

## Comprehensive Progress Report

**Mission:**

To create an encouraging and positive environment that will engage all stakeholders through intentional communication and focused core instructional practices.

**Vision:**

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

**Goals:**

Strategic Goal: By 2022, 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 2023, 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 2022, NB Mills will reduce the number office disciplinary referrals from 444 to 300.



! = Past Due Objectives      KEY = Key Indicator

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
<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 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	Limited Development 11/15/2016		

	student, universal expectations and reward system from PBIS).			
<b>How it will look when fully met:</b>	<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><b><u>Data and Resources used:</u></b></p> <p>RTI Stored</p> <p>Educators Handbook</p> <p>CICO Sheets</p> <p>ABC Checklist</p> <p><b><u>NB Mills Universal Data for Academics:</u></b></p> <p><b><u>NB Mills Unit and Fluency Data:</u></b></p> <p>2021-2022 Academic Data:</p>		<b>Jonathan Nicastro</b>	<b>06/24/</b>
<b>Actions</b>		<b>47 of 60 (78%)</b>		
9/15/21	Everyday SEL Training	Complete 07/29/2021	Jamie Mabry	07/28/
	<i>Notes:</i>			
9/15/21	mClass Training K-3	Complete 08/03/2021	Ally Myers	08/03/
	<i>Notes:</i>			

9/15/21	MTSS Academic and Behavior Planning Meeting	Complete 08/03/2021	Donna Grant, Maura Ciasulli	08/03/2021
	<i>Notes:</i>			
9/15/21	3rd Grade BOG	Complete 08/20/2021	Jamie Mabry	08/20/2021
	<i>Notes:</i>			
9/15/21	mClass BOY K-3	Complete 08/25/2021	Jamie Mabry	08/25/2021
	<i>Notes:</i>			
9/15/21	K-2 Bridges Training	Complete 08/27/2021	Ally Myers	08/27/2021
	<i>Notes:</i>			
9/15/21	TIP: Tiered Intervention Paperwork Meeting	Complete 09/02/2021	Donna Grant	09/02/2021
	<i>Notes:</i>			
9/15/21	Title 1/ Curriculum night		Jonathan Nicastro	09/30/2021
	<i>Notes:</i>			
9/15/21	NB Mills Science Fair		Michael Culbreth	10/27/2021
	<i>Notes:</i>			
9/15/21	Progress Monitor Tier 2 & 3 students		Donna Grant	11/05/2021
	<i>Notes:</i>			
9/15/21	Progress monitor Tier 3 students		Cierra Ferguson	12/02/2021
	<i>Notes:</i>			
9/15/21	Analyzing NC Check-in Data		Jamie Mabry	05/04/2022
	<i>Notes:</i>			
9/15/21	HDC Meetings (House System)		Cierra Ferguson	06/24/2022
	<i>Notes:</i>			
9/15/21	Grade Level Monthly Newsletters to update parents on the upcoming standards and possible supports at home.		Caitlin Synder	06/24/2022
	<i>Notes:</i>			

9/15/21	Goal Team Meetings		Jonathan Nicastro	06/24/	
<i>Notes:</i>					
9/15/21	Staff Meeting		Jonathan Nicastro	06/24/	
<i>Notes:</i>					
9/15/21	Leadership Meetings		Jonathan Nicastro	06/24/	
<i>Notes:</i>					
9/15/21	Lesson Plan Checks		Administration	06/24/	
<i>Notes:</i>					
9/15/21	Teacher Assistant PLC		Jamie Mabry	06/24/	
<i>Notes:</i>					
9/15/21	Grade level PLC's		Ally Myers	06/24/	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target</b>
<i>Initial Assessment:</i>	Teachers have awareness of students' emotional needs of students. We are currently implementing "Everyday SEL in Elementary School" This aligns to student behavior, strategies and morning meeting "Husky POP Check-In"		Limited Development 11/15/2016		
<i>How it will look when fully met:</i>	<p>By June 2022, we will decrease our disciplinary referrals by 12%. As result of the improvement in this indicator, our goals for this year will be reached. We will also implement "Everyday SEL in Elementary School" This aligns to student behavior, strategies for self/ social learning and morning meeting "Husky POP Check-In."</p> <p>Increased ODR's from 2019-2020 school year to 2020-2021 school year by 22 incidents. This is not the most reliable data because 2019-2020 school year transitioned to virtual in March due to Pandemic and 2020-2021 school year transitioned from and A/B schedule to full in person learning in October.</p> <p>Evidence: POP Charts, Morning Lessons each week, Activities and Strategies</p>			<b>Jamie Mabry</b>	<b>06/24/</b>
<b>Actions</b>			<b>28 of 34 (82%)</b>		

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

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
<b>Initial Assessment:</b>		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		
<b>How it will look when fully met:</b>		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.	<b>Objective Met 10/16/17</b>	<b>Sheliah Burnette</b>	<b>09/30/17</b>
<b>Actions</b>					
	3/2/17	Develop schedules for quarterly site visits and data analysis	Complete 03/30/2017	Melanie Taylor	03/31/17
	<i>Notes:</i>				
	3/2/17	Select research based professional development aligned with gaps	Complete 08/08/2017	Jed Stus	08/10/17
	<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	08/10/17

	<p><i>Notes:</i> Real time completion will by systematically revisted</p> <ul style="list-style-type: none"> <li>Keys To Literacy</li> <li>Letterland</li> <li>Keys to Vocabulary</li> <li>Math Foundations</li> <li>TransMath</li> <li>Corrective Reading</li> <li>SIP planning</li> <li>MTSS best practices - behavior and tier I</li> <li>Learning by Doing</li> </ul>			
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/
	<i>Notes:</i>			
3/2/17	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	09/10/
	<p><i>Notes:</i> Real time completion will by systematically revisted</p> <ul style="list-style-type: none"> <li>Keys To Literacy</li> <li>Letterland</li> <li>Keys to Vocabulary</li> <li>Math Foundations</li> <li>TransMath</li> <li>Corrective Reading</li> <li>SIP planning</li> <li>MTSS best practices - behavior and tier I</li> <li>Learning by Doing</li> </ul>			