

Comprehensive Progress Report

Mission: Our mission is to work together with the community to build leaders in an engaging, respectful, and safe environment.

Vision: To create a positive, caring environment for educating successful learners through high quality instruction.

Goals:
 Strategic Goal: By 2021, NB Mills will be at 50% proficiency in reading, and 40% proficiency in math. This is an average of 10% growth each year, over two years. Target Goal A: By EOY 2019, NB Mills will increase 10% proficiency in reading and math. This goal aligns to indicators A4.01, A1.06, and A1.07
 Strategic Goal: By 2021, NB Mills will have 550 or less referrals. Target Goal B: By 2020, NB Mills will decrease from 735 referrals to 650 referrals. This goal aligns to A1.07 and A4.06



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		By May 2020, we will increase 10% proficiency in every subject, every grade level Where are we now with indicator A1.06?: --Overall: Lesson plans are more intentional on putting in strategies; good focus on standards aligning with strategies; teacher intensives have helped us grow by teaching the same standards --Vocabulary: New area of focus (looking at how to be intentional); students are struggling with incorporating vocabulary terms learned into long-term strategies; "word deficit" is a	Limited Development 09/08/2019		

	<p>strong reality (academic vs. rich vocabulary words--Tier 2 and 3)</p> <p>--Higher order thinking: 2nd grade using Venn Diagrams; a big area of growth schoolwide</p> <p>Areas of growth with A1.06</p> <p>--Retention of vocabulary words; lesson planning, HOTS</p> <p>Where do we want to be?</p> <p>Every Teacher will be able to develop and implement all instructional modes on a regular basis. All teachers' lesson plans will reflect a variety of instructional modes. Vocabulary, higher order thinking, and lesson plans will be areas of at least proficiency for every teacher. Peer rounds and critical friends groups will also be used as evidence.</p>			
<p><i>How it will look when fully met:</i></p>	<p>Every Teacher will be able to develop and implement all instructional modes on a regular basis. All teachers' lesson plans will reflect a variety of instructional modes. Vocabulary, higher order thinking, and lesson plans will be areas of at least proficiency for every teacher. Peer rounds and critical friends groups will also be used as evidence.</p>		<p>Sheliah Burnette</p>	<p>05/29/2020</p>
<p>Actions</p>		<p>0 of 11 (0%)</p>		
<p>9/8/19</p>	<p>Every teacher will know who was proficient in the 2018-2019 school year</p>		<p>Ally Myers</p>	<p>09/30/2019</p>

	<i>Notes:</i>			
9/8/19	Every teacher will strengthen the focus on vocabulary through spiral reviews that focus on both academic vocabulary and general vocabulary		Sheliah Burnette	09/30/2019
	<i>Notes:</i> --Additional PD needed from Learning Focused via videos (Sheliah)--9/30 --PD on Flocabulary (Cierra and Sam)--9/30 --Clarify in lesson plans on academic vs. general vocabulary--9/30			
9/8/19	NB Mills will have a vocabulary share-out board to share best practices on teaching vocabulary		Ally Myers	09/30/2019
	<i>Notes:</i> Board (actual board and installation)			
9/8/19	The BOY focus on vocabulary and HOTS will continue through PD and coaching		Sheliah Burnette	09/30/2019
	<i>Notes:</i> --Additional PD needed from Learning Focused via videos (Sheliah)--9/30 --PD on Flocabulary (Cierra and Sam)--9/30 --Clarify in lesson plans on academic vs. general vocabulary--9/30			
9/8/19	Every teacher will incorporate blended learning as a part of regular instructional practices		Sheliah Burnette	05/22/2020
	<i>Notes:</i>			
9/8/19	Every teacher will track the progress of students through unit CA's, progress monitoring, Check-ins, and MOY/EOY assessments		Sheliah Burnette	05/22/2020
	<i>Notes:</i>			
9/8/19	Our EC and ESL department will receive coaching on explicit instructional planning and Tier 2 and 3 supports **TSI indicator for supporting our EC and ESL subgroups		Ally Myers	05/22/2020
	<i>Notes:</i>			
9/8/19	Every teacher will embed spiral reviews into instructional plans		Sheliah Burnette	05/22/2020
	<i>Notes:</i> PD on spiral review (Sheliah), 9/30			
9/8/19	Every teacher will receive professional development and support on project-based learning in the classroom		Sheliah Burnette	05/22/2020
	<i>Notes:</i>			
9/8/19	Every teacher will participate in the critical friends group process in order to strength		Ally Myers	05/22/2020

	grade level core content curriculum and instruction				
<i>Notes:</i> Feedback on teacher intensive agenda					
Schools to visit					
9/8/19	Every teacher will receive weekly lesson plan feedback, and subsequent coaching when necessary, on lesson plans		Administration	05/22/2020	
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Classroom management documents, used the first 2 weeks of school to teach/practice effectively schoolwide expectations, continuing to reteach expectations	Limited Development 09/08/2019		
<i>How it will look when fully met:</i>		100% of teachers will employ positive and effective classroom management strategies on a daily basis		Angel Dalton	05/29/2020
Actions			0 of 6 (0%)		
9/18/19	Our EC and ESL department will receive coaching on Tier 2 and 3 supports **TSI indicator for supporting our EC and ESL subgroups			Ally Myers and M. Ciasulli	09/23/2019
<i>Notes:</i>					
9/8/19	A PBIS system with rewards for positive behaviors will be incorporated into daily instructional practices			Angel Dalton	05/22/2020
<i>Notes:</i>					
--Set up a calendar of events (for rewards) --Clarify reward periods (for example, spring break may need more frequent rewards)					
9/8/19	Every teacher will maintain parent contact logs			Angel Dalton	05/22/2020
<i>Notes:</i>					
--Google form as a tracking document (log maintained with at least 5 parent contacts per week)					

9/8/19	Every teacher will participate in peer observations on classroom management		Angel Dalton	05/22/2020
<i>Notes:</i> --Using a classroom management rubric, they will complete the sheet (TAG: Tell one thing you like, Ask a question, Give a suggestion)				
9/8/19	On-going coaching will be provided to teachers on classroom management when necessary		Angel Dalton	05/22/2020
<i>Notes:</i>				
9/8/19	Every teacher will create and reinforce processes and procedures		Angel Dalton	05/22/2020
<i>Notes:</i>				

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>		PLCs are in place but without the EC teachers and ELL teacher involved. Teacher's create lesson plans but not unit plans.	Limited Development 11/15/2016		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

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>		NB Mills utilizes MTSS process that allows for the early identification of students who are not achieving academically and behaviorally. This process incorporates frequent monitoring of student progress to assist teams in making decisions about academic and behavioral goals. A solid plan and implementation of Tier 1 core commitments for reading and math (with a focus on core instruction, high quality PLC's, Weekly teacher lesson plans aligning with the curriculum and high yield instructional strategies, iReady reports) and	Limited Development 11/15/2016		

	<p>behavior (with a focus on a comprehensive plan to support students with behavioral and social/emotional needs thru teacher recommendations, Educators Handbook, House Meetings, Morning Meetings and Second Step Curriculum). The plan for implementation of interventions for Tier 2 and Tier 3 are in place for Reading and Math (with a focus on pulling students for reading and math remediation, iReady reports, EC and ESL Identified and RTI Stored) and behavior (with a focus on repeat offenders in Educators Handbook, parent conferences, CICO forms for the student, universal expectations and reward system from PBIS).</p>			
<p>How it will look when fully met:</p>	<p>All of the NB Mills teachers will implement MTSS, academic and behavior, authentically and seamlessly with fidelity. MTSS begins with solid core instruction. Grade levels will develop instructional commitments, based on district expectations and student needs, to ensure quality instruction We will analyze our core instruction to make improvements through PLC meetings, Grade Level meetings, Data meetings and Intensives. All students who are below grade level, or not making adequate growth, will receive research based interventions in a timely manner to help close gaps. Any student consistently displaying disruptive behavior will receive behavior interventions to correct behaviors to allow student to meet school expectations. All interventions will be documented in the following: RTI Stored, Educators Handbook, CICO sheets, Behavioral Contracts, Behavioral Intervention Plans, Functional Behavior Assessment (FBA), ABC checklist and alternative suspensions</p> <p><u>Data and Resources used:</u></p> <p>RTI Stored</p> <p>Educators Handbook</p> <p>CICO Sheets</p> <p>ABC Checklist</p> <p><u>NB Mills Universal Data for Academics:</u></p> <p><u>NB Mills Unit and Fluency Data:</u></p>		<p>Sheliah Burnette</p>	<p>05/29/2020</p>
<p>Actions</p>		<p>1 of 17 (6%)</p>		
<p>9/18/19</p>	<p>Current Student MTSS TIER placement -T2/T3</p>	<p>Complete 08/27/2019</p>	<p>Ally Myers and Maura Ciasulli</p>	<p>08/27/2019</p>

<i>Notes:</i>			
9/18/19	Beginning of year MTSS RTI Stored		Administration, Ally Myers and Maura Ciasulli 09/25/2019
<i>Notes:</i>			
9/18/19	Grade Level MTSS Tier 1 core instruction meeting		Ally Myers 09/27/2019
<i>Notes:</i>			
9/18/19	MTSS MOY Tier 1,2 & 3 Goals in Academics and Behavior		Ally Myers and Maura Ciasulli 01/07/2020
<i>Notes:</i>			
9/18/19	MTSS RTI Stored Closure Meeting		Administration 05/12/2020
<i>Notes:</i>			
9/18/19	MTSS cycle update meetings for students. (Progress Monitoring-Behavioral and Academically)		Ally Myers and Maura Ciasulli 05/22/2020
<i>Notes:</i>			
9/18/19	MTSS Tier 3 meetings (Behavioral and Academically)		Ally Myers and Maura Ciasulli 05/22/2020
<i>Notes:</i> 10/25 12/6 1/31 3/27 4/24			
9/18/19	Weekly PLC Meetings		Administration 05/22/2020
<i>Notes:</i>			
9/18/19	Intensives		Administration 05/22/2020
<i>Notes:</i>			
9/18/19	Teacher Lesson Plan Review and Feedback		Administration 05/22/2020
<i>Notes:</i>			
9/18/19	Weekly Leadership Meetings (Administration) Data Analysis		Sheliah Burnette 05/22/2020
<i>Notes:</i>			
9/18/19	MTSS Behavioral CICO sheets for Tier 2 & 3 students		Maura Ciasulli 05/22/2020
<i>Notes:</i>			
9/18/19	Guidance Counsellor Small groups, Social Skills training		Maura Ciasulli 05/22/2020

<i>Notes:</i>					
9/18/19	Case Management including of Tier 2 & 3 intervention. (coaching for students and teachers)			Maura Ciasulli	05/22/2020
<i>Notes:</i>					
9/18/19	Tier 3 Behavior Plans as needed			Maura Ciasulli	05/22/2020
<i>Notes:</i>					
9/18/19	C&I Grade level meetings			Ally Myers	05/22/2020
<i>Notes:</i>					
9/18/19	EOY Tier 1,2 and 3 Reflection and Review			Administration	05/26/2020
<i>Notes:</i>					
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
<i>Initial Assessment:</i>	Teachers have awareness of students' emotional needs of students. Our resources are limited compared to the needs of this school. Teachers continually need training.		Limited Development 11/15/2016		
<i>How it will look when fully met:</i>	By May 2020, we will decrease our disciplinary referrals by 12%. As result of the improvement in this indicator, our goals for this year will be reached			James Mabry	05/29/2020
Actions			0 of 5 (0%)		
9/8/19	Students in Tier 2 and Tier 3 will receive research-based interventions with fidelity			James Mabry	09/22/2019
<i>Notes:</i>					
9/8/19	Quarterly reward celebrations will be given for students who have met behavioral expectations			James Mabry	05/22/2020
<i>Notes:</i>					
9/8/19	Every staff member will facilitate daily morning meetings			James Mabry	05/22/2020
<i>Notes:</i>					
9/8/19	Morning meetings, twice a week, will incorporate Second Step curriculum			James Mabry	05/22/2020
<i>Notes:</i>					
9/8/19	The Houses of NB Mills will continue to be an initiative to support relationships between student to student, student to staff, and staff to staff			James Mabry	05/22/2020

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>		Iredell-Statesville Schools has a District Support and a District Improvement Team that are responsible for the work set forth in regards to the LEA indicators. Currently, the District Support Team meets quarterly with school administrative teams followed by a closed session support meeting with the principal and executive leadership to assess school progress, needs, and priorities. The District Support team monitors progress toward meeting School Improvement goals. Each principal also meets with Executive Cabinet members at mid-year and end of year to review progress and address next steps. The District Improvement team consists of the following: Deputy Superintendent of Curriculum, Title I/ESL Director, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Coordinator of Disability Services, Assistant Principal, Principal, Teacher of the Year, Director of Elementary Curriculum Support, Director of Secondary Curriculum Support, Executive Director of Professional Development & Support, and parent representation. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms.	Limited Development 11/15/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	Objective Met 05/22/18	Sheliah Burnette	08/30/2017
Actions					
<i>Evidence</i>		5/22/2018			
<i>Experience</i>		5/22/2018			
<i>Sustainability</i>		5/22/2018			

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>		Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.	Limited Development 11/15/2016		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.	Objective Met 10/16/17	Sheliah Burnette	09/30/2017
Actions					
	3/2/17	Develop schedules for quarterly site visits and data analysis	Complete 03/30/2017	Melanie Taylor	03/31/2017
<i>Notes:</i>					
	3/2/17	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/10/2017
<i>Notes:</i> Real time completion will by systematically revisited Keys To Literacy Letterland Keys to Vocabulary Math Foundations					

	TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
3/2/17	Develop continuum of professional development opportunities.	Complete 08/08/2017	Jed Stus	08/10/2017
	<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			
3/2/17	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly starting 2nd quarter.	Complete 08/08/2017	Jed Stus	08/30/2017
	<i>Notes:</i>			
3/2/17	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	09/10/2017
	<i>Notes:</i> Real time completion will by systematically revisted Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing			

Core Function:	Dimension E - Families and Community
Effective Practice:	Family Engagement

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>	Efforts to reach out to parents currently include social media, the NBM website, and weekly Connect-ed phone calls. A focus on customer service, in ensuring parents feel welcomed, is a noted area of growth from the school improvement team. A focus on outreach, in meeting the needs of parents with limited access to phones, internet, and transportation, is also a noted area of growth (as noted by substantial hardships in communicating with parents.) A parent teacher organization does not currently exist. Community support has been solicited and utilized, although it has been--at times--fragmented.		Limited Development 11/15/2016		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>	The ultimate goal of our focus on parent involvement is two-fold: 1) We would like to increase student enrollment. NB Mills has a capacity of 500+ students, and our current enrollment is about 375. Maximum student enrollment will be the by-product of a focus on action steps directed towards parent communication, customer service, and marketing; and 2) We would like to increase parent involvement in their students' educational plans, parent satisfaction with customer service at NBM, and parent outreach in supporting the needs of families with limited phone, internet, and transportation. Ultimately, increased parent involvement will contribute towards higher student attendance and increased student achievement.		Objective Met 09/19/19	Sheliah Burnette	06/12/2020
Actions					
11/22/16	Grade level newsletter copies will be made through the office.		Complete 01/24/2017	Kim Mitchell	01/31/2017
	<i>Notes:</i> Turn in to Mrs. Mitchell's office or email her with a number of copies needed.				
12/13/16	Olivia Price will make sure Kindergarten will send home and post electronically the monthly newsletter.		Complete 01/24/2017	Olivia Price	01/31/2017
	<i>Notes:</i>				
12/13/16	Donna Grant will make sure 1st grade will send home and post electronically the monthly newsletter.		Complete 01/24/2017	Donna Grant	01/31/2017
	<i>Notes:</i>				
12/13/16	Paige Hudson will make sure 2nd grade will send home and post electronically the monthly newsletter.		Complete 01/24/2017	Paige Hudson	01/31/2017
	<i>Notes:</i>				
12/13/16	Diana Schnebelt will make sure 3rd grade will send home and post electronically the monthly newsletter.		Complete 01/24/2017	Diana Schnebelt	01/31/2017

<i>Notes:</i>				
12/13/16	Tina Tutterrow will make sure 4th grade will send home and post electronically the monthly newsletter.	Complete 01/24/2017	Allison Chundrlek	01/31/2017
<i>Notes:</i>				
12/13/16	Colleen Mulcahy will make sure 5th grade will send home and post electronically the monthly newsletter.	Complete 01/24/2017	Colleen Mulcahy	01/31/2017
<i>Notes:</i>				
1/24/17	Goal teams will take ownership of creating next steps (tasks) so that more voices are heard.	Complete 02/07/2017	Lisa Brooks	02/08/2017
<i>Notes:</i> Lisa will create a Google document to capture notes/agenda.				
2/28/17	Auditorium grand opening celebration - 5th grade is performing - parents invited and announced on Facebook.	Complete 03/10/2017	Cindy Marshall	03/10/2017
<i>Notes:</i>				
5/23/17	Mother's Day Luncheon - Kindergarten Kinders invited all moms to come and eat lunch with their children to celebrate Mother's Day.	Complete 05/11/2017	Olivia Price	05/11/2017
<i>Notes:</i> Teachers decorated tables. Parents signed up if they wanted cafeteria food so cafeteria staff was prepared ahead of time. Almost all students had an adult join them for lunch that day.				
2/28/17	Open the Parent Resource Room - Hours of operation - Monday 5-7/Wednesday 4-6 Parents must attend with students Staffed by a teacher - paid with Parent involvement monies	Complete 06/01/2017	Kim Mitchell	06/01/2017
<i>Notes:</i>				
10/1/17	A parent teacher organization, consisting of NB Mills parents, will be formed	Complete 10/12/2017	Nichole Tilley	06/15/2018
<i>Notes:</i>				
10/1/17	NB Mills will host a fall and spring event that focuses on school spirit/pride, bringing parents onto the campus of NB Mills, and recruiting for parent involvement.	Complete 05/04/2018	Sheliah Burnette	06/15/2018
<i>Notes:</i>				
10/2/17	Quarterly parent conferences	Complete 06/15/2018	Nichole Tilley	06/15/2018
<i>Notes:</i>				
10/2/17	Begin utilizing PS parent portal to increase parent communication with student achievement	Complete 09/19/2018	Sheliah Burnette	06/15/2019

	<i>Notes:</i> We provided PS log-ins to parents during our back to school parent night			
10/1/17	A comprehensive, tiered plan to encourage student attendance and involve parents when attendance issues arise will be implemented with fidelity.	Complete 09/19/2019	Maura Ciasulli and Michelle Freze	06/15/2019
	<i>Notes:</i>			
10/1/17	Strategic marketing steps will be developed to counteract negative images of NB Mills within the community, with efforts to increase student enrollment.	Complete 09/19/2019	Latoya Caesar	06/15/2019
	<i>Notes:</i> Marketing steps will include positive coverage in the newspapers, increased social media presence, and student/staff pride that translates into "word of mouth" excitement for being a part of the NB Mills community.			
10/1/17	A comprehensive community involvement plan will be developed to capitalize on community efforts in supporting NB Mills students, as well as maximize the level of financial and volunteering support offered to the NB Mills community.	Complete 09/19/2019	Latoya Caesar	06/15/2019
	<i>Notes:</i>			
10/1/17	NB Mills will host fall and spring ELL parent conferences.	Complete 09/19/2019	Catherine Hamilton- Gensen and Nalee Vang	06/15/2019
	<i>Notes:</i> These conferences will include the ESL teacher, district-level interpreters, regular education teachers, student services personnel (when necessary,) and administration (when necessary.) These conferences will focus on communicating student progress for Spanish-speaking families. The first ELL conference was held on Nov. 13, 2018.			
10/1/17	At least two Framework of Poverty PD sessions for staff members, focused on maximizing student support and parent satisfaction.	Complete 07/31/2019	Sheliah Burnette	06/15/2019
	<i>Notes:</i> NB Mills has agreed to a collaborative PD session with Statesville Middle and Statesville High. It is an all-day PD session on July 31, 2019.			
11/22/16	Weekly Connect-Ed messages to parents, in both voice and email, on updates, expectations, and special events.	Complete 09/19/2019	Sheliah Burnette	06/15/2019
	<i>Notes:</i> We will use Remind 101 to send emails, and Connect Ed to send voicemails.			
10/1/17	NB Mills will host at least two parent outreach events, within the community, with efforts to attract parents with limited phone, internet, and transportation.	Complete 09/19/2019	Sheliah Burnette	06/15/2020
	<i>Notes:</i>			
11/22/16	Update staff webpages, refresher on webpage in PLC	Complete 09/19/2019	Olivia Price	06/15/2020
	<i>Notes:</i> This is an on-going need that requires regular checks for implementation and fidelity			

- 1 - Can everyone log on?
- 2 - Updating web page
- 3 - Upload newsletters
- 4 - Create grade level links

Implementation:		09/19/2019		
Evidence	9/19/2019			
Experience	9/19/2019			
Sustainability	9/19/2019			