


Comprehensive Progress Report

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

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

Goals: Overall Strategic Goal for 2022-2025: By the end of the 2024-2025 school year, students at NIMS will improve Grade tests by 8 percentage points over the 2021-2022 proficiency results, raising our overall proficiency teacher-directed whole class; teacher-directed small group; independent work; computer-based, as measured by Strategic Goal for A1.06: By the end of 2022-2023, 100% of teachers will teach and model the AVID model Strategic Goal for A1.04: By the end of the 2022-2023 school year, 100% of our teachers will use progress Strategic Goal for A1.07: By the end of the 2022-2023 school year, all students as evidenced through interventions and students by reducing the behaviors that result in office disciplinary referrals; thus reducing the number

 Activity in the last 1 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	
Initial Assessment:		Teachers are using various types of assessment data to analysis student progress	
		Priority Score: 3	Opportunity Score: 2
How it will look when fully met:		* Fully implemented weekly PLC meetings where teachers are working together to	
Actions			
	9/6/20	Develop PLC agenda that supports the following information: Curriculum/pacing	
		<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	
		<i>Notes:</i>	
	9/6/20	Create Goal Teams	
		<i>Notes:</i> New goal teams needed to be developed based on needs of students.	
	9/6/20	PLC/MTSS Shared Drive Folder	
		<i>Notes:</i>	
	9/6/20	Administer iReady Diagnostic (1) in Reading and Math	
		<i>Notes:</i>	
	9/6/20	Data Analysis of iReady Diagnostic in PLCs	
		<i>Notes:</i> - Place iReady diagnostic results on 20-21 NIMS Testing spreadsheet	
	9/6/20	Goal Team Meeting: Elect Chairperson & BOY Objective Review	
		<i>Notes:</i>	
	9/6/20	Develop and implement goal of 45 minutes of iReady online lessons in Reading	
		<i>Notes:</i>	
	9/6/20	Administer Science & Social Studies Baseline Assessments	
		<i>Notes:</i> Science for Grades 6 & 7	
	9/6/20	Data Analysis of Science & Social Studies Baselines	
		<i>Notes:</i> in PLCs	
	9/6/20	Goal Team meeting: Implementation of Mini-Committees (Reading/Math)	
		<i>Notes:</i>	

9/6/20	Administer NC Check-In 1 in Reading, Math, & 8th Science
	<i>Notes:</i>
10/28/20	iReady Personalized Instruction (Online Lessons) data analysis by goal team sub-
	<i>Notes:</i>
9/6/20	Development & Implementation of Bear Boost intervention/enrichment groups
	<i>Notes:</i> Data will be reviewed during monthly Data Days
9/6/20	Administer iReady growth monitoring (GM) to intervention groups
	<i>Notes:</i>
10/28/20	NcCheck-In 1 Data Analysis
	<i>Notes:</i>
2/7/21	Administer December Diagnostic 2 to ALL students
	<i>Notes:</i>
9/6/20	Adjust Bear Boost intervention groups based on iReady GM1 and December
	<i>Notes:</i> For Reading and Math
2/7/21	Administer iReady GM2 to BB intervention students
	<i>Notes:</i>
2/7/21	Rigor/Relevance PD
	<i>Notes:</i> Reintroduce Daggett's R/R, Bloom's Taxonomy, & DeFour's 9 Learning Strategies.
2/7/21	Administer NC Check-In 2
	<i>Notes:</i>
2/7/21	Personalized Ed. Goal Team will develop grading system for Bear Boost
	<i>Notes:</i> New to NIMS. Bear Boost intervention time was never a formal grade in year's
2/7/21	NC Check-In 2 Data Analysis
	<i>Notes:</i> In PLCs (Data Day)
6/14/21	Administer NC Check-In 3
	<i>Notes:</i> Last NcCheck-In
6/14/21	Return all students - Intervention time placed in regular education classroom
	<i>Notes:</i> All students returned to 5 day per week on campus learning. Change in schedule
6/14/21	Analyze and develop deployment plan for NC Check-In 3 interventions.
	<i>Notes:</i>
6/14/21	Administer iReady EOY Diagnostic in Reading & Math
	<i>Notes:</i> Last diagnostics for the year!
6/14/21	Final analysis of iReady Diagnostic data
	<i>Notes:</i>
6/14/21	Update Tier 1 Core Data Plans in RtIStored!
	<i>Notes:</i> ...for EOY
8/27/21	Administer EOGs
	<i>Notes:</i>
6/14/21	Update Tier 2 & 3 students in RtIStored!
	<i>Notes:</i>
6/14/21	Use data to develop Read 180 & TransMath groups for 2021-2022 school year.
	<i>Notes:</i>
11/16/21	Training on Lexia for EC Resource teacher, Tier 2/3 teacher, and administration.
	<i>Notes:</i> Teachers will meet with Lexia representatives on a monthly basis at the beginning
11/16/21	Implementation of Lexia program in EC Reading Resource & Reading Enrichment
	<i>Notes:</i>
9/15/22	Goal Team sub-committees will develop tiered plans for reading and math.
	<i>Notes:</i>
Implementation:	
Evidence	9/6/2020
Experience	9/6/2020
Sustainability	9/6/2020

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom
Initial Assessment:		We have updated our universal PBIS school-wide system including expectations
How it will look when fully met:		When fully implemented, the students and staff of NIMS will have strong
Actions		
	9/8/20	Review of discipline data.
	<i>Notes:</i>	
	9/8/20	Establish a Healthy, Safe, & Responsible Goal Team.
	<i>Notes:</i>	
	9/8/20	Elect a chair for the goal team.
	<i>Notes:</i>	
	9/8/20	Establish roles for the goal team and sub- committee
	<i>Notes:</i>	
	9/8/20	Develop a school-wide monthly theme for morning meetings.
	<i>Notes:</i>	
	9/8/20	Train staff on expectations for morning meetings.
	<i>Notes:</i>	
	9/8/20	Establish expectations for Morning Meeting lessons- time, delivery,
	<i>Notes:</i>	
	9/8/20	Develop 2 lessons per week for all teachers to implement, to be shared out in
	<i>Notes:</i>	
	9/8/20	Review discipline data.
	<i>Notes:</i>	
	9/8/20	Introduce students to the updated PBIS matrix.
	<i>Notes:</i>	
	9/8/20	Revisit and possibly redesign the PBIS matrix.
	<i>Notes:</i>	
	9/8/20	Select Bear Bucks design, make copies, and distribute to teachers.
	<i>Notes:</i>	
	9/8/20	Post updated matrices throughout the school.
	<i>Notes:</i>	
	9/8/20	Train staff on the updated PBIS matrix, how to award Bear Bucks, establish
	<i>Notes:</i>	
	9/5/21	Each classroom establishes social contracts and they are posted in classrooms and
	<i>Notes:</i>	
	9/5/21	Teachers use the CKH 4 questions to address any behavior issues that arise in class.
	<i>Notes:</i>	
	9/5/21	Teachers implement weekly proactive RJ circles to establish a sense of belonging
	<i>Notes:</i>	
	9/8/20	Establish a "Bear Bucks Shop" for Bear Bucks, to include a list of rewards and
	<i>Notes:</i>	
	9/5/21	NIMS admin will implement a parent advisory committee to get feedback on how
	<i>Notes:</i>	
	9/5/21	Provide opportunities for community stakeholders to come into the school to
	<i>Notes:</i>	
	9/5/21	NIMS admin will implement a student advisory committee to get feedback on
	<i>Notes:</i>	

Core Function:		Dimension A - Instructional Excellence and Alignment
Effective Practice:		Curriculum and instructional alignment
	A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes

Initial Assessment:	Our PLCs currently meet, but the focus has not been on effective practices and
How it will look when fully met:	When fully met, the PLC will function as a research team, analyzing student data
Actions	
9/15/22	Lead the PLCs through the PLC Playbook processes
Notes:	
9/15/22	Implement a PDSA processes teachers to set goals, make deployment plans,
Notes:	
A2.08	ALL teachers teach and model the metacognitive process (goals, strategies,
Initial Assessment:	Teachers are using essential questions and focused note taking, but we are not
How it will look when fully met:	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.
Actions	
9/8/20	Review the school-wide assessment rubric.
Notes:	
9/8/20	Establish an AVID Coordinator
Notes:	
9/8/20	Expand the AVID elective class.
Notes:	
9/8/20	Train new AVID team members.
Notes:	
9/8/20	Select the focus areas for the 2020-2021 school year
Notes:	
9/8/20	Establish an AVID goal team
Notes:	
9/8/20	Train staff on Essential Questions, focused note taking, and WICOR strategies.
Notes:	
9/8/20	Conduct classroom walk throughs and observations with a specific focus on AVID
Notes:	
9/8/20	Review classroom walkthroughs and observational data to determine deployment
Notes:	
9/27/21	Set vision for engagement, rigor, & AVID
Notes:	
9/27/21	Implement a College Corner in each classroom
Notes:	
9/27/21	All teachers will receive a refresher on Focused notetaking and essential questions
Notes:	
9/27/21	Conduct classroom walkthroughs and give teachers real-time feedback on
Notes:	
9/27/21	Implement College Swag Days
Notes:	
9/15/22	Deliver monthly PD focused on AVID strategies such as focused note taking,
Notes:	

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	Data analysis and instructional planning
A3.07	Instructional teams and teachers use fine-grained data to design for each
Initial Assessment:	NIMS currently has Advanced Classes for all four core subject areas. However,

How it will look when fully met:	When fully met, the advanced classes at NIMS will offer advanced classes that will	
Actions		
	9/27/21	Implement Clubs for all students
	<i>Notes:</i>	
	9/27/21	Expand advanced classes for 6th grade to include science and social studies
	<i>Notes:</i>	
	9/27/21	Teachers decide enrichment offerings
	<i>Notes:</i>	
	9/27/21	Teachers create an application for enrichment groups
	<i>Notes:</i>	
	9/27/21	Expand enrichment offerings to include all students
	<i>Notes:</i>	
	9/27/21	Teachers decide club offerings
	<i>Notes:</i>	
	9/27/21	Students offer ideas for club offerings
	<i>Notes:</i>	
	9/27/21	Enrichment classes begin
	<i>Notes:</i>	
	9/27/21	Define daily schedule for Bear Break
	<i>Notes:</i>	
	9/27/21	Establish a pacing guide for advanced classes.
	<i>Notes:</i>	
	9/27/21	Define what administration should see during a CWT that is different from a
	<i>Notes:</i>	
	9/27/21	Classroom walkthrough data to hold teachers accountable for the defined
	<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
Initial Assessment:	Tier 1 students are using the Ready and iReady programs in reading and math. All teachers will implement vocabulary strategies to master specific content	
	Priority Score: 3	Opportunity Score: 3
How it will look when fully met:	When fully implemented, Tier 1 students are provided instruction through the Ready program and IReady programs in both reading and math. Tier 1 students	
Actions		
	9/17/19	Creation of Tier 1 RIOT plans for 2019-2020 school year in Literacy, Math, and
	<i>Notes:</i>	Tier 1 Riot plans will support interventions/enrichment in each area.
	9/25/19	September (Fall) Professional Development on AVID Formal Notetaking Strategies.
	<i>Notes:</i>	
	9/25/19	Use iReady data to place students into Sunday Phonics Program for 1st semester.
	<i>Notes:</i>	
	10/1/19	Students will be selected for AVID elective class to be held during Bear Boost.
	<i>Notes:</i>	
	9/7/19	Based on diagnostic results and EOG results, students shown with significant gaps
	<i>Notes:</i>	
	9/26/19	Growth Monitoring 1 (through iReady) will be completed for all students in
	<i>Notes:</i>	
	11/5/19	Meet with reading and math intervention teachers to analyze progress monitoring
	<i>Notes:</i>	
	11/1/19	Teachers and Administration will analyze data and move students into or out of

	<i>Notes:</i>	
9/27/19	iReady Universal Diagnostic 2 given to all students in Reading and Math.	
	<i>Notes:</i>	
1/28/20	Mid-Year review of Tier I RIOT in ELA and Math	
	<i>Notes:</i>	
1/28/20	ELA/Math Data Day PLC - Use various data points and teacher observation to	
	<i>Notes:</i>	
9/26/19	Growth Monitoring 2 (through iReady) will be completed for all students in	
	<i>Notes:</i>	
1/28/20	AVID PD in PLCs - Formal Note-taking and Summarizing (Process for student	
	<i>Notes:</i>	
1/28/20	NC CheckIn 2 Data Analysis in ELA, Math, and Science PLCs	
	<i>Notes:</i> Review - Strengths, OFI, Next Steps (Deployment for Improvement)	
1/28/20	ELA/Math Data Day 2: (1) Diagnostic2 & GM2 data in RtIStored!, (2) Review of	
	<i>Notes:</i>	
1/28/20	AVID PLC - Student Engagement	
	<i>Notes:</i>	
1/28/20	Growth Monitoring 3: Administer to all BB Intervention students in ELA & Math	
	<i>Notes:</i>	
9/7/21	Action abandoned due to CoVID-19 pandemic and implementation of virtual	
	<i>Notes:</i>	
9/16/22	Admin, departments, and content coaches will meet to develop tiered plans for	
	<i>Notes:</i>	
9/15/22	Tiered plans reviewed by SIT	
	<i>Notes:</i>	
9/16/22	Goal teams will be divided into subcommittees and tasked to take parts of the	
	<i>Notes:</i>	
9/16/22	Subcommittee will create a deployment plan for literacy and math, Tiers 1, 2, & 3.	
	<i>Notes:</i> The tiered plans must include what teachers will do, how student learning will be	
9/16/22	Grade levels will create Bear Boost plans for students who need intervention in	
	<i>Notes:</i> These plans must include what teachers will do with students, what is being used	
9/16/22	Tiered plans will be reviewed monthly to ensure plans are being followed and to	
	<i>Notes:</i>	
Implementation:		
	<i>Evidence</i>	2/13/2018
	<i>Experience</i>	2/13/2018
	<i>Sustainability</i>	2/13/2018
!	KEY	A4.06
ALL teachers are attentive to students' emotional states, guide students in		
<i>Initial Assessment:</i>		
We have tier 1 universal expectations (MTSS) in place, we analyze student data to place students into tier 2 (behaviors that deal with emotional concerns). Mentors		
<i>How it will look when fully met:</i>		
All students emotional states and needs will be assessed through various means		
Actions		
3/1/19	Students will for be screened Support for Students Experiencing Trauma (SSET)	
	<i>Notes:</i>	
3/1/19	The SSET group will be implemented and will meet once per week for 10 weeks.	
	<i>Notes:</i>	
3/11/19	A comprehensive list of students in need of emotional support will be kept by	
	<i>Notes:</i>	
11/1/19	1st MTSS monthly meeting: Focus on student behavioral needs and attendance.	
	<i>Notes:</i>	
9/7/19	All staff will be trained to assist students dealing with social and emotional issues.	

	<i>Notes:</i> District training (2 hours)
9/7/19	Morning meeting will be implemented during Bear Boost on a weekly basis.
	<i>Notes:</i>
1/28/20	MTSS-Behavior/Attendance meetings with all grade levels/departments: Review
	<i>Notes:</i>
1/28/20	MTSS Behavior-Attendance PLCs with all grade levels/departments: Students with
	<i>Notes:</i> PD will consist of discussing what ACES is, behavioral and emotional management
1/28/20	MTSS Behavior/Attendance PLCs with all grade levels/departments: Review of Tier
	<i>Notes:</i>
1/28/20	SSET Trauma Informed Training
	<i>Notes:</i> All staff - District initiative
10/1/19	A folder will be shared with staff that will contain lessons, strategies and activities
	<i>Notes:</i>
9/15/22	Develop a tiered plan for behavior improvements.
	<i>Notes:</i>

9/21/2022

community.

Increase their overall proficiency on the Reading, Math and Science End of Year from 52.1% to 60%. Target Goal: By the end of the 2022-2023 school year, all students will be proficient in the content standards and presented in a variety of modes. Measured by classroom walkthrough data, observational data, and weekly and monthly cognitive strategies of Essential Questioning and Focused Note taking and monitoring and assessment data to apply research based intervention plans, lesson plans, classroom walk through data and observations, number of office referrals by 30% from the 2019-2020 school year. Target Goal:

Implementation Status	Assigned To	Target Date
Limited Development 09/01/2020		
Index Score: 6		
	Heather Dollevoet	06/01/2025
34 of 35 (97%)		
Complete 08/21/2020	Heather Dollevoet	08/21/2020
Complete 08/24/2020	Heather Dollevoet	08/24/2020
Complete 08/28/2020	Tonya Houpe	08/28/2020
Complete 08/28/2020	Heather Dollevoet	08/31/2020
Complete 08/28/2020	Heather Dollevoet	08/31/2020
Complete 09/02/2020	Heather Dollevoet	09/02/2020
Complete 09/02/2020	Heather Dollevoet	09/04/2020
Complete 09/14/2020	Heather Dollevoet	09/09/2020
Complete 09/11/2020	Gayle Crater	09/11/2020
Complete 09/25/2020	Heather Dollevoet	09/21/2020
Complete 10/28/2020	Tonya Cassidy	10/28/2020

Complete 10/30/2020	Gayle Crater	10/30/2020
Complete 10/28/2020	Heather Dollevoet	10/30/2020
Complete 11/09/2020	Tonya Houpe	11/09/2020
Complete 11/13/2020	Heather Dollevoet	11/13/2020
Complete 11/20/2020	Heather Dollevoet	11/19/2020
Complete 12/18/2020	Heather Dollevoet	12/18/2020
Complete 01/15/2021	Heather Dollevoet	01/15/2021
Complete 01/29/2021	Heather Dollevoet	01/29/2021
Complete 02/12/2021	Heather Dollevoet	02/12/2021
Complete 02/12/2021	Gayle Crater	02/12/2021
Complete 02/10/2021	Tonya Cassidy	02/19/2021
Complete 03/01/2021	Heather Dollevoet	03/05/2021
Complete 04/01/2021	Gayle Crater	04/01/2021
Complete 04/07/2021	Heather Dollevoet	04/07/2021
Complete 04/16/2021	Heather Dollevoet	04/16/2021
Complete 04/23/2021	Heather Dollevoet	04/23/2021
Complete 05/05/2021	Heather Dollevoet	05/03/2021
Complete 05/14/2021	Heather Dollevoet	05/14/2021
Complete 05/28/2021	Gayle Crater	05/31/2021
Complete 06/17/2021	Heather Dollevoet	06/17/2021
Complete 06/17/2021	Heather Dollevoet	06/17/2021
Complete 09/17/2021	Heather Dollevoet	09/17/2021
Complete 06/09/2022	Heather Dollevoet	09/24/2021
	Heather Dollevoet	09/30/2022
09/15/2022		

Implementation Status	Assigned To	Target Date
Limited Development 09/08/2020		
Objective Met 09/15/22	Nichole Lentz	06/11/2025
Complete 07/01/2020	Tonya Houpe	07/01/2020
Complete 08/26/2020	Nichole Lentz	08/28/2020
Complete 08/26/2020	Nichole Lentz	08/28/2020
Complete 08/26/2020	Nichole Lentz	08/28/2020
Complete 09/02/2020	Nichole Lentz	08/28/2020
Complete 09/25/2020	Nichole Lentz	09/16/2020
Complete 09/25/2020	Tonya Houpe	09/16/2020
Complete 05/21/2021	Nichole Lentz	09/23/2020
Complete 05/28/2021	Tonya Houpe	09/30/2020
Complete 09/03/2021	Heather Dollevoet	10/21/2020
Complete 08/23/2021	Nichole Lentz	06/01/2021
Complete 09/01/2021	Nichole Lentz	09/01/2021
Complete 09/01/2022	Heather Dollevoet	09/01/2021
Complete 09/01/2021	Tonya Houpe	09/01/2021
Complete 09/03/2021	Kaitlyn Alford	09/03/2021
Complete 06/01/2022	Nichole Lentz	09/07/2021
Complete 05/02/2022	Nichole Lentz	09/10/2021
Complete 09/14/2021	Nichole Lentz	09/15/2021
Complete 05/25/2022	Tonya Houpe	09/30/2021
Complete 06/01/2022	Joshua Gregory	10/11/2021
Complete 01/28/2022	Tonya Houpe	10/26/2021

Implementation Status	Assigned To	Target Date
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Limited Development 09/15/2022		
	Tonya Houpe	06/01/2023
0 of 2 (0%)		
	Tonya Houpe	06/01/2023
	Heather Dollevoet	06/01/2023
Implementation Status	Assigned To	Target Date
Limited Development 09/08/2020		
	Jennifer Weigold	06/01/2023
14 of 15 (93%)		
Complete 07/01/2020	Laura Lalonde	07/01/2020
Complete 07/01/2020	Tonya Houpe	07/01/2020
Complete 07/01/2020	Tonya Houpe	07/01/2020
Complete 07/01/2020	Heather Dollevoet	07/01/2020
Complete 08/28/2020	Tonya Houpe	08/28/2020
Complete 08/28/2020	Tonya Houpe	08/28/2020
Complete 10/14/2020	Windy Atkins	10/14/2020
Complete 10/21/2020	Tonya Houpe	10/21/2020
Complete 11/11/2020	Windy Atkins	11/18/2020
Complete 08/20/2021	Tonya Houpe	08/30/2021
Complete 10/08/2021	Jennifer Weigold	10/08/2021
Complete 06/01/2022	Tonya Houpe	11/01/2021
Complete 06/01/2022	Tonya Houpe	06/01/2022
Complete 06/01/2022	Jennifer Weigold	06/01/2022
	Heather Dollevoet	06/01/2023

Implementation Status	Assigned To	Target Date
Limited Development 09/07/2021		

Objective Met 09/15/22	Tonya Houpe	06/01/2023
Complete 10/30/2021	Tonya Houpe	10/30/2021
Complete 06/30/2021	Tonya Houpe	07/01/2021
Complete 06/01/2021	Tonya Houpe	07/01/2021
Complete 08/20/2021	Josh Gregory	08/30/2021
Complete 07/01/2021	Tonya Houpe	08/30/2021
Complete 09/30/2021	Tonya Houpe	09/30/2021
Complete 09/01/2021	Tonya Houpe	09/30/2021
Complete 09/13/2021	Tonya Houpe	09/30/2021
Complete 08/20/2021	Tonya Houpe	09/30/2021
Complete 12/01/2021	Department Chairs	12/01/2021
Complete 12/01/2021	Department Chairs	12/01/2021
Complete 12/01/2021	Tonya Houpe	12/01/2021

Implementation Status

Implementation Status	Assigned To	Target Date
Limited Development 05/15/2017		
Index Score: 9		
	Heather Dollevoet	06/01/2023
20 of 24 (83%)		
Complete 09/25/2019	Heather Dollevoet	09/27/2019
Complete 09/30/2019	Windy Atkins	09/30/2019
Complete 09/30/2019	Donna Jones	09/30/2019
Complete 10/04/2019	Laura Lalonde	10/04/2019
Complete 10/10/2019	Heather Dollevoet	10/10/2019
Complete 11/05/2019	Heather Dollevoet	11/05/2019
Complete 11/05/2019	Heather Dollevoet	11/05/2019
Complete 11/05/2019	Heather Dollevoet	11/12/2019

Complete 12/19/2019	Robert Sipes	12/19/2019
Complete 01/07/2020	Heather Dollevoet	01/10/2020
Complete 01/14/2020	Heather Dollevoet	01/17/2020
Complete 01/31/2020	Heather Dollevoet	01/31/2020
Complete 01/31/2020	Barbara Hill	01/31/2020
Complete 02/07/2020	Heather Dollevoet	02/07/2020
Complete 02/13/2020	Heather Dollevoet	02/13/2020
Complete 02/28/2020	Barbara Hill	02/28/2020
Complete 02/28/2020	Heather Dollevoet	02/28/2020
Complete 03/16/2020	Heather Dollevoet	03/15/2020
Complete 06/01/2022	Tonya Houpe	06/01/2022
Complete 07/18/2022	Heather Dollevoet	08/01/2022
	Tonya Houpe	09/01/2022
	Heather Dollevoet	09/30/2022
	Heather Dollevoet	09/30/2022
	Tonya Houpe	06/01/2023
09/17/2018		
Implementation Status	Assigned To	Target Date
Limited Development 05/16/2017		
	Nichole Lentz	06/01/2020
11 of 12 (92%)		
Complete 03/25/2019	Kim Swofford	03/25/2019
Complete 06/03/2019	Gayle Crater	06/01/2019
Complete 06/07/2019	Windy Atkins	06/08/2019
Complete 09/26/2019	Kim Swofford	09/27/2019
Complete 09/30/2019	Tina Fox	09/30/2019

Complete 10/15/2019	Nichole Lentz	10/15/2019
Complete 11/20/2019	Kim Swofford	11/20/2019
Complete 01/24/2020	Kim Swofford	01/24/2020
Complete 06/01/2022	Kim Swofford	02/20/2020
Complete 06/01/2020	Robert Sipes	03/16/2020
Complete 09/01/2021	Nichole Lentz	05/22/2020
	Tonya Houpe	10/30/2022