

Comprehensive Progress Report

Mission: Our mission is to dispel myths and defy odds associated with urban schools and urban school students as we partner with students, parents and the community to create a caring and nurturing learning environment that encourages all to become enthusiastic life-long learners.

Vision: *HMS will be an exemplary school committed to the academic, social and emotional growth of each individual in a nurturing and caring educational environment.*

Goals:

Discipline Goal: By June 2021, Hairston Middle School will reduce the number of out of school suspensions by 30% from 306 to 214 out of school suspensions, by 100% of our teachers consistently implementing school-wide restorative practices (A.1.07, A.2.04).

Achievement Gap Goal: By June 2021, Hairston Middle School will decrease the achievement gap in reading composite for students with disabilities by 15% from 22.4% to 19.0% and decrease the achievement gap in reading composite for limited English proficient students by 15% from 28.8% to 24.5% (A.4.01, A.4.06, A.4.16, B.1.03, C.2.01).

School Performance Composite Goal: By June 2021, Hairston Middle School will increase the school performance composite grade by 10% from 43% to 47% (B.1.01, B.2.03, B.3.03).

Culture and Climate Goal: By June 2021, Hairston Middle School will achieve a better culture and climate by increasing its overall school environment by 80% from 29% to 52.2 % on the 2020-2021 Hairston Middle School Mock Teacher Working Conditions Survey (E.1.06, C.3.04)



! = 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>All staff will be trained in Restorative Practices. We have employed a Social Emotional Learning Coach through the Innovative Partnership Grant and Culture Keepers to serve as our coaches based on the SEL strategies provided through the partnership with RTI.</p> <p>Continued implementation of PBIS. The team meets monthly to discuss current implementation, programs and rewards programs.</p>	Limited Development 08/17/2017		
How it will look when fully met:		When effectively implemented there will be a significant decrease in out of school suspension. Student rates of absenteeism will decrease and our overall school culture will continue to improve as students look forward to coming to school.	Objective Met 11/18/20	Lanika Morehead	05/31/2021
Actions					
	8/17/17	All staff members will be trained in PBIS and climate culture relevance best practices.	Complete 08/21/2017	Nicia George	08/21/2017
<i>Notes:</i> (PBIS Coordinator)					
	8/17/17	Student service Team will train the staff on procedures/process and how their services are aligned with classroom management as a support system.	Complete 08/21/2017	Stephanie Reid	08/21/2017
<i>Notes:</i> In a meeting with Counselor Reid it was revealed the student services team has not been inside the classrooms to deliver their instructional character development pieces at this time.					
	9/12/18	Youth Development Coordinator will be trained in Restorative Practices and will serve as the coach for Restorative Practices in our building.	Complete 09/24/2018	Tangela Hall	10/01/2018
<i>Notes:</i>					
	8/17/17	All staff will be trained in Restorative Practices and will continuously receive support from the Office of Diversity.	Complete 10/18/2017	Glasher Robinson	12/15/2018
<i>Notes:</i> Mr. Rodney Toulson (Restorative Practice representative will work with Hairston Middle School).					
As of 10-18, all HMS staff has been trained in Restorative Practices.					
	8/17/17	School culture and climate team will assess, monitor, evaluate school discipline data.	Complete 06/05/2020	Tangela Hall	06/14/2020

	<i>Notes:</i> The monthly discipline report was reviewed, discussed and shared with the entire group.			
9/30/19	Teachers and administrators will use Educator's Handbook to lodge all disciplinary actions whether they are minors or majors.	Complete 06/12/2020	Tangela Hall	06/14/2020
	<i>Notes:</i>			
9/30/19	All staff members will be trained in PBIS and climate culture relevance best practices.	Complete 06/05/2020	Nicia George	06/14/2020
	<i>Notes:</i>			
9/30/19	Youth Development Coordinator will be trained in Restorative Practices and will serve as the coach for Restorative Practices in our building.	Complete 06/14/2020	Tangela Hall	06/14/2020
	<i>Notes:</i>			
10/8/20	All staff members will be trained on adult SEL strategies.	Complete 11/19/2020	Iman Cook	11/18/2020
	<i>Notes:</i> Funded through IPG Roderick Butler Marcus Tongue			
10/23/20	All staff members will be trained on student-centered SEL to be implemented in the classroom.	Complete 11/19/2020	Iman Cook	11/18/2020
	<i>Notes:</i> Funded through IPG Roderick Butler Marcus Tongue			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, classroom teachers meet in professional learning communities facilitated by administrators and the Multi-Classroom leaders to guide planning. Lesson plans are submitted by units and in some cases weekly. Lesson plans are reviewed by members of the instructional leadership team and classroom teachers are given feedback on the plans. Our IB coordinator is now a part of the lesson planning process as she works to provide strategies for staff members to implement cross-curricular activities inside their classrooms.	Limited Development 07/28/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>By November 15, 2020 Hairston will create the first unit plan that reflect IB/IBL principles of inquiry. By April 15, 2021 Hairston Middle teachers will create their second unit plan that reflect IB/IBL principles of inquiry.</p> <p>Activity:</p> <ul style="list-style-type: none"> *Participate in the HMS Summer PD Virtual Institute *Develop a content specific IB Unit Plan through PLC collaboration. <p>Evidence/outcome:</p> <ul style="list-style-type: none"> *Implement Inquiry-based strategies as a component of weekly lessons plans. *5E lesson planning that infuses the IB Program Model framework. <p>Resources:</p> <ul style="list-style-type: none"> *Continued professional learning around IB and IBL daily and Unit Planning. *Training to implement effective use of The MYP: From Principles to Practice and IB MYP Subject Specific documents *Two content-based Unit Plans that exemplify Inquiry-based activities. 			Karen Martin-Jones	05/31/2021
Actions			17 of 19 (89%)		
10/10/16	Anchor instruction around the 8 mathematical practices to increase student engagement, rigor, relevance and real world applications.		Complete 09/07/2016	Norman Walker	09/07/2016
	<i>Notes:</i> Walkthroughs in math classes will be conducted to observe the 8 mathematical practices daily.				
11/1/16	Academic team will conduct walkthroughs with a focus on IB processes.		Complete 06/09/2017	Charmell Kittrell	06/09/2017
	<i>Notes:</i> The academic team will provide feedback on IB processes as we conduct our daily walkthroughs. Staff members will continue to receive support and training on the implementation of IB in their lessons.				

8/17/17	Math teachers received professional development on Project Based Learning.	Complete 07/20/2017	Shonda Foster	07/20/2017
<i>Notes:</i>				
8/17/17	Teachers will participate in professional development on properly integrating IB components and practices into instructional units.	Complete 08/21/2017	Shonda Foster	08/21/2017
<i>Notes:</i>				
12/11/17	Science and Social studies teachers will be trained in Achieve3000 and will utilize the program at least twice per week in their classroom lessons.	Complete 11/01/2017	Kimberly Simmons	11/01/2017
<i>Notes:</i>				
8/3/16	Implement Balanced Literacy Program to increase student achievement.	Complete 06/09/2017	Norman Walker	06/09/2018
<i>Notes:</i> ELA teachers will fully implement ARC on a daily basis. Additional coaching days will be purchased from ARC and the schedules will for coaching will be adjusted so that 8 of 11 teachers are seen during each ARC visit.				
12/11/17	Science and Social Studies teachers will participate in job-embedded coaching for literacy implantation with Education Resource Group.	Complete 06/08/2018	Charmell Kittrell	06/18/2018
<i>Notes:</i> During visits ERG consultants will visit classrooms, co-teach and provide individualized coaching to participating staff members. Each session will consist of a debriefing to include next steps with administration.				
10/10/16	Teachers participate in professional development on properly integrating IB components and practices into instructional units.	Complete 06/18/2018	Kimberly Simmons	06/18/2019
<i>Notes:</i> Ms. Kittrell will work with teachers and administrators for full implementation of IB units across the curriculum.				
7/28/16	Monitor and providing feedback on Weekly Lesson Plans	Complete 06/05/2020	Simmons, Porter, Ekwem-Thorpe, Morehead	06/18/2020
<i>Notes:</i> Academic Team members will provide feedback on Lesson Plans and work with teachers to increase rigor in the class. Walkthroughs will be conducted daily and teachers will be provided feedback from those walkthroughs. The walkthroughs will be collected on a Google Doc and sent electronically through email to teachers.				
8/30/17	Instructional Leadership team will meet once a week during PLCs to discuss instructional practices aligned with balanced literacy practices (ARC), Opne-Up Math and MVP Math 1, IB components and learning standards.	Complete 06/05/2020	Courtney Blake-Smith	06/18/2020

Notes: Student engagement has been a focus for PLCs and Instructional Walkthroughs.

We have a new partnership with NTN for Math. We want to make sure that our PD/training for Math is not saturated and instead that we are provided layered support to go along with the coaching already provided for Open Up.

ILT will conduct collaborative walkthroughs weekly beginning week of Sept. 9th thru the end of April.

8/30/17	Academic team will conduct walkthroughs with a focus on IB processes.	Complete 06/05/2020	Ekwem-Thorpe	06/18/2020
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8/30/17	Continue to utilize the components of Balanced Literacy Program to increase student achievement in reading through ARC and Reading Plus	Complete 06/05/2020	Courtney Blake-Smith	06/18/2020
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Notes:

12/11/17	Science teachers will utilize the STEMscope for 8th grade science.	Complete 06/05/2020	Kimberly Simmons	06/18/2020
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10/8/20	Participate in the HMS Summer PD Virtual Institute	Complete 08/13/2020	Karen Martin-Jones	08/14/2020
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Notes: Funded through IPG and Title I

10/23/20	The administrative team, MCLs, and Coaches will be trained on IBL, PBL, and IB through RTI.	Complete 08/14/2020	ILT	08/14/2020
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Notes: Funded through IPG, Title I, and Restart Funding

10/23/20	All teachers will be trained on IBL, PBL, and IB implementation through PLCs.	Complete 08/14/2020	ILT	08/14/2020
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Notes: Funded through IPG and Title I

10/23/20	There will be an IB component included in the lesson plan template for teachers.		Karen Martin-Jones	11/02/2020
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Notes: Funded through Title I

10/23/20	Teachers will begin designing lessons based on IBL, PBL, and IB principles.		Karen Martin-Jones	11/02/2020
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Notes: Funded through Title I and Restart Funding.

10/8/20	Develop a content specific IB Unit Plan through PLC collaboration.	Complete 11/20/2020	Karen Martin-Jones	11/02/2020
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Notes: Funded through Title I

Implementation:

08/29/2017

Evidence	6/19/2017 The academic team met this objective by conducting targeted walk thrus. Principal Freeman orchestrated an on-going informal walk-thru matrix for all observers. Professional development was provided for teachers and administrators to ensure informal and formal observations were calibrated to ensure IB components and processes were integrated into instructional lessons.			
Experience	6/19/2017 The academic team and teacher leaders			
Sustainability	6/19/2017 Informal and formal targeted observations will continued to be part of the cultural at Hairston Middle School to ensure continuous school improvement.			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school's Students with Exceptional needs is an emergent area. Our EC students consistently perform below their peers and are among the lowest in the district. Our EC numbers are fairly high and our EC teachers need intense support. Conversely, our AIG students are currently experiencing negative growth. Our teachers continue to need support to push our highest students and create positive growth for these students. The full implementation of this indicator will be demonstrated by the successful completion of our school improvement goal.</p> <p>We have reduced the caseload numbers for each of our Exceptional Children's teachers and have worked to provide additional classroom support in areas other than ELA and Math. Additionally, we have implemented Opportunity Culture and utilize two Expanded Impact Teachers, four Multi-Classroom Teachers and one Teacher assistant in efforts to increase student achievement by placing them with our most effective teachers.</p>	Limited Development 09/14/2016		
<i>How it will look when fully met:</i>		By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (academic Levels of Support: Remediation , Intervention, Maintenance, Enrichment). For students that are determined to be "at-risk" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Glasher Robinson	05/31/2021
<i>Actions</i>			7 of 17 (41%)		
	8/29/17	Staff members will receive professional development focusing on Intentional differentiation in the classroom.	Complete 11/27/2018	Charmell Kittrell	06/17/2019
Notes:		Whole group Content PLCs			

10/2/19	MTSS: Teachers will be observed with the electronic walk-through form bi-weekly using sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer based.	Complete 10/28/2019	Instructional Leadership Team	10/30/2019
<i>Notes:</i>				
1/22/20	Instructional Teams meet for blocks of time (e.g., weekly, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	Complete 11/30/2019	Multi classroom Leaders	11/30/2019
<i>Notes:</i>				
8/29/17	All staff will be trained monthly on different MTSS Implementation Task.	Complete 10/28/2019	Kevin McRae	06/22/2020
<i>Notes:</i> Webinar task will be assigned by the district.				
10/30/20	Teachers will provide additional student support during the school scheduled "What I Need (WIN)" time for remediation and enrichment.	Complete 09/14/2020	ILT	09/14/2020
<i>Notes:</i>				
10/8/20	All math teachers and interventionists will receive training in Number Worlds.		Angela Porter	10/01/2020
<i>Notes:</i>				
11/2/20	During remote learning support services (school counselors, SEL coach, Culture keepers, and social worker) are making contact with students who need additional support during this Covid pandemic three times a week.	Complete 10/23/2020	Courtney Shepherd	10/23/2020
<i>Notes:</i> Student Support Services Funded through IPG				
11/2/20	On Fridays during remote learning, teachers will call and check-in with students and their families. The school is providing social justice discussions and activities for students.	Complete 11/06/2020	Courtney Shepherd	11/06/2020
<i>Notes:</i> ILT				
10/8/20	Instructional leaders will monitor student academic outcomes via benchmarks, progress monitoring, and universal screening (as available).		Nicia George	11/06/2020
<i>Notes:</i>				
10/8/20	All teachers have displayed classroom norms and have explicitly modeled and taught the classroom behaviors.		Iman Cook	11/12/2020

	<p><i>Notes:</i> Funded through IPG</p> <p>ILT Roderick Butler Marcus Tongue</p>			
10/23/20	There will be schoolwide multimedia labs created for students and staff to utilize for lessons and classes.		Lanika Morehead	01/31/2021
	<p><i>Notes:</i> Funded through IPG</p> <p>Lee Williams Kevin McRae Nicia George Glasher Robinson</p>			
10/23/20	The school will hire a multimedia specialist/teacher to assist in daily usage and training of equipment.		Lanika Morehead	03/01/2021
	<p><i>Notes:</i> Funded through IPG</p>			
10/23/20	A multimedia toolkit will be provided for teachers to implement various forms of media into content areas.		Lanika Morehead	03/01/2021
	<p><i>Notes:</i> Funded through IPG and Title I</p> <p>Lanika Morehead</p>			
10/23/20	A co-teaching model will be adopted among classroom teachers and the multimedia specialist for usage of the multimedia labs and equipment.		Lanika Morehead	05/01/2021
	<p><i>Notes:</i> Funded through IPG</p>			
10/8/20	School leadership will monitor effectiveness of supplemental and intensive processes and programming using the forms provided by Psych Services.		Glasher Robinson	05/31/2021
	<p><i>Notes:</i> Funded through Title I</p> <p>Tracy Meekins Courtney Shephard ILT</p>			
10/8/20	Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings.		Glasher Robinson	05/31/2021

Notes: Funded through IPG, Title I, and Restart Funding.

Kimberly Simmons
 Correy Baines
 Angela Porter
 Ashley (Ekwem-Thorpe) McLeod

10/8/20 PLC facilitators will receive training on problem-solving Core and Supplemental instruction within PLC meetings.

Lanika Morehead

05/31/2021

Notes: Funded through IPG, Title I, and Restart Funding.

Karen Martin-Jones

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
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Initial Assessment:

Our school is currently implementing P.B.I.S (Positive Behavior Intervention System) and Restorative Practices. The PBIS Committee is creating school-wide expectations that will be uniform throughout the school. It is expected that staff members work to establish positive relationships with all students. A Social Emotional Learning (SEL) Coach has been employed through the Innovative Partnership Grant to and Culture Keepers (CKs) who are employed through Title I funding, serve as our coaches for practicing Social Emotional Learning strategies developed through our partnership with RTI. Our school support team (social worker and two school counselors) will lead a team that is designed to address chronic absenteeism.

Limited Development
 08/03/2016

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When effectively implemented there will be a significant decrease in out of school suspension. Student rates of absenteeism will decrease and our overall school culture will continue to improve as students look forward to coming to school.

**Objective Met
 11/02/20**

Glasher Robinson

05/31/2021

Actions

9/30/16 All staff members will received Professional Development on Capturing Kids' Hearts

Complete 08/23/2016

Calvin Freeman

08/23/2016

Notes:

10/10/16 Student Service Team will work with teachers and administrators to build a partnership with teachers and work as an alliance with teachers.

Complete 08/30/2016

Student Service Team members (Stephanie Reid)

08/30/2016

<i>Notes:</i>				
10/10/16	PBIS will be implemented to create and improve positive behaviors and climate in the building.	Complete 08/30/2016	Chloe Griffin	08/30/2016
<i>Notes:</i>				
10/10/16	Connect community to the school by utilizing volunteers and outside resources for student, teacher and family support.	Complete 09/16/2016	Ms. Ross	09/16/2016
<i>Notes:</i>				
10/10/16	Males students will be identified and work with identified staff members to improve social and emotional behavior.	Complete 09/16/2016	Calvin Freeman	09/16/2016
<i>Notes:</i>				
8/3/16	Key staff members will receive training on Restorative Practices.	Complete 09/22/2016	Pamela Davenport	09/22/2016
<i>Notes:</i> Administrative team received PD for immediate implantation of Restorative Practices.				
10/10/16	Key staff members will be trained and implement the African Male Initiative	Complete 09/23/2016	Latrice Stokes	09/23/2016
<i>Notes:</i> The initiative will address social and emotional needs associated with AA males. Strategies and professional development will be provided to staff members. Attending staff members: Ms. Stokes Mr. Carter				
10/10/16	Individual Student Service Center will use Reflective Practices methods associated with students' social and emotional needs in the classroom.	Complete 09/26/2016	Anthony Morrow	09/26/2016
<i>Notes:</i>				
9/30/16	All Staff members will receive training on Diversity Training.	Complete 09/29/2016	Calvin Freeman	09/29/2016
<i>Notes:</i>				
10/10/16	Student Service Team will collaborate with administrators to ensure support for students and staff members are aligned on an on-going basis.	Complete 10/06/2016	Pamela Davenport	10/06/2016
<i>Notes:</i>				
10/10/16	Resources will be identified to sustain our students social and emotional states of needs.	Complete 11/01/2016	Student Service Team members	11/01/2016
<i>Notes:</i> Small group and guided whole class instruction for social and emotional development. Individualized services will be based on students' needs.				

10/10/16	Identify and target counseling for students that need emotional and social support.	Complete 11/01/2016	Pamela Davenport	11/01/2016
<i>Notes:</i>				
10/10/16	Create Partnerships with churches and other organizations to remove social barriers.	Complete 06/02/2017	Student Service Team members	06/02/2017
<i>Notes:</i>				
1/24/17	Student School Team will meet and provide interventions for students that have been assigned Individual Student Service Center (ISSC.	Complete 06/07/2017	Student Service Team members	06/07/2017
<i>Notes:</i> ISSC continues to be a place where we have repeat offenders and administration continues to look for interventions for the repeat offenders or to reduce the number of days of lost instruction.				
10/4/16	Select members and implement monthly IST meetings.	Complete 06/09/2017	Stephanie Reid	06/09/2017
<i>Notes:</i> Mrs. Reid and Mrs. Coleman will conduct monthly IST meetings. Administrator have reached out to grade level teachers to be apart of the team. 6th grade representatives-Mrs. Simpson and Ms. Kittrell 7th grade representatives-Ms. Hackett and Ms. McOmber 8th grade representatives-Ms. Mcgoogan and Mr. Rhodes Exceptional Children representatives- Ms Brown and Mrs. Ainger				
10/10/16	Student Service Team will communicate and advocate for students' social and emotional needs.	Complete 06/09/2017	Student Service Team members	06/09/2017
<i>Notes:</i> D. Ross, J. Coleman and S. Reid				
10/10/16	Community Circles will be conducted with teachers, counselors and administrators to support social and emotional needs for all stakeholders.	Complete 06/09/2017	Administrative Team	06/09/2017
<i>Notes:</i>				
8/30/17	All staff members will received Professional Development on Restorative Practice.	Complete 08/21/2017	Adminstrative Team	08/21/2017
<i>Notes:</i>				
8/3/17	Student School Team will meet and provide interventions for students that have minor infractions for students during the school day.	Complete 06/08/2018	Pamela Davenport	06/18/2018
<i>Notes:</i>				
8/30/17	Create Partnerships with churches and other organizations to remove social barriers.	Complete 06/18/2020	Student Services Team	06/11/2020
<i>Notes:</i>				

8/30/17	Community Circles will be conducted with teachers, counselors and administrators to support social and emotional needs for all stakeholders.	Complete 06/05/2020	Courtney Blake-Smith	06/18/2020
<i>Notes:</i> The work to be proactive with issues that lead to confrontation will be addressed in the Community Circles.				
8/30/17	PBIS will be continued to create and improve positive behaviors and climate in the building. We continue to show progress to improve our scale from 50 % to 80 %.	Complete 06/18/2020	Nicia George	06/18/2020
<i>Notes:</i>				
8/30/17	Connect community to the school by utilizing volunteers and outside resources for student, teacher and family support.	Complete 06/18/2020	Tiffany Foster	06/18/2020
<i>Notes:</i>				
8/30/17	Student Service Team will collaborate with administrators to ensure support for students and staff members are aligned on an on-going basis.	Complete 06/18/2020	Glasher Robinson	06/18/2020
<i>Notes:</i>				
8/30/17	Identify and target counseling for students that need emotional and social support.	Complete 06/05/2020	Glasher Robinson	06/18/2020
<i>Notes:</i>				
8/30/17	Resources will be identified to sustain our students social and emotional states of needs.	Complete 06/05/2020	Glasher Robinson	06/18/2020
<i>Notes:</i>				
8/30/17	Males students will be identified and work with identified staff members to improve social and emotional behavior.	Complete 06/12/2020	Kevin McRae	06/18/2020
<i>Notes:</i>				
8/30/17	Females students will be identified and work with identified staff members to improve social and emotional behavior.	Complete 06/05/2020	Lanika Morehead	06/18/2020
<i>Notes:</i>				
10/23/20	The School Support Team will train the staff on attendance.	Complete 09/25/2020	Michael Terry	09/25/2020
<i>Notes:</i> Courtney Shepard Tracy Meekins				
10/30/20	Student Support Services (social worker, school counselors, SEL Coach, and Culture Keepers) will complete Tier 2 and 3 contacts for students who have not consistently logged into live instruction and teachers have been unsuccessful in reaching parents to effect a change in their status.	Complete 11/02/2020	Courtney Shepherd	10/13/2020
<i>Notes:</i> Administrators				

10/23/20	Incorporating SEL strategies, anti-racist teaching, and culturally relevant curriculum to build student repertoire and relationships through PLC meetings.	Complete 10/23/2020	MCLs	10/23/2020
<i>Notes:</i> Funded through IPG and Title I Lee Williams Glasher Robinson Kevin McRae Nicia George Lanika Morehead Karen Martin-Jones Iman Cook				
10/23/20	Teachers will infuse SEL, anti-racism, and culturally relevant lessons weekly.	Complete 11/02/2020	Iman Cook	11/02/2020
<i>Notes:</i> Funded through IPG and Title I ILT Team				
10/12/20	The SEL Coach will provide weekly SEL, anti-racism, and culturally relevant lessons to teachers.	Complete 11/02/2020	Iman Cook	11/02/2020
<i>Notes:</i> Funded through IPG and Title I ILT Team				
Implementation:		11/02/2020		
Evidence	6/19/2017 Staff members have received training on as indicated in the notes and minutes of the School Leadership Meetings.			
Experience	6/19/2017 Addressing the social/emotional needs of stakeholders has been successful but we know that there's still work that needs to be done. The experience has been an eye opener for as we accommodate the needs of our students.			
Sustainability	6/19/2017 Hairston Middle School will continue to some of the indicators by continuing to provide professional development to all staff members in order to meet the social/emotion needs of all stakeholders.			

	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>	Hairston Middle School collaborates with feeder schools to assist in planning and scheduling for incoming/outgoing students. Teachers participate in scheduling and planning for EC , AIG and regular educational students.	Limited Development 08/29/2017				
<i>How it will look when fully met:</i>	Once fully implemented Hairston Middle School will be able to support students transitioning from all from grade to grade or different levels by providing resources and additional information for parents and students to support academic success. We will utilize surveys and and EOG assessments to monitor the school's progress.		Courtney Shepherd	05/31/2021		
Actions			2 of 4 (50%)			
9/30/19	Every Hairston student will receive a in-school mentor who will check on them 4 times a year by having grade conferences and check-ins.	Complete 06/05/2020	Courtney Blake-Smith	06/18/2020		
<i>Notes:</i>						
8/29/17	Hairston Middle Parent Academy Night to address grade to grade and level to level transition, quarterly Parents as Partners events and multiple parent nights.	Complete 06/18/2020	Courtney Blake-Smith	06/19/2020		
<i>Notes:</i> We have hosted four Title I parent nights to this point. Additionally, we will hold breakfast for Grandparents (November) and a family lunch and learn session (January, March, May) and student/parent conference once every 9 weeks.						
8/29/17	Host orientation days and evenings for incoming sixth graders in the spring in conjunction with the district's IB nights.		Courtney Shepherd	05/31/2021		
<i>Notes:</i> We will established elementary Monday's for rising 6th Grade school tours. Following the tours there is a rising 6th Grade parent information night, along with tour dates Our student services team also travels to our feeder schools to deliver information to students at their home schools.						
10/12/20	Hairston Middle will host open house and parent nights for rising 6th grade students, virtual grade to grade and level to level transition question and answer sessions (Q&A).		Courtney Shepherd	05/31/2021		
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Hairston MS acts in accordance with the laws and expectations established for school leadership teams and receive support from district and state representatives.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.		Glasher Robinson	05/31/2021
Actions			1 of 2 (50%)		
	8/30/17	Guilford County Schools appointed personnel will work with keys members on the transformation team to ensure identified stakeholders are adopting and engaging in shared and distributed leadership for school improvement.	Complete 06/18/2020	LEA	06/17/2020
<i>Notes:</i>					
	10/12/20	Hairston Middle School School Improvement Team meeting will meet monthly to revisit our data and action steps to monitor our progress towards our School Improvement Plan (SIP) goals.		Glasher Robinson	05/31/2021
<i>Notes:</i>					

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Our School Leadership Team will meet twice a month with one regular meeting and any sub-committee meeting to meet the district's and state standards of having bi-monthly meetings.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>			<p>Hairston Middle School has established a Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of effective practice. Full implementation of this indicator will be demonstrated by the successful completion of our school improvement goal.</p> <p>School Based-Leadership Team meets once a month</p> <p>Instructional Leadership Team Meets weekly</p> <p>Any additional subcommittee meetings will occur as needed month to month</p>		Lee Williams	05/31/2021
Actions				4 of 6 (67%)		
	8/29/17	School Leadership Team will meet once month to address instructional practices and general school-wide concerns.		Complete 06/18/2020	Courtney Blake-Smith	06/15/2020
<i>Notes:</i>						
	8/29/17	Instructional Leadership Team will meet twice a month to address instructional practices and general school-wide concerns.		Complete 06/05/2020	Courtney Blake-Smith	06/15/2020
<i>Notes:</i> team consist of the MCLs, Assistant Principals, Principal, and Instructional Coach						
	9/30/19	IMPACT Leadership Team will meet weekly to discuss concerns and issues that arise daily within the school structure.		Complete 06/05/2020	Courtney Blake-Smith	06/15/2020
<i>Notes:</i> This team consist of the Assistant Principals, Instructional Coach, Principal, and IB Coordinator						
	10/30/19	The IMPACT team will conduct daily and weekly walk-throughs using Google Docs and other electronic forms so that the teachers can get immediate feedback electronically. School needs to update the technology and equipment that will be used for this action.		Complete 06/05/2020	Courtney Blake-Smith	06/20/2020
<i>Notes:</i> Notes: A purchase inquiry needs to be made for a Surface Pro for the IMPACT team with technology. possible purchase with CSI funding.						

10/12/20	School Leadership Team will meet once month to address instructional practices and general school-wide concerns.		SIT chair	05/31/2021
<i>Notes:</i>				
10/12/20	Instructional Leadership Team will meet minimally twice a month to address instructional practices and analyze data.		ILT Team	05/31/2021
<i>Notes:</i>				

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
<i>Initial Assessment:</i>		Each grade level is arranged in the middle school teaming format consisting of quads for Science, Social Studies, ELA and Math. The schedule is arranged for common planning times for grade level like subjects. There is protected planning time for each subject area at least once during the week. Core classes and encore classes are collaborating to create interdisciplinary lessons.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>		When fully met teams of teachers will implement, assess, and adjust instruction in short-term cycles of improvement and monitor the improvement over time to facilitate achievement in all areas.		Karen Martin-Jones	05/31/2021
Actions			3 of 4 (75%)		
9/12/18		Subject areas from each grade levels will meet once a month (every third Tuesday) to align instruction and grade level task expectations.	Complete 06/05/2020	Content Level Leads	06/15/2020
<i>Notes:</i>					
8/29/17		PLCs meet on a weekly basis to address data, content and teaching best practices.	Complete 06/05/2020	MCL and IC	06/15/2020
<i>Notes:</i>					
8/29/17		Grade level PLCs are held on a weekly basis to address best practices on student learning and teaching.	Complete 06/05/2020	Grade level administrators	06/21/2020
<i>Notes:</i>					
10/12/20		Weekly content PLCs are facilitated collaboratively to address data, content and teaching best practices.		Instructional Leadership Team	05/31/2021
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school's principal, administrative team and Instructional Leadership team will consistently observe classrooms on a weekly basis to monitor instruction. Plans will be implemented for teachers that experience instructional struggles. Feedback will be given for growth and shared among the administrative and instructional leadership team to provide consistency and to direct work on areas of growth. The feedback will be shared electronically and kept by the administrative team.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>		<p>Students will be challenged and engaged daily through well designed lessons that require higher ordered thinking, implementation of balanced literacy practices, grade level tasks and ongoing formative assessments.</p> <p>Planned walkthroughs and calibration conversations amongst Instructional Leadership Team members to improve consistency of feedback to teachers. There has been a focus on improving student engagement in order to improve instruction.</p> <p>Students will receive an incomplete grade instead of a zero for missing assignments. In addition, students will participate in working lunch so they have an additional opportunity beyond class to complete their assignments.</p>		Karen Martin-Jones	05/31/2021
<i>Actions</i>			4 of 5 (80%)		
8/29/17	Instructional team will conduct daily formal and informal observations and provide feedback for teachers to make needed adjustments.	Complete 06/05/2020	Administrative Team, IC and MCLs	06/15/2020	
<i>Notes:</i>					
8/29/17	Plans for improvement will be address for staff members needing structured support.	Complete 06/05/2020	Administrative Team	06/15/2020	
<i>Notes:</i> Support plans will written for struggling teachers and teachers with persistently negative data.					
9/27/17	The instructional team will review unit plans and provide timely feedback to teachers and review the revisions made for instructional planning purposes.	Complete 06/05/2020	Instructional Leadership Team	06/15/2020	

Notes: Feedback will be given on unit plans based on the timing of the transition from a completed unit to the next unit.

8/30/17 Use data on instructional practices and performance data to develop plans for instructional improvement.

Complete 06/05/2020

Instructional Leadership Team

06/18/2020

Notes: Data analysis will be conducted on all formative and summative assessments using the Classroom Focused Improvement Protocol.

10/12/20 Use data on instructional practices and performance data to develop plans for instructional improvement.

Instructional Leadership Team

05/31/2021

Notes: Funded through IPG, Title I, and Restart.

Angela Porter/Nicia George
Ashley (Ekwem-Thorpe) McLeod/Kevin McRae
Kimberly Simmons & Correy Baines/Glasher Robinson
Lanika Morehead/Lee Williams
Karen Martin-Jones

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>		The Hairston MS will offer content specific Professional Development in ELA (ARC), Math(Open-Up Math), and Science (STEMScope). Common planning is in place for data analysis during our weekly meetings in Professional Learning Communities. Additionally, we analyze data in our School Leadership Team and Instructional Leadership Team meetings.	Limited Development 08/03/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Teachers will be operating at a high level of efficacy. Data will be used to drive the decisions for teaching and learning. The professional development sessions will be designed to build teacher capacity and improve instruction through IB, Inquiry Based Learning/Project-Based Learning, Digital Media, Social Emotional Learning (SEL), and Restorative Practices.		Karen Martin-Jones	05/31/2021
<i>Actions</i>			17 of 18 (94%)		
	10/10/16	Book studies will be used as an opportunity for educators to engage in professional discourse around specific topics that impact teaching and learning. Individuals will be committed to reading and discussing selected books, guided by guided questions and data-driven decisions.	Complete 09/13/2016	Mr. Freeman	09/13/2016
<i>Notes:</i>					
	10/10/16	Restorative Practices using Community circles in the classroom and staff members to improve student achievement.	Complete 09/20/2016	Ms. Davenport	09/20/2016
<i>Notes:</i>					
	8/3/16	Teacher will create and monitor Professional goals aligned to students achievement and professional growth.	Complete 09/30/2016	Academic Team	09/30/2016
<i>Notes:</i>					

10/10/16	Instructional round schedule will be developed for ERG and ARC coaching to support and provide professional development on best practices to impact student learning.	Complete 10/10/2016	Pamela Davenport	10/10/2016
<i>Notes:</i> Mr. Freeman will develop instructional rounds schedule for instructional walk-thrus.				
10/10/16	Administrators worked with region members to develop and implement a intervention period that will focus on student achievement. Teachers will work with Instructional support personnel to effectively use the Balanced Literacy program to level student's reading levels. Once the students' are access the students will be appropriately scheduled in the intervention on a rotation basis for personalized learning.	Complete 11/01/2016	Amanda Burnett	11/01/2016
<i>Notes:</i> All students will be accessed using the Balanced Literacy(ARC) program. Teachers will have to set power goals.				
10/10/16	Math teachers will be trained on using Think Through Math. Teachers will develop and implement a plan to align the program mathematical concepts to Common Core standards.	Complete 11/01/2016	Mrs. Watts	11/01/2016
<i>Notes:</i> Mrs. Watts will work with Site Coordinator Mr. Walker to monitor program data.				
10/10/16	After school tutoring for math, reading and 8th grade science will be aligned with curriculum standards to support diverse learners.	Complete 11/01/2016	Angela Porter	11/01/2016
<i>Notes:</i> Mrs. Porter will work with Ms. Stokes for budget transportation. The program will be monitored to evaluate program effectiveness to achieve student academic growth and skill development.				
10/10/16	School Leaders will collaborate teacher using Carnegie learning for Math I students. The program data will be monitored and data will be used drive instruction in the classroom and for personalized learning.	Complete 06/09/2017	Ms. Watts	06/09/2017
<i>Notes:</i> 04-17/2017- Ms. Watts continues to engage students with multiple online programs, including Carnegie Learning to increase their proficiency in Math I. The frequency of use has increased as she continues to prepare students for the end of course test. Mrs. Watts attended a district level learning session for Math I. Committee task members will meet with Mrs. Watts to discuss the status on Carnegie Learning for Math I. The target date for completion will be addressed to obtain additional feedback from the teacher.				
1/22/20	Plans for After school Tutoring and Saturday Academy will be established by the administrator and MCLs in order to implement remediation and review for selected students.	Complete 02/28/2020	Multi-classroom Leaders	01/24/2020

	<i>Notes:</i> MCLs are to provide their suggestions about implementation of remediation and intervention session for selective students			
1/22/20	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).	Complete 02/28/2020	Multi-classroom Leaders	01/30/2020
	<i>Notes:</i>			
1/22/20	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.	Complete 05/05/2020	Multi-classroom Leaders	02/29/2020
	<i>Notes:</i>			
1/22/20	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.	Complete 05/05/2020	ILT	03/31/2020
	<i>Notes:</i> Data should be displayed in the Subject area PLC meeting rooms.			
8/30/17	Instructional round schedule will be developed for Open-up Math and ARC coaching to support and provide professional development on best practices to impact student learning.	Complete 06/15/2020	Ewkem-Thorpe, Porter	06/15/2020
	<i>Notes:</i> The district has set coaching days established with ARC and NTN.			
9/12/18	Members of the Instructional Leadership team will conduct weekly observations to establish research based action steps for consistent instructional improvement.	Complete 06/05/2020	Instructional Leadership Team	06/15/2020
	<i>Notes:</i>			
10/1/19	Math teachers will be trained on using Open-up Math. Teachers will develop and implement a plan to align the program mathematical concepts to Common Core standards.	Complete 06/15/2020	Anglea Porter	06/15/2020
	<i>Notes:</i>			
10/1/19	Administrators worked with region members to develop and implement a intervention period that will focus on student achievement. Teachers will work with Instructional support personnel to effectively use the Balanced Literacy program to level student's reading levels. Once the students' are access the students will be appropriately scheduled in the intervention on a rotation basis for personalized learning.	Complete 06/15/2020	Ashley Ewkem-Thorpe	06/15/2020
	<i>Notes:</i>			
8/30/17	Restorative Practices using Community circles in the classroom and staff members to improve student achievement	Complete 06/18/2020	Tangela Hall	06/18/2020
	<i>Notes:</i>			

10/12/20	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.		ILT Team	05/31/2021
<i>Notes:</i> Funded through IPG, Title I, and Restart.				
Implementation:		08/30/2017		
Evidence	6/19/2017 The students used Carnegie Math data to drive instruction during the time frame it was used. All Math I students were proficient on the Math I End of Course Test. The teacher networked with the district level Math Curriculum and math colleagues at another school. ERG Guided Math representative, administrators and professional learning observations were conducted in order to provide instructional feedback on best practices and offered strategies for success.			
Experience	6/19/2017 The teachers reported that using the program was time consuming. The students knew the mathematical process but experienced difficulty navigating through the system because Carnegie had a specific way the math problems needed to be entered into the system. The teacher collaborated with another colleague at another school in the district.			
Sustainability	6/19/2017 In order to sustain the teacher's efforts more professional development would need to be provided for the teacher in order to sustain her efforts for using Carnegie Math.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Hairston MS will implement a recruiting incentive program to meet the needs and compete with other schools in the district for hiring and retaining highly qualified teachers. Opportunity Culture will be implemented for retaining the best teachers and improve student achievement.	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>		<p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth.</p> <p>The Hairston has implemented an incentive stipend for all classroom teachers hired to teach at our school. Additionally, we have implemented Opportunity Culture to retain and recruit high value added data teachers to serve in various instructional capacities.</p>		Lee Williams	05/31/2021
<i>Actions</i>			3 of 4 (75%)		
	9/12/18	Develop sustainable options for implementing Opportunity Culture incentive pay for classroom teachers.	Complete 06/18/2020	Lee Williams	06/15/2020
<i>Notes:</i>					
	8/29/17	Offer school based incentives to new hires	Complete 06/18/2020	Lee Williams	06/18/2020
<i>Notes:</i>		Human Resource offers \$3,000 signing bonus for new teachers.			
	8/29/17	Attend career fairs for recruiting and hiring.	Complete 06/18/2020	Courtney Blake-Smith	06/21/2020
<i>Notes:</i>					

10/12/20	Develop sustainable options for implementing incentive pay for classroom teachers using funding from Opportunity Culture and Restart.		Lee Williams	05/31/2021
<i>Notes:</i> Funded through Title I and Restart.				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Family Engagement			
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KEY	E1.06		Implementation Status	Assigned To	Target Date
		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)			
Initial Assessment:		In 2021, our school will provide families with additional online curriculum materials and resources that will support student learning at home and school related events such as Curriculum Night and Title I. We will create opportunities for parents to come in or meet virtually to learn about strategies that will help their students succeed and increase their achievement levels. We will also give parents the opportunity to hear from their students what other resources they may need in order to be successful.	Limited Development 09/06/2016		
How it will look when fully met:		Once fully implemented, The Hairston parent community will consider the school as a reliable resources for not only educational needs for their students but also assistance with personal needs for the family.		Tiffany Taylor	05/31/2021
Actions			5 of 6 (83%)		
8/29/17		Parent Academy Night hosted by Hairston Middle School	Complete 06/12/2020	Kimberly Simmons	06/15/2020
<i>Notes:</i>					
8/29/17		Open computer lab for parent usage.	Complete 06/12/2020	Kimberly Simmons	06/15/2020
<i>Notes:</i>					
8/29/17		Connect parents with resources provided by GCS and Hairston Middle Parent Academy.	Complete 06/12/2020	Courtney Blake-Smith	06/15/2020
<i>Notes:</i>					
10/1/19		Create Parent University with community partnerships to inform parents of next steps for their students	Complete 06/12/2020	Courtney Blake-Smith	06/15/2020
<i>Notes:</i>					
10/30/20		Design and distribute a Covid re-entry packet for parents and the community members to explain the protocols and expectations for students when we return for face to face instruction.	Complete 10/28/2020	Carrington Davis	10/28/2020

Notes: Morgan-Pegues
Hughes
Robinson
Communications sub-committee

10/12/20 Hairston Middle School will host monthly parent engagement events
(when possible face to face, otherwise virtually).

Lesharner Smith

05/31/2021

Notes: Funded through Title I