

## Comprehensive Progress Report

**Mission:**

MILA provides for the education of our diverse community by cultivating a nurturing environment focused on active learning and character development.

**Vision:**

Mountain Island Lake Academy's vision is to provide an optimal learning environment to best prepare students to become productive participants in an increasingly diverse global community.

**Goals:**

Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Goal 1 Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by Dibels. We will increase students' Dibels composite score by 15% from 35% to 50% from 2023-24 EOY to 2024-25 MOY and from 50% to 70% from 2024-25 MOY to 2024-25 EOY. Aligned to Indicator A4.01

Goal 2 Increase the percentage of students scoring CCR in grades 3-8 reading by 35% from 16.1% to 51.1% as measured by EOG assessment and the end of the school year, June 30, 2025. Mid-Year Benchmark: Increase BOY MVPA Reading Composite by 15% on MOY MVPA and by 20% from MOY MVPA to EOY MVPA and the end of the school year, June 30, 2025. Aligned to Indicator C2.01

Goal 3 Increase the percentage of students scoring CCR in Honors Math 7 and Honors Math 8 by 50% on EOG Math assessment and the end of the school year, June 30, 2025. Increase BOY MVPA Math Composite by 25% on MOY MVPA and by 25% from MOY MVPA to EOY EOG Math Assessment and the end of the school year, June 30, 2025. Aligned to Indicator C2.01

Goal 4 Increase the percentage of students scoring CCR in grades 3-8 Math by 35% from 16.1% to 51.1% as measured by EOG assessment. Mid Year Benchmark: Increase BOY MVPA Math Composite by 15% on MOY MVPA and by 20% from MOY MVPA to EOY MVPA. Aligned to Indicator C2.01

Goal 5 Increase the percentage of students scoring GLP in 5th and 8th grade Science by 25.1% from 45.1% on the 2023-2024 EOG to 70.1 % as measured by 2024-2025 EOG assessment and the end of the school year, June 30, 2025. Mid-Year Benchmark: Increase BOY MVPA Science Composite by 20% on MOY MVPA and by 25% from the MOY MVPA to EOY MVPA and the end of the school year, June 30, 2025. Aligned to Indicator C2.01

Goal 6 Subgroups MILA will increase the SWD and ML subgroups Grade Level Proficiency by 20% as measured on the End of Grade Assessment and the end of the school year, June 30, 2025. Mid-Year Benchmark-Increase BOY MVPA Overall Composite by 10% on MOY MVPA and by 10% from MOY MVPA to EOY MVPA and the end of the school year, June 30, 2025. Students with Disability 8.9% to 28.9% by the end of the school year, June 30, 2025. Multi-Lingual 23.3% to 43.3% by the end of the school year, June 30, 2025. MILA will increase Black subgroup College and Career Readiness by 35% as measured by End of Grade Assessment the end of the school year, June 30, 2025. Mid-Year Benchmark-Increase BOY MVPA Overall Composite by 15% on MOY MVPA and by 20% from MOY MVPA to EOY MVPA by the end of the school year, June 30, 2025. Black 15.1 to 50.1% by the end of the school year, June 30, 2025. Aligned to Indicator C2.01

Goal 7 Attendance MILA will have an average daily attendance of 94% and chronic absenteeism will decrease by 20% from 31.1% to 11.1%. Decrease BOY absenteeism by 10% on mid year(December) attendance count and by 20% from MOY attendance count to EOY attendance count. Aligned to Indicator A4.16

Goal 8 Discipline MILA will decrease out of school suspensions by 75% from (222) 2023-2024 EOY to (125) 2024-2025 MOY and from (125) 20204-2025 MOY to (55) 2024-2025 EOY. Aligned to Indicator A4.06

Goal 9: MILA will be 100% staffed with a certified or licensed teacher in each core area class for the 2024-25. In addition, MILA will retain at least 85% of our staff and 95% of our irreplaceable staff at the end of the school year 2024-2025. Aligned to indicator C3.04



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

**Effective Practice:**

**Practice 1A: Prioritize improvement and communicate its urgency**

	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	Target Date
<i>Initial Assessment:</i>			<p>The 2024-2025 school year presented some leadership challenges for Mountain Island Lake Academy. It also presented us with the opportunity to reset expectations, re-establish a culture of accountability, and build the foundation for rapid and sustainable school improvement. With the new leadership in place, we prioritized instructional and behavioral improvement and communicated the urgency of change to all stakeholders. There were 6 areas we concentrated on as an administrative team: 1. Establishing a clear vision and urgency, 2. Building Leadership Capacity and Staff Alignment., 3. Ensuring Data Driven Instructional Focuses Are Present., 4. Strengthening School Culture and Climate., 5. Ensuring Family and Community Engagement Are Present., 6. Ensuring There is Monitoring and Accountability. Currently at Mountain Island Lake Academy there is an administrative team that consist of the Principal, two assistant principals, three MCLs, Master Math Teacher, and Student Services. During our meetings we discuss teacher support or effectiveness, school operations, and identified students' priorities for success.</p>	<p>Limited Development 09/15/2022</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	This objective will be fully met when the administrative team is operating on a schedule that allows them to complete classroom walkthroughs, provide teachers with feedback, and attend PLC's regularly. Instructional practices, student data, and progress toward school improvement goals are evident. There is a noticeable change in teacher practice and student achievement.		<b>Objective Met 05/28/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/30/2026</b>
<b>Actions</b>					
	8/9/24	The Instructional Leadership Team will provide clear academic expectations for core instruction by setting the requirements for high expectations including: Collaborative Planning: Grade level teams will design standards aligned lessons Provide a data protocol: to effectively address the need of our students Alignment of CMS curriculum and standards. Create exemplars to guide student growth Differentiate instruction to support individual and small group needs. This will happen at the beginning of the year and daily through PLC planning, coaching, walk-throughs and feedback to ensure students are working towards mastery of the grade level content. (Early Literacy, 3-8 math, 5 and 8 Science)	Complete 02/03/2025	Akimme Porter	06/30/2025
<i>Notes:</i>					
<b>Implementation:</b>			05/28/2025		
<b>Evidence</b>	7/13/2023	Increased student achievement outcomes.			
<b>Experience</b>	7/13/2023	Clearly defined roles and responsibilities for operational and instructional processes			
<b>Sustainability</b>	7/13/2023	Protected instructional time and observation and feedback time.			

	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
<b>Initial Assessment:</b>			In the 2024-2025 school the transition in school leadership, we recognized an immediate need to prioritize improvement and communicate its urgency clearly and consistently. This became a turning point for refocusing the school community and aligning everyone around a shared sense of purpose. We identified 3 urgent focus areas: 1. Academic growth in reading and math, and in 5th and 8th grade science., 2. Rebuilding a positive school culture., 3. Strengthening student attendance and engagement. These priorities are and have become the lens through which all decisions are made. We took these priorities wherever we went throughout the school, starting with our PLCs. There is an established time for PLC's for each grade level to meet with master teacher, multi-classroom leader and administrative team. Team leads are in place for all grade levels. Team leads provide guidance for their team with meeting deadlines and with instructional support. Grade levels K-5 have 55 min. planning time and grade levels 6-8 have 70 min. planning time. Long-range planning occurs quarterly.	Limited Development 09/15/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			At full implementation, content teachers will leave planning fully understanding the lesson being taught to students. Teachers will have modeled lessons in planning as well as created differentiated support for selected students. It will be evident through data that students have internalized content and teachers would leave planning knowing what students need to know, understand and be able to do.	<b>Objective Met 05/28/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/30/2025</b>
<b>Actions</b>						
	9/16/22	Instructional Leadership Team will facilitate Professional Learning Communities daily. (Early Literacy, 3-8 ELA, 6-8 Math, Subgroup)		Complete 01/06/2025	M. Williams, Reed, Presson, McMurray	07/30/2025
<i>Notes:</i>						
<b>Implementation:</b>				05/28/2025		
<b>Evidence</b>		7/13/2023 Lesson plans, PLC meeting agendas and minutes				
<b>Experience</b>		7/13/2023 Instructional teams meet 3-4 times weekly to prepare lesson plans, activities, and review data				

<b>Sustainability</b>	7/13/2023 Lesson plan protocols, consistent monitoring of instructional practices aligned to standards based instruction.			
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<b>Core Function:</b>	<b>Domain 1: Turnaround Leadership</b>
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<b>Effective Practice:</b>	<b>Practice 1B: Monitor short-and long-term goals</b>
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	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
		<i>Initial Assessment:</i>	<p>As of June 2023, we have not met our goal for this indicator. Based on the Insight survey and our inability to complete observations by the required district timeline, we were not successfully in meeting this goal. Based on teacher responses, 24 % of our staff believe that when they get observed, they get feedback that gives specific actions to improve their teaching and only 37% believe they get enough feedback on their instructional practice to know what and how their instructional practices can improve. This past year we conducted weekly walkthroughs with the NWLC, but the implementation process and accountability to the improvement of instruction did not receive the urgency necessary to change instructional practices. While we did discuss the visits as a team; we did not make the appropriate instructional moves and/or plans for supporting specific teams/teachers. Using data from MAP assessments, benchmarks, and weekly assessments, we will be able to see the changes in student performance in order to diagnose the impact specific strategies have on our students' learning. We struggle with completion of the Core Action Walkthroughs as an ILT and need to do better with keeping that time sacred. There are opportunities for us to add designated time for discussion of classroom walkthroughs and pre-scheduling visits so that more of our time is spent improving teacher and student performance.</p>	<p>Limited Development 08/09/2024</p>		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	For this objective to be fully met, the Instructional Leadership Team will continue to meet on a weekly basis to discuss students data, instructional trends, and progress towards goals. Instructional data will be collected through weekly assessments through Mastery Connect and analyzed weekly to support progress of students. Teachers will know and understand what their students need to progress towards mastery of standards.		<b>Objective Met 05/28/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/30/2025</b>
<b>Actions</b>					
9/3/24	Used Title I funds to create Multi-Classroom Leaders to lead academic instruction for kindergarten through 8th grade. The MCLs lead PLC meetings, analyze student data, model lessons, co-teach, pull small groups and coach teachers. (Early Literacy, Fam-S, 3-8 Math, 3-8 ELA, Budget Flexibility)		Complete 12/01/2024	Michael Williams (12/17/2023)	12/01/2024
<i>Notes:</i>					
9/3/24	During Instructional Leadership Team weekly meetings the team will analyze weekly assessments, walk-through and benchmark data to know which students are or are not progressing towards mastery of standards. We will also determine what support and professional development is needed for teachers		Complete 11/27/2024	Michael Williams (12/17/2023)	07/30/2025
<i>Notes:</i>					
9/3/24	Principal will have weekly individual check-ins with Instructional Leadership Team Members to review weekly student data and determine next steps for student, grade level and content based off analyzation of data. (Fam-S, Early Literacy, 3-8 Math, 3-8 ELA)		Complete 11/27/2024	Michael Williams (12/17/2023)	07/30/2025
<i>Notes:</i>					

9/3/24	<p>The Instructional Leadership Team will provide clear academic expectations for core instruction by setting the requirements for high expectations including:</p> <ul style="list-style-type: none"> <li>-Collaborative Planning: Grade level teams will design standards aligned lessons</li> <li>-Provide a data protocol: to effectively address the need of our students</li> <li>-Alignment of CMS curriculum and standards. Create exemplars to guide student growth</li> <li>-Differentiate instruction to support individual and small group needs.</li> </ul> <p>This will happen at the beginning of the year and daily through PLC planning, coaching, walk-throughs and feedback to ensure students are working towards mastery of the grade level content. (Early Literacy, 3-8 ELA, 3-8 Math, Discipline, Fam-S)</p>	Complete 11/27/2024	McMurray, Reed, Presson, Williams	07/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		05/28/2025		
<b>Evidence</b>	5/28/2025 Agendas, and minutes. 5/28/2025			
<b>Experience</b>	5/28/2025 We got a new interim principal on October 31, 2024. This objective had already been established. We continued with it as a part of our daily and weekly instructional procedures. 5/28/2025			
<b>Sustainability</b>	5/28/2025 Weekly checkins. 5/28/2025			

	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>		<p>A critical step in our turnaround plan has been ensuring that all school resources(financial, time based and human resources) for the 2024-2025 school year have been strategically aligned to support our instructional priorities and maximize student outcomes. Currently, federal funding has been used to purchase a Multi- Classroom Leader, New Teacher Coach and BMT. These supports help to ensure that instruction is happening at deep levels as well as support new teachers with pedagogy and discipline. MCLs facilitate planning weekly with teachers, providing coaching for teachers that need extra support, analyze student data and support teacher in creating action plans and co-teach with teachers. The New teacher coach coaches all first year teachers through observation feedback and co-teaching. BMT supports with discipline support and restorative practices. Additional funding was allocated to extended learning time and afterschool tutoring aligned with grade level specific standards.</p>		No Development 09/20/2023		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>Students will learn at high levels. Teachers will have a high self efficacy and they're data will increase to show students mastering of content. Discipline data will be lowered and students will learn how to self regulate as well as handle conflict appropriately.</p>		<b>Objective Met 06/17/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/30/2025</b>
<b>Actions</b>						
	3/28/25	<p>Requisition #: 1237409 \$1,159.74 The supplies are used to assist with completing assignments that follow the NCSCOS standards addressed in each grade level class. Lastly, students will have a good self image of themselves.</p>		Complete 05/28/2025	Janel Stevenson	06/01/2025
<i>Notes:</i>						
	3/31/25	<p>Requisition number: 1237609 \$15,014.25 The iPad charging carts enhance classroom efficiency, supports equitable access to technology, and protects the school's resources. Charging carts provide a centralized, secure location for storing and charging devices, making it easier for teachers and IT staff to track and maintain them.</p>		Complete 05/28/2025	Janel Stevenson	06/01/2025

<i>Notes:</i>				
6/17/25	Our school received \$18,000 for ATSI funds, \$8,000 allocated for materials, and \$10,000 towards staffing to work with students with disabilities.	Complete 06/10/2025	Janel Stevenson	06/10/2025
<i>Notes:</i> We received the funding in February 2025 and made the decision to use the funds for summer work with SWD and ensuring compliance actions are completed.				
9/20/23	Multi-Classroom Leaders facilitate planning, analyze student data, support teacher growth to ensure students are mastering standards and progressing on goals. (Budget Flexibilities, Early Literacy, 3-5 Math, 3-5 ELA, 3 and 8 Science, Attendance, Subgroup, Discipline)	Complete 05/28/2025	Michael Williams (12/17/2023)	06/30/2025
<i>Notes:</i>				
9/3/24	Behavior Management Technician ensures that students and teachers are supported with behaviors. BMTs build relationships with scholars, facilitate restorative practices with students and provide discipline support for the school. (Budget Flexibilities, Early Literacy, 3-5 Math, 3-5 ELA, 3 and 8 Science, Attendance, Subgroup, Discipline)	Complete 10/01/2024	Michael Williams (12/17/2023)	07/30/2025
<i>Notes:</i>				
9/3/24	New Teacher Coach provides pedagogical support for all first year teachers. The NTC co-teaches as well as performs walk-through coaching to ensure teachers understand the type of classroom environment needed and support them in providing the environment conducive to learning. (Budget Flexibilities, Early Literacy, 3-5 Math, 3-5 ELA, 3 and 8 Science, Attendance, Subgroup, Discipline)	Complete 05/28/2025	Michael Williams (12/17/2023)	07/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		06/17/2025		
<b>Evidence</b>	5/28/2025 We have the items through our treasurer with receipts. 5/28/2025			
<b>Experience</b>	5/28/2025 We hired a BMT to ensure the students needs are being met in reference to restorative practices. In addition, we acquired tools to assist with student instruction. 5/28/2025			
<b>Sustainability</b>	5/28/2025 We will need to rehire a BMT as the one we had took another position within the district. 5/28/2025			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The 2024-2025 school year presented challenges as it pertains to talent management. As the year started, there were established roles for the administration to evaluate staff and provide the necessary feedback that would allow staff to grow and maintain their standing within the school. With the departure of the school principal and the entrance of an interim principal and new additional assistant principal, it provided a challenge to establish a new system to ensure this was an objective that wasn't overlooked. Currently, we are committed to recruiting and retaining staff. We have a recruiting team consisting of teacher leaders and administrative staff to recruit, interview and support teachers. We also have a New Teacher Coach to support our Beginning Teachers. Our irreplaceable staff members have been made teacher leaders and the principal had met with all staff to discuss what leadership support they need to continue to hone their skills. Staff receive weekly shout outs in our weekly newsletter.	Limited Development 09/16/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The objective will be fully met when there is an effective recruitment and onboarding system in place to provide staff members with clear expectations and realistic goals of their role. Have fair and meaningful evaluations practices on a regular basis. Celebrate staff for their hardwork and dedication towards their efforts of progress with student achievement.	<b>Objective Met 05/28/25</b>	<b>Janel Stevenson</b>	<b>06/30/2025</b>
<b>Actions</b>					
	9/16/22	Have a clear, concise, and widely communicated systems for observing and providing high leverage feedback to staff. (FAM-S 3, Early Literacy, 3-8 math, 3-8 ELA)	Complete 11/01/2024	Janel Stevenson	06/14/2025
<i>Notes:</i>					
	7/13/23	Each teacher will receive an instructional coach to meet with them based upon their tiered level of support to provide feedback based on walkthroughs. (Early Literacy, 3-8 ELA, 3-8 Math, Subgroup, Discipline)	Complete 11/01/2024	Janel Stevenson	06/14/2025
<i>Notes:</i>					

<b>Implementation:</b>		05/28/2025		
<b>Evidence</b>	7/13/2023 Walkthrough tool and schedule			
<b>Experience</b>	7/13/2023 Walkthrough data will provide real time feedback to teachers regarding instructional practices.			
<b>Sustainability</b>	7/13/2023 Walkthrough tool and schedule			

**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
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<b>Initial Assessment:</b>	<p>One of the cornerstones during the 2024-2025 school year was to be deliberate and consistent in our use of data to inform schoolwide decisions, identify professional development needs, and monitor the impact of instructional practices. Currently, Our school meets weekly to discuss grade level trends and data. We created a professional development plan based off of the data and trends from last year. We do our observation and feedback by looking selecting small areas to observe and fix. We analyze multiple sources of data such as state assessments, interim benchmarks, and formative classroom assessments to identify student learning trends and gaps. We work with our student services team to monitor student behavior incidences and attendance patterns so that we are able to intervene at Tier 1 and Tier 2 intervention levels. We prioritize walkthroughs and using a common walkthrough form to triangulate. Our ILT meets to review academic and instructional data, ensuring school improvement efforts are focused and responsive. Professional development is customized and designed to address gaps that may be revealed through assessments and observation data.</p>	<p>Limited Development 09/16/2022</p>		
	<p>Priority Score: 3                      Opportunity Score: 3</p>	<p>Index Score: 9</p>		
<b>How it will look when fully met:</b>	<p>At full implementation, data will be used to identify instructional needs for improvement, determine teachers weaknesses and strengths with instruction, and to plan small group instruction. All professional development will be provided for staff based on the needs of teachers to successfully implement standard based instruction. The data collected and standards will drive instructional planning. (3rd grade ELA and 8th grade math)</p>	<p><b>Objective Met 05/28/25</b></p>	<p><b>Michael Williams (12/17/2023)</b></p>	<p><b>06/30/2025</b></p>
<b>Actions</b>				
<p>9/16/22</p>	<p>School Leadership Team will meet regularly to analyze school universal data and teachers' walkthrough forms to make decisions about school improvement and professional development needs. (Early Literacy, 3-8 math, 3-8 ELA, 5 and 8 Science)</p>	<p><b>Complete 02/27/2025</b></p>	<p>Presson, Reed, McMurray, Williams</p>	<p>06/30/2025</p>
<i>Notes:</i>				
<p>7/13/23</p>	<p>Administrative meetings once per week to discuss and analyze walkthrough data and instructional look-fors</p>	<p><b>Complete 11/01/2024</b></p>	<p>Michael Williams (12/17/2023)</p>	<p>06/30/2025</p>

Notes:

<b>Implementation:</b>		05/28/2025		
<b>Evidence</b>	7/13/2023 Walkthrough data and improved student outcomes on assessments			
<b>Experience</b>	7/13/2023 Improved student outcomes based on increased levels of rigor and engagement			
<b>Sustainability</b>	7/13/2023 Consistent monitoring of practices			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
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<b>Effective Practice:</b>	<b>Practice 3A: Diagnose and respond to student learning needs</b>
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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
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**Initial Assessment:**

For the 2024-2025 school year, based on unofficial EOG data, we did not fully achieve the goals as outlined. However, we made some significant gains from 2023-2024 school year to 2024-2025.

In 8th grade math, we achieved 4.1% CCR (up from 3.8% in 2022) and 53% grades 3-5 and 42% grades 6-8 of our students reported strong self-efficacy (up from 52% in grades 3-5 and no change in grades 6-8 in Fall 2022). Through district funding, we were able to hire one MTSS interventionist to help us implement a tiered instructional system to help us address the unique needs of our students. Our goals were to improve 8th grade Math CCR to 15.9%, ensure all teachers meet or exceed expected growth, and 54% of our students report positive self-efficacy. We are awaiting fall EVAAS data to determine teacher growth

metrics for this year. This year, we strategically scheduled students in Academic Enrichment to ensure interventions for students in need of more time to master ELA or math content. All students were scheduled and received intervention 45 minutes daily for five days per week.

Teachers worked to pre-teach and reteach skills as well as provide personalized digital instruction using I-ready and DreamBox. Students received recognition for completion of their interventions and the school was recognized by the district for having among the highest completion rates. Our 8th grade math teacher was visited consistently by the NWLC and school leadership and given feedback on the teacher/student practices observed. Feedback was offered to individuals as well as collectively to improve the impact on student learning. We emphasized the importance of MAP assessments and met

No Development  
08/09/2024

with students to help set goals and set an expectation for grade level performance. those who showed significant growth between administrations (10+ points). Our challenges have been strengthening the core instruction. We noticed in Math, the current iteration of Open Up Resources is not meeting the needs of all of our students and, in 8th grade, there is limited evidence that any group's needs are being met. There is an opportunity for us to exercise more discretion in teaching math using data and manipulatives which aligns to the EOG from the Mastery Connect platform. Making this change to a more data rich/student focused culture will support strong improvement. With self-efficacy, we have lessons from Branching Minds and Caring Schools that address the CASEL components, but SEL lessons are not implemented with consistency or daily in all grade levels. For next year, we need to adjust the expectations for SEL skill implementation so that all teachers are well versed in the emphasis of skills.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p><b>How it will look when fully met:</b></p>	<p>When this objective is fully met, teachers will implement small group instruction based on classroom assessments' data, MAP data, and Dibels as well as formal and informal assessments to identify the appropriate tier level for each student. Classroom teachers will use the Standard Treatment Protocol that is provided by the school district to determine which intervention to implement with their students. Stakeholders in the school and community will continue to support each other to ensure every student has the opportunity to progress towards mastery academically.</p>	<p><b>Objective Met 05/29/25</b></p>	<p><b>Michael Williams (12/17/2023)</b></p>	<p><b>11/01/2024</b></p>
<p><b>Actions</b></p>				
<p>8/9/24</p>	<p>The Instructional Leadership Team will provide clear academic expectations for core instruction by setting the requirements for high expectations including: Collaborative Planning: Grade level teams will design standards aligned lessons Provide a data protocol: to effectively address the need of our students Alignment of CMS curriculum and standards. Create exemplars to guide student growth Differentiate instruction to support individual and small group needs. This will happen at the beginning of the year and daily through PLC planning, coaching, walk-throughs and feedback to ensure students are working towards mastery of the grade level content.</p>	<p>Complete 04/30/2025</p>	<p>Michael Williams (12/17/2023)</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p><b>Implementation:</b></p>		<p>05/29/2025</p>		
<p><b>Evidence</b></p>	<p>5/29/2025 There are small group plans in the instructional folder for MILA. 5/29/2025</p>			
<p><b>Experience</b></p>	<p>5/29/2025 Through the assistance of the learning community, we established small groups and monitored the progress throughout the semester. 5/29/2025</p>			

**Sustainability**

5/29/2025

Training for teachers on effective small group instruction. 5/29/2025

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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
<i>Initial Assessment:</i>		The 2024-2025 school year began with reestablishing a schoolwide matrix for handling school discipline. With the CMS initiative for using Capturing Kids Hearts as the basis, we were able to implement the MILA Way as our calling card for structure. Currently at Mountain Island Lake Academy teachers have classroom expectations posted as well as school-wide expectations, the MILA's WAY (Make Wise Choices, Institute safety, Lift others up, and Aspire to achieve). Teachers are teaching SEL lesson on character traits, such as, respect, kindness, and anti-bullying. In grades K-2 a clip system is being used to reinforce behavior expectations. (Goal 4) Although our discipline referrals did go up, we believe that is a symptom of teachers not having the proper traing for what is a referral versus what is a classroom management concern. Serious incidences were down significatly during the school year.	Limited Development 09/15/2022		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		When this objective is fully met it will be evident upon entering a classroom that there are expectations and produres for students to follow during the duration of class. Teachers will refer to posted expectations as needed to redirect students. Students have knowledge of the student code of conduct and MILA's Way. Students will continue to receive SEL lessons that stress the importance of good character traits. During classroom walk-throughs the administration team will look for and note evidence of clear classroom expectations and procedures. Restorative circles will be held for students that choose to not follow the classroom or school-wide expectations. School-wide expectations and a behavior flow chart will be posted throughout the school and reinforced by all staff members. Students will be celebrated or praised for following classroom and school-wide expectations.	<b>Objective Met 05/29/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/30/2026</b>
<i>Actions</i>					
	9/15/22	Teachers will receive professional development on Social emotional learning for Capturing Kids Hearts and 7 Mindsets. (FAM-S 31)	Complete 01/06/2025	Michael Williams (12/17/2023)	08/14/2024
<i>Notes:</i>					

	9/13/23	Student Services will review student attendance, behavior, and academic performance and identify internal and external resources for support(FAM-S 3)	Complete 05/29/2025	Scott	09/14/2024
		<p><i>Notes:</i> SS PLC-Several students were referred to OSTT tutoring. Parents, guardians, and students have attended conferences with Mrs. Scott, our school's social worker. Some students have been referred to school based therapy, community based behavioral health, as well as other services that provide resources that address attendance and academic barriers.</p> <p>An attendance board is displayed to celebrate students with perfect attendance. Students were given an award for perfect attendance by the student services team.</p>			
	9/15/22	A and A/B Honor roll celebrations will occur quarterly for qualifying students. (FAM-S 3)	Complete 05/29/2025	Stevenson, McDuffie, Fisher	10/14/2024
		<i>Notes:</i>			
	9/13/23	Teachers will be trained on the behavior matrix and MILA way, including how to write and submit referrals in Educators Handbook. (FAM-S 30)	Complete 04/24/2025	Michael Williams (12/17/2023)	04/20/2025
		<i>Notes:</i> Mr. Williams will do an initial training and additional trainings a determined by the student behavior data reports.			
	<b>Implementation:</b>		05/29/2025		
	<b>Evidence</b>	7/13/2023 Training was provided by team trained during the 1st week of teacher PD.			
	<b>Experience</b>	7/13/2023 The school undertook Caring Schools and 7 Mindsets training and provided training during PLCs for teachers to implement during SEL time.			
	<b>Sustainability</b>	7/13/2023 We will need to monitor the implementation process more consistently.			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<p><b>Initial Assessment:</b></p>	<p>As of June 2025, our goal of increasing Math 8 CCR from 3.8% to 15.9% and 3rd grade ELA from 22.4% to 29.8% were not met. However, we did see significant gains in these areas. Our preliminary data shows our students grew this school year in reading for 4th and 7th grade (10.2% and 16.5), 5th grade science (9.1%) and math 4, 7, and Math 1 (11.6%, 4.2%, and 2.9%), but our we decreased in key areas such as reading 3, 5, 6, and 8 (11.6%, 3.6%, 20.3%, and 4.1% and math 3, 4 6, 8 (11.6%, 3.8%, 11.9%, and 4.1%) . We will await the EVAAS data to glean a clearer picture of individual teacher success in these areas, but as a school, we did not meet our goals. However, our Math 8 CCR did increase 3.8% to 4.1%. Success aligned to this indicator includes weekly walkthrough and monthly support from New Teacher Institute which provided targeted and intentional support for the 8th grade teacher. We reflect on the indicators for success and revise as needed, in and effort to provide academic stability for the core of ELA and math. This year we scheduled AE after first block in the middle school and during the day for elementary students. This strategically placed teachers with students based on academic needs, giving them an enrichment or remediation experience. Our PLC's met at least twice a week throughout the school year led by a facilitator in K-8 and district support for literacy. They created meaningful plans of action including targeted interventions to provide enrichment and remediation as appropriate. Challenges to meeting our 23-24 goals aligned to this indicator include teacher absences and vacancies which is an area to improve across the board. In addition, administrators spent time addressing disciplines issues resulting in less time providing instructional support, observation, and feedback. Opportunities that exist to address these challenges include creating walkthrough form, scheduling, implementing strategies from UnBound Ed and Relay, and a better implementation of walkthroughs moving into the 23-24 school year. We must develop and utilize a common walkthrough tool and language and share it with teachers. We must develop a better system in place to monitor AE and the tools we use for intervention.</p>	<p>Limited Development 07/18/2024</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	

***How it will look when fully met:***

At Mountain Island Lake Academy, grades K-5 has a 45 mins. instructional planning period each week. Grades 6-8 has 55 mins. of instructional planning. Prior to PLC planning sessions, each grade team leads are responsible for sending out an agenda and minutes are recorded during the actual meeting in a Google doc and shared with all team members and administrators. Teachers are required to bring the necessary materials with them to planning to assist with unpacking and discussing the standards. These materials include the Common Core State Standards, lesson plans, math instructional calendars, common assessments from task with rubrics, technology, data, and any other additional curriculum resources that would assist in the delivery of the standards. All members of the administrative team and teacher leaders meet weekly with PLCs and provide coaching and feedback sessions for each teacher on their caseload. Teachers use district and school data to guide instruction and use formative assessments to measure mastery using grade-level specific interventions and curriculum. Evidence that this objective is fully met would include student data from formal and informal assessments through the use of Mastery Connect, lesson plans, copies of weekly agendas and minutes, teachers' individual data, student work samples, walk-through data and observations.

**Objective Met  
05/29/25**

**Tonya Reed  
(9/2022)**

**06/30/2025**

<b>Actions</b>				
3/28/25	<p>Curriculum Associates  Requisition number: 1236924  Cost of activity: (Excluding Taxes) \$9,221.40</p> <p>Students and teachers will use the high-quality instructional resources that help students learn and grow by accessing grade-level materials. The resources engage students of all levels and backgrounds, motivates students to persist in skill building, provides scaffolded support that meets the needs of all students. Students will receive teacher-led instruction and practice. They will use a problem solving-based approach that builds conceptual understanding through reasoning, practice, and productive discussion around real-world scenarios.</p> <p>The Ready Learning program will provide high-quality instructional resources that help students learn and grow by accessing grade-level materials. Grounded in best-practice instructional design, these tools provide rigorous and motivating reading and mathematics instruction. The resources engage students of all levels and backgrounds, motivates students to persist in skill building, provides scaffolded support that meets the needs of all students.</p>	Complete 03/28/2025	Michael Williams (12/17/2023)	03/28/2025
<i>Notes:</i>				
3/31/25	<p>Requisition #: 1237586  \$2,617.51</p> <p>The laminating machine will be used to assist or aid with completing assignments that follow the NCSCOS standards addressed in each grade level class. The laminating machine is for laminating teachers' visual aid posters, anchor charts, and educational charts for students to view and write on because they are laminated. The visual aids help students to establish, explain, connect and associate ideas and concepts to make the process of learning more interesting, enjoyable and effective.</p>	Complete 04/29/2025	Janel Stevenson	06/01/2025
<i>Notes:</i>				

3/31/25	<p>Requisition #:1237602 \$5,141.20</p> <p>Document Cameras in the classroom will enhance instructions, improve students engagement, and support equitable access to learning materials. Teachers can use the document cameras to showcase student work, share real-world examples, and create an interactive classroom environment that encourages participation.</p>	Complete 04/29/2025	Janel Stevenson	06/01/2025
<i>Notes:</i>				
7/18/24	<p>The Instructional Leadership Team will provide clear academic expectations for core instruction by setting the requirements for high expectations including:</p> <p>Collaborative Planning: Grade level teams will design standards aligned lessons</p> <p>Provide a data protocol: to effectively address the need of our students</p> <p>Alignment of CMS curriculum and standards. Create exemplars to guide student growth</p> <p>Differentiate instruction to support individual and small group needs. This will happen at the beginning of the year and daily through PLC planning, coaching, walk-throughs and feedback to ensure students are working towards mastery of the grade level content.(Early literacy, 3rd-8th grade math, 5th-8th grade science, FAMS-29)</p>	Complete 12/02/2024	Cathy Presson	06/10/2025
<i>Notes:</i> ILT team will monitor.				
8/9/24	<p>The ILT team will engage in weekly PLC Planning to ensure grade level teams are meeting the following expectations:</p> <ul style="list-style-type: none"> <li>- Collaborative culture that is based on trust and accountability</li> <li>- Unpack Priority Standards using a know/show chart</li> <li>- Create exemplars</li> <li>- Practice modeling and provide feedback</li> </ul> <p>This will ensure that teachers understand their curriculum at deep levels and implement it with fidelity to maximize student instruction. (Early literacy, 3rd-8th grade math, 5th-8th grade science, FAMS-29)</p>	Complete 12/02/2024	Cathy Presson	06/10/2025
<i>Notes:</i>				
<b>Implementation:</b>		05/29/2025		
<b>Evidence</b>	5/29/2025 Agendas and minutes. 5/29/2025			

<b><i>Experience</i></b>	5/29/2025 We worked as an instructional leadership team to decide instructional goals. 5/29/2025			
<b><i>Sustainability</i></b>	5/29/2025 We will require ongoing training for the new instructional team as only one memeber of the ILT will be returning next school year. 5/29/2025			

<b>Core Function:</b>	<b>Domain 3: Instructional Transformation</b>
<b>Effective Practice:</b>	<b>Practice 3C: Remove barriers and provide opportunities</b>

	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
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<b>Initial Assessment:</b>	As of June 2025, we have partially met this objective. Beginning in February, we met with all of our major high school feeder schools and provided information about our rising 8th grade students to provide information about schedules, electives, class options, and athletics. We had counselors and students from Harding dance, band, and cheer and Hopewell student athletes and to provide tutoring and performances so students could see the connection between academics and social activities. We conducted two Kindergarten Beginners' Days and provided an extensive promotion ceremony for Pre-K, Kindergarten, 5th grade, and 8th grade. We invited parents to each so they could visit the school and see future programming. Our feeder high schools visited ARMS and provided eighth grade students' information about schedules, electives, class options and athletics. Challenges we face with this goal are parent participation and a way to show off our school for parents to see ahead of time before their children attend. For the 24-25 school year, opportunities that exist for the next school year include early communication with childcare centers in the area, recruitment nights at neighborhood clubhouses, providing our students the opportunity to visit the high schools . We have to make sure all stakeholders are involved in this planning to produce a successful transition from elementary to middle to high school in order to achieve success with our programs.	Limited Development 09/15/2022		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	This goal will be fully met when 50% percent of all students in grades 3-8 show an increase of grade level standards. This will be determined based on classroom assessment data and MAP data from the fall to the Spring of a school year. Teachers will use research based interventions to support students with making progress towards grade level mastery. Teachers will understand the correlation of standards from grade level to grade level.	<b>Objective Met 05/30/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/30/2025</b>
<b>Actions</b>				
9/15/22	The ILT will provide guidance and provide professional development to all teachers on how to analyze iReady data and provide methods to use to support students with meeting their goals.(Early literacy 3rd grade-8th grade math, 5th-8th grade science, attendance and discipline)	Complete 11/01/2024	Michael Williams (12/17/2023)	06/10/2025

<i>Notes:</i>				
10/7/22	Grade-level PLCs and subject area PLCs will meet twice per week for planning and data review to drive instruction. Special area teachers and MS elective teachers will also meet twice per week to collaborate across disciplines and provide enrichment and extension to the grade level objectives taught in core.(Early literacy 3rd grade- 8th grade math, 5th-8th grade science, attendance and discipline)	Complete 08/26/2024	Michael Williams (12/17/2023)	06/10/2025
<i>Notes:</i> In grades K-4 meet three times a week for planning. Special area K-4 teachers meet weekly.				
10/7/22	ILT will meet and develop a standard planning template to be used across all grades that includes pacing review, unpacking of the standards and objectives, implementation of Capturing Kids Hearts curriculum, engagement and differentiation strategies, and questions for the lesson.(Early literacy 3rd grade- 8th grade math, 5th-8th grade science, attendance and discipline)	Complete 09/09/2024	Michael Williams (12/17/2023)	06/10/2025
<i>Notes:</i> Planning template was created by the facilitators and vetted by the ILT. Professional development was provided to introduce the template to the whole staff in November August 2024.				
<b>Implementation:</b>		05/30/2025		
<b>Evidence</b>	7/13/2023 Student achievement outcomes increased for all students and particularly targeted subgroups of black and brown students.			
<b>Experience</b>	7/13/2023 All teachers and staff understand their role in student achievement and success			
<b>Sustainability</b>	7/13/2023 Planning schedule and universal planning document tied to standards aligned instruction and assessment			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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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
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**Initial Assessment:**

As of June 2025, we increased overall suspensions by 9.045.04%. However, our disproportionality did not decrease but decreased from 30.4% to 22% in June 20235. We did decrease the overall numbers and percentages of students overall who received an OSS suspension by ensuring restorative practices were provided and multiple interventions prior to rendering a consequence of OSS. According to Spring 2023 Panorama data, 53% grades 3-5 and 42% grades 6-8 of students reported positive self efficacy (down from 54% and 42% in Fall 2021), 86% grades 3-5 and 83% reported positive supporting relationships ( no change from Fall 2021). This year, in-school suspension was decreased for African American students from 80% to 74%. Successes aligned to this indicator include restorative practices, ensuring students had a trusted adult to rely upon, and the utilization of a completed curriculum this year by all SEL teachers at the beginning of each day. We provided professional development for our staff about SEL lessons and set an expectation for implementation. Challenges aligned to this indicator include consistent monitoring of SEL implementation. We visited SEL class infrequently and with less descript focus than with core classes. Also, we did not do well with thoroughly monitoring SEL lessons and we need to address this year. Next year, with MTSS and behavior/SEL, we have an opportunity to refine our systems and begin the year with a stronger foundation with SEL. There is an opportunity for us to engage students more in dialogue that supports responsible decision-making and conflict resolution. Engaging students through clubs and extracurricular organizations will help add meaning to the school experience for students. Also, publishing and setting a vision for SEL implementation, including a common language, across all classes will help us better influence social emotional learning for students.

Limited Development  
08/09/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>When this objective is fully implemented, there will be evidence of a decrease in classroom referrals and an increase on the Panorama survey in the domain of focus (self efficacy). Scholars will have an adult advocate on campus in which he/she is able to reach out as needed. Through the Caring Schools curriculum, teachers provide guided lessons on the topic/focus for the week. Counselors will consistently provide guidance lessons to all grade levels and incorporate the health, social, and emotional well being of our scholars. There will be a consistency with morning meetings (K-5) and advisory time (6-8) with the intent to meet the SEL needs of students. Restorative practices will be implemented to support students' SEL needs. Grade level celebrations of students that make good choices by following the school-wide MILA Way expectations. Middle school students will partner with elementary students to support school-wide academic and social growth efforts.</p>		<b>Objective Met 05/29/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/10/2025</b>
<b>Actions</b>					
9/3/24	<p>The school will establish a core behavior matrix which supports student discipline and behaviors. The behavior matrix will have a flowchart which will be provided for all teachers and available for parents and students. Students and teachers will go through training and orientation on the behavior flow chart. The established Culture Committee will meet every other Tuesday beginning the second Tuesday in September and will use agendas and agenda notes to maintain information. The team will evaluation as assess during those meetings and make changes at the mid year point and the end of year point on June 20, 2025.(FAMS-30, 31, Discipline and attendance)</p>		Complete 09/09/2024	Michael Williams (12/17/2023)	12/20/2024
<i>Notes:</i>					
9/3/24	<p>The ILT team will engage in weekly PLC Planning to ensure grade level teams are creating instruction that is grade level appropriate, engaging, affirming and meaningful to ensure that students are an active member of their learning. (Early literacy, 3-8 math, 5th and 8th grade science, attendance, and discipline).</p>		Complete 05/28/2025	Michael Williams (12/17/2023)	06/30/2025
<i>Notes:</i>					

9/3/24	The school will establish a specific time during the day as indicated in the master schedule to address SEL of students and teachers. The team will base the SEL on the Capturing Kids Hearts model and will include the following elements from CKH: Excell Model, Social Contract, and hand Signals. (FAMS-30, 31, attendance and discipline).	Complete 09/09/2024	Michael Williams (12/17/2023)	06/30/2025
<i>Notes:</i>				
9/3/24	The school counselors will provide individual support for students as well as classroom lessons based upon student discipline data and targets. (FAMS-30, 31, Discipline and attendance)	Complete 02/28/2025	Angela McDuffie (8/10/2023)	06/30/2025
<i>Notes:</i>				
9/3/24	The student support team(SST) will develop personalized outreach to families for students that are demonstrating attendance concerns. This will include attendance communication for 3, 6, and 10 day unexcused absences along with student attendance reports being sent by email and US mail. The attendance secretary will run a daily report to ensure accurate information is being reported.(Early literacy, 3rd-8th grade math, 5th-8th grade science, attendance, discipline, FAMS-30).	Complete 02/28/2025	Angela McDuffie (8/10/2023)	06/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		05/29/2025		
<b>Evidence</b>	5/29/2025 MILA Way Matrix. 5/29/2025			
<b>Experience</b>	5/29/2025 We established a MILA Way team to address these issues. The student services team joined several meetings to address issues. 5/29/2025			
<b>Sustainability</b>	5/29/2025 We will need to revisit the MILA Way each year. 5/29/2025			

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
<b>KEY</b>	<b>E1.06</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

As of June 2025 success aligned to this indicator include an increase in weekly communication with parents through the Parent weekly communication sent out through ParentSquare. In 2024-2025 SY 95% parent participation using the platform for both school based and classroom based communication. It is sent out by phone and email blast through this platform. We also communicate through the school website and social media platforms. Parents received information regarding ParentSquare at the open houses, through parent nights. In addition, student services reaches out to parents through mail, email, and home visits to ensure there is two-communication between the home and school. We committed to ensuring that we had 4 Family Engagement Nights at school and tied them to performances to encourage parts to come out and engage with staff. Through social media and ParentSquare, we send home weekly information regarding events in classrooms and the school. In addition teacher use Remind and Class Dojo and Google classroom platforms to communicate with parents and they have them set up for individual classes. Communication through Canvas helps us to keep students in the loop as well. Challenges we face in meeting this goal is finding and maintaining a core group of parents on our SIT and creating an active PTA. We have a Men of MILA group that helps with carpool twice per month to support visibility of our male parents and guardians as active participants in the lives of our students. We conducted a March Madness for attendance incentive and awarded classes pizza parties for the most consistent attendance during the month, encouraging teachers to involve and invite parents to events, providing parent education events throughout the school year. Continuing to determine ways to increase parent participation and ways to track the attendance and contact information are opportunities for us next year. In addition, continuing to create ways to improve overall attendance for students with parents as partners will decrease our chronic absences.

Limited Development  
08/09/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>For this objective to be fully implemented, both teachers and administration will continue to utilize Parent Square as well as other forms of communication to ensure all staff, parents, and community members are being successfully communicated. Mountain Island Lake Academy's social media platforms will be used to post school related information to keep the community informed. The leadership team will plan school events that promotes parents/guardians involvement to ensure that they are included in the growth process of students. Weekly school updates will be provided via Parent Square and Connect Ed from the administrative team. Administration will continue to promote Parent Square to all parents and community members for easy communication. The Leadership team will utilize Parent Square to send quick parent/teacher surveys to gather data on ways to improve school in areas of need.</p>		<b>Objective Met 05/30/25</b>	<b>Michael Williams (12/17/2023)</b>	<b>06/10/2025</b>
<b>Actions</b>					
9/3/24	<p>The principal will hold quarterly "Chats with the Principal" to constantly stay in communication with families and the community about the progress of our school goals and how they can support our success. (Early literacy, 3-8 math, 5th and 8th science, attendance, discipline, and FAMS-3)</p>		Complete 11/29/2024	Donna Parker-Tate	12/01/2024
<p><i>Notes:</i> These were started by the previous principal. The current principal has adopted an open door policy which aligns with this action.</p>					
3/27/25	<p>School Name &amp; School Courier Number: Mountain Island Lake Academy/462  Date submitted: Mar 21, 2025  Location of activity: Mountain Island Lake Academy  Date(s)/Term of activity; Mar 28, 2025/ AIJ  Budget code: 3-462-050-5330-411  Payment Term: NET 30  Requisition number: 1236029  Cost of activity: (Excluding Taxes) \$1,660.18  School Treasurer: Samecia Dance  PD/Workshops - Include Staff Attending:NA</p> <p>What Pillar of Excellence does this request fall under? Academic Excellence</p>		Complete 03/28/2025	Janel Stevenson	03/28/2025

What District Goal Please Choose or District Guardrail does this request fall under? Attend to the Whole Child: Student Well-Being & Engagement

Is this request included in your School Improvement Plan? Yes

What SIP action step or indicator/content standard does this request align to? A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

What Title I Component does this request align to? Effective Instruction

Detailed description of goods or services being provided: The paper will be used by the students. These supplies will be used to complete assignments and tests directed by the teacher. The supplies will improve grades, foster creativity, have an attitude towards learning, improve behavior and foster relationships among peers and teachers. Lastly, students will have a good self image of themselves.

How will the goods or services impact student achievement and how will the success of this request be measured? Teachers will be equipped in comparing student tests scores/assignments before and after to measure academic performance. Evaluating the quality and depth of posters produced as a demonstration of understanding. Assessing retention of material through follow up quizzes or discussions several weeks after in class assignments. The projected outcome is to excel students to reach their benchmarks of achievements.

*Notes:*

3/27/25 School Name & School Courier Number: Mountain Island Lake Academy/462  
Date submitted: Mar 19, 2025  
Location of activity: Mountain Island Lake Academy  
Date(s)/Term of activity; Mar 28, 2025  
Budget code: 3-462-050-5880-411  
Payment Term: NET 30  
Requisition number: 1235691 /Quote: Q-0035424  
Cost of activity: (Excluding Taxes) \$1,566.00

Complete 03/28/2025

Michael Williams  
(12/17/2023)

03/28/2025

School Treasurer: Samecia Dance  
PD/Workshops - Include Staff Attending:NA

What Pillar of Excellence does this request fall under? Engagement Excellence

What District Goal Please Choose or District Guardrail does this request fall under? Attend to the Whole Child: Student Well-Being & Engagement

Is this request included in your School Improvement Plan? Yes

What SIP action step or indicator/content standard does this request align to?E1.06: The school communicates with parents and families about the expectations of them and the importance of curriculum in the home, and what parents can do at home to support their child's learning.

What Title I Component does this request align to? Family and Community Engagement

Detailed description of goods or services being provided: The school folders are school/home communication and are one of the most important and essential elements in the home/school relationships between teachers and parents. The folders will allow for there to be organization, effective communication, accountability, and create a sense of responsibility/ routine for students and parents.

How will the goods or services impact student achievement and how will the success of this request be measured? Overall, school communication folders facilitate transparency, enhance communication, and support the academic and social growth of students.

Notes:

3/28/25	<p>Requisition #:1237393 \$351.80</p> <p>Boost and Believe: Parent Power Night will be an experience for parents and their student(s). It aims to create a partnership between parents and educators, offering insights into how parents can support their child's learning at home. The event also provides an opportunity for parents to ask questions, gain a deeper understanding of the classroom experience, and foster a collaborative environment that benefits the students' overall educational development.</p>	Complete 03/28/2025	Janel Stevenson	05/15/2025
<i>Notes:</i>				
3/31/25	<p>Requisition number: 1237393 \$351.08</p> <p>Parents will participate in a "mock" snippet of testing session; parents will decorate posters or write motivational cards to decorate the halls or parents will write short encouraging notes personalized to their scholar, one for each test she/he takes. Students will create posters for the hallways to encourage their peers.</p>	Complete 03/28/2025	Janel Stevenson	05/15/2025
<i>Notes:</i>				
3/28/25	<p>Requisition #: 1237238 \$870.00</p> <p>The planner helps students stay organized with their assignments and activities while also fostering character development, boosting self-esteem, and promoting a healthy lifestyle.</p>	Complete 03/28/2025	Janel Stevenson	06/01/2025
<i>Notes:</i>				
3/28/25	<p>Requisition #: 1237239 \$930.80</p> <p>The school planners will keep students on track with their assignments and activities, as they help to build self-esteem and include healthy lifestyle, tobacco and substance prevention messages.</p>	Complete 03/28/2025	Janel Stevenson	06/01/2025
<i>Notes:</i>				
3/28/25	<p>Requisition #: 1237240 \$966.60</p> <p>The planner helps students stay organized with their assignments and activities while also fostering character development, boosting self-esteem, and promoting a healthy lifestyle.</p>	Complete 03/28/2025	Janel Stevenson	06/01/2025
<i>Notes:</i>				

9/3/24	The grade level chairperson will send out weekly Parent Square messages to parents with updates on the upcoming weeks activities to include academic focuses for each subject area as well as other activities that are specific to the particular grade level.(Early literacy, 3-8 math, 5th and 8th science, attendance, discipline, and FAMS-3)	Complete 10/01/2024	Michael Williams (12/17/2023)	06/20/2025
<i>Notes:</i> The grade level chairperson will send out weekly Parent Square messages to parents with updates on the upcoming weeks activities to include academic focuses for each subject area as well as other activities that are specific to the particular grade level.				
9/3/24	The principal will send out weekly Parent Square messages.(Early literacy, 3-8 math, 5th and 8th science, attendance, discipline, and FAMS-3)	Complete 11/01/2024	Donna Parker-Tate	06/30/2025
<i>Notes:</i> The principal will send out weekly Parent Square messages in reference to weekly activities occurring at the school.				
9/3/24	Quarterly parent engagement activity at the school to inform families of the academic growth that their scholars are making as well as provide strategies for them support scholars at home.(Early literacy, 3-8 math, 5th and 8th science, attendance, discipline, and FAMS-3)	Complete 03/28/2025	Michael Williams (12/17/2023)	06/30/2025
<i>Notes:</i>				
<b>Implementation:</b>		05/30/2025		
<b>Evidence</b>	5/30/2025 We have agendas and ParentSquare logs. 5/30/2025			
<b>Experience</b>	5/30/2025 This was our largest action and steps. We used Title I money to support most of the goals. 5/30/2025			
<b>Sustainability</b>	5/30/2025 We will need to have a parent communication plan that outlines steps we need to take. 5/30/2025			