


Comprehensive Progress Report

Mission: Creating our Tomorrow, Today.

Vision: Be Positive. Be Respectful. Be the Difference.

- Goals:**
- Goal 1: Eliminate opportunity gaps by 2027
 - Goal 2: Improve school and district performance by 2027
 - Goal 3: Increase Educator preparedness to meet the needs of every student by 2027

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:		NC SBE Goal 1:			
Effective Practice:		Eliminate opportunity gaps by 2027			
	G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have PBIS events, monitor expectations for behavior, ensure that students understand hallway expectations. Remind students daily of expectations. Positive behavior referrals. Positive remarks from admin and from staff to encourage students.	Limited Development 10/01/2024		
How it will look when fully met:					
Actions					

Notes:

	G1.02	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
Initial Assessment:	<p>These practices reflect the current framework for supporting students at Dillard Middle School.</p> <p>BULL Block: A dedicated time to address academic deficits.</p> <p>BULL Talk Meetings: Bimonthly meetings led by counselors to support student well-being.</p> <p>EC Resource Classrooms: Special education resource rooms for students with exceptional needs.</p>	Limited Development 10/01/2024			
How it will look when fully met:	In addition to high-quality Tier 1 instruction, students identified as needing additional support will receive it through a combination of direct instruction in small groups and individualized portions of programs like iReady. Data will be continually reviewed to ensure students are making progress, preventing them from getting stuck in a continuous MTSS loop. Movement through the tiers will remain fluid and based on ongoing assessment data, allowing for timely adjustments in support as needed.		Elizabeth Bradley	09/26/2025	
Actions			0 of 2 (0%)		
10/2/24	Professional learning will occur that will teachers in aligning evidenced-based resources to small group instruction.		Instructional Coach	12/01/2024	
	<i>Notes:</i>				
10/2/24	Data dives from iReady as well as NC Check Ins and a variety of formative assessments will be discussed and used to monitor progress and make changes to instruction		Instructional Coach	12/01/2024	
	<i>Notes:</i>				

Core Function:		NC SBE Goal 2:			
Effective Practice:		Improve school and district performance by 2027			
	G2.01	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we have strong pockets of communication with parents.	Limited Development 10/01/2024		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					
	G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, we do not have a guaranteed and viable curriculum in ELA and Math, which has led to gaps in consistency and alignment across classrooms. Some teachers are relying on iReady, while others are using Engage NY, and some are piecing together resources like Open Up NC. This patchwork approach makes it difficult to address learning deficits effectively and ensure that all students receive the rigorous and cohesive instruction they need.	Limited Development 10/01/2024		
<i>How it will look when fully met:</i>		A new evidence-based ELA and Math curriculum will need to be adopted that aligns with NC standards, offers a balance of procedural and conceptual understanding, and ensures the inclusion of best practices for AIG, ELL, and EC learners. In addition, teachers will need thorough training to understand the "why" behind what they teach. Targeted professional development must be integrated into the curriculum adoption, ensuring teachers are equipped to not only deliver the material but also to identify and address any gaps, adapting the curriculum to meet the diverse needs of all students including EC, AIG, and ELL students.		Shannon Apple	08/01/2025
<i>Actions</i>			0 of 4 (0%)		
	10/2/24	Curriculum Adoption		Shannon Apple	07/01/2025
<i>Notes:</i>					
	10/22/24	Monitor alignment between state standards and teacher lesson plans.		Dawn Suitt	07/10/2025

<i>Notes:</i>				
10/2/24	Teachers will need to be trained on the best practices and research behind the instructional strategies embedded in the new curriculum. This will help them effectively address any gaps, identify and work on prerequisite skills, and challenge students who demonstrate readiness. Comprehensive professional development is essential to ensure teachers can tailor instruction to meet the diverse needs of all learners, from those requiring remediation to those ready for advanced challenges.		Instructional Coach	08/20/2025
<i>Notes:</i>				
10/22/24	Implementation of a daytime tutoring program to bridge the gap in proficiency. Special attention also will be given to meeting the tutoring needs of the EC population.		Cherita Williams	11/20/2025
<i>Notes:</i>				

Core Function:	NC SBE Goal 3:			
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Effective Practice:	Increase Educator preparedness to meet the needs of every student by 2027			
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	G3.01	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 Date
Initial Assessment:		While data is currently reviewed, it is not done regularly enough to have the desired impact on student outcomes. More frequent data analysis is needed to effectively monitor student progress, address learning gaps in a timely manner, and adjust instruction to ensure all students are progressing through the curriculum appropriately. Regular data review will be essential in ensuring that students do not fall behind or remain in stagnant learning cycles.	Limited Development 10/01/2024		
How it will look when fully met:		A variety of data points should be used to determine which students are meeting expectations and which are not. Data needs to be reviewed early and often in grade-level teams, MTSS meetings, content area meetings, and SIT meetings. Additionally, teachers should work with students and parents to help them understand their data, fostering transparency and encouraging growth. Celebrations of achievement should be an integral part of this process, both at the school and classroom levels, to motivate and recognize progress.		Cherita Williams	06/26/2026
Actions			0 of 3 (0%)		
10/2/24		Regular data talks about student progress should be done in PLCs		Instructional Coach	12/01/2024

		<i>Notes:</i>			
10/2/24	Classroom data talks with individual students should occur.			All staff	01/05/2025
		<i>Notes:</i> A data talk could be a formal discussion, or targeted and helpful feedback to students on what they need to improve and how they can improve.			
10/2/24	School-wide celebrations should occur for students do met expected growth in iReady, show mastery on NC check-in, and make or exceed growth on state assessments as well those who are proficient or above			Cherita Williams	12/01/2025
		<i>Notes:</i>			
	G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		EC conferences, AIG, MTSS, PTEC, iReady	Full Implementation 10/01/2024		

Core Function:		CSI and/or ATSI School Indicators			
Effective Practice:		Provide supports (personnel, programmatic, financial, etc.) for instructional priorities			
	CSI-ATSI.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are in the process of hiring an instructional coach, vetting a math coach, and working to provide additional resources to support teachers in preparing students for state testing. These steps will ensure that teachers receive the necessary guidance and tools to enhance instruction and improve student outcomes, particularly in meeting state standards.	Limited Development 10/01/2024		
<i>How it will look when fully met:</i>		<p>We are in the process of hiring an instructional coach, vetting a math coach, and working to provide additional resources to support teachers in preparing students for state testing. These steps will ensure that teachers receive the necessary guidance and tools to enhance instruction and improve student outcomes, particularly in meeting state standards.</p> <p>To reduce variability across the building, pacing guides will be established to show teachers which resources to use and when to use them. New teacher onboarding will include comprehensive training on the curriculum resources, and all resources will be reallocated to ensure that teachers have the tools they need for student success.</p>		Neter Gunn	12/05/2024
Actions			1 of 4 (25%)		
10/2/24	Instructional Coach hired and trained on the coaching model prescribed by the district.		Complete 10/21/2024	Shannon Apple	11/01/2024
<i>Notes:</i>					
10/2/24	Math Coach or consultant hired to ensure math teachers are trained on best practices in mathematics.			Cherita Williams	11/01/2024
<i>Notes:</i>					
10/22/24	At least 3 math teachers and 1 curriculum coach will be attending the Foundations of Math professional development course			Dawn Suitt	07/10/2025
<i>Notes:</i>					
10/2/24	Resources will be reviewed for alignment.			Dawn Suitt	10/30/2025

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