

Comprehensive Progress Report

Mission:

Nurturing Brave Minds and Inspiring Lifelong Learners for Success!

To create an encouraging and positive environment that will engage all stakeholders through intentional communication and focused core instructional practices.

Vision:

Goals:

4.01, 1.02, 1.06 Strategic Goal: By June 2028, the percentage of 5th grade students achieving grade level proficiency (Level 3, 4, or 5) on the Math EOG will increase from their 4th grade baseline of 31.4% to 41.8%. Annual targets to guide progress toward this goal are 34.7% proficient by the end of the 2025–2026 school year, 37.7% proficient by the end of the 2026–2027 school year, and 41.8% proficient by the end of the 2027–2028 school year.

1.07 Strategic Goal: By June 2028, the total number of office referrals for aggressive behavior will decrease from the 2024–2025 baseline of 78 to 55. Annual targets are set to ensure steady improvement: 70 referrals by the end of 2025–2026, 63 referrals by the end of 2026–2027, and 55 referrals by the end of 2027–2028.

4.06 Strategic Goal: By June 2028 chronic absenteeism will decrease by 10% each year over the next three years for identified students in grades K–5, as measured by school attendance records. Chronic absenteeism will go from 56 students (24-25 baseline) to 40 students. Annual targets to guide progress toward this goal are 50 student by the end of the 2025–2026 school year, 45 students by the end of the 2026–2027 school year, and 40 students by the end of the 2027–2028 school year.

4.01, 1.02, 1.06 Strategic Goal: By June 2028, our school will increase the percentage of students achieving proficiency (Levels 3, 4, or 5) on the Science EOG from the current 23.9% to 40%, To achieve this, annual targets will be set and monitored: by the end of the 2025–2026 school year, proficiency will rise to at least 30%; by the end of the 2026–2027 school year, proficiency will reach 35%; and by the end of the 2027–2028 school year, proficiency will meet or exceed 40%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:		Practice 1B: Monitor short-and long-term goals				
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		<p>As a CSI school, N.B. Mills is implementing Retention Stipend for certified staff who meet the requirements and stipulations. Certified staff will receive \$250 dollars each month if they are employed 100% by N.B. Mills. This process helps drive consistency within the school for our students and will decrease our percentages for teacher transitioning to improve our CSI Status.</p> <p>As a CSI School, NB Mills will utilize CSI funds for a variety of classroom supplies to improve the classrooms, instruction and our CSI status.</p> <p>As a CSI school teachers will receive differentiated PD on Early Release Days to improve our CSI status.</p>	Limited Development 12/07/2023			
		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		When fully implementing these strategies as a CSI school, NB Mills will improve student curriculum retention and create HQ teachers in each classroom/retention. These strategies will help begin to improve our schools CSI status.		Sally Schultz (sitting member)	06/18/2026	
Actions			0 of 6 (0%)			
	8/17/25	As a CSI School, NB Mills will utilize funds for a variety of classroom supplies.		Mari-Katherine Webber	09/30/2025	
<i>Notes:</i>						
	8/17/25	As a CSI school, certified staff will go to "go and sees" where they are able to see quality instruction in action based on teacher need to improve our CSI status.		Sally Schultz	12/15/2025	
<i>Notes:</i>						
	8/17/25	Quarterly science PD will be provided for 4th and 5th grade science to		Sherri Adams	03/25/2026	

	continue to improve the vocabulary and hands-on instruction.			
<i>Notes:</i>				
8/17/25	As a CSI school we will hold differentiated PD on Early Release Days based on teacher need to improve our CSI status.		Jeremy Quick (sitting member)	04/29/2026
<i>Notes:</i>				
8/17/25	Monthly PLC collaboration with our District Math Coach to improve 5th grade math results		Sherri Adams	05/30/2026
<i>Notes:</i>				
8/17/25	As a CSI School, we will create monthly stipends for certified staff to improve our retention percentage for our students and our school.		Sally Schultz	05/31/2026

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>		As a CSI and Restart school, N.B. Mills utilizes an MTSS process that allows for the early identification of students who are not achieving academically. This process incorporates frequent monitoring of student progress to assist teams in making decisions about academic and behavioral goals. A solid plan and implementation of Tier 1 core commitments for reading and math (with a focus on core instruction, high quality PLCs, weekly teacher lesson plans aligning with the curriculum, and high yield instructional strategies, iReady reports). The plan for implementation of MTSS interventions for Tier 2 and Tier 3 are in place for Reading and Math with a focus on push-in for Tier 2 and pull out for Tier 3.	Limited Development 11/15/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		All of the NB Mills teachers will implement MTSS, academic and behavior, authentically and seamlessly with fidelity. MTSS begins with solid core instruction. Grade levels will develop instructional commitments, based on district expectations and student needs, to ensure quality instruction We will analyze our core instruction to make		Donna Grant (sitting member)	06/18/2026

improvements through PLC meetings, Grade Level meetings, Data meetings and Intensives. All students who are below grade level, or not making adequate growth, will receive research based interventions in a timely manner to help close gaps from the MTSS Coordinators.

Data and Resources used:

RTI Stored

iReady for Reading and Math

mCLASS

Scoreboards

Title 1 Funding

CSI Funding

Diagnostic Data Spreadsheet

Actions		0 of 9 (0%)		
8/17/25	<p>As a CSI School, we will:</p> <ol style="list-style-type: none"> 1. Use calendar flexibility to increase number of students engaged in remediation and enrichment Camps 2. Use budget flexibility to pay staff to teach remediation and enrichment camps <p>To improve our CSI status. This flexibility was used in the 2023-2024, 2024-2025 school year and will continue this year.</p>		Sally Schultz (sitting member)	08/30/2025

Notes:

8/17/25	We will use budget flexibility to provide an additional stipend each month to reduce teacher turnover.		Sally Schultz (sitting member)	08/30/2025
<i>Notes:</i>				
8/17/25	The instructional leadership team will hold monthly Professional Development sessions using teacher leaders. Teachers will have voice, choice, and ownership in their Professional Development sessions.		Sally Schultz (sitting member)	09/10/2025
<i>Notes:</i>				
8/17/25	Teachers will work with coaches to develop weekly, high quality, lesson plans , analyze data, and create common assessments		Sally Schultz (sitting member)	09/11/2025
<i>Notes:</i>				
8/17/25	The Instructional Facilitator will hold a Data Day 3 times a year to set goals, analyze grade level data, and ensure support is in place for Tier 2 and Tier 3 students.		Sally Schultz (sitting member)	10/02/2025
<i>Notes:</i>				
8/17/25	The MTSS Coordinators will hold monthly MTSS PLCs focusing on using data to identify/support our Tier 2 and Tier 3 students.		Sally Schultz (sitting member)	11/04/2025
<i>Notes:</i>				
8/17/25	As a CSI School, we will: 1. Use calendar flexibility to provide breaks in the calendar to decrease teacher and student burnout 2. Use budget flexibility to provide additional stipend each month to reduce teacher turnover. 3. Use budget flexibility to purchase an SEL curriculum for all classrooms to teach students productive and positive school behaviors in order to decrease teacher frustration of student misbehavior.		Sally Schultz (sitting member)	12/17/2025
<i>Notes:</i>				
8/17/25	We will implement a daily CICO (check in/check out) system for students who will be paired with mentors.		Sally Schultz (sitting member)	03/18/2026
<i>Notes:</i>				
8/17/25	The Primary Detection team will meet weekly to ensure all students' needs are met.		Christy Burby	06/18/2026

Core Function:	Domain 3: Instructional Transformation
Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction

		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will deliver whole-class instruction to build content knowledge, provide targeted small-group instruction based on data, assign independent practice for mastery, and incorporate computer-based programs for differentiation and reinforcement (iReady for Math and IXL for science).		Limited Development 08/17/2025		
<i>How it will look when fully met:</i>		Increased student engagement and access to rigorous grade-level science and math content. Growth in math and science benchmark performance each quarter. By June 2026, measurable improvement in 5th grade science and math EOG proficiency rates compared to baseline.			Sherri Adams (sitting member)	06/18/2026
Actions				4 of 13 (31%)		
	8/17/25	Leadership will create a master schedule to include a science block K-5th.		Complete 07/31/2025	Sally Schultz	08/04/2025
<i>Notes:</i>						
	8/17/25	Discuss and create a supplemental materials list		Complete 08/04/2025	Ali Martinez	08/04/2025
<i>Notes:</i>						
	8/17/25	4th and 5th grade science teachers will implement L to J into their science instruction.		Complete 08/18/2025	Ali Martinez	08/18/2025
<i>Notes:</i>						
	8/17/25	Review science EOG and check in data		Complete 08/29/2025	Sherri Adams	08/29/2025
<i>Notes:</i>						
	8/17/25	Create a schoolwide pacing guide for the year by quarters that is aligned to the 5th grade curriculum.			Sherri Adams	09/11/2025
<i>Notes:</i>						
	8/17/25	Academic Goal Team will analyze science data, unpack standards for vertical alignment, and work to build science capacity in K-5th			Lindsey Mehall	09/30/2025
<i>Notes:</i>						
	8/17/25	Make a list of hands on activities that will be completed in the science enhancement classroom for each grade level.			Donald Merrick	10/01/2025

<i>Notes:</i>						
8/17/25	All 5th grade students will be active participants in the school science fair.				Sally Schultz	10/10/2025
<i>Notes:</i>						
8/17/25	Weekly science PLCs for planning, data analysis, and vertical alignment				Sherri Adams	11/22/2025
<i>Notes:</i>						
9/11/25	4th and 5th grade science teacher will observe strong science instruction at other schools in the district				Sherri Adams (sitting member)	02/10/2026
<i>Notes:</i>						
9/11/25	Early Release Day Professional Development will contain session based on science best practices as well as ways to build science instruction in all grade levels				Sally Schultz (sitting member)	03/13/2026
<i>Notes:</i>						
8/17/25	Monthly planning with Elementary Science Coach				Sally Schultz	03/30/2026
<i>Notes:</i>						
9/11/25	A Family Science Night will be hosted to help gain student interest and excitement in curriculum and educate families on the science curriculum				Christy Burby (sitting member)	04/13/2026
<i>Notes:</i>						
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:		Ensure consistent and effective implementation of PBIS (Positive Behavioral Interventions and Supports) and the Second Step SEL (Social-Emotional Learning) curriculum, and morning meetings, through Leadership Team monitoring, staff support, and data-driven adjustments. This includes 1:1 coaching and classroom modeling by the Behavior Specialist, as well as de-escalation training for all staff, provided as needed, to strengthen classroom management, PBIS strategies, and SEL instruction.		Limited Development 08/17/2025		
How it will look when fully met:		Consistent implementation of PBIS, Second Step, and de-escalation strategies across classrooms. Teachers supported with individualized coaching and classroom modeling.			Christy Burby (sitting member)	06/18/2026

Staff equipped with skills to de-escalate challenging situations effectively.

Reduction in discipline referrals and repeat behavior incidents.

Growth in student SEL competencies and improved school climate.

Actions		0 of 10 (0%)		
8/17/25	The district behavior team will host a de-escalation training for staff to assist in decreasing aggressive behavior at school		Sally Schultz	09/11/2025
<i>Notes:</i>				
8/17/25	The behavior specialist will provide one to one coaching and modeling for teachers who need extra support in crating a positive classroom climate and decreases ODRs with a strong focus on decreasing ODRs with aggressive behavior.		Christy Burby	10/17/2025
<i>Notes:</i>				
8/17/25	Leadership will conduct walkthroughs to observe and provide feedback on morning meetings to ensure the focus is on SEL and educating students on de-escalation techniques to decrease ODRs with aggressive behavior.		Sally Schultz	12/22/2025
<i>Notes:</i>				
8/17/25	Teachers will use the Second Step Curriculum twice a week in their SEL instruction to assist students with regulation and decrease ODRs		Christy Burby	02/10/2026
<i>Notes:</i>				
8/17/25	The PBIS store will be available bi-weekly for students to purchase prizes based on the Dojo points they receive for their positive behavior. This is implemented to decrease ODRs and encourage students to maintain positive behavior.		Christy Burby	03/12/2026
<i>Notes:</i>				
8/17/25	PBIS Goal Team will meet monthly to review Dojo points, ODRs, and plan PBIS celebrations to help decrease the number of ODRs and plan for areas of improvement		Donna Grant	04/28/2026
<i>Notes:</i>				
8/17/25	Primary Detection will meet weekly to address ODRs and behavior needs in collaboration with the behavior specialist to work to decrease aggressive behavior ODRs as a school		Jeremy Quick	05/04/2026
<i>Notes:</i>				

8/17/25	Class Dojo will be used to give students points to reinforce classroom and school expectations		Jeremy Quick	06/18/2026
<i>Notes:</i>				
8/17/25	Teachers conducting collaborative morning meetings with their class to assist in building classroom culture and decreasing ODRs		Jeremy Quick	06/18/2026
<i>Notes:</i>				
8/17/25	A PBIS celebration will be held quarterly to celebrate students' positive behavior		Donna Grant	06/30/2026

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		As a CSI school, teachers have awareness of students' emotional needs and behavior (with a focus on a comprehensive plan to support students with behavioral and social/emotional needs through teacher recommendations, Educators Handbook, Morning Meetings, Second Step Curriculum and PBIS Rewards) We are currently implementing "Everyday SEL in Elementary School", Second Steps Curriculum, and use of the PBIS Rewards to help improve our CSI status.	Limited Development 11/15/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Student attendance rates will improve by ensuring consistent monitoring of attendance, early intervention for students with chronic absenteeism, and proactive support for students returning after absences. The school will implement a tiered attendance system that includes family communication, recognition for good attendance, and targeted interventions for students with persistent absences.		Christy Burby (sitting member)	06/18/2026
Actions			0 of 8 (0%)		
8/17/25	Family Engagement Nights will take place twice a year and include a rotation on the importance of attendance			Christy Burby	09/10/2025
<i>Notes:</i>					
8/17/25	Principal, Counselor, and Social Worker will conduct home visits to			Sally Schultz	10/30/2025

	work with families on improving attendance			
	<i>Notes:</i>			
8/17/25	The NC Attendance Policy along with NB Mill's Attendance 101 will be sent out quarterly to families via Parent Square and Class Dojo		Sally Schultz	11/22/2025
	<i>Notes:</i>			
8/17/25	Parent meetings will be scheduled for students who have 6 or more unexcused absences		Sally Schultz	01/06/2026
	<i>Notes:</i>			
8/17/25	The attendance Goal Team will meet monthly to analyze attendance data, plan interventions, and create attendance incentives.		Christy Burby	03/28/2026
	<i>Notes:</i>			
8/17/25	School counselor and social worker will work with Peidmont Mediation to assist families in approving their attendance		Christy Burby	04/30/2026
	<i>Notes:</i>			
8/17/25	Monthly attendance incentives will be created to celebrate students an encourage attendance at school		Brittany Holland	05/13/2026
	<i>Notes:</i>			
8/17/25	Primary Detection will meet weekly to analyze attendance data, plan interventions, and schedule parent meetings.		Christy Burby	06/18/2026