

## Comprehensive Progress Report

**Mission:** We will deliver purposeful instruction in an adaptive environment while creating a positive and healthy community.

**Vision:** Creating happy, healthy, empowered students who live up to their potential.

**Goals:**

Overall Strategic Goal for 2020-2023: By the end of the 2022-2023 school year, students at NIMS will increase their overall proficiency on the Reading, Math and Science End of Grade tests by 8 percentage points over the 2018-2019 proficiency results, raising our overall proficiency from 62% to 70%. Target Goal: By the end of the 2020-2021 school year, our students will increase their proficiency in each subject area by 4%. (Math will increase from 59.1% to 63%, Reading will increase from 59.4% to 63%, and science will increase from 78.3% to 82.3%). This will be achieved by meeting the following goals:

Strategic Goal for A 1.06: By the end of the 2022-2023, 100% of teachers will provide instruction that is aligned to the content standards and presented in a variety of modes: teacher-directed whole class; teacher-directed small group; independent work; computer-based, as measured by classroom walkthrough data, observational data, and weekly professional learning community minutes. Target Goal: By the end of the 2020-2021 100% of teachers will be aligned to the Content Standards by following the Iredell-Statesville Schools pacing guides and teacher-directed, small group Instruction will increase from a baseline of 12% to 30%.

Strategic Goal for A 2.08: By the end of 2022-2023, 100% of teachers will teach and model the AVID metacognitive strategies of Essential Questioning and Focused Note taking and will implement WICOR strategies into their classroom instruction as measured by classroom walkthroughs and observational data. Target Goal: By the end of the 2020-2021 school year, all teachers will have an essential question posted for each lesson and will be using focused note taking strategies at least twice per week. By the end of the second semester, all teachers will be implementing at least two of the WICOR strategies into each lesson.

Strategic Goal for A 1.04 By the end of the 2022-2023 school year, 100% of our teachers will use progress monitoring and assessment data to apply research based intervention strategies in order to maximize Tier 1 and Tier 2 instruction for all students as evidenced through intervention plans, lesson plans, classroom walk through data and observations. Target goal: By the end of the 2020-2021 school year, academic teachers will have fluid intervention groups based on student need and will implement differentiated instructional plans in all Bear Boost intervention classes and all academic teachers will have provided differentiated interventions during Core instruction to provide support for students who need enrichment and/or intervention.

Strategic Goal for A 1.07: By the end of the 2022-2023 school year, All teachers will use PBIS and morning meetings to improve the overall climate for staff and students by reducing the behaviors that result in office disciplinary referrals; thus reducing the number of office referrals by 30% from the 2019-2020 school year. Target Goal: By the end of the 2020-2021 school year, All teachers will use PBIS strategies in their classroom to reward positive behaviors, which will be supported by character development lessons taught during morning meetings.



Activity in the last 3 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are using various types of assessment data to analysis student progress and develop methods for maximizing Tier 1 instruction for students while differentiating based on academic gaps. Tier 2 intervention time has been set up for students in Reading and Math with the following criteria: (1) Teachers who have knowledge of content area and demonstrate strength in that specific area, (2) Students who have score below grade level on a consistent basis on iReady diagnostics in Reading and/or Math, (3) Methods, materials, and strategies for support are research-based and consistent with students' area(s) of need.	Limited Development 09/01/2020		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<ul style="list-style-type: none"> <li>* Fully implemented weekly PLC meetings where teachers are working together to align classroom instruction to state standards using I-SS Curriculum Guides/Pacing maps. PLC agenda/minutes that show a systematic approach for Core instruction with differentiation based on students' academic needs.</li> <li>* Fully implemented Tier 2/3 intervention time that is built into the daily schedule. Using various forms of data to ensure that students are placed into intervention/enrichment groups based on academic needs.</li> <li>* Systematic approach for analyzing data that supports the movement of students within MTSS Tiers.</li> <li>* Using research-based strategies that support students' academic needs.</li> </ul>		Heather Dollevoet	06/04/2021
<b>Actions</b>			<b>7 of 16 (44%)</b>		
	9/6/20	Develop PLC agenda that supports the following information: Curriculum/pacing guides, Assessments/Data analysis & Next steps, Tier 2/3: Bear Boost, Other	Complete 08/21/2020	Heather Dollevoet	08/21/2020
		<i>Notes:</i> Specific information and topics will be added to PLC agendas based on needs.			

9/6/20	Develop PLC schedule with Content Coaches	Complete 08/24/2020	Heather Dollevoet	08/24/2020
	<i>Notes:</i>			
9/6/20	Create Goal Teams	Complete 08/28/2020	Tonya Houpe	08/28/2020
	<i>Notes:</i> New goal teams needed to be developed based on needs of students.			
9/6/20	PLC/MTSS Shared Drive Folder	Complete 08/28/2020	Heather Dollevoet	08/31/2020
	<i>Notes:</i>			
9/6/20	Administer iReady Diagnostic (1) in Reading and Math	Complete 08/28/2020	Heather Dollevoet	08/31/2020
	<i>Notes:</i>			
9/6/20	Data Analysis of iReady Diagnostic in PLCs	Complete 09/02/2020	Heather Dollevoet	09/02/2020
	<i>Notes:</i> - Place iReady diagnostic results on 20-21 NIMS Testing spreadsheet			
9/6/20	Goal Team Meeting: Elect Chairperson & BOY Objective Review	Complete 09/02/2020	Heather Dollevoet	09/04/2020
	<i>Notes:</i>			
9/6/20	Completion (by students) of 45 minutes of iReady online lessons in Reading and Math		NIMS teachers	09/09/2020
	<i>Notes:</i>			
9/6/20	Administer Science & Social Studies Baseline Assessments		Gayle Crater	09/11/2020
	<i>Notes:</i> Science for Grades 6 & 7 Social Studies for Grades 6, 7, 8			
9/6/20	Data Analysis of Science & Social Studies Baselines		Heather Dollevoet	09/21/2020
	<i>Notes:</i> in PLCs			
9/6/20	Development & Implementation of Bear Boost intervention/enrichment groups		Heather Dollevoet	10/02/2020
	<i>Notes:</i> Data will be reviewed during monthly Data Days			
9/6/20	Administer iReady growth monitoring mini-assessments		Heather Dollevoet	10/02/2020
	<i>Notes:</i>			
9/6/20	Data analysis on NC Check-In		NIMS Teachers	10/09/2020
	<i>Notes:</i>			
9/6/20	Goal Team meeting: Implementation of Mini-Committees		Tonya Cassidy	10/23/2020
	<i>Notes:</i>			
9/6/20	Administer NC Check-In in Reading, Math, & 8th Science		Gayle Crater	10/30/2020
	<i>Notes:</i>			
9/6/20	Re-establish Bear Boost intervention groups based on NC Check-In data		NIMS teachers	11/13/2020

Notes:

<i>Implementation:</i>		09/06/2020		
<i>Evidence</i>	9/6/2020 PLC agenda has been developed and implemented into all core content PLCs.			
<i>Experience</i>	9/6/2020 Developing PLC agenda based on need for more fidelity with core instruction (Tier1).			
<i>Sustainability</i>	9/6/2020 Monitoring PLC minutes and making adjustments to PLC agenda based on specific information			
<b>A1.06</b>	<b>ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Currently, most teachers use whole group instruction 88% of the time. Due to the COVID-19 pandemic, our schools are serving students on a hybrid model, forcing our teachers to deliver instruction virtually 3 out of 5 days per week, to 83% of the student body, while the remaining percentage of the student body receives 100% virtual instruction. Teacher-led, small group instruction for to close specific learning gaps is not present in the majority of the classrooms.	Limited Development 09/08/2020		

<p><b>How it will look when fully met:</b></p>	<p>When fully met, the teachers at NIMS will be responsive to the learner's needs. Based on data, the teachers will form groups in the core classroom for teacher-directed, small-group instruction. These groups will be based on informal assessments such as pre-tests, quick assessments during or after instruction, and more formal assessments such as tests, benchmarks, Diagnostic assessments, or NC Check-in Data.</p> <p>"The groupings should be fluid, rearranged frequently in response to particular learning needs. Because groups are formed to address particular learning needs, they will vary from time to time in number of members and in the time devoted to them (Good &amp; Brophy, 2000). Small groups may also be employed for student-directed learning, with instructions provided by the teacher, and are especially effective for cooperative learning and peer-to-peer learning."</p> <p>Additionally, teachers will effectively use technology platforms and resources for organization and instruction. Teachers will use technology to "individualize instruction, provide a well-organized presentation of material, offer feedback, and allow students to progress at their own rate."</p> <p>The computer-based instruction must be aligned to the standards and match what is being taught face to face in order to provide a natural extension of the classroom instruction. Teachers will have to assess what students know independently of the online programming.</p>		Erin Walle	06/11/2021
<p><b>Actions</b></p>		<p><b>1 of 11 (9%)</b></p>		
<p>9/8/20</p>	<p>Review testing data, teacher feedback, and observations from the 2019-2020 school year.</p>	<p>Complete 07/01/2020</p>	<p>Tonya Houpe</p>	<p>07/01/2020</p>
<p>Notes:</p>				

9/8/20	Establish Excellent Educators Goal Team		Tonya Houpe	08/26/2020
	<i>Notes:</i>			
9/8/20	Elect a chair for the Excellent Educators Goal Team.		Tonya Houpe	08/28/2020
	<i>Notes:</i>			
9/8/20	Review testing data, teacher effectiveness data, and school performance data.		Tonya Houpe	08/28/2020
	<i>Notes:</i>			
9/8/20	Create a SMART goal and deployment steps in order to address the needs.		Erin Walle	09/09/2020
	<i>Notes:</i>			
9/8/20	Create a staff survey to determine needs of the staff- Canvas needs, online resources, needs for small group instruction, etc.		Gayle Crater	09/23/2020
	<i>Notes:</i>			
9/8/20	Perform classroom walk throughs with a focus on instructional modalities.		Tonya Houpe	09/23/2020
	<i>Notes:</i>			
9/8/20	Review Staff Survey results		Gayle Crater	10/07/2020
	<i>Notes:</i>			
9/8/20	Review classroom walk-through data		Gayle Crater	10/21/2020
	<i>Notes:</i>			
9/8/20	Assign goal team members to research effective practices and/or identify educators on campus or within the district to provide training/coaching to staff.		Gayle Crater	10/21/2020
	<i>Notes:</i>			
9/8/20	Review the implementation of training, classroom walk-through data, and staff feedback to form additional steps.		Tonya Houpe	11/04/2020
	<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
<b>Initial Assessment:</b>			We currently have universal PBIS expectations established. However, we are in need of a "reboot" in order to have clear, school-wide expectations of these practices. We also have lessons for morning meetings, all not currently holding all staff members accountable for holding these meetings.	Limited Development 09/08/2020		
<b>How it will look when fully met:</b>			When fully implemented, the students and staff of NIMS will have a sense of belonging and ownership of the processes. All classrooms will have clear expectations with a focus on the school-wide norms, as established by the PBIS matrix. Students will be positively reinforced for following PAWS expectations and office referrals will decline by at least 30%.		<b>Nichole Lentz</b>	<b>06/11/2021</b>
<b>Actions</b>				<b>4 of 20 (20%)</b>		
	9/8/20	Review of discipline data.		Complete 07/01/2020	Tonya Houpe	07/01/2020
		<i>Notes:</i>				
	9/8/20	Establish a Healthy, Safe, & Responsible Goal Team.		Complete 08/26/2020	Nichole Lentz	08/28/2020
		<i>Notes:</i>				
	9/8/20	Elect a chair for the goal team.		Complete 08/26/2020	Nichole Lentz	08/28/2020
		<i>Notes:</i>				
	9/8/20	Establish roles for the goal team and sub- committee		Complete 08/26/2020	Nichole Lentz	08/28/2020
		<i>Notes:</i>				
	9/8/20	Develop a school-wide monthly theme for morning meetings.			Nichole Lentz	08/28/2020
		<i>Notes:</i>				
	9/8/20	Train staff on expectations for morning meetings.			Nichole Lentz	09/16/2020
		<i>Notes:</i>				
	9/8/20	Establish expectations for Morning Meeting lessons- time, delivery, accountability, etc.			Tonya Houpe	09/16/2020
		<i>Notes:</i>				
	9/8/20	Create morning-meeting specific classroom walk throughs instrument.			Nichole Lentz	09/23/2020
		<i>Notes:</i>				
	9/8/20	Develop 2 lessons per week for all teachers to implement, to be shared out in shared Google Folder.			Nichole Lentz	09/23/2020

<i>Notes:</i>			
9/8/20	Revisit and possibly redesign the PBIS matrix.	Nichole Lentz	09/23/2020
<i>Notes:</i>			
9/8/20	Review discipline data.	Tonya Houpe	09/30/2020
<i>Notes:</i>			
9/8/20	Conduct morning meeting specific classroom walk throughs	Heather Dollevoet	09/30/2020
<i>Notes:</i>			
9/8/20	Train staff on the updated PBIS matrix, how to award Bear Bucks, establish working definitions of the expectations.	Tonya Houpe	10/14/2020
<i>Notes:</i>			
9/8/20	Order prizes needed for Bear Bucks Shop	Nichole Lentz	10/14/2020
<i>Notes:</i>			
9/8/20	Post updated matrices throughout the school.	Heather Dollevoet	10/14/2020
<i>Notes:</i>			
9/8/20	Establish a "Bear Bucks Shop" for Bear Bucks, to include a list of rewards and amount of Bear Bucks to earn the rewards. .	Nichole Lentz	10/14/2020
<i>Notes:</i>			
9/8/20	Advertise a student contest to design our new Bear Bucks.	Angie Jackson	10/14/2020
<i>Notes:</i>			
9/8/20	Select Bear Bucks design, make copies, and distribute to teachers.	Nichole Lentz	10/21/2020
<i>Notes:</i>			
9/8/20	Introduce students to the updated PBIS matrix.	Heather Dollevoet	10/21/2020
<i>Notes:</i>			
9/8/20	Review morning meeting walk through data, determine next steps.	Nichole Lentz	10/21/2020
<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.08		ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.(5098)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently are receiving grant funding to have a graduation coach and receive AVID training. The staff was introduced to AVID strategies last year, but this training was not complete and staff was not held accountable for implementing these strategies.	Limited Development 09/08/2020		
<i>How it will look when fully met:</i>		When fully met, the campus of NIMS will be focused on college and career-ready strategies. All teachers will include WICOR strategies into classroom instruction. Students will be able to discuss meta-cognitive strategies such as focused note taking and personal data analysis.		<b>Windy Atkins</b>	<b>06/11/2021</b>
<b>Actions</b>			<b>0 of 9 (0%)</b>		
9/8/20	Establish an AVID Coordinator			Tonya Houpe	07/01/2020
<i>Notes:</i>					
9/8/20	Expand the AVID elective class.			Tonya Houpe	07/01/2020
<i>Notes:</i>					
9/8/20	Train new AVID team members.			Heather Dollevoet	07/01/2020
<i>Notes:</i>					
9/8/20	Review the school-wide assessment rubric.			Laura Lalonde	07/01/2020
<i>Notes:</i>					
9/8/20	Establish an AVID goal team			Tonya Houpe	08/28/2020
<i>Notes:</i>					
9/8/20	Select the focus areas for the 2020-2021 school year			Tonya Houpe	08/28/2020
<i>Notes:</i>					
9/8/20	Train staff on Essential Questions, focused note taking, and WICOR strategies.			Windy Atkins	10/14/2020
<i>Notes:</i>					
9/8/20	Conduct classroom walk throughs and observations with a specific focus on AVID strategies.			Tonya Houpe	10/21/2020
<i>Notes:</i>					
9/8/20	Review classroom walkthroughs and observational data to determine deployment development and determine next steps.			Windy Atkins	11/18/2020

Notes: