

Comprehensive Progress Report

Mission:

At Millis Road, students will grow as responsible citizens prepared to succeed in higher education, careers and life. We believe that schools exist for students, each child has value, students respond to high expectations, and students learn best when they are actively involved in learning.

Vision:

Millis Road Elementary is a school where community, students and staff foster a love of learning and ensure academic success for all students. We are committed to providing an environment for students that develops responsible and productive citizens.

Goals:

By June 2023, Millis Road Elementary will increase the school performance composite from 66.9% in 2020-2021 to 73% in 2022-2023.

By June 2023, Millis Road will move to operationalizing on items 11, 19 and 33 in the FAM-S.

By June 2023, Millis Road absences will decrease by 5%. (Indicator A. 4.09)



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
|----------------------------------|----------|--|---|-----------------------------------|----------------|-------------|
| Effective Practice: | | | High expectations for all staff and students | | | |
| | KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Our CHAMPS initiative and procedures are modeled and taught at the beginning of the 2019-2020 school year and reviewed throughout the school year. According to the comprehensive needs assessment, CHAMPS was not implemented with fidelity and therefore the desired outcomes were not yet achieved. Millis Road has established an MTSS Behavior Goal team to develop an MTSS Behavior Manual. The staff has been trained on the effective use of educator's handbook and is beginning to enter minor/major behaviors with fidelity. This year we will be using the Boosterthon fundraiser, which focuses on good choices and decisions. Our guidance counselor provides lessons to all classes twice a month on character development. The school is implementing the Harmony SEL Core curriculum and staff member are participating in the GCS SEL Cohort professional development (10 hours of training). | Limited Development 09/01/2017 | | |
| | | | Priority Score: 1 | Opportunity Score: 2 | Index Score: 2 | |
| How it will look when fully met: | | | We will have fewer office referrals and classroom disruptions as monitored by Educator's Handbook. | Objective Met 01/18/22 | Daniel Tilley | 06/03/2022 |
| Actions | | | | | | |
| | 4/24/18 | Train staff on a workday in CHAMPS for the 19-20 school year. | | Complete 08/31/2018 | Russell Harper | 08/31/2019 |
| Notes: | | | | | | |
| | 10/9/20 | Establish an MTSS Behavior Goal Team to develop school-wide standards of success, MTSS behavior lessons for common areas and behavior/action definitions. | | Complete 06/11/2021 | Ashley Garcia | 06/11/2021 |
| Notes: | | | | | | |
| | 10/17/17 | Character development through Guidance lessons with Mrs. Wagner | | Complete 01/15/2021 | Ashley Garcia | 06/11/2021 |
| Notes: | | | | | | |
| | 9/19/21 | Create and train on MTSS Behavior Matrix - MTSS Behavior Goal Team to Train | | Complete 01/25/2022 | Daniel Tilley | 11/20/2021 |
| Notes: | | | | | | |
| | 1/18/22 | Staff will be trained in the effective use of educator's handbook to document minor/major behaviors. This data will be reviewed by the MTSS Behavior goal time monthly and the school-based leadership team quarterly. | | Complete 12/07/2021 | Daniel Tilley | 12/07/2021 |

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| Implementation: | | 01/18/2022 | | |
| Evidence | 1/18/2022 - Met with the district data coach for intensive train-the-trainer model professional development on Educator's Handbook. Educator's Handbook is being utilized for both minor/major behaviors. The MTSS Behavior goal team team members are workin with their grade levels/departments to provide ongoing support with implementation. | | | |
| Experience | 1/18/2022 - The GCS learning area data coach has met with the MTSS Behavior goal team to train the team on Educator's Handbook (10/19/22). The team members then brought that information back to their grade level teams/departments. Additionally, support documents have been shared periodically in the Roadrunner Reporter (weekly email to staff). | | | |
| Sustainability | 1/18/2022 - The MTSS behavior team will continue to monitor Educator's handbook data. This team will continue to support their teammates to ensure minor/major behaviors are being entered with fidelity. The MTSS Goal team will work to create continuous supports for tier two behavior referral needs for check-in/check-out. | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | | | Curriculum and instructional alignment | | | |
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Grade level teams are meeting weekly to discuss and plan standards-aligned instruction. PLCs are held twice a week to analyze data and improve student progress and performance through intentional planning. The first PLC is focused on standard alignment and planning rigorous tasks for core instruction with the second PLC focused on supplemental and intensive interventions based on student data. | Limited Development 09/16/2016 | | |
| <i>How it will look when fully met:</i> | | | Grade level teams will continue meeting weekly to discuss and plan standards-aligned instruction. During weekly PLCs teachers will continue to analyze data and use it to improve student success. Teachers will utilize coaching feedback and strategies to improve student performance. During ILT walkthroughs, teachers will demonstrate evidence of detailed, targeted lessons that focus on essential standards and provide high-quality tasks for students. | | Tracey Janetta | 06/12/2024 |
| Actions | | | | 4 of 7 (57%) | | |
| | 1/24/17 | Teachers will provide detailed, targeted lesson plans that focus on the NC Standards. | | Complete 06/11/2021 | Jennifer Cooper | 06/11/2021 |
| <i>Notes:</i> Evidenced through Canvas pages, walkthroughs and formal observations. | | | | | | |
| | 9/28/16 | ARC, CKLA, & Eureka lesson plans will include standards and I can statements. | | Complete 06/11/2021 | Lindsay Hubbard | 06/11/2021 |
| <i>Notes:</i> Teacher have evidence of standard alignment throughout their lesson plans and their I can statements are listed on slides, Canvas pages and on the board in their rooms. | | | | | | |
| | 10/17/17 | Teachers will include standard numbers on board with "I Can" statements for ease of reference. | | Complete 01/20/2021 | Jennifer Cooper | 06/11/2021 |
| <i>Notes:</i> | | | | | | |
| | 9/28/16 | Each grade level team will document planning sessions (including Heggerty, CKLA, & Eureka) either through completed lesson plans, evidence on Canvas pages or meeting minutes and turn them in weekly. | | Complete 06/12/2021 | Lindsay Hubbard | 06/12/2021 |
| <i>Notes:</i> Grade chairs will be responsible for grade level submissions. | | | | | | |
| This task will be ongoing throughout the school year. | | | | | | |

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| | 3/6/17 | Specialists will develop a plan in preparation for multicultural week for their classes, as well as articulate ways classroom teachers can align their standards to this week of celebrating our diversity. | | Ashley Dunford | 05/01/2023 | |
| | | <i>Notes:</i> Each grade level will be assigned a continent and each class took a country within that continent. Classes will learn songs, art techniques, and dances and/or games related to their countries. Some classes might have guests come share and do activities in the classroom. Students will make crafts as well. Students will read fairy tales from their countries of study in media. The multi-cultural week will be culminated with assemblies in the cafeteria at which students share songs, dances, and art work. | | | | |
| | 4/24/18 | We will implement our multicultural week during the week of May 14th. Specialists will be teaching lessons in their classrooms for two weeks and classroom teachers have been asked to integrate information about their countries into their lessons. | | Ashley Dunford | 05/20/2023 | |
| | | <i>Notes:</i> Specialists will teach lessons that will culminate on Friday with a showcase assembly (either in person or virtual). | | | | |
| | 12/12/17 | Our specialist instructional team, led by Mrs. Larrick, will plan One Day without Shoes (a service learning project to collect shoes for the people of the Democratic Republic of Congo). | | Tammy Larrick | 05/01/2024 | |
| | | <i>Notes:</i> This event occurred on 5/10/2021. | | | | |
| | | A2.20 | All teachers use appropriate technological tools to enhance instruction.(5306) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | We are currently a 1:1 district. Students in K-3 have Apple iPads and in 4-5 students use ChromeBooks. Students complete a Responsible Use Course at the beginning of the school year. The school's technology assistant works with scholars to teach coding, book creator, iComic, typing, PowerPoint and other skills. In 2020 the school ensured each classroom has an Epson Projector. | | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | When fully met teachers will utilize the technological tools embedded within student devices to get information "out of scholars." Students will be able to have voice and choice as to how they demonstrate mastery of learning. | | | Cydney Burleson | 06/02/2023 |
| <i>Actions</i> | | | 0 of 2 (0%) | | | |
| | 9/30/22 | (K-3) Staff training on Book Creator, iComic and PowerPoint. | | | Cydney Burleson | 06/02/2023 |
| | | <i>Notes:</i> | | | | |

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| 9/30/22 | | | Monthly Professional Development aligned with content in the GCS Blended Learning Newsletter. | | Cydney Burleson | 06/02/2023 |
| Notes: | | | | | | |
| | | A2.26 | All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Mrs. Hubbard, Mrs. Garcia and Mrs. Mohite will hold monthly MTSS training at our staff meetings. They will review the webinars and create a presentation that is driven by the MTSS Scope & Sequence. Evidence of these sessions will be through the implementation process and assessed through PLC meetings, IPST meetings, walkthrough and formal observation data. | Limited Development 10/04/2019 | | |
| | | | Priority Score: 3 Opportunity Score: 3 Index Score: 9 | | | |
| How it will look when fully met: | | | All staff members will be fully trained implementing the MTSS processes during the 2020-2021 school year. | Objective Met 09/19/21 | Jennifer Cooper | 06/11/2021 |
| Actions | | | | | | |
| 10/4/19 | | | MTSS training will occur at our monthly staff meetings. | Complete 06/12/2021 | Ashley Garcia | 06/12/2021 |
| Notes: | | | Teachers were trained on MTSS as a structure for school improvement, the standard treatment protocol, NumberWorlds and FastBridge. | | | |
| Implementation: | | | | 09/19/2021 | | |
| Evidence | | | 9/19/2021 - Evidence is in the presentations provided by GCS, our CF/AP at staff meetings. This is in addition to meeting minutes from PLCs, IPST. In addition, there are training logs from various district professional opportunities teachers engaged in toward successful MTSS implementation. | | | |
| Experience | | | 9/19/2021 Throughout the school year, our curriculum facilitator along with our assistant principal trained teachers monthly in the "why" behind the MTSS structures for school improvement. Then, teachers were trained through their professional learning communities in the GCS Standard Treatment Protocol, NumberWorlds, FastBridge and other monitoring tools. | | | |
| Sustainability | | | 9/19/2021 Our teacher will continue to need refreshers on the various methods utilized for interventions and progress monitoring. Additionally, teachers are continuing to grow in their knowledge of Social emotional Learning. This year, we are a GCS SEL Cohort school. | | | |

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| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | | | Data analysis and instructional planning | | | |
| | | A3.01 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Currently instructional teams are utilized to access student learning data at the core, supplemental and intensive level. | Limited Development 09/30/2022 | | |
| <i>How it will look when fully met:</i> | | | At full implementation, teachers will have a firm understanding of the supplemental and intensive problem solving model as directed by the MTSS model. Teachers will utilize student data to make decisions about next steps for student learning using the standard treatment protocol. Teachers will engage in ongoing professional development to strengthen their practice. The school will utilize the skills of the district data coach, school psychologist and curriculum facilitator for support. | | Tracey Janetta | 06/02/2023 |
| Actions | | | | 1 of 2 (50%) | | |
| | 9/30/22 | Training in the MTSS processes for supplemental and intensive problem solving. | | Complete 09/27/2022 | Tracey Janetta | 10/01/2022 |
| <i>Notes:</i> | | | | | | |
| | 9/30/22 | Training sessions from district data coach after interim assessments. | | | Tracey Janetta | 06/02/2023 |
| <i>Notes:</i> | | | | | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
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| 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 |
| Initial Assessment: | | | Our IPST team is in place and meets weekly. Our master schedule includes an intervention/enrichment time for each grade level called WIN time. Beginning in the 2021-2022 school year, instructional assistants are not only working with Kindergarten students but first grade and second grade students as well during WIN time. | Limited Development 09/16/2016 | | |
| | | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | | A tiered instructional system will enable teachers to meet the diverse needs of students. Teachers will analyze data and group students for small-group instruction and intervention/enrichment. Individual student goals will be set and monitored throughout the year. Teachers will utilize the standard treatment protocol to intervene with supplemental and intensive level students and progress monitor utilizing FastBridge. | Objective Met 06/05/22 | Tracey Janetta | 06/11/2022 |
| Actions | | | | | | |
| | 11/14/17 | Teachers will provide supplemental and intensive interventions at the classroom level and use this data (NWEA Map Growth) to make referrals to IPST for students making inadequate growth or needing a change in intervention to ensure success. | | Complete 06/11/2021 | April Brown | 06/11/2021 |
| Notes: | | | | | | |
| | 4/24/18 | 3-5 teachers will use formal and informal assessment data to guide whole group and small group instruction throughout the school year. | | Complete 05/31/2022 | Daniel Tilley | 05/31/2022 |
| Notes: | | | | | | |
| | 9/27/18 | K-2 teachers will use DIBELS and NWEA Map Growth Data to inform whole group and small group instruction throughout the school year. | | Complete 06/03/2022 | Daniel Tilley | 06/11/2022 |
| Notes: | | | | | | |
| Implementation: | | | | 06/05/2022 | | |
| Evidence | | | 6/5/2022 | | | |
| Experience | | | 6/5/2022 | | | |
| Sustainability | | | 6/5/2022 | | | |

| | 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: | | | Teachers recognize and address students' social and emotional states on a consistent basis through social emotional learning practices. Teachers have begun to address this through implementation of morning SEL meetings. The SEL goal team applied for and was accepted as an SEL Cohort school for the 2021-2022 school year. During year one, professional learning will focus on adult SEL. In addition, Millis Road is implementing the Harmony SEL curriculum for the benefit of our scholars with a focus on creating Harmony Goals and utilizing the Buddy Up component to build more inclusive classrooms. | Limited Development 09/16/2016 | | |
| | | | Priority Score: 2 Opportunity Score: 2 Index Score: 4 | | | |
| How it will look when fully met: | | | Through professional development, teachers will be equipped with strategies to support the social, emotional, and behavioral states of students. | Objective Met 06/05/22 | Jennifer Wagner | 06/03/2022 |
| Actions | | | | | | |
| | 6/14/18 | CHAMPS will be implemented in the 2019-2020 school year. | | Complete 03/13/2020 | Tammy Larrick | 06/15/2020 |
| <i>Notes:</i> | | | | | | |
| | 11/10/20 | During remote learning, our teachers have engaged in morning meetings to include SEL practices (read alouds, discussion questions, scale of feelings using emojis, chat box discussions). | | Complete 09/25/2020 | Jenny Wagner | 10/31/2020 |
| <i>Notes:</i> Teacher have intentionally met with students on Friday's during remote learning with class meetings to support students social emotional needs. | | | | | | |
| | 10/9/20 | Guidance counselor will attend the NC Counselor Conference, attend sessions pertaining to SEL and then train staff during a following monthly MRE PD session. | | Complete 12/15/2020 | Jenny Wagner | 12/18/2020 |
| <i>Notes:</i> Mrs. Wagner is sharing information from her NC Counselor Sessions with the SEL Goal team to then be share amongst various departments. | | | | | | |
| | 9/1/17 | Guidance counselor will develop lessons that meet the emotional and social needs of our students. | | Complete 01/20/2021 | Jenny Wagner | 06/11/2021 |
| <i>Notes:</i> | | | | | | |
| | 11/10/20 | A social emotional goal team will be established with a focus on adult SEL in the 2020-2021 school year in partnership with the GCS SEL department. | | Complete 12/15/2020 | Jennifer Cooper | 06/11/2021 |
| <i>Notes:</i> | | | | | | |

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| 11/10/20 | Millis Road Staff will utilize the Class Dojo platform for positive behavior support, to keep our community connected and on-going communicate with families through messages. | Complete 12/01/2020 | Ashley Garcia | 10/31/2021 |
| <i>Notes:</i> | | | | |
| 9/20/21 | Successfully complete 10 hours of professional learning as a GCS SEL Cohort School in the first year. | Complete 06/03/2022 | Tammy Larrick | 06/03/2022 |
| <i>Notes:</i> | | | | |
| 9/20/21 | Teacher will implement the Harmony SEL curriculum with a focus on the Harmony Goals (classroom agreements) and Buddy Up systems to create a more inclusive classroom. | Complete 06/03/2022 | Jennifer Wagner | 06/03/2022 |
| <i>Notes:</i> | | | | |
| 1/21/21 | The social emotional goal team will share SEL openers/closers at monthly staff meetings that can be transferred to classroom practice. | Complete 06/03/2022 | Jennifer Wagner | 06/11/2022 |
| <i>Notes:</i> | | | | |
| Implementation: | | 06/05/2022 | | |
| Evidence | 6/5/2022 | | | |
| Experience | 6/5/2022 | | | |
| Sustainability | 6/5/2022 | | | |

| | KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |
|---|----------|---|--|-----------------------------------|---------------------|-------------------|
| Initial Assessment: | | | Teachers introduce students to school language, procedures, and practices. Our fifth graders visit the middle school in the Spring to acquaint themselves to that environment. Last year (2021), 5th grade students and their families were able to participate in a virtual tour of the middle school and were introduced to staff members across departments in lieu of a physical tour due to the pandemic. | Limited Development 09/01/2017 | | |
| | | | Priority Score: 1 Opportunity Score: 2 Index Score: 2 | | | |
| How it will look when fully met: | | | Students will transition effectively from pre-K to Kindergarten and 5th grade to middle school through partnerships between and amongst grade level/schools to support students. | Objective Met 06/29/22 | Kesley Moore | 06/11/2024 |
| Actions | | | | | | |
| | 11/10/20 | Millis Road will partner with the middle school counselors for middle school course registration. | | Complete 06/03/2022 | Jennifer Wagner | 05/28/2024 |
| <i>Notes:</i> The middle school provided a virtual opportunity to work alongside our counselor for middle school recognition. | | | | | | |
| | 9/1/17 | Fifth graders will visit their incoming middle school (virtually or in-person). Pre-K students will visit a Kindergarten classrooms over the course of one week to have an experience with all content areas. | | Complete 04/15/2022 | Jennifer Wagner | 06/11/2024 |
| <i>Notes:</i> Last year (2021), 5th grade students and their families were able to participate in a virtual tour of the middle school and were introduced to staff members across departments in lieu of a physical tour due to the pandemic. | | | | | | |
| Implementation: | | | | 06/29/2022 | | |
| Evidence | | 6/29/2022 Both objectives have been fully met. | | | | |
| Experience | | 6/29/2022 5th graders visited the middle school virtually. Our counselor worked with middle school counselor's to complete student registration. | | | | |
| Sustainability | | 6/29/2022 Continue fostering relationships with middle school providers. | | | | |

| | | A4.17 | The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856) | Implementation Status | Assigned To | Target Date |
|----------------------------------|---------|---|---|-----------------------------------|---------------|-------------|
| Initial Assessment: | | | The school is working to implement a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students in partnership with the district multiple times per year and establishes decision rules to determine students in need of targeted intervention. We are partnering with psychological services to provide feedback on the behavioral standard treatment protocol and have provided feedback about its alignment to social-emotional learning. The school is utilizing the data in Educator's Handbook to align goals for behavior to current trends. | Limited Development 09/30/2022 | | |
| How it will look when fully met: | | | When fully implemented we will have a reliable and valid system-wide process for screening students in both academics and behavior. | | Daniel Tilley | 06/02/2023 |
| Actions | | | | 1 of 2 (50%) | | |
| | 9/30/22 | Train new staff in Educator's Handbook. | | Complete 09/13/2022 | Daniel Tilley | 10/01/2022 |
| Notes: | | | | | | |
| | 9/30/22 | Implement the standard treatment protocol for behavior based on student data. | | | Daniel Tilley | 06/02/2023 |
| Notes: | | | | | | |

| | | A4.21 | The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355) | Implementation Status | Assigned To | Target Date |
|----------------------------------|---------|---|--|-----------------------------------|-----------------|-------------|
| Initial Assessment: | | | Currently, the school is in year 2 of the GCS SEL Cohort training for adult SEL. Additionally, Millis Road is implementing Harmony SEL. One of the SEL co-chairs has created a pacing guide to align Harmony 2.0 and Harmony 3.0 (still in the development phase). The school is doing a book study on Culturally Responsive Teaching and the Brain based on the data collected from the CASEL survey. | Limited Development 09/30/2022 | | |
| How it will look when fully met: | | | At fully implementation the school will be able to utilize the CASEL survey, student survey data, data from Educator's Handbook and other anecdotal data to determine the effectiveness of the evidence-based programs selected for our students. | | Tammy Larrick | 06/02/2024 |
| Actions | | | | 0 of 3 (0%) | | |
| | 9/30/22 | Complete and analyze data from yearly CASEL survey. | | | Tammy Larrick | 06/02/2023 |
| Notes: | | | | | | |
| | 9/30/22 | Implement pacing of Harmony SEL programming, monitor lessons for fidelity. | | | Tammy Larrick | 06/02/2023 |
| Notes: | | | | | | |
| | 9/30/22 | Complete book student of Culturally Responsive Teaching and the Brain with all certified staff. | | | Jennifer Cooper | 06/02/2023 |
| Notes: | | | | | | |

| | | A4.22 | All teachers are responsive to students’ cultural backgrounds and incorporate culturally-relevant material in their classrooms. (6824) | Implementation Status | Assigned To | Target Date |
|----------------------------------|---------|--|---|-----------------------------------|-----------------|-------------|
| Initial Assessment: | | | Teachers identify the changing demographics of the students in our school. Teachers identified a need to learn how to best meet the academic, behavioral and social-emotional needs of scholars via the 2022 CASEL survey with the SEL goal team. | Limited Development 09/30/2022 | | |
| How it will look when fully met: | | | Teachers will be able to appropriately differentiate student learning in the areas of academics, behavior and social-emotional learning based on current research on culturally responsive teaching and the brain. | | Jennifer Cooper | 06/02/2023 |
| Actions | | | | 0 of 3 (0%) | | |
| | 9/30/22 | Teachers will be able to appropriately differentiate student learning in the areas of academics, behavior and social-emotional learning based on current research on culturally responsive teaching and the brain. | | | Jennifer Cooper | 06/02/2023 |
| Notes: | | | | | | |
| | 9/30/22 | Completion of book study - Culturally Responsive Teaching and the Brain by Zaretta Hammond. | | | Jennifer Cooper | 06/02/2023 |
| Notes: | | | | | | |
| | 9/30/22 | Continue to add titles to the school's physical book collection. | | | Cydney Burleson | 06/02/2023 |
| Notes: | | | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|---|---------|---|---|-----------------------------------|------------------------|-------------------|
| Effective Practice: | | | Strategic planning, mission, and vision | | | |
| | KEY | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | | Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing these indicators annually in conjunction with the School Improvement Plan. | Limited Development 09/16/2016 | | |
| | | | Priority Score: 2 Opportunity Score: 1 Index Score: 2 | | | |
| <i>How it will look when fully met:</i> | | | The School Leadership Team will meet monthly. The Instructional Leadership Team will meet weekly consisting of the principal, assistant principal and curriculum facilitator. Additionally, beginning in the 2021-2022 school year, the grade level chairs will meet monthly to growth in their knowledge of instructional rounds in effort to build collective efficacy within and across grade levels with high leverage instructional practices. | Objective Met 06/03/22 | Jennifer Cooper | 06/11/2024 |
| <i>Actions</i> | | | | | | |
| | 6/14/18 | Monthly meetings will be held during the 2020-2021 school year. | | Complete 06/11/2021 | Jennifer Cooper | 06/11/2021 |
| | | <i>Notes:</i> Leadership Team Dates: 9-1-2020 10-4-2020 11-2-2020 12-1-2020 1-5-2020 2-2-2020 3-2-2020 4-6-2020 5-4-2020 The instructional leadership team meets weekly on Tuesdays from 12:30-1:30 to review data, plan for PLCs, discuss coaching trends. | | | | |
| | 9/20/21 | Monthly school-based leadership team meetings will be held during the 2021-2022 school year. | | Complete 06/03/2022 | Jennifer Cooper | 05/03/2022 |

Notes: Meetings will be held on the first Tuesday of each month.

8-4-21

9-7-21 (did not hold this meeting due to other BOY staff trainings needed)

10-5-21

11-2-21

12-7-21

1-4-22

2-1-22

3-1-22

4-5-22

5-3-22

The admin team will meet on Friday mornings.

Grade level chairs will meet on the first Wednesday of each month.

| Implementation: | | | 06/03/2022 | | |
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| Evidence | | | 6/3/2022 | | |
| Experience | | | 6/3/2022 | | |
| Sustainability | | | 6/3/2022 | | |
| | KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To |
| Initial Assessment: | | | We have scheduled monthly school-based leadership team meetings. In addition, the Millis Road is establishing goal teams to support the work of our school-based leadership team with leadership team representation throughout. These goal teams consist of: MTSS Behavior Goal Team, Social Emotional Learning Goal Team, Academic/Parental Engagement Goal Team, Media/Technology Goal Team and Sunshine/Culture Goal Team. | Limited Development 09/16/2016 | |
| How it will look when fully met: | | | The School Leadership Team will meet monthly. The key indicators will drive our meeting and decision-making. | | Jennifer Cooper |
| Actions | | | | 1 of 2 (50%) | |
| | 11/10/20 | Goal Teams (MTSS Behavior, SEL, MTAC, Academic/Parental Engagement, Sunshine/Culture) will meet monthly and share minutes during monthly leadership team meetings. | | Complete 06/11/2021 | Jennifer Cooper |
| Notes: | | | | | |

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| 9/1/17 | School improvement team members will be familiar with Indistar and the key indicators will drive our members. | | Jennifer Cooper | 06/11/2023 |
| Notes: | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|-----|---|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Distributed leadership and collaboration | | | |
| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Each Grade level or department has an established chair. Teachers have been given appropriate time weekly to plan and implement instructional strategies and lessons for students. PLCs are held weekly to analyze data for increased student performance. | Limited Development 09/19/2016 | | |
| | | | Priority Score: 3 Opportunity Score: 2 | Index Score: 6 | | |
| How it will look when fully met: | | | Student learning will increase due to teachers being well planned and organized. Success with this indicator will be evidenced by DIBELS, NWEA Map Growth Data, IA and CA data, PLC agendas focused on student outcomes. Academic PLC/Data PLC structure with academic PLCs focused on the instructional core and Data PLCs focused on supplemental and intensive supports for students. | Objective Met 06/29/22 | Tracey Janetta | 06/11/2023 |
| Actions | | | | | | |
| 2/20/18 | | Twice Weekly PLCs | | Complete 01/20/2021 | Lindsay Hubbard | 06/11/2021 |
| Notes: | | | | | | |
| 2/20/18 | | Grade levels will meet weekly for instructional planning. | | Complete 06/03/2022 | Lindsay Hubbard | 06/11/2022 |
| Notes: | | | | | | |
| Implementation: | | | | 06/29/2022 | | |
| Evidence | | 6/29/2022 | | | | |
| Experience | | 6/29/2022 | | | | |
| Sustainability | | 6/29/2022 | | | | |

| Core Function: | | | Dimension B - Leadership Capacity | | | |
|----------------------------------|---------|---|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Monitoring instruction in school | | | |
| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Mrs. Cooper visits classrooms daily and monitors student growth and performance data. She offers feedback following formal and informal observations through two-way dialogue and the evaluation process. The instructional leadership team (Principal, Assistant Principal, Curriculum Facilitator) are engaging in the book study of both Leverage Leadership 2.0 and Get Better Faster to guide the work of instructional rounds, as well as, the research from New Leaders. Grade level chairs will be trained in these processes by the end of the 2021-2022 school year. | Limited Development 09/19/2016 | | |
| How it will look when fully met: | | | All teachers will consistently receive feedback based on both formal and informal observations or walkthroughs. Mrs. Cooper and Mrs. Garcia will visit classrooms on a daily basis to observe instruction and engage in coaching conversations with with teachers as a part of the data-driven instruction cycle. In the ILT will conduct walkthroughs and debriefing sessions to elevate instruction and performance. | Objective Met 06/06/22 | Jennifer Cooper | 06/02/2023 |
| Actions | | | | | | |
| | 9/1/17 | All teachers will have at least one formal observation complete by January. | | Complete 01/23/2019 | Russell Harper | 01/23/2020 |
| Notes: | | | | | | |
| | 2/20/18 | Mrs. Cooper and Mrs. Garcia will complete formal observations with specific feedback and actionable next steps for staff members. | | Complete 05/21/2021 | Jennifer Cooper | 05/21/2021 |
| Notes: | | | | | | |
| | 5/15/18 | Mrs. Cooper and Mrs. Garcia will hold summative conferences with staff members. | | Complete 06/04/2021 | Jennifer Cooper | 06/11/2021 |
| Notes: | | | | | | |
| | 6/14/18 | Mrs. Cooper, Mrs. Garcia, and the Curriculum Facilitator will ensure that grade level planning is occurring on a weekly basis. They will provide feedback for lessons (including CKLA, ARC, & Eureka) and PLCs. | | Complete 01/20/2021 | Lindsay Hubbard | 06/11/2021 |
| Notes: | | | | | | |

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|---|--|---------------------|-----------------|------------|
| 9/20/21 | Mrs. Cooper and Mr. Tilley will complete formal observations with specific feedback and actionable next steps for staff members. | Complete 05/20/2022 | Jennifer Cooper | 05/20/2022 |
| <i>Notes:</i> | | | | |
| 9/20/21 | Mrs. Cooper and Mr. Tilley will hold summative conferences with staff members. | Complete 05/20/2022 | Jennifer Cooper | 05/20/2022 |
| <i>Notes:</i> Summative conferences were held with all staff members. | | | | |
| 9/12/18 | Mrs. Cooper, Mr. Tilley and Mrs. Hubbard will complete informal observations and provide feedback to teachers. | Complete 06/06/2022 | Jennifer Cooper | 06/11/2022 |
| <i>Notes:</i> The instructional Leadership Team is currently completing a book study on Leverage Leadership 2.0 and Get Better Faster with a focus on instructional coaching. | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
|---|-----|---|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Quality of professional development | | | |
| | 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 Date |
| <i>Initial Assessment:</i> | | | Millis Road regularly examines and utilizes school performance data to guide instruction and decision-making. | Limited Development 09/19/2016 | | |
| <i>How it will look when fully met:</i> | | | <p>Millis Road regularly examines and utilizes school performance data to guide instruction and decision-making.</p> <p>We will use various data to decide on Professional Learning Community foci for each grade level. Data analyzed will include, but is not limited to EOG proficiency data, EVAAS projections, IA data, ISIP, DIBELS, NWEA data, common assessments and observational data.</p> | | Tracey Janetta | 06/09/2023 |
| Actions | | | | 4 of 5 (80%) | | |
| 4/25/17 | | Analyze end of year test data to determine areas of need. | | Complete 11/15/2019 | Ashley Garcia | 11/15/2019 |
| <i>Notes:</i> | | | | | | |
| 9/18/17 | | Our teachers will participate in district offered professional development/coaching throughout the school year. (K-3 CKLA, K-5 Eureka, 4-5 ARC) | | Complete 06/11/2021 | Lindsay Hubbard | 06/11/2021 |
| <i>Notes:</i> | | | | | | |
| 10/17/17 | | Teachers will utilize ARC, CKLA, Eureka and GCS literacy coaches to assist as needed with literacy and math planning, instruction, and assessments. | | Complete 06/11/2021 | Lindsay Hubbard | 06/11/2021 |

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|---|--|---------------------|-----------------|------------|
| <i>Notes:</i> | | | | |
| 9/20/21 | Our teachers will participate in district offered professional development/coaching throughout the school year. (K-5 CKLA & Eureka, SEL Cohort PD) | Complete 06/03/2022 | Jennifer Cooper | 06/03/2022 |
| <i>Notes:</i> This year we have been assigned 6 coaching days for Eureka and CKLA. In addition, we will have 10 hours of SEL professional development with our GCS coach. | | | | |
| 11/14/17 | Staff members will share strategies and ideas to facilitate student growth and performance during Millis Road Elementary Professional Development Session (MRE PD) on the 3rd Tuesday of each month. | | Jennifer Cooper | 06/11/2024 |
| <i>Notes:</i> | | | | |

| Core Function: | | | Dimension D - Planning and Operational Effectiveness | | | |
|----------------------------------|--|---|---|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Facilities and technology | | | |
| | | D2.01 | ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Teachers currently upload all lessons on Canvas. The school utilizes Canvas for students to access assignments with they are home sick. The school has 2 Canvas certified teachers. | Limited Development 09/30/2022 | | |
| How it will look when fully met: | | | Utilize Canvas to create a blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology | | Cydney Burleson | 06/02/2023 |
| Actions | | | | 0 of 2 (0%) | | |
| 9/30/22 | | Train 2 additional staff members to be Canvas certified educators and have them present ideas for blended learning at staff meetings. | | | Cydney Burleson | 06/02/2023 |
| Notes: | | | | | | |
| 9/30/22 | | Partner with assigned blended learning specialist for feedback on lessons and suggestions for strategy implementation. | | | Jennifer Cooper | 06/02/2023 |
| Notes: | | | | | | |

| Core Function: | | | Dimension E - Families and Community | | | |
|---|----------|--|--|-----------------------------------|-----------------|-------------|
| Effective Practice: | | | Family Engagement | | | |
| | KEY | E1.06 | 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> | | | Teachers send home weekly newsletters. The PTA president sends out regular emails. The school uses Blackboard connect to create a nexus between school and home. Report cards along with recent testing data are sent home quarterly. Teachers offer at least two conferences a year (First and third quarter). IEP goals are reviewed yearly and as needed at meetings alongside parents for EC students. Parents are invited to IPS (Intensive Problem Solving) meetings. All leadership and PTA meetings are open to the public. The attendance team meets bi-weekly to review students who are at risk of being chronically absent. Teachers are trained in attendance procedures to track communication with families | Limited Development 09/19/2016 | | |
| <i>How it will look when fully met:</i> | | | We want parents to feel well informed about what their children are learning at school and how they can help them be successful by supporting learning at home. We want to ensure students "be here to get there." As such, we will partner with our families to reduce chronic absenteeism. | | Tracey Janetta | 06/02/2023 |
| Actions | | | | 4 of 7 (57%) | | |
| | 11/30/16 | All grade levels will hold a curriculum night in first quarter. | | Complete 11/01/2019 | Russell Harper | 11/02/2019 |
| <i>Notes:</i> | | | | | | |
| | 2/21/17 | Teachers will communicate with parents about end of year assessments and grade level standards and performance and their readiness for the next grade level. | | Complete 06/11/2021 | Lindsay Hubbard | 06/11/2021 |
| <i>Notes:</i> | | | | | | |
| | 12/6/17 | Teachers will send home weekly newsletters throughout the year. | | Complete 06/11/2021 | Jennifer Cooper | 06/11/2021 |
| <i>Notes:</i> | | | | | | |
| | 10/17/17 | Teachers will hold 1st and 3rd quarter conferences | | Complete 04/30/2022 | Daniel Tilley | 04/30/2022 |
| <i>Notes:</i> | | | November 4-20, 2020 - First quarter conferences held. | | | |
| | | | Teachers scheduled conferences with parents as needed to discuss grades, strengths, areas for improvement, and data (IAs, Istation, FastBridge, SPS/IPS, etc.). | | | |
| | | | October 18th-26th, 2021 - First quarter conferences held via Teams. | | | |

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|---|---------------|--|--|-----------------------------------|--------------------|
| | 10/4/22 | Teachers will be trained in attendance procedures for various tiers to support student learning. | | Jennifer Cooper | 06/02/2023 |
| | <i>Notes:</i> | | | | |
| | 10/4/22 | Attendance (Principal, School Counselor, Social Worker, Data Manager) team will meet bi-monthly to address chronic absenteeism. | | Jennifer Cooper | 06/02/2023 |
| | <i>Notes:</i> | | | | |
| | 10/4/22 | Principal will regularly (monthly) communicate with families about the importance of attendance (tardies as well). Be here to get there! | | Jennifer Cooper | 06/02/2023 |
| | <i>Notes:</i> | | | | |
| | | E1.12 | The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330) | Implementation Status | Assigned To |
| <i>Initial Assessment:</i> | | | The school has shared information about Harmony SEL goals during beginning of year curriculum nights. The school has done one parent "lunch and learn" on SEL in the 2021-2022 school year. | Limited Development 09/30/2022 | |
| <i>How it will look when fully met:</i> | | | Offer social-emotional "lunch and learn" sessions yearly to equip parents with strategies. Share unit parent letters from Harmony SEL. | Jennifer Wagner | 06/02/2023 |
| Actions | | | 0 of 2 (0%) | | |
| | 9/30/22 | Parent SEL "lunch and learn" session. | | Jennifer Wagner | 02/01/2023 |
| | <i>Notes:</i> | | | | |
| | 9/30/22 | Send home unit Harmony SEL newsletters to parents via ClassDojo or hard copy. | | Jennifer Wagner | 06/02/2023 |
| | <i>Notes:</i> | | | | |