

## Comprehensive Progress Report

**Mission:**

Millis Road Elementary School is a diverse environment where students, staff and community foster a life-long passion for learning. We establish compassionate classrooms that teach the whole child to become productive members of society.

Millis Road Elementary School is a community of students with unique backgrounds that create inclusive classrooms that prepare students for real world experiences. We exist to teach the whole child to develop them socially, emotionally, and academically.

**Vision:**

**Goals:**

By June 2026, Millis Road Elementary will increase reading proficiency from 55.3% in 2024-2025 to 58.3% in 2025-2026, math proficiency from 59% in 2024-2025 to % in 62% 2025-2026 and science proficiency from 73.8% in 2024-2025 to 76.8% in 2025-2026. (A4.01) 3rd Grade Reading - 57.2% 4th Grade Reading - 56.4% 5th Grade Reading - 62% 3rd Grade Math - 64.4% 4th Grade Math - 61.9% 5th Grade Math - 58.7% 5th Grade Science - 76.8%

By June 2026, Millis Road will decrease chronic student absences by 3%, from 11.4% in the 2024-2025 school year to 8.4% in the 2025-2026 school year. (A4.09, B1.07)

By June 2026, Millis Road will expose all K-5 students to a minimum of 3 opportunities to excite scholars about future careers. (A4.14)

By June 2026, Millis Road's FAM-S rating scale to move toward operationalizing (2) to optimizing (3) on items 38 (Effective data tools are used appropriately and independently by staff) and 41 (data sources are monitored for consistency, accuracy and timeliness in collection and entry procedures.) (B1.07, C2.01)



| 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 |
| <i>Initial Assessment:</i>   |       | The principal and school-based leadership team discuss the school's finances at regular intervals.  | Limited Development<br>09/08/2023 |                 |             |
| <i>How it will look when fully met:</i>  |       | The school will ensure all staffing is done in a team manner (group interviews). The principal will ensure all funds are allocated and aligned with what the data indicates. The master schedule will be aligned to the district academic priorities and reviewed with the leadership team. |                                   | Jennifer Cooper | 06/05/2026  |
| <b>Actions</b>   |       |   | <b>4 of 7 (57%)</b>               |                 |             |
| 10/14/24   |       | The school-based leadership team will hold a yearly Summer Leadership Institute to ensure funds are well aligned to the district/school goals.  | Complete 06/16/2025               | Jennifer Cooper | 06/05/2025  |
| <i>Notes:</i>  |       |   |                                   |                 |             |
| 9/8/23   |       | Conduct team interview structures.  | Complete 06/16/2025               | Jennifer Cooper | 06/12/2025  |
| <i>Notes:</i>  |       |   |                                   |                 |             |
| 11/1/23  |       | The school-based leadership team will work alongside their colleagues to discuss allocation of funds and bring this information back to the school-based leadership team/administration to design the school's budget.  | Complete 06/16/2025               | Jennifer Cooper | 06/12/2025  |
| <i>Notes:</i>  |       |   |                                   |                 |             |
| 10/2/24  |       | Review the master schedule.   | Complete 06/16/2025               | Daniel Tilley   | 06/12/2025  |
| <i>Notes:</i> Master schedule is reviewed as year's end and during summer leadership. The leadership team reviews throughout the year if a concern is brought forward to make adjustments. |       |   |                                   |                 |             |
| 10/14/24   |       | The school will assign additional responsibilities to staff to ensure alignment of resources to school/student needs. *Supported with Title I funding.  |                                   | Kenya Smith     | 06/05/2026  |
| <i>Notes:</i>  |       |   |                                   |                 |             |

|               |  |  |                 |            |
|---------------|--|--|-----------------|------------|
| 10/7/25       | The school will partner with families through various Title I events per the PFE plan to support learning and strengthen the partnership between school and home. Events planned are: Coffee with Cooper, Lunch and Learn, Title I Annual meeting and Toolbox Night, First Quarter report card night, 3rd Quarter Smores and Score, Curriculum Carnival) *Support with Title I funding (parent postage, parent supplies and materials, parent -other food purchases) |  | Kenya Smith     | 06/10/2026 |
| <i>Notes:</i> |  |  |                 |            |
| 10/7/25       | The school will employ a Youth Development Coordinator to support various events as specified in the PFE, create and sustain the Family Resource Center, and support healthy attendance withing the school. *Supported with Title I funding  |  | Jennifer Cooper | 06/10/2026 |
| <i>Notes:</i> |  |  |                 |            |

| Core Function:                          |  | Domain 1: Turnaround Leadership   |                                   |                  |             |
|---|--|---|-----------------------------------|------------------|-------------|
| Effective Practice:                     |  | Practice 1C: Customize and target support to meet needs   |                                   |                  |             |
|   | B1.07  | The school's Leadership Team/ Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and will use the data to make decisions about school improvement and professional development needs. (5859)   | Implementation Status             | Assigned To      | Target Date |
| <i>Initial Assessment:</i>              |  | The school has an established attendance team to include the Principal, School Counselor, School Social Worker and data manager. The team reviewed tiered attendance data weekly and make adjustments to supports for scholars/families as needed. The school works alongside mental health support personnel to ensure students have the supports needed. These decisions are guided by the Behavior STP. The Teacher Working Conditions survey is reviewed and priorities are determined by the Leadership Team. The school reviews behavior data from Educator's Handbook at least quarterly.  | Limited Development<br>10/02/2024 |                  |             |
|   |  | Priority Score: 2                      Opportunity Score: 2   | Index Score: 4                    |                  |             |
| <i>How it will look when fully met:</i> |  | The school has an established attendance team to include the Principal, School Counselor, School Social Worker and data manager. The team reviewed tiered attendance data weekly and make adjustments to supports for scholars/families as needed. The school works alongside mental health support personnel to ensure students have the supports needed. These decisions are guided by the Behavior STP. The Teacher Working Conditions survey is reviewed and priorities are determined by the Leadership Team. The school reviews behavior data from Educator's Handbook at least quarterly. These data sources will be used to determine next steps for professional learning. |                                   | Rachel Francisco | 06/12/2026  |
| <b>Actions</b>                          |  |   | <b>4 of 5 (80%)</b>               |                  |             |
| 10/2/24                                 | Attendance team meets bi-weekly to review tiered attendance data and develop supplemental/intensive support for students/families.   |   | Complete 06/16/2025               | Jennifer Wagner  | 06/12/2025  |
| <i>Notes:</i>                           |  |   |                                   |                  |             |
| 10/2/24                                 | The school will ensure the criteria for Breakfast in the Classroom (BIC) are being implemented to the most students possible are eating breakfast daily. The team will ensure leftover food is accessible in the school's shared refrigerator. |   | Complete 06/16/2025               | Jennifer Wagner  | 06/12/2025  |
| <i>Notes:</i>                           |  |   |                                   |                  |             |

|   |   |                     |                  |            |
|---|---|---------------------|------------------|------------|
| 9/19/25   | Staff will be proficient in the use of EduClimber for MTSS data review across all tiers and areas (attendance, academics, behavior and SEL)   |                     | Rachel Francisco | 06/10/2026 |
| <i>Notes:</i>   |   |                     |                  |            |
| 10/2/24   | Behavior Data reviewed quarterly.   | Complete 06/16/2025 | Daniel Tilley    | 06/12/2026 |
| <i>Notes:</i> Reviewed 10-1-24  |   |                     |                  |            |
| 10/2/24   | The leadership team reviews data from the Teacher Working conditions during Summer Leadership and creates/conducts a mid-year survey to monitor progress toward improving working conditions. | Complete 01/06/2025 | Jennifer Cooper  | 06/12/2026 |
| <i>Notes:</i> Reviewed at summer leadership and addressed again through informal survey at middle of the year |   |                     |                  |            |
| <b>Implementation:</b>  |   | 06/16/2025          |                  |            |
| <b>Evidence</b>   | 6/16/2025<br>All stakeholders understand processes and procedures and have a voice to improve said procedures.  |                     |                  |            |
| <b>Experience</b>   | 6/16/2025<br>Processes are in place and data is reviewed regularly to make sure things run smoothly and efficiently.  |                     |                  |            |
| <b>Sustainability</b>   | 6/16/2025<br>Regular data review and feedback from all stakeholders   |                     |                  |            |

| Core Function:                          |          | Domain 2: Talent Development  |                                   |                  |             |
|---|----------|---|-----------------------------------|------------------|-------------|
| Effective Practice:                     |          | Practice 2B: Target professional learning opportunities   |                                   |                  |             |
| 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 instructional decision-making (DIBELS, NWEA, EM2 Equip, Exit tickets, Interim Assessment Data, walkthrough trends). Data sources are then used to support decisions for professional development with school funding to include the use of Title I funds.  | Limited Development<br>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, DIBELS, NWEA data, common assessments and observational data utilizing EduClimber and other platforms.</p> |                                   | Rachel Francisco | 06/12/2026  |
| <b>Actions</b>                          |          |   | <b>5 of 8 (62%)</b>               |                  |             |
|   | 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  |
|   |          | <i>Notes:</i>   |                                   |                  |             |
|   | 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) and/or staff meetings.   | Complete 06/07/2024               | Jennifer Cooper  | 06/07/2024  |

*Notes:* In the 2022-2023 school year, MRE PD dates were utilized for PD in the areas of EM2 implementation (vertically aligned sessions on place value, tape diagrams and fractions, LETRS study and Culturally Responsive Teaching and the Brain book study.

In the 2023-2024 school year, MRE PD focused on LETRS completion in the first half of the school year and our school-wide book study of The Wild Card in the second half of the school year. Teachers shared ideas on the use of Canva, creating Gimkit games for students and other topics during staff meetings on 4 occasions. This is ongoing and somethings we'd like to continue in the new year.

|         |   |  |             |            |
|---------|---|--|-------------|------------|
| 9/19/25 | Staff will participate in ongoing professional develop to strengthen their use of EduClimber for the purposes of data analysis. |  | Kenya Smith | 06/10/2026 |
|---------|---|--|-------------|------------|

*Notes:*

|         |  |                     |                  |            |
|---------|--|---------------------|------------------|------------|
| 10/2/24 | Staff will participate in school-based data days after BOY & MOY assessment windows close (DIBELS, NWEA). This will be supported by the curriculum facilitator and district data coach. *Action step supported with Title I funds. | Complete 06/16/2025 | Rachel Francisco | 06/12/2026 |
|---------|--|---------------------|------------------|------------|

*Notes:*

|         |   |  |                 |            |
|---------|---|--|-----------------|------------|
| 9/20/21 | Our teachers will participate in district offered professional development/coaching throughout the school year. (K-5 CKLA & Eureka, SEL Harmony, Morpheme Magic, UFLI). |  | Jennifer Cooper | 06/12/2026 |
|---------|---|--|-----------------|------------|

*Notes:* 2021-2022 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.

2022-2023 This year staff has engaged in 14 sessions of EM2 PD and 8 session of CKLA PD. SEL PD has been embedded and delivered by the SEL goal team.

2024-2025 Teachers have been trained in the new curricular programs of Morpheme Magic, UFLI and Sound Wall

|         |   |  |                 |            |
|---------|---|--|-----------------|------------|
| 10/2/24 | Staff will have an opportunity to attend outside conferences using Title I funding. |  | Jennifer Cooper | 06/12/2027 |
|---------|---|--|-----------------|------------|

*Notes:* 2024-2025 - Subs will be provided for one teacher to attend NCCAT. A sub will be provided for the Media Specialist to present at the state media conference.

| 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>              |          | 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. Teachers have been trained and are implementing the standard treatment protocol for reading and math for supplemental and intensive supports. In the 2023-2024 school year, teachers were trained in the STP for behavior. | Limited Development<br>09/16/2016 |                   |             |
|   |          | Priority Score: 3   | Opportunity Score: 2              | Index Score: 6    |             |
| <i>How it will look when fully met:</i> |          | 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 for reading, math, behavior and writing to intervene with supplemental and intensive level students and progress monitor utilizing FastBridge.   |                                   | Mary Maxton Woods | 06/05/2026  |
| <i>Actions</i>                          |          |   | <b>6 of 9 (67%)</b>               |                   |             |
|   | 11/14/17 | Teachers will provide supplemental and intensive interventions at the classroom level and use this data (DIBELS/NWEA Map Growth) to make referrals to IPS for students making inadequate growth or needing a change in intervention to ensure success.  | Complete 06/16/2025               | Daniel Tilley     | 06/13/2025  |
| <i>Notes:</i>                           |          |   |                                   |                   |             |
|   | 4/24/18  | 3-5 teachers will use formal (district interim assessment) and informal assessment data to guide whole group and small group instruction throughout the school year.  | Complete 06/16/2025               | Daniel Tilley     | 06/13/2025  |
| <i>Notes:</i>                           |          |   |                                   |                   |             |
|   | 9/27/18  | K-5 teachers will use DIBELS and NWEA Map Growth Data to inform whole group and small group instruction throughout the school year.   | Complete 06/16/2025               | Daniel Tilley     | 06/13/2025  |
| <i>Notes:</i>                           |          |   |                                   |                   |             |

|                        |  |                     |                  |            |
|------------------------|--|---------------------|------------------|------------|
| 10/14/24               | Teachers will engage in Data Day facilitated professional development to disaggregate student data (NWEA, DIBELS, IA), group students for corrective instruction/acceleration and plan for strategic, research-based small group instruction. *Substitutes supported with Title I funding. | Complete 06/16/2025 | Jennifer Cooper  | 06/13/2025 |
| <i>Notes:</i>          |  |                     |                  |            |
| 10/14/24               | The school will employ after hours tutors to support the MTSS process. *Supported with Title I funding.  | Complete 06/16/2025 | Jennifer Cooper  | 06/13/2025 |
| <i>Notes:</i>          |  |                     |                  |            |
| 10/2/24                | Teachers will be trained in the writing standard treatment protocol.   |                     | Rachel Francisco | 12/30/2025 |
| <i>Notes:</i>          |  |                     |                  |            |
| 10/7/25                | Afterschool tutoring will occur to deliver evidence-based instruction aligned with the individual needs of students. *supported with Title I Funding   |                     | Kenya Smith      | 05/10/2026 |
| <i>Notes:</i>          |  |                     |                  |            |
| 10/7/25                | The school will provide teachers with appropriate supplies and materials to support instruction. *Supported with Title I funding   |                     | Jennifer Cooper  | 06/12/2026 |
| <i>Notes:</i>          |  |                     |                  |            |
| 10/14/24               | The school will employ daytime tutors in math to support the MTSS process. *Supported with Title I funding.  | Complete 10/03/2025 | Jennifer Cooper  | 06/13/2026 |
| <i>Notes:</i>          |  |                     |                  |            |
| <b>Implementation:</b> |  | 06/05/2022          |                  |            |
| <b>Evidence</b>        | 6/5/2022   |                     |                  |            |
| <b>Experience</b>      | 6/5/2022   |                     |                  |            |
| <b>Sustainability</b>  | 6/5/2022   |                     |                  |            |

| Core Function:  |  | Domain 3: Instructional Transformation  |                                   |                                |             |
|---|--|---|-----------------------------------|--------------------------------|-------------|
| Effective Practice:   |  | Practice 3C: Remove barriers and provide opportunities  |                                   |                                |             |
|   | A4.09  | The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)   | Implementation Status             | Assigned To                    | Target Date |
| <i>Initial Assessment:</i>  |  | Currently teachers have been trained on district protocols for attendance. This training will be revisited three times during the school year. Teachers are keeping a contact log to show attempts to engage parents and remind them to send notes into school when scholars were unwell. Attendance team meets weekly to review students with 3, 6, 10 absences. Social worker has done home visits for students with whom teachers are unable make contact. School counselor has 1:1 support groups | Limited Development<br>10/04/2022 |                                |             |
| <i>How it will look when fully met:</i>   |  | When this objective is fully met, students at Millis Road Elementary will have reduced chronic absenteeism significantly. Families will submit absence notes within two days of returning to school to reduce the number of students with unexcused absences. Tardies will also be reduced greatly through communication on ClassDojo and the Frontline system.   |                                   | Mary Maxton Woods              | 06/05/2026  |
| <b>Actions</b>  |  |   | <b>2 of 4 (50%)</b>               |                                |             |
| 10/31/22  | Attendance team meets weekly to review students in Tier 1, 2, 3. Specifically monitoring students who are moving between the tiers.  |   | Complete 12/12/2022               | Weaver Walden                  | 12/12/2022  |
| <i>Notes:</i> The school-based attendance team consists of the principal, school social worker, data manager and counselor. |  |   |                                   |                                |             |
| 10/31/22  | A school based attendance plan will be created and monitored monthly.  |   | Complete 12/12/2022               | Melissa Warren - Social Worker | 02/13/2023  |
| <i>Notes:</i> The plan will be created as a team, shared with the school staff and monitored/adjusted monthly as needed.    |  |   |                                   |                                |             |
| 10/31/22  | Teachers will keep an attendance log for students who have 3, 6, 10 absences. Logs will be monitored by the school counselor and school social worker. *School Social Worker .1 allocation purchased with Title I funds. |   |                                   | Mary Maxton Woods              | 06/05/2026  |
| <i>Notes:</i>   |  |   |                                   |                                |             |
| 10/2/24   | Attendance team closely monitors the transfer rate of students.  |   |                                   | Mary Maxton Woods              | 06/05/2026  |
| <i>Notes:</i>   |  |   |                                   |                                |             |

|   | A4.14         | The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)   | Implementation Status             | Assigned To          | Target Date |
|---|---------------|---|-----------------------------------|----------------------|-------------|
| <i>Initial Assessment:</i>              |               | Currently, the school has a yearly career fair which partners with families and local community agencies to showcase various careers. The school has transition opportunities for Pre-K and 5th grade scholar to prepare them for the next level.   | Limited Development<br>09/19/2025 |                      |             |
| <i>How it will look when fully met:</i> |               | At full implementation scholars will be exposed to a variety of career exploration opportunities to excite them about potential pathways. This will strengthen the K-12 feeder pattern. Scholars will engage in yearly career fairs, teachers will tie curricular lessons to various careers, students will engage in the Rubin interest inventory (3-5), parents will come as guest speakers and field trips will focus on career exposure (1/year). |                                   | Mary Maxton Woods    | 06/10/2027  |
| <b>Actions</b>                          |               |   | <b>0 of 5 (0%)</b>                |                      |             |
|   | 10/7/25       | Library books about various careers will be added to the Media Center collection. *supported with Title I funding   |                                   | Heather Higginbotham | 12/12/2025  |
|   | <i>Notes:</i> |   |                                   |                      |             |
|   | 9/19/25       | Career Fair   |                                   | Mary Maxton Woods    | 06/10/2026  |
|   | <i>Notes:</i> |   |                                   |                      |             |
|   | 9/19/25       | Rubin interest inventory completed by 3-5th grade students.   |                                   | Mary Maxton Woods    | 06/10/2026  |
|   | <i>Notes:</i> |   |                                   |                      |             |
|   | 9/19/25       | Curricular connections to careers across content areas.   |                                   | Rachel Francisco     | 06/10/2026  |
|   | <i>Notes:</i> |   |                                   |                      |             |
|   | 10/7/25       | The school creates opportunities for scholars to engage with various careers (school visits, field trips,etc.)<br>*Supported with Title I Funding   |                                   | Kenya Smith          | 06/10/2026  |
|   | <i>Notes:</i> | 10/3/25 - GTCC Fire Academy shared 4 stations with K-2nd scholars to learn about fire safety and a career in fire fighting.   |                                   |                      |             |

|  | 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 |
|--|---------|--|-----------------------------------|-----------------|-------------|
| <b>Initial Assessment:</b>   |         | 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. In the 2022-20203 school year, staff completed a book study on <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond. Staff evaluations indicate an improvement in culturally responsive pedagogy in most classrooms. | Limited Development<br>09/30/2022 |                 |             |
| <b>How it will look when fully met:</b>  |         | 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 | 06/07/2026  |
| <b>Actions</b>   |         |  | <b>2 of 3 (67%)</b>               |                 |             |
|  | 9/30/22 | Completion of book study - Culturally Responsive Teaching and the Brain by Zaretta Hammond.  | Complete 06/02/2023               | Jennifer Cooper | 06/02/2023  |
| <i>Notes:</i>  |         |  |                                   |                 |             |
|  | 9/30/22 | Continue to add culturally responsive titles to the school's physical book collection.   | Complete 06/02/2023               | Jennifer Cooper | 06/02/2023  |
| <i>Notes:</i> Through ESSR, PTA and school funds, the school has added over a hundred new titles to our collection this year (2022-2023).  |         |  |                                   |                 |             |
|  | 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 | 06/07/2026  |
| <i>Notes:</i> Staff completed a book study on culturally responsive teaching and the brain in the 2022-2023 school year. Movement breaks have SEL practices have been established.<br><br>In the 2024-2025 school year, staff will complete a book study on Poor Student, Rich Teaching by Eric Jenson and implement the mindsets in the book. |         |  |                                   |                 |             |

| 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>              |       | 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. In the 2023-2024 school year, returning MRE staff are being trained in restorative practices. | Limited Development<br>09/16/2016 |                 |             |
|   |       | Priority Score: 2   | Opportunity Score: 2              | Index Score: 4  |             |
| <i>How it will look when fully met:</i> |       | Through professional development, teachers will be equipped with strategies to support the social, emotional, and behavioral states of students.  |                                   | Jennifer Wagner | 06/06/2026  |
| <b>Actions</b>                          |       |   | <b>10 of 11 (91%)</b>             |                 |             |
| 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.  |                                   |                 |             |
| 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>  |                     |                 |            |
| 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>  |                     |                 |            |
| 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>  |                     |                 |            |
| 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 06/06/2024 | Jennifer Wagner | 06/06/2024 |
|                        | <i>Notes:</i> -PLC Meetings<br>-Goal Teams<br>-Staff Meetings<br>-PTA Meetings<br>-Next steps are grade level meetings and parent conferences                                  |                     |                 |            |
| 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 06/06/2024 | Jennifer Wagner | 06/06/2024 |
|                        | <i>Notes:</i>  |                     |                 |            |
| 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 12/05/2023 | Daniel Tilley   | 06/06/2025 |
|                        | <i>Notes:</i>  |                     |                 |            |
| 10/2/24                | The SEL goal team will use the CASEL rubric data to guide next steps for SEL implementation.   |                     | Jennifer Wagner | 06/07/2026 |
|                        | <i>Notes:</i>  |                     |                 |            |
| 10/2/24                | Grade level teams will utilize core behavior/SEL data to make decisions about supplemental/intensive supports for students utilizing the Behavior Standard Treatment Protocol. | Complete 06/16/2025 | Daniel Tilley   | 06/07/2026 |
|                        | <i>Notes:</i> Teachers inputted educators handbook data more consistently in order to be able to effectively use the STP to make decisions regarding levels of support.        |                     |                 |            |
| <b>Implementation:</b> |  | 06/05/2022          |                 |            |
| <b>Evidence</b>        | 6/5/2022   |                     |                 |            |
| <b>Experience</b>      | 6/5/2022   |                     |                 |            |

**Sustainability**

6/5/2022