

Comprehensive Progress Report

- Mission:** Creating our Tomorrow, Today.
- Vision:** Be Positive. Be Respectful. Be the Difference.
- Goals:**
- Goal 1: Eliminate opportunity gaps by 2027
 - Goal 2: Improve school and district performance by 2027
 - Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



! = Past Due Objectives KEY = Key Indicator						
Core Function:		NC SBE Goal 1:				
Effective Practice:		Eliminate opportunity gaps by 2027				
		G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date

Initial Assessment:	At N.L. Dillard Middle School, all staff are committed to cultivating a positive and structured learning environment by consistently communicating clear, school-wide behavioral expectations. These expectations are introduced at the beginning of the school year through grade-level assemblies and reinforced regularly via classroom discussions, posters, and school-wide announcements. Staff model these expectations daily and use common language rooted in the school’s core values to ensure students understand and internalize them. To support positive behavior, the school implements PBIS (Positive Behavioral Interventions and Supports), recognizing students who exemplify expectations through weekly shout-outs, recognition events, and a token reward system. In addition, staff receive ongoing professional development on effective behavioral strategies, and tiered supports are in place to assist students who require additional guidance.	Limited Development 10/01/2024		
How it will look when fully met:	What Full Implementation Will Look Like: Students confidently articulate the school-wide behavior expectations and consistently demonstrate them in classrooms, hallways, and common areas. Staff use a common language and consistent practices for addressing behavior, both positive and corrective, across all grade levels and subject areas. Positive behavior is visibly recognized and celebrated, with students eager to participate in the reward systems or recognition events. School-wide data reflects a significant decrease in disciplinary referrals and an increase in positive behavior incidents logged.		Terri Gullick	06/14/2027

A respectful, orderly environment becomes the norm, where teaching and learning flourish with minimal disruptions.

Evidence of Full Implementation:

To determine that the objective has been fully met, the school will use a combination of data sources and feedback mechanisms, including:

Behavior Data: Tracking office referrals, in-class incident reports, and patterns in student conduct logs to show trends over time.

PBIS Implementation Fidelity Checklists or Assessments: Tools like the Tiered Fidelity Inventory (TFI) to evaluate the consistency and depth of PBIS across classrooms.

Student Surveys: Measuring understanding of behavior expectations and perceived fairness and consistency in how they're applied.

Staff Surveys & Observations: Assessing staff confidence in applying expectations and interventions, and identifying any ongoing professional development needs.

Recognition System Records: Documentation of the frequency and reach of positive reinforcement activities, such as shout-outs, token rewards, or student of the month programs.

Actions		0 of 3 (0%)		
3/26/25	Students are reminded about positive behavior on morning announcements		Terri Gullick	06/14/2027
<i>Notes:</i>				
3/26/25	Students are given a PBIS grade level event for positive behaviors - no ISS or OSS. Events maybe field day, dances, breakout rooms, assemblies, etc		Terri Gullick	06/14/2027
<i>Notes:</i>				

3/26/25			Students who have been "caught" doing outstanding things can receive a positive referral and will be recognized during the morning announcements		Terri Gullick	06/14/2027
Notes:						
		G1.02	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			NL Dillard Middle School utilizes a multi-tiered system of support (MTSS) framework to ensure all students receive instruction that meets their individual needs across academic, behavioral, and social-emotional domains. Teachers use data-driven decision-making to differentiate instruction and deliver evidence-based strategies at Tier I (core), Tier II (targeted), and Tier III (intensive) levels. At Tier I, all students receive high-quality, standards-aligned instruction in the general education setting. Teachers employ universal screening tools and ongoing formative assessments to monitor student progress and adjust instruction proactively. Students needing additional support are identified early and provided with interventions at Tier II in small groups, often during designated intervention blocks or flex periods. These interventions are evidence-based and matched to students' specific skill gaps. For those requiring more intensive, individualized support, Tier III services are implemented with increased frequency, duration, and specificity, often involving collaboration with specialists or support staff. Ongoing professional development equips teachers with tools and strategies to differentiate instruction, and student progress is tracked through data team meetings, intervention logs, and progress monitoring tools. This system ensures a responsive and inclusive approach, where instruction is flexible, equitable, and personalized for every learner.	Limited Development 10/01/2024		
<i>How it will look when fully met:</i>			What Full Implementation Will Look Like: Instruction across all classrooms is differentiated and data-informed,		Elizabeth Bradley	09/26/2027

with teachers confidently adapting strategies based on ongoing assessments.

Students are engaged at their appropriate instructional level, showing growth and confidence as they move across tiers with the support they need.

Tier I instruction is strong and universally accessible, while Tier II and Tier III interventions are proactive, targeted, and seamlessly integrated into students’ schedules.

Intervention groups are dynamic and fluid, meaning students move in and out based on real-time data rather than static placements.

Collaboration among teachers, interventionists, and specialists is frequent, purposeful, and student-centered, often through regular problem-solving or MTSS team meetings.

Evidence of Full Implementation:

To confirm that the system is fully in place and effective, the following sources of data and documentation will be used:

Universal Screening Data: Collected three times annually to identify student needs early and guide placement in tiers.

Progress Monitoring Tools: Frequent assessments that track growth and intervention impact for Tier II and Tier III students.

Intervention Logs: Maintained by staff to document the intervention strategies used, session frequency, and student response to interventions.

Walkthrough and Observation Data: Evidence from instructional rounds to show differentiation and alignment to evidence-based practices.

Professional Development Records: Documenting training in MTSS, differentiated instruction, and intervention delivery.

Staff and Student Feedback: Survey results indicating confidence in the support system and clarity in how interventions are accessed or adjusted.

Meeting Minutes: From data teams or MTSS meetings, showing collaborative decision-making and instructional planning.

Actions		1 of 16 (6%)		
3/27/25	Utilize curriculum and resources that are research-based and proven to meet the needs of diverse learners.		Dawn Suitt	06/11/2026
Notes:				

10/2/24	Professional learning will occur that will teachers in aligning evidenced-based resources to small group instruction.		Dawn Suitt	06/11/2026
<i>Notes:</i>				
3/27/25	Provide professional development on tiered instruction and evidence-based practices.		Dawn Suitt	06/11/2026
<i>Notes:</i>				
3/27/25	Conduct workshops, coaching, and collaborative planning sessions focused on differentiating instruction and using data to inform instructional decisions.		Dawn Suitt	06/11/2027
<i>Notes:</i>				
3/27/25	Support teachers in utilizing formative assessments to monitor student progress and adjust instruction as needed.		Dawn Suitt	06/11/2027
<i>Notes:</i>				
3/27/25	Establish a system for ongoing progress monitoring at all tiers (e.g., regular assessments, observations, student work samples).		Dawn Suitt	06/11/2027
<i>Notes:</i>				
3/27/25	Analyze data on student progress to determine the effectiveness of interventions and adjust instruction or interventions as needed.		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	Use data to identify trends and make decisions about changes to the instructional system.		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
10/2/24	Data dives from iReady as well as NC Check Ins and a variety of formative assessments will be discussed and used to monitor progress and make changes to instruction		Instructional Coach	06/11/2027
<i>Notes:</i>				
3/27/25	MTSS Team will attend the Intensive Support face-to-face sessions: Sept. 17th, Oct. 16th, Nov. 8th, Nov. 22nd, Feb. 12th, Apr. 29th	Complete 04/30/2025	Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	"Conduct Needs Assessment: Collect data on student performance (e.g., assessments, formative evaluations, teacher observations). Analyze data to categorize students based on their academic performance, identifying students who need intensive support (Tier 3), targeted support (Tier 2), or core instruction (Tier 1)."		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				

3/27/25	Design and Implement Tiered Instruction: Tier 1: Provide high-quality, evidence-based core instruction to all students.		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	Design and Implement Tiered Instruction: Tier 2: Offer targeted interventions for students who are at risk of not meeting academic expectations.		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	Design and Implement Tiered Instruction: Tier 3: Provide intensive, individualized interventions for students with significant academic challenges.		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	Research and adopt evidence-based instructional strategies for each tier (e.g., differentiated instruction, collaborative learning, direct instruction).		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	Regularly review and update instructional practices to maintain alignment with the latest research.		Dawn Suitt	06/11/2028
<i>Notes:</i>				

Core Function:			NC SBE Goal 2:		
Effective Practice:			Improve school and district performance by 2027		
		G2.01	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To
					Target Date

Initial Assessment:	N.L. Dillard Middle School prioritizes family engagement by maintaining consistent, transparent, and culturally responsive communication with parents and guardians about academic and behavioral expectations, as well as ways they can support learning at home. Teachers and school leadership regularly share guidance through multiple channels—including newsletters, parent-teacher conferences, take-home materials, emails, and digital platforms like ClassDojo and Parent Portal. These communications highlight academic focus areas, behavior standards, and practical suggestions for how families can reinforce skills at home—such as encouraging daily reading, discussing school topics at dinner, or setting up structured homework routines. The school hosts curriculum nights, workshops, and family engagement events that provide hands-on strategies and tools for parents to actively support their children’s growth. Materials are offered in accessible languages and formats to ensure equitable access for all families. Staff also actively seek input from parents through surveys and stakeholder forums to tailor supports and increase mutual accountability. Through these strategies, NL Dillard establishes a strong home-school connection that empowers families to be informed partners in student learning.	Limited Development 10/01/2024		
How it will look when fully met:	What Full Implementation Will Look Like: Parents and guardians clearly understand the school’s academic and behavioral expectations and feel equipped to support their children’s learning at home. Communication is ongoing, two-way, and accessible to all families, with		Dawn Suitt	06/14/2027

consistent updates about curriculum, assignments, and strategies for home support delivered through newsletters, emails, parent portals, text alerts, and social media.

Families actively participate in events such as curriculum nights, literacy/math workshops, student-led conferences, and home-learning challenges.

Teachers regularly share practical and culturally inclusive resources—like reading lists, conversation prompts, or math games—tailored to grade level and student need.

Home-school collaboration becomes part of the school culture, with trust and partnership at the center.

Evidence of Full Implementation:

To evaluate full implementation, the following data sources and artifacts will be used:

Family Engagement Logs: Documentation of parent-teacher communications, attendance at family events, and parent conference participation rates.

Surveys and Feedback Forms: Responses from parents and guardians about the clarity, helpfulness, and accessibility of communications, as well as their confidence in supporting learning at home.

Communication Samples: Regularly distributed newsletters, flyers, workshop agendas, or translated materials demonstrating outreach consistency and relevance.

Parent Portal & Digital Communication Data: Usage statistics from platforms like ClassDojo, ParentSquare, or PowerSchool, showing high engagement and message reach.

Student Performance Trends: Evidence that greater family engagement correlates with improvements in student academic outcomes and homework completion rates.

Focus Group or Stakeholder Meeting Notes: Insights from families on how communication and home-learning resources are helping them support their children.

Actions		2 of 5 (40%)		
3/26/25	Title I night sessions provide parents with information and resources for student success	Complete 03/26/2025	Dawn Suitt	03/26/2025
Notes:				
3/26/25	Smartpass information letters were sent home prior to implementing Smartpass	Complete 03/27/2025	Dawn Suitt	03/27/2025
Notes:				
3/26/25	Teachers will be trained on how to use Remind and all teachers will be expected to send home a sheet telling parents how to sign up for their classes		Dawn Suitt	06/14/2027
Notes:				
3/26/25	Teachers who are using iReady as their curriculum are to use the "Letter to Parents" at the beginning of each new unit. Letters are included in the curriculum.		Dawn Suitt	06/14/2027
Notes:				

3/26/25		Grade checks each Friday with communication to parents			Dawn Suitt	06/14/2027
Notes:						
Core Function:		NC SBE Goal 3:				
Effective Practice:		Increase Educator preparedness to meet the needs of every student by 2027				
		G3.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			N.L. Dillard Middle School and the LEA consistently analyze school performance data and classroom observation trends to inform decision-making around instructional improvement and professional development. Leadership teams conduct quarterly data reviews using multiple sources—such as benchmark assessments, end-of-grade test results, and formative assessment data—to identify patterns in student achievement and gaps in performance across grade levels, subgroups, and content areas. Aggregated classroom observation data—collected through tools like walkthrough checklists, formal evaluations, and peer observations—is used to assess instructional consistency, rigor, and student engagement. Trends are reviewed collaboratively by leadership, instructional coaches, and teacher teams to determine strengths and areas needing support. These data insights directly guide the development of the School Improvement Plan and the design of targeted professional learning. For example, if data show a need to strengthen small-group instruction or increase rigor in questioning techniques, PD sessions and coaching cycles are aligned accordingly. The school also monitors professional growth by tracking teacher implementation following PD through follow-up observations and feedback cycles. This data-informed approach ensures continuous reflection and growth, with school improvement efforts tailored to student and teacher needs.	Limited Development 10/01/2024		
How it will look when fully met:			What Full Implementation Will Look Like:		Dawn Suitt	06/26/2027

Data review is routine and strategic—leadership teams and teacher PLCs meet regularly to analyze school performance metrics and observation trends.

Instructional decisions are rooted in data, with professional development topics selected based on demonstrated needs from classroom walkthroughs and assessment outcomes.

Teachers actively use student performance data to adjust instructional strategies and collaborate on improvement plans.

Observation data identifies patterns across grade levels or departments (e.g., student engagement, questioning strategies, or instructional pacing), which informs coaching focus areas.

The School Improvement Plan (SIP) is regularly revisited and revised based on data findings, reflecting a dynamic approach to school growth.

Evidence and Information Used to Confirm Full Implementation:

Assessment Data Reports: Including state EOGs, benchmark assessments, common formative assessments, and subgroup performance disaggregation.

Aggregated Observation Data: Trends from walkthroughs, coaching visits, formal evaluations, and peer observations compiled and analyzed quarterly.

Meeting Agendas and Minutes: Documentation from School Improvement Team (SIT), leadership team meetings, and PLCs showing that data is used to drive instructional conversations and PD planning.

Professional Development Plans & Logs: Aligned with data-identified needs and tracking participation and follow-up activities (e.g., coaching cycles or modeled lessons).

Teacher Reflections or Surveys: Evidence of staff perception that data is meaningful, actionable, and connected to their professional growth.

Updated SIP Documents: Showing responsive revisions based on performance trends and instructional observations.

Student Progress Monitoring Tools: Regular updates that correlate PD efforts with gains in instruction or student achievement.

Actions		0 of 12 (0%)		
10/2/24	Regular data talks about student progress should be done in PLCs		Instructional Coach	06/11/2027
Notes:				
10/2/24	Classroom data talks with individual students should occur.		All staff	06/11/2027

	Notes: A data talk could be a formal discussion, or targeted and helpful feedback to students on what they need to improve and how they can improve.			
10/2/24	School-wide celebrations should occur for students who met expected growth in iReady.		Elizabeth Bradley	06/11/2027
	Notes:			
3/27/25	Instructional coach regularly visits classrooms and has provided PD based on those observations throughout the year.		Dawn Suitt	06/11/2027
	Notes:			
3/27/25	Define the data points to be reviewed regularly (e.g., academic achievement data, behavior data, student attendance, classroom observations).		Dawn Suitt	06/11/2027
	Notes:			
3/27/25	Set a schedule for data reviews (e.g., monthly, quarterly).		Dawn Suitt	06/11/2027
	Notes:			
3/27/25	Create a team or committee responsible for reviewing and analyzing data (e.g., school leadership team, data analysis team).		Elizabeth Bradley	06/11/2027
	Notes:			
3/27/25	Use existing data sources (e.g., state or district assessments, benchmark assessments, formative assessments) to assess academic performance.		Dawn Suitt	06/11/2027
	Notes:			
3/27/25	Conduct regular classroom observations to collect qualitative data on instructional practices, classroom environment, and student engagement.		Elizabeth Bradley	06/11/2027
	Notes:			
3/27/25	Aggregate data from multiple sources (e.g., academic data, observation notes, surveys, teacher feedback) to get a complete picture of performance.		Elizabeth Bradley	06/11/2027
	Notes:			
3/27/25	Review student performance data to identify areas where teachers may need additional support or training (e.g., data-driven instruction, use of interventions).		Elizabeth Bradley	06/11/2027
	Notes:			

3/27/25			Align professional development opportunities with the identified needs, focusing on instructional strategies, data analysis, and other areas for growth.		Dawn Suitt	06/11/2027
Notes:						
		G3.02	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			N.L. Dillard Middle School, is committed to providing all staff with high-quality, ongoing, and job-embedded professional development that is responsive to their unique roles and growth areas. Professional learning is strategically designed based on school performance data, classroom observation trends, teacher feedback, and evolving student needs. PD is embedded into the school’s rhythm through weekly PLCs, instructional coaching, model classrooms, and peer observations. Teachers engage in differentiated learning experiences tailored to content area, experience level, and instructional goals. For example, early-career teachers might receive focused support on classroom management and lesson planning, while veteran staff deepen their practice in culturally responsive pedagogy or advanced data analysis. The school utilizes internal expertise and external partnerships (e.g., consultants, universities, regional support teams) to offer a rich menu of learning opportunities. PD is supported by follow-up structures such as coaching cycles, mentoring, and goal-setting conferences that ensure implementation translates into instructional impact. By building a culture of collaborative learning and continuous reflection, professional development at N.L. Dillard empowers staff to grow in practice and ultimately elevate student outcomes.	Full Implementation 10/01/2024		

Core Function:			CSI and/or ATSI School Indicators			
Effective Practice:			Provide supports (personnel, programmatic, financial, etc.) for instructional priorities			
		CSI-ATSI.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are in the process of hiring a math coach, and working to provide additional resources to support teachers in preparing students for state testing. These steps will ensure that teachers receive the necessary guidance and tools to enhance instruction and improve student outcomes, particularly in meeting state standards.	Limited Development 10/01/2024		
How it will look when fully met:			We are in the process of hiring an instructional math coach, and working to provide additional resources to support teachers in preparing students for state testing. These steps will ensure that teachers receive the necessary guidance and tools to enhance instruction and improve student outcomes, particularly in meeting state standards. To reduce variability across the building, pacing guides will be established to show teachers which resources to use and when to use them. New teacher onboarding will include comprehensive training on the curriculum resources, and all resources will be reallocated to ensure that teachers have the tools they need for student success.		Neter Gunn	06/11/2027
Actions				1 of 5 (20%)		
	10/2/24	Instructional Coach hired and trained on the coaching model prescribed by the district.		Complete 01/01/2025	Shannon Apple	11/01/2024
Notes:						
	3/27/25	Engage school leadership, instructional coaches, and teachers in a collaborative process to identify and prioritize instructional goals (e.g., improving literacy, increasing student engagement, enhancing STEM education).			Elizabeth Bradley	06/11/2027
Notes:						
	3/27/25	Review data (e.g., student achievement data, classroom observation data) to pinpoint key areas for instructional improvement that align with school improvement goals.			Elizabeth Bradley	06/11/2027
Notes:						

3/27/25	Ensure that these priorities align with district-level goals and state standards.		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				
3/27/25	Review the budget to ensure funds are allocated to support priority areas (e.g., purchasing evidence-based curriculum materials, funding professional development for teachers, or providing additional instructional time).		Elizabeth Bradley	06/11/2027
<i>Notes:</i>				