Spring of 2022 the ILT completed the FAMS CNA and Item 22 on the FAMS was determined to be an area of focus for the 22-23 school year. Item 22 on the FAMS states, "Across ALL TIERS, integrated data-based problem solving for student

attendance, academic, behavior, and social and emotional outcomes occurs across areas and grade levels."

2023-2024

The 2023-2024 action steps will continue to follow the items listed above for previous years. In the Spring of 2023 the ILT completed the FAMS CNA and three areas on the FAMS was determined to be an area of focus for the 23-24 school year. The items we will focus on this year are: 31 - Core Social/Emotional Learning, and 33 - Supplemental Behavior and Social Emotional Learning Practices Exist.

2024-2025

This indicator will be reassessed in the 25-26 School Year.

2025-26

This indicator is being assessed through the regular review of data during ILT, SBLT, and PLC meetings. Additionally, walkthrough forms have been made available to assess instructional delivery and gauge professional learning needs following classroom observations and checkpoints. WIN/Enrichment groups have been created based on 2024-25 data and are designed to support the MTSS Framework.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p><b>How it will look when fully met:</b></p>	<p>We will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. In addition to reviewing grade level and school level data, the school will also engage in tracking individual student progress and using the MTSS framework to support students and differentiate intervention strategies in the areas of academic, attendance and behavior.</p> <p>The school will utilize the PowerBI and eduCLIMBER platforms to evaluate schoolwide and individual student data. The data will inform our decisions about school improvement and professional development needs. The Instructional Leadership Team will monitor the health of Core instruction through both formative and classroom assessment results, observations, and attendance/incident documentation to drive adjustments in WIN/Enrichment groups in order to support students through the MTSS framework.</p>		<p>Kristin Skordahl</p>	<p>05/29/2026</p>
<p><b>Actions</b></p>		<p><b>7 of 13 (54%)</b></p>		
<p>9/17/18</p>	<p>The ILT will meet weekly to discuss walk through data and coaching feedback provided to teachers.</p>	<p>Complete 03/01/2024</p>	<p>Heather Lenard</p>	<p>03/01/2024</p>
<p><i>Notes:</i></p>				
<p>3/1/18</p>	<p>Content departments will utilize common assessment data to guide instructional planning and improve student learning.</p>	<p>Complete 03/29/2024</p>	<p>Heather Lenard</p>	<p>03/29/2024</p>
<p><i>Notes:</i></p>				
<p>9/25/18</p>	<p>PLC department meetings will include time to analyze student data and inform instructional decisions.</p>	<p>Complete 05/30/2024</p>	<p>Heather Lenard</p>	<p>05/30/2024</p>
<p><i>Notes:</i></p>				
<p>10/12/20</p>	<p>The school will give Interim Assessments three times per year and review data from these assessments.</p>	<p>Complete 05/30/2024</p>	<p>Heather Lenard</p>	<p>05/30/2024</p>
<p><i>Notes:</i></p>				
<p>1/20/21</p>	<p>The NWEA MAP Assessment will be administered three times per year.</p>		<p>Heather Lenard</p>	<p>05/30/2024</p>
<p><i>Notes:</i></p>				
<p>3/1/18</p>	<p>Grade level teams will meet weekly to discuss student engagement and necessary levels of support and interventions in the areas of academics, attendance, and behavior.</p>	<p>Complete 05/30/2024</p>	<p>Heather Lenard</p>	<p>05/30/2024</p>
<p><i>Notes:</i></p>				

9/12/17	Content area teachers will discuss formative assessment data (common assessments, interim data and classroom tests) routinely to analyze students' progress as learners. Administrator will provide coaching and ongoing feedback.	Complete 06/07/2024	Heather Lenard	06/07/2024
<i>Notes:</i>				
9/8/24	This indicator will be reassessed in the 25-26 School Year.	Complete 06/11/2025	Denise Francisco	06/11/2025
<i>Notes:</i> This indicator will be reassessed in the 25-26 School Year.				
10/6/25	The school will administer interim assessments three times per year to track standards-based progress on state-tested subject areas.		Kristin Skordahl	05/20/2026
<i>Notes:</i>				
10/6/25	The school will administer the NWEA Math and Reading assessments three times per year and utilize the data to drive instruction.		Kristin Skordahl	05/20/2026
<i>Notes:</i>				
10/6/25	The Instructional Leadership Team will meet weekly to analyze individual, grade-level, and school-wide data in the areas of academic and behavioral performance.		Kristin Skordahl	05/29/2026
<i>Notes:</i>				
10/6/25	Content-area PLC's will meet weekly to discuss common assessment results and/or student work that will drive instructional decisions including differentiation and acceleration.		Kristin Skordahl	05/29/2026
<i>Notes:</i>				
10/6/25	Grade-level PLC's will meet twice per month to discuss individual and grade-level data to support Core and Supplemental Problem Solving via the MTSS framework.		Kristin Skordahl	05/29/2026
<i>Notes:</i>				
<b>Implementation:</b>		02/21/2018		
<b>Evidence</b>	2/21/2018 We have added our PowerPoint to the School's Canvas.			
<b>Experience</b>	2/21/2018 We are sharing the school-wide data for ELA, Math, Math I and Science 8 with the Staff to include all members in the conversation.			
<b>Sustainability</b>	2/21/2018 We will continue to discuss data in PLCs.			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>

	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
<p><i>Initial Assessment:</i></p>			<p>Our team believes that focusing on a tiered instructional system that allows teachers to deliver evidence-based instruction that is aligned with the needs of each student would benefit all.</p> <p>2020-2021</p> <p>This year began during the COVID pandemic and the NWMS teachers have done their best to support and respond to the needs of all students through virtual learning. Teachers have met weekly in Teams PLCs to discuss overall student success in the remote learning environment and action steps to take to help all students engage effectively with virtual school. This year the district is implementing year 2 of MTSS. The admin team is watching the MTSS webinars and then sharing the webinar and the PowerPoint that same week in the Weekly Update Newsletter. We then follow up with the grade level teams a couple of weeks later to ensure everyone attended to the training and address any questions. The district is going to implement NWEA Map Universal Screening/Assessment in Jan. 2021. We are also being trained on the use of Number Worlds and Fast Bridge to provide interventions and progress monitor student growth.</p> <p>2021-2022</p> <p>Universal screening using NWEA Map testing will be done during the BOY, MOY and EOY. We meet weekly in Grade Level PLCs to review attendance, behavior, and academic trends that indicate a student is not making grade level progress. If classroom level interventions that teachers utilize do not assist in a student making progress the teacher will refer the student to the MTSS/IPS Team. That team will use the Standard Treatment Protocol to determine the prescribed intervention to be implemented and the progress monitoring data that will be reviewed in 6-8 weeks. IPS case managers are reviewing students with failing grades, students who are below 40% on NWEA for potential summer school recommendations.</p> <p>2022-2023</p> <p>As part of our FAMS CNA Administration in the Spring of 2022 we identified Item 7 on the FAMS to focus on this year. Item 7 directly aligns with this SIP Indicator. Item 7 states, "The essential elements of</p>	<p>Limited Development 08/17/2016</p>		

MTSS implementation are defined and understood by school staff." In order to become Operational and work toward Optimizing on the FAMS we will utilize the MTSS Framework that comprises the four essential elements: screening, progress monitoring, three-tiered instructional/intervention model, and data-based decision making.

2023-2024

Teachers will meet weekly to analyze data across attendance, behavior, and academics and implement interventions for students identified at risk in any area. We will use the district's Standard Treatment Protocol for students identified for Supplemental and Intensive Support. Daytime tutors will assist with interventions as well.

2024-2025

NWMS will begin a new Tier II block called WIN (What I Need). This block will be 30 minutes 5 times per week. Students are assigned a WIN Teacher and meet daily with that teacher. Students will have the opportunity to develop literacy skills using Achieve 3000, math skills using Zearn, and will spend one day each week on SEL/Community Building Activities with their WIN Teacher/Group.

2025-26

NWMS continues to have a blocked WIN (What I Need) period in the Master Schedule (30 minutes/day, 5 times/week). Those receiving Core instruction will follow a WIN schedule that incorporates Zearn as a comprehensive math curriculum, dedicated independent reading time to support literacy, and tailored SEL lessons. Groups have been created based on 2024-25 EOY data.

<b>How it will look when fully met:</b>	Staff will provide evidence based instruction that aligns with teaching standards. Teachers will utilize data (formal and informal) to inform small group instruction to meet each student's learning needs in all content areas. We will use the MTSS framework to identify students who need additional support. Teachers will use the MTSS framework to respond quickly and effectively to the needs of all students. The Instructional Leadership Team will assess quarterly data to determine if adjustments need to be made to WIN groups. The Supplemental Problem Solving Team (SPS) team will use the Standard Treatment Protocol to determine interventions and progress monitoring and refer students to the Intensive Problem Solving Team (IPS) team as needed.		Kristin Skordahl	05/29/2026
<b>Actions</b>		<b>11 of 14 (79%)</b>		
2/27/24	Implement Before School Tutoring Program from GCS Grant that started in Jan/Feb. Students identified from the GCS At Risk Dashboard are invited to tutoring 2 times per week from 7:15-8:00 am.	Complete 02/26/2024	Seon Evans	02/29/2024
<i>Notes:</i>				
3/1/23	Administrators and EC Teachers will complete the state required training in the state NCEES platform.	Complete 02/29/2024	Denise Francisco	03/01/2024
<i>Notes:</i>				
9/13/23	Utilize one daytime tutor that will focus efforts on working with our ESL Teacher and ESL students 3 days a week.	Complete 05/29/2024	Heather Lenard	05/30/2024
<i>Notes:</i>				
11/17/20	Students will take the NWEA Map Assessments for ELA and Math three times per year. Taking these assessments impact teachers' ability to track the progress students are making and implement specific and strategic interventions.	Complete 05/12/2025	Heather Lenard	06/11/2025
<i>Notes:</i> Students will take the NWEA Assessments in their WIN Groups or in groups required due to EC Testing Accommodations.				
11/17/20	Core Teachers will use Fast Bridge to Progress Monitor students receiving Tier II and III Interventions.	Complete 05/12/2025	Heather Lenard	06/11/2025
<i>Notes:</i> While WIN Teachers and two math day-time tutors will assist with providing the Tier II SPS/IPS Interventions, the Core Classroom Teacher will complete the Fastbridge Progress Monitoring every other week.				
11/17/20	EC Teachers utilize district Tier III programs to support EC students in Inclusion, Resource, and Adapted settings.	Complete 05/12/2025	Megan Mimms	06/11/2025
<i>Notes:</i>				

2/24/21	Teachers will use PowerBI to analyze Historical and NWEA Map data and respond to this data to inform tiered instructional decisions.	Complete 05/12/2025	Heather Lenard	06/11/2025
<i>Notes:</i> Much of this work will occur with WIN teachers throughout the year. Three times during the year, the Data and Analytics Team will present data analysis strategies to all WIN teachers at staff meetings following the administration of the NWEA assessments.				
10/14/21	EC Monthly Compliance and Monthly Professional Development Sessions with EC District Program Administrator. These meetings will impact our school's Tier III program by ensuring we maintain high levels of compliance and implement best practices in our EC Department.	Complete 05/12/2025	Megan Mimms	06/11/2025
<i>Notes:</i> The EC Team will meet monthly with our EC District Director to review instructional strategies and compliance information.				
9/6/22	NWMS will utilize two daytime tutors to provide Tier II math interventions for students needing additional support.	Complete 05/12/2025	Heather Lenard	06/11/2025
<i>Notes:</i>				
9/17/24	Core teachers will instruct using High Quality Instructional Materials in both ELA (Expeditionary Learning) and Math (Open Up Resources). The use of these HQIM will ensure that all students receive grade level, engaging, affirming, and meaningful instruction each day.	Complete 05/12/2025	Heather Lenard	06/11/2025
<i>Notes:</i>				
9/17/24	All students will engage with Tier II support daily in their WIN Block. They will focus two days/week on math interventions using Zearn or a math intervention provided by their Math 1 or Math 2 teacher and Achieve 3000 for ELA support.	Complete 05/12/2025	Denise Francisco	06/11/2025
<i>Notes:</i>				
10/6/25	Core teachers will instruct using High Quality Instructional Materials in both ELA (Expeditionary Learning) and Math (Open Up Resources). The use of these HQIM will ensure that all students receive grade level, engaging, joyful, and meaningful instruction each day.		Kristin Skordahl	05/29/2026
<i>Notes:</i>				
10/6/25	Teachers and the Leadership Team will use the PowerBI and eduCLIMBER platforms to analyze historical data and inform tiered instructional decisions.		CeCe Matson	05/29/2026
<i>Notes:</i>				
10/6/25	Core teachers will utilize standard-treatment protocols (U-Fli, Morpheme Magic, Zearn, Open-Up, and behavioral techniques) to support Tier II and Tier III problem solving in their WIN small groups. FastBridge will be utilized to monitor their progress.		Kristin Skordahl	05/29/2026

Notes:

**Core Function:**

**Domain 3: Instructional Transformation**

**Effective Practice:**

**Practice 3B: Provide rigorous evidence-based instruction**

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

Our team feels as though we are moving in the right direction in terms of standards-aligned units of instruction for each subject and grade level. With new teachers and curriculum changes, we believe this can be achieved given our current practices.

2020-2021, 2021-2022

The staff at NWMS have worked together to build a shared understanding of the standards and the level of instructional rigor needed to support student learning and success. They collaborate as grade level teams and departments to align the curriculum, follow the district's pacing guides, utilize curriculum programs adopted by the school district, and create effect unit plans. They review the data from assessments and make instructional decisions collaboratively based on the data review. We meet with our Instructional Coaches for both ELA and Math throughout this school year. In 2020-21 the school system started using NWEA/Map testing as the universal screener. We analyze this data in Grade Level and Teams Meetings to inform planning and instructional decisions for RIME Time.

2022-23

Instructional teams will continue to collaborate to plan and implement meaningful and engaging lessons to foster academic growth in all students. We will continue to strengthen PLC's to address teacher effectiveness as well as assessing student mastery aligned with learning objectives and pacing. The Math PIVOT Team will attend PIVOT Planning Days that focus on our school's Problem of Practice.

2023-2024

Instructional teams will continue to collaborate to plan and implement meaningful and engaging lessons to foster academic growth in all students. We will continue to strengthen PLC's to address teacher effectiveness as well as assessing student mastery aligned with learning objectives and pacing. The Math PIVOT Team will attend PIVOT Planning Days that focus on our school's Problem of Practice. We will implement the newly adopted GCS ELA Curriculum called Expeditionary Learning (EL) this school year. We also follow the directives outlined in the GCS Middle School Priority document.

2024-2025

This indicator will be reassessed in the 25-26 School Year.

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2025-26

Our ELA team will continue to implement the Expeditionary Learning curriculum (year 3). Our Math team will continue to implement the Open Up math curriculum. Science and Social Studies teams will implement their newly district-designed scope and sequence.

**How it will look when fully met:**

Teachers will fully implement standards-aligned units of instruction for each subject and grade level. New teachers will be provided curriculum guidance through the BT/mentorship program. Teachers will collaborate with the district and national instructional coaches for EL and Open Up.

**Kristin Skordahl**

**05/29/2026**

**Actions**

**12 of 15 (80%)**

10/14/21 Core Learning initial meeting with Core Learning Coach, Jada English. Math Coaching Visits will continue throughout the year and will include both classroom walkthroughs/observations and professional development during planning blocks.

Complete 09/26/2023

Heather Lenard

09/26/2023

*Notes:*

10/14/21 Math EIC Grant Walk Throughs with Browns Summit Middle School.

Complete 09/28/2023

Heather Lenard

09/28/2023

*Notes:*

10/2/23 Math Lead ILT attends Core Learning Professional Learning

Complete 10/10/2023

Ben Davis

10/10/2023

*Notes:*

10/14/21 Interim Assessments provided for ELA, Math and Science during the school year will be used to analyze student performance and provide teachers with information to help guide instructional decisions.

Complete 11/24/2023

Heather Lenard

11/30/2023

*Notes:*

2/24/21 Teachers will utilize a variety of online instructional platforms and digital resources to engage students with remote learning if they are quarantined or unable to attend school in person. All lessons will be contained in Canvas.

Complete 12/01/2023

Patty Stringer

12/01/2023

*Notes:*

2/27/24 ELA teachers engage with the GCS Lesson Internalization Protocol each week to effectively plan for the next week's lessons.

Complete 02/15/2024

Heather Lenard

02/15/2024

*Notes:*

2/27/24 Members of the GCS Social Studies Department are planning monthly Content Meetings with the NWMS Social Studies teachers.

Complete 02/29/2024

Greta Martin

03/01/2024

*Notes:*

2/27/24	New Science Standards will be implemented in 24-25 and this year our Science teachers are preparing for the new standards with online modules and PLC's that focus on the new standards.	Complete 04/01/2024	Seon Evans	04/01/2024
<i>Notes:</i>				
9/5/23	Utilize the GCS Tutoring Department and Daytime Tutors to meet the needs of students who need additional support.	Complete 05/29/2024	Heather Lenard	05/30/2024
<i>Notes:</i>				
10/14/21	Weekly PLC Meetings focused on data analysis and effective planning of the curriculum and standards.	Complete 05/29/2024	Heather Lenard	05/30/2024
<i>Notes:</i>				
9/6/22	ELA, Math, Science, and Social Studies will meet monthly in cross-grade level department/content meetings.	Complete 05/29/2024	Heather Lenard	06/07/2024
<i>Notes:</i>				
9/8/24	This indicator will be reassessed in the 25-26 School Year.	Complete 05/12/2025	Denise Francisco	06/11/2025
<i>Notes:</i> This indicator will be reassessed in the 25-26 School Year.				
10/6/25	National EL (Tiffany DiMatteo) and Math (Tiffany Thompson) Coaches will meet with departments to provide coaching, professional development, and instructional resources to support curriculum implementation and increase rigor in the classroom.		Kristin Skordahl	06/01/2026
<i>Notes:</i>				
10/6/25	ELA, Math, Science, and Social Studies will utilize peer observations and monthly grade-level meetings to support and guide cross-content instructional delivery.		Kristin Skordahl	06/01/2026
<i>Notes:</i>				
10/6/25	District Literacy and Math Learning Walks will be conducted three times per year to assess the health of the curriculum implementation.		Kristin Skordahl	06/11/2026
<i>Notes:</i>				