

Comprehensive Progress Report

Mission:

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

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

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

Vision:

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

Goals:

School Performance Composite Goal: By June 2020, Mendenhall Middle will increase the school performance composite from 56.4% to a minimum of 57.4%.

Achievement Gap Goal: By June 2020, Mendenhall Middle School will decrease the achievement gap between the performance of African American and Caucasian students on the Math EOG by 20% percent, from 32.8% to 26.24%.

Discipline Goal: By June 2020, Mendenhall Middle School will decrease the number of instructional days lost to ISS and OSS suspensions by at least 20%.

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



! = 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:			<p>Mendenhall Middle School is in it's sixth year of ROCK (i.e., Student Behavior Expectations); we've created universal expectations for common areas, classrooms, cafeteria, lockers, dismissal, and transitions. Students receive explicit instruction of behavior expectations during the first week of school and these expectations are revisited after winter break. Administration leads Mustang Roundups (i.e., grade level assemblies) each semester to reinforce and revisit expectations across all settings of school. Staff keeps administration informed of updates regarding behavior through referrals, weekly PLCs, monthly leadership meetings, and staff meetings.</p> <p>Staff will look at the rules and work towards coming together to be on the same page with how to handle certain situations.</p>	Limited Development 08/30/2017		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			In addition to teachers including ROCK lessons in lesson plans, teachers will develop classroom behavioral agreements with student input. These agreements will be signed and posted in classrooms with the understanding that agreements can be amended by both teacher and students as needed.		Amanda Bustle	06/10/2020
Actions				6 of 9 (67%)		
	8/30/17	The ROCK team will visit a school utilizing Capturing Kids Hearts and investigate implementation at Mendenhall		Complete 11/07/2017	Bobbie Barton	10/03/2017
Notes:		Team visited school in Raleigh to see program implementation				
	9/25/17	The ROCK team will send two participants to Capturing Kids Hearts training in December 2017		Complete 12/01/2017	Bobbie Barton	12/07/2017
Notes:		Training will be paid for by Capturing Kids Hearts Team did not want to pursue this program at this time				
	9/25/17	The ROCK team will meet monthly to discuss behavior expectations and work on areas which have high incident reports.		Complete 06/08/2018	Bobbie Barton	06/08/2018
Notes:		Meeting occurs on the 3rd Tuesday of every month unless otherwise indicated on the school master calendar.				

9/25/17	If grant funding is secured teachers will attend a two day training on Capturing Kids Hearts.	Complete 11/07/2017	Bobbie Barton	07/27/2018
<i>Notes:</i>				
10/2/18	Assistant Principals will utilize a Crosswalk Behavioral Intervention Document which will support schoolwide consistency with aligned consequences and provide clear direction and implementation of purposeful interventions for students in need.	Complete 06/14/2020	Felicia Bowser	06/14/2019
<i>Notes:</i>				
10/2/18	In an effort to decrease instructional days lost to ISS and OSS, a Discipline and Attendance Team will be created consisting of, at minimum, the Principal, one Assistant Principal, two Counselors, and Social Worker.	Complete 10/17/2018	Felicia Bowser	06/15/2019
<i>Notes:</i> Team is created and meets twice monthly. Teachers receive list of students to call regarding absences. The team will create incentives for chronic absentee students.				
9/26/19	Using Title I funds, Mendenhall will purchase a Youth Development Coordinator. The Youth Development Coordinator will create mentor programs with outside agencies and build relationships with at risk students. At risk students are defined as students with teacher referrals or with 2 or more office referrals.		Kris Vecchione	12/15/2019
<i>Notes:</i>				
10/2/18	The Attendance Team will regularly monitor attendance rates in order be proactive in helping students with positive choices. The team will strive to find the root problem of a student's outward behaviors and provide solution-based strategies such as one-on-one mentoring.		Angela Brown	06/10/2020
<i>Notes:</i> Team is functional				
9/3/19	All Encore staff will partner with 7th grade teams to provide additional support for our students during their lunchtime. This can include one-on-one time, IST behavioral interventions, and mentoring.		Melanie Wright	06/10/2020
<i>Notes:</i>				
Implementation:		06/12/2018		
Evidence	6/12/2018 Meeting minutes from monthly meetings. ROCK posters in classrooms.			
Experience	6/12/2018 The team acquired useful information from the workshops. The team has many suggestions for continuing to build on this objective.			

Sustainability			6/12/2018 More professional development for our staff			
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:			All teachers work in PLCs (Professional Learning Communities). Most PLCs meet consistently to develop standards-based lessons and assessments. All PLCs can improve by implementing a more structured format for the creation of common assessments and analysis of student mastery data. Utilizing outside resources to enrich the curriculum for students.	Limited Development 08/26/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			All teachers will work collaboratively in weekly PLCs to create high quality, rigorous, standards-based common assessments and lesson plans. All PLCs will operate through a structured format for the creation of common assessments and the analysis of student mastery data. Weekly reteaching and intervention plans will be created upon reflection of student mastery on common assessments. Evidence of completion consists of unit plans, unit pretests and post-tests, lesson plans, weekly common assessments, and data recordings.		Bobbie Barton	06/19/2020
Actions				5 of 9 (56%)		
	8/31/17	Math and Science teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality, standards-based common assessments, analyze student mastery data, and create a weekly intervention plan.		Complete 06/12/2018	Kris Vecchione	06/19/2018
	Notes:		Evidences of completion will consist of meeting attendance, common assessments, and lesson plans reflecting weekly intervention plans.			
	8/31/17	ELA (English Language Arts) and Social Studies teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality, standards-based common assessments, analyze student mastery data, and create a weekly intervention plan.		Complete 06/12/2018	Kris Vecchione	06/19/2018
	Notes:		Evidences of completion will consist of meeting attendance, common assessments, and lesson plans reflecting weekly intervention plans.			
	12/5/18	Math teachers will meet monthly with the Open Up coach to preview upcoming units		Complete 06/06/2019	Bobbie Barton	06/06/2019

<i>Notes:</i> Lei-Anna will provide two hour blocks on instruction for teachers				
10/8/18	An Instructional Leadership Team (ILT), comprised of representatives from the four departments and administration, will be established and a regular meeting schedule instituted. The ILT will lead schoolwide instructional practices, drive assessment planning, and build teacher leadership capacity.	Complete 06/14/2019	Kris Vecchione	06/14/2019
<i>Notes:</i> Team consists of Michelle Masters, Patti Self, Millie Mayhew, June Britt, Bobbie Barton, Felicia Bowser, and Kris Vecchione				
10/8/18	PLC teacher teams will use the data from county-made Interim Assessments to evaluate instructional effectiveness, impact of intervention plans, and the alignment and rigor of teacher-made weekly common assessments.	Complete 06/14/2019	Bobbie Barton	06/14/2019
<i>Notes:</i>				
9/26/19	ELA teachers will be supported 6 times per year by the American Reading Company coach. Goals include using SchoolPace to upload IRLA (Individual Reading Literacy Assessment) data and student reader and writer engagement. Teachers will engage students in independent reading and monitor steps in SchoolPace.		Bobbie Barton	02/10/2020
<i>Notes:</i>				
9/26/19	Math teachers will be supported 16 times per year by National Training Network. Goals include using grade level math vocabulary, adhering to pacing in lessons and the district pacing guides, and ensure implementation of Open Up/ MVP curriculum.		Cheryl Reeves	06/10/2020
<i>Notes:</i>				
9/26/19	Math Impact teacher will be purchased using Title I funds. Math teams will meet with the Math Impact teacher to work through weekly common assessments and upcoming lessons to prepare for and anticipate student understanding.		Cheryl Reeves	06/10/2020
<i>Notes:</i>				
9/13/17	Teacher teams will collect and record data, analyze standard mastery, identify misconceptions, and create a reteaching plan using data from Performance Matters. Teachers will also identify basic and advanced mastery of each standard while providing timely and effective feedback to students.		Kris Vecchione	06/19/2020
<i>Notes:</i> Data days occur after each quarterly assessment for 3 hours to allow teachers time to review data and plan for instruction				
Implementation:		06/12/2018		

Evidence	6/12/2018 Minutes from PLC's and cross-curricular meetings.			
Experience	6/12/2018 Staff was willing to work together to create post-assessments. Six grade has also implemented cross-curricular planning between language arts and social studies.			
Sustainability	6/12/2018 Staff will have to work on modifying existing assessments add additional pre-assessments. Possible professional development on data analysis. Expand cross-curricular planning unto 7th and 8th grades.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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	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:			EC (Exceptional Children's) teachers and regular education teachers work together to review student data, implementing small group and individual instruction to assist students at all levels according to student data. EC teachers provide daily support, working in small groups with EC and regular education students.	Limited Development 08/26/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Socail-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.		Bobbie Barton	05/31/2021
Actions				6 of 7 (86%)		
	9/8/16		Recognize student growth in all classes.	Complete 12/15/2016	Michelle Masters	06/12/2017
			<i>Notes:</i> Examples include Reader/Mathematician/Historian/Scientist of the week; 40 Book Challenge achievers; book club opportunities; featured reader bulletin board (student/teacher).			
	9/8/16		Progress monitoring in ELA and Math courses.	Complete 06/17/2019	Bobbie Barton	06/13/2017
			<i>Notes:</i> The frequency of progress monitoring will be determined by the teacher in response to the needs and growth of individual students.			

9/8/16	Administrators provide timely, constructive feedback to teachers, following walk-throughs and observations.	Complete 06/17/2019	Felicia Bowser	06/19/2018
<i>Notes:</i> Administrators complete informal and formal observations and provided verbal and/or written feedback as appropriate.				
9/8/16	Provide ongoing, embedded professional development on Professional Learning Communities, Growth vs. Fixed Mindset, Small Group Instruction, Gradual Release Model, and Quality of Student Task.	Complete 06/17/2019	Kris Vecchione	06/19/2018
<i>Notes:</i>				
9/8/16	Implement instructional blocks in ELA and Math courses to provide opportunity for small-group and individual instruction.	Complete 09/30/2016	Kris Vecchione	05/31/2019
<i>Notes:</i> This occurs but not as much as needed.				
9/8/16	Teachers will meet weekly in PLCs (Professional Learning Communities) to work on high quality common assessment design, analysis of student mastery, and embedded professional development.	Complete 06/17/2019	Bobbie Barton	06/19/2019
<i>Notes:</i> ELA (English Language Arts) and Social Studies teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality common assessments, analyze student mastery data, and create a weekly intervention plan. Math and Science teachers on the same grade level will meet with an Administrator and Curriculum Facilitator in weekly PLCs (Professional Learning Communities) in order to build weekly high quality common assessments, analyze student mastery data, and create a weekly intervention plan.				
12/5/18	Weekly meetings of EC teachers to review student data will occur after school.		Kris Vecchione	12/10/2020
<i>Notes:</i>				
Implementation:		06/12/2018		
Evidence	6/12/2017 Records of students recognized; observations in NCEES/notes from informal walkthrough observations.			

Experience			6/12/2017 Implementation of tasks related to this Objective required thoughtful planning but was carried out with success. Embedded PD was aligned with GCS initiatives and, where possible, was tailored to the needs of small groups of teachers. Teachers worked to recognize student accomplishment and the end of year celebration was successful and supported by the Mendenhall PTA.			
Sustainability			6/12/2017 We will continue to focus on research-based best practices.			
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Mendenhall has seen a decrease in days lost to out of school suspension over the past 2 years. Beginning in March 2016, a group of teacher leaders crafted a series of lessons for common area expectations and classroom expectations. The ROCKS Lessons (Student Behavior Lessons) are taught at the beginning of the year and after winter break. These lessons provide students with a process for working through problems, finding solutions in a responsible manner, goal setting and reflection opportunities.	Limited Development 08/26/2016		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:			Teachers will guide students from a "fixed mindset" to a "growth mindset" in order to employ practical strategies for managing emotions affecting their learning. Students will participate in goal setting activities and charting personal progress toward student-identified goals. Internal and external surveys of faculty and students and formal and informal conversations with faculty and students will provide both qualitative and quantitative feedback regarding the efficacy of the practices. Continued training on growth mindset, quality of student tasks, and exposure to restorative practices will occur. School discipline data will reflect a continued reduction in days lost to out of school suspension.	Add Actions	Felicia Bowser	06/21/2022
Actions				7 of 8 (88%)		
	9/8/16	Create a Crew Day schedule.		Complete 09/16/2016	Marshall Matson	09/16/2016
	<i>Notes:</i>					
	9/8/16	Collect input from teachers regarding Mustang Crew class preferences and assign students to classes.		Complete 09/23/2016	Marshall Matson	09/23/2016
	<i>Notes:</i>					

9/8/16	Perform school discipline data collection.	Complete 06/12/2017	Malaina Seegars/Andrew Peascoe/Summer Rogers/Admin	10/28/2016
<i>Notes:</i> Use discipline reports in PowerSchool, exported to Excel, to create quarterly data reports.				
9/8/16	Create online surveys for faculty and for students to provide feedback regarding Mustang Crew and regarding the MSB Plan.	Complete 01/31/2017	Andrew Peascoe	10/31/2016
<i>Notes:</i> In addition to the 7th grade school climate survey (external), internal surveys based on school climate survey questions (for students) and NC Teacher Working Conditions Survey questions (for faculty) will provide two points of feedback for comparison.				
9/8/16	Create a teacher subcommittee to complete Mustang CREW curriculum design.	Complete 11/30/2016	Sandy Turner/Angie Brown	11/30/2016
<i>Notes:</i>				
9/8/16	Provide a training/refresher session on the MMS Management of Student Behavior Plan.	Complete 02/28/2017	Melanie Wright	02/28/2017
<i>Notes:</i>				
9/8/16	Distribute online surveys for faculty and online survey for students to provide feedback regarding the MMS Management of Student Behavior Plan and Mustang Crew program.	Complete 05/31/2017	Andrew Peascoe	05/31/2017
<i>Notes:</i> First survey takes place in December; second survey takes place by May 31.				
12/5/18	Mendenhall will participate in the district Kindness Challenge annually.		Angela Brown	12/10/2020
<i>Notes:</i> Mendenhall completed the first round of the challenge and was recognized by the district.				
Implementation:		06/12/2018		
Evidence	6/12/2018 Minutes and classroom artifacts.			
Experience	6/12/2018 ROCK is a good start to introducing students to school expectations.			
Sustainability	6/12/2018 Possibly discuss implementing more of a PBIS initiative into the core of " ROCK".			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			During the spring semester, Mendenhall Middle School Counselors and Student Ambassadors host a daytime tour for all rising sixth graders from feeder schools. During the visit, students tour the building and enjoy a presentation from the music department. In addition, rising sixth graders are invited to an Open House in which parents and students have the opportunity to meet administration, classroom teachers, counselors, and the school social worker. The beginning of the year Open House is structured such that sixth graders attend independent of the other grade levels in order to receive more support and individualized attention. At this particular event, eighth graders serve as Student Ambassadors to provide peer support to our new students, answering questions and guiding students and families throughout the building. In the transition from middle school to high school, a counselor from Page High School, along with our counselors, collectively visit eighth grade classrooms and attend a "Coffee and Conversation with the Principal" event with parents in order to answer questions and provide pertinent information for entry into high school. Our counselors from Mendenhall Middle also facilitate four year plans for students and advertise the county's Choice Fair. Eighth grade students are also guided by our counselors through the high school registration process, career planning, and financial literacy. Mendenhall Middle School offers bridge courses to rising eighth graders to support access to higher level math courses for those who may not have the opportunity otherwise. Sixth grade students are also encouraged and selected to access the virtual math courses offered by the district during the spring semester.	Limited Development 08/31/2017		
			Priority Score: 1	Opportunity Score: 2	Index Score: 2	
How it will look when fully met:			Sixth graders who are new to Mendenhall will experience a seamless transition to middle school as evidenced by a decrease in schedule change requests at the start of school. Rising ninth graders who are transitioning from Mendenhall Middle School will do so fully prepared with completed four-year plans and access to relevant information for a college and career ready future at the high school level. Completed four year plans and the attendance at hosted transition events will provide evidence that this objective is fully met.		Angela Brown	06/17/2022
Actions				0 of 6 (0%)		
	9/25/17	Spring tour for rising sixth graders			Angie Brown	03/30/2020

<i>Notes:</i>				
9/25/17	Musical performance by MMS music department for Spring tours		Brent Davis	03/30/2020
<i>Notes:</i>				
9/25/17	Rising sixth grade Open House		Bobbie Barton	04/27/2020
<i>Notes:</i>				
9/25/17	Schedule all events and add to schools master calendar		Joe Hussey	06/20/2020
<i>Notes:</i>				
9/25/17	High School counselor visits during Coffee and Conversation to discuss registration		Angela Brown	06/20/2020
<i>Notes:</i>				
9/25/17	Counselors create four year plans with eighth grade students		Angela Brown	06/20/2020
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018 We have copies of the program and the eighth grade four-year plan.			
Experience	6/14/2018 Everything worked well. There were some rescheduling due to inclement weather.			
Sustainability	6/14/2018 We need to plan for the next academic year.			

Core Function:			Dimension B - Leadership Capacity			
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
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/26/2016		
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Kris Vecchione	06/22/2022
Actions				0 of 1 (0%)		
	8/31/17		The District School Improvement Team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Kris Vecchione	06/19/2022
Notes:						
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The Mendenhall Leadership Team is elected yearly and anonymously voted on by staff.	Limited Development 08/26/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			Leadership Team will meet monthly with evidence of members present and duties carried out in the minutes.		Fran Cardwell	06/22/2022
Actions				0 of 1 (0%)		
	8/31/17		The MMS Leadership Team will meet a minimum of one time per month, with each member actively serving as his/her team's advocate while collaboratively participating in school improvement processes that focus on the academic, physical, social, and emotional success of all students.		Fran Cardwell	06/19/2020

Notes: minutes and attendance serve as evidence of completion

Implementation:		06/14/2018		
Evidence	6/14/2018 Meeting minutes.			
Experience	6/14/2018 The indistar process was new for the team and was a learning process.			
Sustainability	6/14/2018 Will make adjustments to the team for the next academic school year.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Scheduling processes are structured so that student needs are prioritized while providing protected academic core time, maximized intervention supports, and intentional common instructional planning time.	Limited Development 08/26/2016		
		Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:		The school schedule and classroom rosters reflect equity for all students, access to the highest level of coursework possible for each student, and intentionally protected instructional time.		Kris Vecchione	06/22/2022
Actions			0 of 3 (0%)		
	9/25/17	Students served by the reading teacher will be selected prior to the end of the 2017 school year so this course may begin on day one of the August 2018 school year.		Gwen Lindsey-Diggs	06/08/2020
	Notes:				
	8/31/17	Prior to the end of the school year, scheduling will be completed for all registered students, with an emphasis on equitable practices, thorough audits of EC student schedules and service times, and teaching teams built according to teacher strengths.		Gwen Lindsey-Diggs	06/20/2020
	Notes:	Review student service plan			

9/25/17	Students served in the ESL course will be selected prior to the end of the 2018 school year so the course can begin on the first day of school in August 2018.		Gwen Lindsey-Diggs	12/20/2020
<i>Notes:</i>				
Implementation:		06/14/2018		
Evidence	6/14/2018			
Experience	6/14/2018			
Sustainability	6/14/2018			

Core Function:			Dimension B - Leadership Capacity			
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
Initial Assessment:			The principal intentionally schedules time to be in teachers' classrooms both formally and informally.	Limited Development 08/26/2016		
How it will look when fully met:			The administrative team intentionally schedules time to be in teachers' classrooms--formally and informally.		Kris Vecchione	06/17/2022
Actions				0 of 2 (0%)		
9/25/17		The administrative team will meet weekly to discuss classroom walk through data			Felicia Bowser	05/25/2022
Notes:						
8/31/17		The Curriculum Facilitator will establish a routine for weekly classroom walk-throughs that are focused on relative goals reviewed in PLCs (Professional Learning Communities).			Bobbie Barton	06/19/2022
Notes: Decide upon best form of communication with teachers, handwritten notes, electronic notifications, etc.						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			School: Current data used for decision making: EOG data, AIMSWeb, discipline data, NCTWS data, including school-created survey during "off" years, formative and summative teacher-made assessment data, IRLA assessment. LEA: Guilford County Schools looks regularly at school performance data. 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.	Limited Development 08/26/2016		
<i>How it will look when fully met:</i>			The Administrative Team will develop and use a walkthrough form that will be presented in PLCs and discussed with each teacher. The form will reflect the relevant goals discussed in PLCs. Additionally, MMS will continue to use all available data sources for pertinent decision making: EOG data, EVAAS predictive student data, weekly common assessment data, AIMSWeb, discipline data, NCTWS data, including school-created survey during "off" years, formative and summative assessments made by the county and/or teacher, and the IRLA (American Reading Company reading assessment).		Kris Vecchione	06/22/2022
<i>Actions</i>				0 of 1 (0%)		
	8/31/17		The Curriculum Facilitator and Administrative Team will develop and use a walkthrough form that will be presented in PLCs and discussed with each teacher. The form will reflect relevant goals discussed in PLCs.		Bobbie Barton	06/19/2020
Notes: Electronic or paper?						

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

<p>Initial Assessment:</p>	<p>School: Interviews are conducted for the recruitment and hiring of staff in accordance with GCS Board policy. New teachers are supported through well-matched mentors and procedures for inducting, evaluating, and supporting teachers are in place. GCS LEA: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who have exhibited a level of excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator Summative Evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p>	<p>Limited Development 08/26/2016</p>		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>School: Interviews are conducted for the recruitment and hiring of staff in accordance with GCS Board policy. New teachers are supported through well-matched mentors and procedures for inducting, evaluating, and supporting teachers are in place. GCS LEA: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who have exhibited a level of excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator Summative Evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.</p>			Kris Vecchione	06/09/2022
Actions			2 of 3 (67%)		
9/25/17	Mendenhall will assign a buddy teacher for staff new to Mendenhall but not new to teaching		Complete 08/18/2017	Felicia Bowser	08/18/2017
Notes:					
9/25/17	Mendenhall will assign a mentor for beginning teachers		Complete 09/15/2017	Sharon Felix	09/15/2017
Notes:					
8/31/17	Mendenhall will conduct interviews with teams consisting of teachers and/or staff. Additionally, at least one representative will attend the GCS Recruitment Fair.			Felicia Bowser	06/19/2022
Notes:					
Implementation:			04/30/2018		

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

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers make beginning-of-year "positive parent contacts" as this project has been well-received formerly. Information regarding the curriculum in each class and helpful tips for classroom success will be distributed at Walk the Schedule Night. Teachers use a variety of communication modes such as email, phone, texts, Remind App, paper, etc. Many teams send out team newsletters. End of quarter celebrations. The student device agreement has a link to resources such as the blended learning initiative and the student handbook. Communicate directly to parents to access students grades/assignments on Power Parent. Communicate to parents via Connect Ed's. Use of pertinent websites to support instruction and share with parents.	Limited Development 08/26/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			Regular communication from school to home will occur through various channels. Internal and external survey data will be collected to determine the efficacy of the communication. Other data may include parent volunteer applications/sign-in sheets and anecdotal data collected through formal and informal conversation. Evidence of implementation may include archived examples of communication such as emails, newsletters, phone logs, ConnectEd messages, etc. Continued training on student relationships will also occur. School discipline data will reflect a continued reduction in days lost to out of school suspension.		Kris Vecchione	06/22/2020
Actions				4 of 10 (40%)		
	9/25/17		Teachers will contact 10 students per week beginning with students showing the most need. This is a part of each employees professional development plan	Complete 10/31/2018	Felicia Bowser	10/30/2017

	<i>Notes:</i> Administrators will meet with teachers individually or during PLC weekly meeting to stay updated on contact progress			
9/8/16	Create Communications teacher subcommittee to design systematic, school-wide communication processes.	Complete 11/16/2017	Bobbie Barton	06/15/2018
	<i>Notes:</i> The Communications Subcommittee will make decisions regarding method, frequency, and design of school-to-home communications.			
9/8/16	Analyze survey results to determine effectiveness of school-to-home communication; Communications subcommittee uses results to make adjustments in plan.	Complete 08/21/2018	Bobbie Barton	06/02/2019
	<i>Notes:</i> January and May			
9/8/16	Create online surveys for faculty and for parents to provide feedback regarding the efficacy of school-to-home communication.	Complete 10/31/2018	Melanie Wright	10/31/2019
	<i>Notes:</i>			
9/8/16	Distribute surveys for faculty and for parents to provide feedback regarding the efficacy of school-to-home communication efforts.		Bobbie Barton	06/15/2020
	<i>Notes:</i>			
9/8/16	Intentionally and widely advertise four Title I parent engagement sessions to interact with their students and school staff in order to build community.		Bobbie Barton	06/15/2020
	<i>Notes:</i> November 5, 2019 is the first of four nights planned.			
8/31/17	Mendenhall staff will utilize social media outlets to engage all stakeholders and effectively increase stakeholder participation. The Communications committee will oversee and distribute Mendenhall news, celebrations, and updates to the community via various social media platforms (Facebook, Twitter, Instagram, and the school website)		Mike Rogers	06/19/2020
	<i>Notes:</i>			
9/14/17	Teachers will update GradeBook in PowerSchool on a weekly basis, submit a plan of action for every student receiving a D or F to admin within a week of interim report distribution and/ or within a week of the end of the grading period. Teachers will schedule a face-to-face parent conference or a phone conversation in order to notify a parent/ significant adult of academic decline and create a plan of action. The plan of action should include scheduled tutoring, a timeline, and confirmation that parent is set up to receive automated email notification of grade PowerSchool parent portal.		Felicia Bowser	06/19/2020
	<i>Notes:</i>			

9/25/17	Teachers will communicate content, team, or grade level to families information on a weekly basis. This may be done via email, newsletter, and the Remind app.		Amanda Bustle	06/29/2020
<i>Notes:</i>				
9/8/16	Collect parent contact information at Open House via Microsoft Forms. All teachers had computers set up in the classroom for parents to type in contact information for teacher teams to utilize immediately.		Cheryl Reeves	08/21/2020
<i>Notes:</i>				
Implementation:				
Evidence	6/12/2017 Survey responses (surveymonkey.com); parent emails matrix (Excel file); updated PowerSchool demographics information			
Experience	6/12/2017 The original intention of create a listserv for parent contact information was rejected because it did not allow for automatic population when enrollments or withdrawals occurred. Eventually, PowerSchool demographic information was updated and parent emails were gathered through ConnectEd. Methods of school-to-home communications included email, ConnectEd phone calls, text messages, team-based newsletters, Facebook posts, announcements and updates to school website and Tweets. Surveys have not garnered a significant number of responses, but parents who have responded indicate that they prefer email communication and have received at least weekly communication from the school.			
Sustainability	6/12/2017 The School Communications Committee will work to create a standardized way for teachers to communicate regularly with parents. School technology admins will continue to use social media, ConnectEd emails, and the school website to communicate with parents and the community.			