

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:

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 55.5 % on EOGs.

Strategic Goal for b 3.05: By the end of the 2024-2025 school year, NIMS staff will implement the Student Services Support Plan to increase attendance and academic indicators from 80% to 90% as measured by the RtI Early Warn System.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
	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		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<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%.	Objective Met 09/10/24	Tonya Houpe	06/01/2024
Actions					
	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	Complete 11/01/2023	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.	Complete 11/15/2023	Erin Walle	12/01/2023
<i>Notes:</i>				
9/13/23	Provide initial and ongoing professional development for the tutors	Complete 04/24/2024	Kathy Walker	06/01/2024
<i>Notes:</i>				
9/13/23	Develop lessons for the math tutors	Complete 07/01/2024	Allison Kiser	07/01/2024
<i>Notes:</i>				
Implementation:		09/10/2024		
Evidence	8/8/2024 Funding for this program was cut.			
Experience	8/8/2024 8/8/2024: Funding for this program was cut.			
Sustainability	8/8/2024 8/8/2024: Funding for this program was cut.			

	B3.05	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	The Leadership Team currently monitors attendance, behaviors, and testing performance of all students. This year, we will use the Early Warn System in RtI Stored to monitor school-wide performance. Additionally, we are implementing a Student Services Support Plan to provide Check In Check Out to our most academically at-risk students.		Limited Development 08/18/2024		
<i>How it will look when fully met:</i>	When fully met, teachers, admin, and counselors will meet regularly using MTSS processes to monitor attendance, behavior, and academics. PLCs will use problem solving strategies to adjust instruction and develop interventions to support students at each level of need. When our school has 95% of students on target for attendance, behavior, and academics as labeled by RtI Stored, our goal will be met.			Kelly Buchauer	05/29/2026
Actions			3 of 9 (33%)		
8/18/24	Train teachers and staff in Check In Check Out (CICO) Processes		Complete 08/07/2024	Tonya Houpe	08/10/2024
<i>Notes:</i>					
8/20/24	Communicate promotion standards to parent and students		Complete 08/23/2024	Tonya Houpe	08/30/2024
<i>Notes:</i>					
8/18/24	Develop and introduce a CICO program for students who were retained or transferred last year.		Complete 09/19/2024	April Oxentine	09/30/2024
<i>Notes:</i>					
8/18/24	Implement strategies to promote regular attendance, such as attendance incentives and outreach.			Alexandra Hayes	10/01/2024
<i>Notes:</i>					

8/18/24	Track and analyze attendance data monthly to identify and address patterns of absenteeism.		Alexandra Hayes	10/01/2024
<i>Notes:</i>				
8/18/24	Monitor and evaluate the effectiveness of the CICO program through bi-weekly reviews. (90% of these students should be passing all classes.)		April Oxentine	10/25/2024
<i>Notes:</i>				
9/3/24	Analyze CICO Data for retainees/transfers to determine if any adjustments need to be made to the plan.		Heather Dollevoet	10/25/2024
<i>Notes:</i>				
8/18/24	Engage students in goal-setting and progress monitoring related to their NC Check-in scores, Diagnostic scores, and EOG scores.		Heather Dollevoet	10/30/2024
<i>Notes:</i>				
8/18/24	Schedule a Contract Conference those students, and their guardians, who are failing 2 or more classes.		April Oxentine	04/30/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
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			14 of 27 (52%)		
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		Complete 12/05/2023	Erin Walle	12/01/2023
<i>Notes:</i>					
9/13/23	The team will discuss each child and create a plan of support		Complete 10/25/2023	Erin Walle	12/01/2023
<i>Notes:</i>					
9/13/23	Teachers will follow the team's plan		Complete 12/01/2023	Tonya Houpe	12/01/2023
<i>Notes:</i>					
9/13/23	Goal Team will review the plans and follow up for fidelity checks		Complete 05/21/2024	Erin Walle	12/01/2023
<i>Notes:</i>					

9/13/23	Determine next steps: PD needed, effectiveness of Bear Boost, etc.	Complete 12/05/2023	Erin Walle	12/01/2023
<i>Notes:</i>				
1/12/24	Analyze data from Diagnostic 2: Reading & Math	Complete 01/30/2024	Erin Walle	12/15/2023
<i>Notes:</i>				
1/12/24	Restructure Bear Boost Groups based on Diagnostic 2	Complete 12/19/2023	Jennifer Weigold	01/04/2024
<i>Notes:</i>				
1/12/24	Problem Solve for all students in yellow and determine why they are yellow.	Complete 02/06/2024	Tonya Houpe	02/01/2024
<i>Notes:</i>				
9/13/23	Hold a two Week follow-up after each problem solving team meeting to follow up on student progress.	Complete 05/28/2024	Tonya Houpe	02/01/2024
<i>Notes:</i>				
1/12/24	Analyze Bear Boost Instruction monthly	Complete 05/28/2024	Tonya Houpe	03/01/2024
<i>Notes:</i>				
9/3/24	Onboarding Lexia Session to bring new teachers up to speed.	Complete 08/30/2024	Tracie Shumaker	08/30/2024
<i>Notes:</i>				
8/20/24	Clear routines to implement Lexia will be established in EC Classes and regular education classes in order to close gaps for all subgroups.	Complete 08/26/2024	Heather Dollevoet	08/30/2024
<i>Notes:</i>				
8/18/24	Review previous assessment data to determine proper placement of students and Teachers in Core and Supplemental classes.	Complete 09/03/2024	Tonya Houpe	08/30/2024
<i>Notes:</i>				
8/18/24	Unpack curriculum standards to match DOK Levels, Prerequisite skills, vocabulary, CFAs, & verbs		Erin Walle	09/30/2024
<i>Notes:</i>				
8/18/24	Participate in weekly PLC meetings to review student data, unpack standards, lesson plan, and share knowledge.		Tonya Houpe	09/30/2024
<i>Notes:</i>				

8/18/24	Conduct workshops on effective teaching strategies.		Tonya Houpe	09/30/2024
<i>Notes:</i>				
8/18/24	Implement common formative assessments twice per month to monitor student progress and make changes to core plans.		Gayle Crater	09/30/2024
<i>Notes:</i>				
8/18/24	Use assessment results to adjust instruction and inform intervention block goals.		Gayle Crater	09/30/2024
<i>Notes:</i>				
8/20/24	Students will complete at least 10 units per week in Lexia classes.		Tonya Houpe	09/30/2024
<i>Notes:</i>				
8/20/24	At least 80% of students will meet usage requirements in Lexia.		Holly Saunders	10/15/2024
<i>Notes:</i>				
8/18/24	Evaluate the impact of interventions on student performance.		Heather Dollevoet	10/15/2024
<i>Notes:</i>				
8/20/24	Teachers will provide evidence the lessons are being taught in Lexia (examples - Mark complete in the teacher platform, Log of lessons cover sheet dated with completion)		Windy Atkins	10/30/2024
<i>Notes:</i>				
8/18/24	Monitor the progress of subgroups for all interim assessments: iReady Diagnostics and NC Check Ins		Tonya Houpe	10/30/2024
<i>Notes:</i>				
8/18/24	Analyze data to inform instruction, interventions, and make changes to this plan.		Gayle Crater	10/30/2024
<i>Notes:</i>				

8/18/24	Provide PD sessions for Lexia Teachers		Gayle Crater	10/30/2024
<i>Notes:</i>				
8/18/24	Administer interim assessments: i-Ready diagnostics and NC Check-Ins		Heather Dollevoet	10/30/2024
<i>Notes:</i>				
Implementation:		09/17/2018		
Evidence	2/13/2018			
Experience	2/13/2018			
Sustainability	2/13/2018			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4B: Solicit and act upon stakeholder input
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	E2.01	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.(5188)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently have limited parent involvement in school decision making. We do have a Parent Boosters organization with new members who are very eager to be involved. The past president also served on the SIT.	Limited Development 09/15/2024		
How it will look when fully met:		When fully met, the Parent Advisory Team will regularly meet to discuss all areas of school operations and improvement: curriculum, discipline, climate, school events, planning, goal setting, budgeting, etc.		Tonya Houpe	06/02/2025
Actions			4 of 5 (80%)		
9/15/24		Communicate the formation of the Parent Advisory Team	Complete 07/24/2024	Tonya Houpe	07/30/2024
<i>Notes:</i>					
9/15/24		Create a method of gathering topics for the Parent Advisory Team to discuss	Complete 08/07/2024	Tonya Houpe	08/15/2024
<i>Notes:</i>					
9/15/24		Establish the list of Parent Advisory Team Meeting Dates	Complete 08/01/2024	Tonya Houpe	08/15/2024

Notes:

9/15/24	Establish Meeting Norms, Team Purpose, SIT and District Representatives, and 1st quarter goals	Complete 08/29/2024	Samantha Verzani	08/26/2024
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Notes:

9/15/24	Analyze effectiveness of 1st quarter goals and set directions for 2nd quarter.		Samantha Verzani	10/30/2024
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