

Comprehensive Progress Report

Mission: Inspiring students in the Bear Community to grow smarter, stronger, and kinder.

Our Vision

Vision: NIMS is a traditional, community school with a collaborative team of professionals who ensure all students learn at high levels. We have a family environment where everyone feels safe, respected, and included. Our goal is every student’s success.

Goals:

Overall Strategic Goal for 2022-2025: By the end of the 2024-2025 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 2021-2022 proficiency results, raising our overall proficiency from 52.1% to 60%. Target Goal: By the end of the 2023-2024 school year, our students will increase their proficiency in each subject area by 4%. (Math will increase from 46.9% to 50%, Reading will increase from 49.1% to 63.53%, and science will increase from 77.1% to 81%). This will be achieved by meeting the following goals:

Strategic Goal for A 4.01: By the end of the 2023-2024 school year, NIMS staff will implement MTSS Academic Problem Solving Teams at each grade level to identify and collectively create a plan of support for at-risk students necessary to increase academic growth in proficiency from 49.5 % to 53.3 % on EOGs.

Strategic Goal for B 3.01: By the end of the 2023-2024 school year, NIMS will implement a comprehensive math tutoring program for all 6th grade students in order to increase proficiency from 42.5 % to 52.5 % on the 6th Grade EOG.

Strategic Goal for A 4.06 By the end of the 2023-2024 school year, NIMS staff will implement MTSS Behavior Problem Solving Teams at each grade level to identify and collectively create a plan of support for at-risk students necessary to decrease the number of Office Discipline Referrals by 10%, from 385 referrals to no more than 346 referrals.



! = 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 Date
<i>Initial Assessment:</i>		All core teachers have analyzed each of their classes to examine reading or math ability and behavioral issues. All core teachers will implement vocabulary strategies to master specific content vocabulary and an established "academic vocabulary". Content coaches will provide strategies. Tier 2 students are divided into intervention groups according to data from iReady and previous EOG scores, where student gaps are addressed during a 45 minute remediation block. The students are re-assessed every quarter and are regrouped if necessary.	Limited Development 05/15/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When fully implemented, the MTSS problem solving teams will be able to support student needs by strengthening Tier 1 differentiated instruction, ensuring Tier 2 students are receiving appropriate interventions with data tracking to determine if the students need Tier 3 services. This will be evidenced by the increasing proficiency levels across the school and by high growth of all students.		Heather Dollevoet	06/01/2025
Actions			1 of 7 (14%)		
9/13/23	Create Problem Solving Template		Complete 09/10/2023	Tonya Houpe	09/15/2023
<i>Notes:</i>					
9/13/23	Teachers will identify students who are failing, not growing, and/or not performing to their normal level			Erin Walle	12/01/2023
<i>Notes:</i>					
9/13/23	The team will discuss each child and create a plan of support			Erin Walle	12/01/2023
<i>Notes:</i>					
9/13/23	Teachers will follow the team's plan			Tonya Houpe	12/01/2023
<i>Notes:</i>					
9/13/23	Hold a two Week follow-up after each problem solving team meeting to follow up on student progress.			Tonya Houpe	12/01/2023
<i>Notes:</i>					
9/13/23	Goal Team will review the plans and follow up for fidelity checks			Erin Walle	12/01/2023

<i>Notes:</i>					
9/13/23	Determine next steps: PD needed, effectiveness of Bear Boost, etc.			Erin Walle	12/01/2023
<i>Notes:</i>					
Implementation:		09/17/2018			
Evidence	2/13/2018				
Experience	2/13/2018				
Sustainability	2/13/2018				
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:		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 are available for students identified by staff for this need, and a grief group is available for students weekly.	Limited Development 05/16/2017		
How it will look when fully met:		All teachers will identify students whose behaviors are impeding their learning or the learning of others. Using a team problem solving approach, the PLC comprising the grade level/wheel teachers, administration, counselors, and content coaches will create a plan of support for each child. This will result in a decline of office referrals and loss of instructional time.		Andrew Zito	06/01/2025
Actions			3 of 11 (27%)		
9/13/23	Staff refresher for Classroom Managed vs Office Managed Behavior and Capturing Kids' Hearts Processes PD		Complete 08/09/2023	Heather Dollevoet	08/10/2023
<i>Notes:</i>					
9/13/23	Develop Bear Boost presentations for Universal Expectations and other needed topics based on district requirements and 22-23 discipline data.		Complete 08/13/2023	Tonya Houpe	08/14/2023
<i>Notes:</i>					
9/13/23	Deliver Bear Boost presentations for Universal Expectations and required training		Complete 08/30/2023	Heather Dollevoet	09/15/2023

<i>Notes:</i>				
9/13/23	Create a template to organize Behavior Problem Solving Plans		Tonya Houpe	09/25/2023
<i>Notes:</i>				
9/13/23	Teachers will identify students who are receiving referrals and/or disrupting learning		Tonya Houpe	12/01/2023
<i>Notes:</i>				
9/13/23	The team will discuss each child and create a plan of support		Tonya Houpe	12/01/2023
<i>Notes:</i>				
9/13/23	Teachers will follow the team's suggestions		Kayla Everette	12/01/2023
<i>Notes:</i>				
9/13/23	Two Week follow-up to determine if the students' behaviors are improving and determine nex steps.		Tonya Houpe	12/01/2023
<i>Notes:</i>				
9/13/23	Goal Team to review the plans for fidelity of implementation		Kayla Everette	12/01/2023
<i>Notes:</i>				
9/13/23	Determine next steps: PD, student training, Tier Processes, etc.		Kayla Everette	12/01/2023
<i>Notes:</i>				
9/13/23	Enforcement of Social Contracts, 4 Questions, Refocus, and Parent Contact BEFORE an ODR for classroom managed offenses (class disruption, disrespect, inappropriate language)		Kayla Everette	12/01/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our 6th grade math data has historically not met growth. In order to exceed growth and increase proficiency at the 6th grade level, all 6th grade students must be provided extension services beyond the normal mathematics class. This will require budget support from the district and within the school's instructional supply money.	No Development 09/13/2023		
<i>How it will look when fully met:</i>		When fully met, a comprehensive math tutoring program will exist for all 6th grade students. This program will consist of a group of tutors who demonstrate a strong mathematical ability and will work with groups of 4-5 students per 30 minute session. The tutors will provide targeted lessons and strategies to help the students gain mastery of the current grade level material. This will be evidenced by an increase of proficiency to 70%.		Tonya Houpe	06/01/2025
Actions			7 of 11 (64%)		
	9/13/23	Visit Union County math tutoring classrooms	Complete 04/28/2023	Tonya Houpe	05/01/2023
<i>Notes:</i>					
	9/13/23	Create and deliver a proposal for the implementation of the Union County model at North Middle.	Complete 05/01/2023	Tonya Houpe	05/01/2023
<i>Notes:</i>					
	9/13/23	Develop Master Schedule to allow for tutoring program	Complete 05/01/2023	Tonya Houpe	05/01/2023
<i>Notes:</i>					
	9/13/23	Create screening assessment for tutoring candidate	Complete 07/03/2023	Kathy Walker	07/01/2023
<i>Notes:</i>					
	9/13/23	Complete the hiring process for 5 math tutors: Advertise, Interview, Assess, Hire	Complete 07/17/2023	Tonya Houpe	08/01/2023
<i>Notes:</i>					

9/13/23	Group students by Historical Data, iReady Math Diagnostic (BOY) and Instructional Grouping	Complete 08/13/2023	Erin Walle	08/14/2023
<i>Notes:</i>				
9/13/23	Order furniture, fixtures, supplies, and resources for the tutoring classroom.	Complete 08/21/2023	Tonya Houpe	08/15/2023
<i>Notes:</i>				
9/13/23	Compare Student Proficiency against proficiency from 22-23 after NC Check In 1		Stephanie Padgett	11/01/2023
<i>Notes:</i>				
9/13/23	Compare student data from last year to this year on classroom assessments, create competition.		Erin Walle	12/01/2023
<i>Notes:</i>				
9/13/23	Develop lessons for the math tutors		Allison Kiser	06/01/2024
<i>Notes:</i>				
9/13/23	Provide initial and ongoing professional development for the tutors		Kathy Walker	06/01/2024
<i>Notes:</i>				