

## Comprehensive Progress Report

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

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

**Goals:**

School Performance Composite Goal: By June 2025, Northern Guilford Middle School will increase the school performance composite grade by 3 percentage points, from 71.1 to 74.1 (A2.02; FAM-S 22, 23, 24, 25, 26, 27, 28)

Reduce Lost Instructional Days: By June 2025, the number of lost instructional days due to In-School Suspension and Out-of-School Suspension will be decreased by 10% from 275.81 days to 248 days. (C2.02; FAM-S 4, 8, 9, 10)

FAM-S Priority Area: By June 2025, all Northern Guilford Middle School core teachers will participate in bi-monthly MTSS meetings within their team and/or grade-level department. (A2.02; FAM-S 22, 23, 24, 25, 26, 27, 28)

School Attendance: By June 2025, the number of students chronically absent will decrease by 5 percentage points, from 28.3 to 23.3. (C2.04; FAM-S 4, 12)

By June 2025, NGMS will increase overall 8th grade math (not Math I) proficiency by at least 5 percentage points from 5.4% to 10.4%. (A2.02; FAM-S 22, 23, 24, 25, 26, 27, 28)



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1A: Prioritize improvement and communicate its urgency			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:			NGMS SBLT meets the 2nd Tuesday of each month. NMGS ILT meets the 3rd Tuesday of each month.	Full Implementation 10/12/2021		

		<b>A2.02</b>	<b>Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Developed a school-wide PLC schedule to facilitate MTSS-specific intervention planning time.	Limited Development 10/05/2022		
<i>How it will look when fully met:</i>			Teachers will be able to initiate their own MTSS data conversations without the facilitation of the Curriculum Facilitator.		<b>Katherine Bowie</b>	<b>06/13/2025</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/5/22		Create an MTSS meeting schedule, allowing for two data-specific meetings per month.		Katherine Bowie	06/13/2025
<i>Notes:</i> Admin team will attend the MTSS meetings with their assigned grade-level.						
	10/22/24		Provide ongoing professional development and training on the FastBridge progress monitoring system for teachers to track Tier 2 progress.		Katherine Bowie	06/13/2025
<i>Notes:</i>						
		<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 10/11/2016		
			Priority Score: 1                      Opportunity Score: 3                      Index Score: 3			
<i>How it will look when fully met:</i>			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	<b>Objective Met 10/13/21</b>	<b>Karen Ellis</b>	<b>06/30/2021</b>
<b>Actions</b>						
	9/4/17		The district School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming school in the district.	Complete 10/13/2021	Karen Ellis	06/28/2021

Notes:

Implementation:		10/13/2021		
<b>Evidence</b>	10/13/2021 Minutes from all meetings are posted on Indistar. Progress of Key Indicators as well as the work with MTSS (FAM-S) provide evidence of the effectiveness of the team.			
<b>Experience</b>	10/13/2021 Our school has a well organized and scheduled system of meeting with out School Based Leadership Team on the 2nd Tuesday of the the voted in members of NGMS-SBLT. We incorporated the Instructional Leadership team to meet on te 3rd Tuesday of the month to address instructional initiatives, desegregate data, and make instructionally based decisions based on observation and needs assessments.			
<b>Sustainability</b>	10/13/2021 We will continue to follow our by-laws to maintain an effective SBLT and ILT structure.			

	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
<b>Initial Assessment:</b>			The Leadership Team at NGMS focuses on issues of instructional improvement as well as culture and climate. Our meetings follow school district policies and state board policies. In addition, our focus during meetings can continue to more intentionally work towards examination and implementation of effective practices.	Limited Development 10/11/2016		
			Priority Score: 1                      Opportunity Score: 3                      Index Score: 3			
<b>How it will look when fully met:</b>			Full SBLT meet monthly to discuss school data and make instructional decisions. ILT including administrators, teacher leader, and support staff meet weekly to discuss individual student needs and instructional focus for the upcoming week.		Katherine Bowie	06/13/2025
<b>Actions</b>				<b>1 of 2 (50%)</b>		
	9/15/17	Create a walk through protocol(sharing the idea to implementation of) for all staff members to engage in the sharing of effective classroom practices.		Complete 06/03/2020	Katherine Bowie	06/03/2020
<i>Notes:</i>						
	10/23/24	Full SBLT meet monthly to discuss school data and make instructional decisions. ILT including administrators, teacher leader, and support staff meet weekly to discuss individual student needs and instructional focus for the upcoming week.			Katherine Bowie	06/13/2025
<i>Notes:</i>						
<b>Implementation:</b>				10/12/2021		
<b>Evidence</b>			10/5/2020 Data was collected from these walk-throughs that allowed feedback to be given to staff. Buy-in from staff members was evident due to peers being apart of the walk-through process.			
<b>Experience</b>			10/5/2020 ILT members were paired with admin team to conduct walk-throughs.			
<b>Sustainability</b>			10/5/2020 ILT members will continue to be leaders in the building. One of those leadership roles will be to conduct walk-throughs.			

	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>			<p>Monthly MTSS meeting schedule has been developed to ensure core, EC, School Psychologist, School Counselors, administration, GCS tutors, and curriculum facilitator meet to discuss updated student data.</p> <p>Data Cards have been developed and share with Math, ELA, and Science 8 teachers to track all pertinent student data, including assessments, attendance, discipline, etc.</p>	Limited Development 10/23/2024		
<i>How it will look when fully met:</i>			All students will have first-hand knowledge of their personal data, including district, state, and national assessments, unit assessments, attendance, discipline, etc. Students will also participate in setting goals for upcoming assessments to ensure they are growing appropriately.		Justin Thomas	06/13/2025
<i>Actions</i>				0 of 1 (0%)		
	10/23/24		Our NGMS Team will implement and utilize student data cards to assist students with goal-setting and owning their own personal data. Data Cards have been developed and shared with Math, ELA, and Science 8 teachers to track all pertinent student data, including assessments, attendance, discipline, etc.		Justin Thomas	06/13/2025
<i>Notes:</i>						

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our NGMS administration team developed a 4 x 4 weekly feedback system to ensure all teachers are receiving instructional feedback.	Limited Development 10/23/2024		
How it will look when fully met:			Every teacher will receive informal instructional feedback during the 2024-2025 school year. This feedback data will highlight instructional practices that foster high student engagement and create a joyful learning environment (our school-wide instructional focus for the year).  We will also provide next steps for consideration and possible growth opportunities.		Anthony Tangredi	06/13/2025
Actions				0 of 1 (0%)		
	10/23/24		The ILT will select 4 staff members each Friday during our admin meeting to be observed during the following week. Staff will represent 6th, 7th, 8th, and Encore/EC staff. The admin team will conduct the walk-throughs in teams of two, calibrate our information, and send the feedback to the staff member via email.		Anthony Tangredi	06/13/2025
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2A: Recruit, develop, retain, and sustain talent			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We value NGMS as positive work environment for all staff members. This includes treating one another as professionals and supporting professional learning so we can all grow as educators.	Limited Development 10/23/2024		
How it will look when fully met:			Recruiting and then retaining highly qualified teachers is our goal in order to effectively impact student achievement. Our goal is retain 100% of our effective staff members.		Justin Thomas	06/13/2025
Actions				0 of 1 (0%)		
10/23/24		To create a positive work environment where effective teachers want to stay at NGMS. A positive work environment will be fostered through an open door policy of administrators to express concerns, through anonymous opportunities for staff to submit concerns to SBLT, and through instruction coaching and feedback (4 for 4, ELA EL coaching support, NTN math coaching support, New Teacher Support/mentorship).			Katherine Bowie	05/10/2025
Notes:						

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are currently trying to implement the MTSS model without a designated MTSS Interventionist. Teachers are currently using planning time for progress monitoring and some interventions. Our Curriculum Facilitator is managing the paperwork process for students in addition to her duties as a Curriculum Facilitator and Testing Coordinator. Our school counselors are managing IPS process in additional to their responsibilities as school counselors and 504 coordinators.	Limited Development 10/23/2024		
How it will look when fully met:			A full time interventionist would be hired to manage all aspects of the MTSS process for Tier 2/3 students--paperwork, data monitoring, student screening and progress.  Data cards would be fully implemented so students are not only aware of their data points, but also have clear goals and objectives of their next steps in order to improve upon their data.		Katherine Bowie	06/30/2027
Actions				0 of 1 (0%)		
10/23/24		Students will have data cards in their ELA, Math, and 8th grade science classrooms. Students, along with teacher conferencing, will fill out data cards and set goals for themselves.			Kris Wheat	06/13/2025
Notes: Most data conferences will happen in conjunction with Fall, Winter, Spring MAP universal screening and IA1, IA2, and IA 3 assessments.						



		C2.02	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.(5161)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Leadership team developed a school-wide professional development plan goal for all teachers to ensure that MTSS is implemented with fidelity.	Limited Development 10/05/2022		
<b>How it will look when fully met:</b>			All staff will supply evidence of their individual work towards implementing the MTSS model with fidelity. Grade-level administrators will meet with teachers to document their initial goal and work towards the goal at various times through out the year.		Katherine Bowie	06/13/2025
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/5/22		Staff will update their work towards MTSS implementation during the mid-year and end of year evaluation periods.		Kristina Wheat	06/13/2025
<i>Notes:</i>						
	10/23/24		Individual coaching will be provided through our 4 x 4 walk-through feedback forms.		Kris Wheat	06/13/2025
<i>Notes:</i>						
		C2.04	The LEA/School structures professional development to provide adequate time for collaboration and active learning.(5164)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Master schedule allows for common planning for grade-level teachers.	Limited Development 10/05/2022		
<b>How it will look when fully met:</b>			Teachers will hold content and grade-level PLC's with discussion around student data, curriculum, and pacing without the facilitation of administrator or Curriculum Facilitator.		Justin Thomas	06/13/2025
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/5/22		Creation of master calendar. Coaching visits allow for individual feedback and planning during grade-level planning times.		Justin Thomas	06/13/2025
<i>Notes:</i>						
	10/23/24		NWEA Map Growth Student Progress Reports will be provided to all families following the test administration. This information will be provided in conjunction with school-wide parent events when possible.		Kris Wheat	06/13/2025
<i>Notes:</i>						

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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>NGMS has started the process to better understand the MTSS process. Professional development for staff begin in 2019-2020 and is continues. The school Instructional Leadership Team has participated in a needs assessment for MTSS, FAM-S.</p> <p>The SBLT and Admin team struggles with developing a master schedule that allows time for teachers to provide tiered instruction including core, intervention, remediation, and extension.</p>	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>			A multi-tiered system of support in classroom instruction would indicate that this objective is being fully met. Effective teaching practices will be implemented in all classrooms and instruction will be aligned so that all students receive the same standards and skills regardless of at which tier of intervention students are being instructed. There will be a focus on student responses to instructional practices. Students who struggle will be supported appropriately and those in need of additional support or potential identification as a student with a disability will receive the necessary interventions and resources. Evidence that the objective is fully met: There is a tiered instruction system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.	Objective Met 06/01/22	Katherine Bowie	06/30/2022
<i>Actions</i>						
	10/11/16	Staff will receive professional development from our school psychologist related to identifying "red flags" for students experiencing difficulty academically, emotionally, or socially.		Complete 09/19/2017	Noelle Leslie	09/30/2017
<i>Notes:</i> We have reached out to our part-time school psychologist and she is willing to present additional PD to staff. Ms. Forrester presented to staff in October on the IST process.						
	10/11/16	Additional resources will be identified and utilized to ensure that students requiring interventions and remediation have access to appropriate grade level content and below grade level material.		Complete 09/19/2017	Kathy Bowie	09/30/2017

*Notes:* Resources have been purchased as requested this year, particularly in 6th grade math. PTSA purchased Triptico Plus for all teachers. We also purchased additional calculators, and ARC Foundational Toolkits for EC and struggling inclusion students. Reached out to GCS formative assessment for ideas regarding appropriate remediation materials. Think Through Math is available.

10/11/16 Conduct a review following each quarter with NGMS administration and the Student Services Team with classroom teachers to identify "red flags" where students need additional support related to their social/emotional health as well as academic performance. The administration and the SST will provide support as needed and will follow up accordingly with teachers related to each student identified.

Complete 06/30/2020

Noelle Leslie

06/30/2020

*Notes:* Meetings were held at the end of 2nd quarter and each core teacher, administration, and SST to identify students with needs. The SST then met and grouped students according to common areas, common concerns looking at attendance, behavior, academics. Members of SST developed action plans to execute. We frequently monitor data and provide updates weekly on those students.

10/13/21 Reorganize the master schedule to provide time for intervention and extension opportunities to support students at all levels.

Complete 11/08/2021

Karen Ellis

10/22/2021

*Notes:* To be implemented 2nd quarter of the 2021-22 school year.

10/13/21 Analyze student progress data and teacher input regarding changes to the matrix.

Complete 02/07/2022

Katherine Bowie

12/31/2021

*Notes:* Collect data before winter break to make any changes for the start of the 3rd quarter.

11/3/21 Review MTSS supplemental intervention implementation by a review of FastBridge data and NWEA Map data

Complete 04/11/2022

Katherine Bowie

03/31/2022

*Notes:*

10/12/16 Through quarterly student data reviews (Task 3) MTSS practices may be needed in classrooms with many students needing support. Vertical Leads in math and ELA will provide additional academic support through classroom push-in and pull-out interventions.

Complete 06/01/2022

Lori Muhlestein

06/30/2022

*Notes:* Vertical lead teachers reach out to their content colleagues to identify students who need extra support and provide small group instruction, individual instruction. Teachers provide groups of students to work with and regularly provide the students and teachers with updates on progress.

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>PLCs and grade level meetings are used to ensure teachers are on the same page regarding curriculum. Additional work needs to be done to ensure that all teams are developing standards-aligned units and assessments, both formative and summative. Assessments should be standards-aligned and indicate appropriate progress toward curriculum goals as determined by pacing guides and unpacked standards either provided by the district or if not provided, developed by teachers.</p> <p>All core subject areas have standards aligned units of instruction.</p>	Limited Development 09/27/2016		
			<p>Priority Score: 1</p> <p>Opportunity Score: 3</p> <p>Index Score: 3</p>			
<i>How it will look when fully met:</i>			<p>When this objective is fully met, 100% of teachers will be developing and implementing standards-aligned units of instruction. Differentiated lessons will be the norm in all classrooms and formative assessments will be used to monitor student academic progress. Teachers will be working in teams to produce units of study, collaboratively learning and contributing to the products from professional learning community meetings. Units developed will be constructed with intentional focus on vertical and horizontal planning. * Aligned Units created in PLCs            *Evidence of aligned instruction through observations/walkthrough data            *Common Assessments being analyzed in PLCs            *Student work is being analyzed in PLCs</p>	<b>Objective Met 10/13/21</b>	<b>Karen Ellis</b>	<b>06/29/2021</b>
<i>Actions</i>						
	10/11/16	Develop post-unit assessments that are clear and specific and would provide evidence of mastery consistent with the criteria established.		Complete 11/14/2017	Wesley Auman	10/30/2017
<i>Notes:</i> Work in progress during PLCs. Due to staff surveys, science teachers are implementing more pre/post assessments than other content areas.						
	9/4/17	Distribute and/or create Pacing Guides for all standards within a subject and grade level aligned to NCDPI test specifications.		Complete 11/14/2017	Katherine Bowie	10/30/2017
<i>Notes:</i> Distributed, shared and stored within Canvas						
	9/4/17	Create, implement and monitor the schedule of meetings for Professional Learning Communities for all teachers.		Complete 11/14/2017	Noelle Leslie	10/30/2017
<i>Notes:</i>						

9/4/17	Assess areas of need for PD within each of the PLC/Content Area groups.	Complete 11/14/2017	Katherine Bowie	10/30/2017
<i>Notes:</i>				
10/11/16	Create criteria for mastery based on unpacked standards and subject area scope and sequence. Use common formative assessments to identify if students have met mastery based on set criteria.	Complete 11/14/2017	Darla Page	10/31/2017
<i>Notes:</i> Worked on common assessments, benchmarks created for us. ELA common assessments are open ended, although standards are aligned to GCS pacing guide.				
10/11/16	Work in professional learning communities to develop concepts, principles, and skills that will be covered within the unit for units that do not have district-created unpacked standards documents. For those subject areas where unpacked standards are provided, professional learning communities will work collaboratively to develop scope and sequence as to how the content will be covered.	Complete 09/11/2018	Wesley Auman	12/13/2017
<i>Notes:</i> Meeting weekly in PLCs. Working on unpacking objectives and tying them into the curriculum.				
9/4/17	Provide PD for identified areas of need for PLC groups.	Complete 05/31/2018	Katherine Bowie	05/31/2018
<i>Notes:</i>				
9/15/17	Utilize the Framework for Balanced Literacy to enhance instruction and ensure individual needs are being addressed.	Complete 06/04/2018	Noelle Leslie	06/04/2018
<i>Notes:</i>				
10/10/17	8th Grade ELA and Math Teachers attend PD provided by the district Curriculum Coaches.	Complete 06/29/2019	Darla Page	06/29/2018
<i>Notes:</i>				
10/1/18	Math teachers will implement Illustrative Math with all students in 6th & 7th grade as well as students in Accelerated Math 8.	Complete 06/28/2019	Rodney Morgan	06/28/2019
<i>Notes:</i>				
9/30/19	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn.	Complete 11/01/2019	Katherine Bowie	10/30/2019
<i>Notes:</i> This action step comes from our work with the MTSS Framework and Staff PD.				
9/30/19	Teachers will work in PLCs to complete an organized PLC planning form 2 times per quarter. This work will support the work of MTSS by looking at Core Instruction and planning for Tier 1 and 2 strategies.	Complete 06/30/2020	Katherine Bowie	06/30/2020
<i>Notes:</i>				
<b>Implementation:</b>		10/13/2021		

<b>Evidence</b>	10/5/2020 Teacher understand the plan-assess-analyze cycle and will continue to have PLCs around this model.			
<b>Experience</b>	10/5/2020 Throughout the school, we monitored and adjusted the PLC planning document to meet the needs of our teachers. Teachers posted in the shared document their actions for the meeting in the plan-assess-analyze cycle of instruction.			
<b>Sustainability</b>	10/5/2020 The CF and admin team will continue to monitor PLCs to make sure teachers are continuing to plan within the plan-assess-analyze cycle of instruction.			

<b>Core Function:</b>			<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>			<b>Practice 3C: Remove barriers and provide opportunities</b>			
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Curriculum Nights, including UNITE night, are planned for rising 6th grade parents to tour NGMS, meet with 6th grade teachers, and hear about curriculum opportunities for their upcoming middle schooler. 8th grade students hear from high school counselors, choice opportunities, and tour NGHS. These happen in conjunction with the upcoming registration process so they are timely.	Limited Development 10/23/2024		
			Priority Score: 1	Opportunity Score: 3	Index Score: 3	
<b>How it will look when fully met:</b>			Curriculum Nights, Unite Night, Choice Fair presentations, and high school counselor presentations occur so that all students are aware of their opportunities for next steps in schooling.	<b>Objective Met 04/04/25</b>	<b>Tierra Johnson</b>	<b>03/31/2025</b>
<b>Actions</b>						
	10/23/24	The following activities are scheduled: Unit Night, high school counselor presentations, choice fair opportunities, etc.		<b>Complete 04/04/2025</b>	Tierra Johnson	03/31/2025

Notes:				
Implementation:		04/04/2025		
Evidence	4/4/2025			
Experience	4/4/2025			
Sustainability	4/4/2025			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4A: Build a strong community intensely focused on student learning			
	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:			Teacher/Admin Data Meetings (TAD) are scheduled every other week to address attendance and behavior concerns. Counselors and, as needed, the social worker attend these meetings. Students who are lifted up during these times, are then referred to our ILT team where action items are put into place to address these student needs. Items may include, but aren't limited to: referring to our mental health therapist, check in/check out with counselor or admin, home visits, etc.	Limited Development 10/23/2024		
How it will look when fully met:			All teachers to feel adequate in their abilities to address student behavior and mental health needs. NC Teaching and Working Conditions survey question, 'This school uses positive behavioral interventions and supports.' would be used as data to show objective has been met with 100% of staff stating that they either agree or strongly agree.		Tierra Johnson	06/30/2026
Actions				0 of 1 (0%)		
10/23/24		Teachers will bring concerns about student behavior and mental health to TAD meetings.			Tierra Johnson	06/13/2025
Notes:						



Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The school regularly communicates with families via the school website, social media, Connect-Ed, and the weekly PTSA newsletter. We ensure that information regarding the curriculum is communicated at Open House and our Walk the Schedule Night. Individual teachers and teacher teams communicate with families about current course progress and the content of classes. We can improve in our consistency of communication and fidelity in the topics included on a regular basis.	Limited Development 10/12/2016		
			Priority Score: 2                      Opportunity Score: 2                      Index Score: 4			
How it will look when fully met:			The school regularly communicates with families via the school website, social media, Connect-Ed, and the weekly PTSA newsletter. We ensure that information regarding the curriculum is communicated at Open House and our Walk the Schedule Night. Individual teachers and teacher teams communicate with families about current course progress and the content of classes. Monitored and consistent communication of agreed upon topics included on a regular basis are shared by all teacher groups.	Objective Met 08/18/22	Johnathan Moore	06/30/2022
Actions						
	9/13/17	Teams will send newsletters to parents bi-monthly. Administration will set up Open House, Team Nights and send weekly connect ed phone calls and voice messages. Admin will incorporate Facebook and Twitter into the forms of outreach for families.		Complete 09/07/2018	Rachel McConoughey	06/02/2019
Notes:						
	12/11/19	Middle Years Newsletters will be sent monthly by teacher teams. The Newsletter will also be posted on our school website.		Complete 06/26/2020	Theresa Hunter	03/26/2020
Notes:						
	10/5/20	During our remote learning environment, we will create a FLOW chart for students, staff and families for Technology Challenges involved with Remote Learning.		Complete 09/18/2020	Johnathan Moore	06/30/2021
Notes:						
	10/13/21	NGMS will hold TEAM Nights in addition to Open House to provide the opportunity for parents to learn about curriculum and teacher expectations from their child's teachers.		Complete 10/13/2021	Karen Ellis	09/30/2021

<i>Notes:</i>				
10/13/21	Reinstate and expand Unite Night to provide information for parents about transitions between schools and within grade levels.	Complete 02/24/2022	Theresa Hunter	01/20/2022
<i>Notes:</i>				
10/13/21	Provide workshops for parents on timely and relative topics.	Complete 12/09/2021	Johnathan Moore	01/31/2022
<i>Notes:</i>				
11/3/21	Provide workshops for parents on timely and relative topics.	Complete 02/24/2022	Katherine Bowie	02/28/2022
<i>Notes:</i>				
11/3/21	Provide workshops for parents on timely and relative topics.	Complete 04/11/2022	Katherine Bowie	03/31/2022
<i>Notes:</i>				
11/3/21	Provide workshops for parents on timely and relative topics.	Complete 05/09/2022	Katherine Bowie	04/30/2022
<i>Notes:</i>				
11/3/21	Provide workshops for parents on timely and relative topics.	Complete 06/15/2022	Katherine Bowie	05/31/2022
<i>Notes:</i>				
<b>Implementation:</b>		08/18/2022		
<b>Evidence</b>	6/26/2020 Newsletters, connect ed message documentation, Facebook posts and twitter feeds provide evidence of completion.			
<b>Experience</b>	9/13/2018 We worked to establish protocols for newsletters and information to be shared.			
<b>Sustainability</b>	6/26/2020 Continued dissemination of information and monitoring of communication systems.			