Comprehensive Progress Report

Mission:

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

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

Vision:

Goals:

By the end of the 2026–2027 school year, Millis Road Elementary will increase overall school proficiency/composite from 64.4% to at least 70%, as measured by North Carolina End-of-Grade assessments and applicable state accountability measures (A1.04)

By the end of the 2026–2027 school year, 100% of grade levels at Millis Road Elementary will plan and implement at least three culminating learning experiences connected to units of study that increase student engagement, celebrate learning, and help students make meaningful connections between classroom content, fields of study, and future career opportunities (A4.14)

By the end of the 2026–2027 school year, Millis Road Elementary will decrease the percentage of students identified as chronically absent from 14.9% to below 12% by implementing consistent school wide attendance monitoring, student ownership strategies, family supports, and positive attendance incentives (A4.09)

By the end of the 2026–2027 school year, Millis Road Elementary will decrease the number of major behavior referrals documented in eduCLIMBER from 156 to fewer than 130 by strengthening school wide behavior expectations, implementing social-emotional learning supports, improving consistency in behavior response, and providing targeted Tier 2 and Tier 3 interventions for students demonstrating increased behavioral needs (A4.06)



! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3A: Diagnose and respond to student learning needs**			
A1.04	**ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Instructional staff analyze quarterly assessment data, module assessment results, and universal screening data to monitor student progress toward mastery of grade-level concepts and standards. Staff use these data sources to identify areas of strength, determine instructional needs, and plan targeted supports and interventions to improve student achievement.	Limited Development 09/04/2026		

How it will look when fully met:	-Increase Millis Road Elementary's overall school proficiency/composite from 64.4% to at least 70% by the end of the 2026–2027 school year. -Increase the percentage of students demonstrating mastery of grade-level standards throughout the year. -Reduce achievement gaps by identifying learning needs earlier and responding with targeted reteaching, intervention, and enrichment. -Improve the consistency and quality of data-driven instructional practices across classrooms and grade levels. -Increase the use of high-quality CFAs and standards-based progress monitoring to guide instructional decisions. -Strengthen teacher use of aggressive monitoring, checks for understanding, and timely, actionable feedback. -Increase the level of rigor and student thinking during instruction by ensuring students carry more of the cognitive load. -Improve PLC effectiveness through regular analysis of student work, standards mastery, and assessment data. -Increase teacher confidence and proficiency in using eduCLIMBER, Power BI, and other district data resources to understand student performance and plan next steps. -Increase student ownership of learning by helping students understand what they are expected to learn, how they are progressing, and what they need to do next.		**Anna Tinch**	**06/10/2027**
Actions		**0 of 9 (0%)**		
9/4/26	Use data to inform instruction: Teachers and PLCs will routinely analyze formative, interim, and summative assessment data to identify student strengths, misconceptions, learning gaps, and instructional priorities.		Anna Tinch	06/10/2027
Notes:	Title 1 funds will be utilized for pay for substitute teachers for all grade level staff to attend focused professional development and data review during data days.			

9/4/26	Develop high-quality CFAs: Grade-level teams will collaboratively create and administer standards-aligned CFAs that accurately measure student understanding and provide actionable information for instructional planning.		Anna Tinch	06/10/2027
Notes:				
9/4/26	Track mastery of grade-level standards: Teachers and PLCs will maintain systems for monitoring individual student progress toward mastery of priority and grade-level standards and use this information to determine reteaching, intervention, and enrichment needs.		Anna Tinch	06/10/2027
Notes:				
9/4/26	Aggressively monitor student learning: During direct instruction and independent or collaborative practice, teachers will intentionally circulate, observe student work, check for understanding, identify misconceptions in real time, and adjust instruction as needed.		Greg Streater	06/10/2027
Notes:				
9/4/26	Provide timely, direct feedback: Students will receive specific and actionable feedback that helps them understand their current level of mastery, correct misconceptions, and identify the next steps needed to improve their learning.		Taylor Corns	06/10/2027
Notes:				
9/4/26	Plan for rigorous questioning and student thinking: Teachers will intentionally incorporate leveled, standards-aligned questions into lesson planning to ensure all students are engaged in productive struggle and carry the cognitive load of the learning, rather than relying primarily on teacher explanation.		Anna Tinch	06/10/2027
Notes:				
9/4/26	Utilize district data resources: Staff will regularly use district-provided resources, including eduCLIMBER and Power BI, to deepen understanding of student, classroom, grade-level, subgroup, and schoolwide performance and to identify trends requiring instructional response.		Anna Tinch	06/10/2027
Notes:				
9/5/26	Tutoring: Title 1 funds will be utilized for EEAs for daytime and after hours tutoring. Students who are not demonstrating expected academic growth based on assessment and progress-monitoring data will be identified for targeted tutoring. Tutoring will focus on specific skill and standards-based gaps, and student progress will be monitored regularly to determine the effectiveness of support and make adjustments as needed.		Anna Tinch	06/10/2027

Notes:	Title 1 funds will be utilized for EEAs for daytime and after hours tutoring.			
9/19/26	Parent/Guardian Understanding of Student Progress - Title 1 funds will be utilized for Parent postage, supplies and materials, and other food purchases. Instructional staff will regularly partner with parents, guardians, and caregivers to share student progress toward grade-level standards and learning goals. Teachers will use assessment data, student work samples, and identified strengths and areas for growth to help families understand their child's progress and provide practical strategies and resources they can use at home to support continued learning. Ongoing two-way communication will be used to strengthen collaboration between school and home and ensure families are active partners in supporting student success.		Anna Tinch	06/10/2027
Notes:	Title 1 funds will be utilized for Parent postage, supplies and materials, and other food purchases.			

Core Function:	**Domain 3: Instructional Transformation**			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.09	**The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Millis Road Elementary meets bi-weekly to review students with attendance concerns, identify patterns or barriers to regular attendance, and determine appropriate interventions and supports. The school works directly with families to address attendance concerns and develop solutions that promote consistent student attendance. Additionally, teachers are expected to contact students and their families when a student is absent for more than two consecutive school days. This proactive outreach is intended to strengthen communication, identify potential barriers, provide needed support, and reinforce the importance of regular school attendance.	Limited Development 09/04/2026		

How it will look when fully met:	-Chronic absenteeism decreases from 14.9% to below 12% by the end of the 2026–2027 school year. Students demonstrate increased ownership of their attendance by consistently tracking and reflecting on their attendance data. -More students maintain regular attendance, resulting in an increase in the percentage of students attending school at least 90% of instructional days. -Students at risk for chronic absenteeism are identified earlier through bi-weekly attendance reviews and receive targeted interventions before attendance patterns become severe. -Families demonstrate increased awareness of the academic impact of absences, including the amount of instructional time missed when students are not at school. -Individual attendance plans lead to improved attendance patterns for students experiencing repeated or significant absences. -Schoolwide awareness and excitement around attendance increases through weekly recognition, random incentives, attendance pledges, and visible attendance tracking. -Students experience greater access to grade-level instruction, resulting in fewer learning gaps caused by missed instructional time. -Attendance interventions become more consistent and proactive across the school through regular data review, documentation, family communication, and follow-up. -A stronger culture of daily attendance develops, with students, families, and staff recognizing that being present and on time is an essential part of academic and social success.		**Maggie Dowling**	**06/10/2027**
Actions		**0 of 8 (0%)**		
9/4/26	Student Attendance Tracking: Students will regularly track and reflect on their own attendance data in an attendance notebook or tracking tool, helping students develop ownership and awareness of their attendance patterns.		Sara Dunford	06/10/2027

Notes:				
9/4/26	Bi-Weekly Attendance Meetings: The school attendance team will meet every two weeks to review schoolwide, grade-level, classroom, and individual student attendance data, identify emerging concerns, and determine appropriate interventions and supports.		Maggie Dowling	06/10/2027
Notes:				
9/4/26	Weekly Attendance Recognition: Title 1 funds will be utilize to purchase supplies and materials for attendance incentives and recognition opportunities. Students who achieve perfect attendance during the previous week will be recognized through weekly attendance awards and celebrations.		Maggie Dowling	06/10/2027
Notes:	Title 1 funds will be utilize to purchase supplies and materials for attendance incentives and recognition opportunities.			
9/4/26	Random Attendance Rewards: Title 1 funds will be utilize to purchase supplies and materials for attendance incentives and recognition opportunities. Throughout the school year, the school will provide surprise attendance incentives and recognition opportunities to reinforce the importance of being present and on time.		Maggie Dowling	06/10/2027
Notes:	Title 1 funds will be utilize to purchase supplies and materials for attendance incentives and recognition opportunities.			
9/4/26	Schoolwide Attendance Tracking Board: Millis Road will maintain a visible attendance tracking board to celebrate progress, increase awareness, and encourage healthy competition and collective responsibility for improving attendance.		Maggie Dowling	06/10/2027
Notes:				
9/4/26	Attendance Pledge: Students and families will participate in an attendance pledge emphasizing the importance of regular attendance and the shared commitment between students, families, and the school.		Allison Overby	06/10/2027
Notes:				
9/4/26	Individualized Attendance Plans: For students and families experiencing barriers to regular attendance, the school will develop individualized attendance plans that identify challenges, establish goals, connect families with resources, and outline appropriate supports and follow-up.		Mary Maxton Woods	06/10/2027
Notes:	Title 1 funds will be utilized for Parent postage and supplies and materials.			

		9/4/26	Family Education and Communication: Families will receive information explaining the amount of instructional time and learning missed when students are absent, including the cumulative impact of repeated absences on academic progress		Maggie Dowling	06/10/2027
		Notes:	Title 1 funds will be utilized for Parent postage and supplies and materials.			
		A4.14	**The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Students have been exposed and have explored some future career opportunities.	Limited Development 09/04/2026		

How it will look when fully met:	-Increased student engagement and motivation as students participate in culminating activities that allow them to apply and celebrate what they have learned. -Greater understanding of the purpose of learning, with students able to explain how classroom content and skills connect to real-world applications. -Expanded career awareness as students are exposed to a wide range of careers, including STEM, skilled trades, professional careers, technical fields, public service, and other pathways. -More equitable exposure to future opportunities by intentionally highlighting careers that reflect diverse interests, strengths, backgrounds, and abilities. -Increased student ability to connect academic standards to careers and fields of study, helping students begin to understand how current learning can influence future choices. -Greater consistency in career-connected learning across grade levels, with all students receiving multiple intentional opportunities each year to explore future pathways. -Improved collaboration among grade-level teams as teachers intentionally plan culminating experiences that incorporate career and real-world connections. -Increased family and community engagement through the Career and STEM Fair, guest speakers, and other opportunities for community members to share their professions and experiences with students. -Development of future-ready skills, including communication, collaboration, critical thinking, creativity, problem solving, and application of knowledge. -A stronger schoolwide culture of future readiness, where students increasingly see themselves as learners who are developing the knowledge and skills needed for future success.		**Mary Maxton Woods**	**06/10/2027**
Actions		**0 of 7 (0%)**		
9/4/26	Culminating Learning Experiences: Title 1 funds will be utilize to purchase supplies and materials for culminating activities to allow students to apply, demonstrate, and/or celebrate their learning. Each grade level will collaboratively plan and implement at least three culminating activities during the school year that allow students to apply, demonstrate, or celebrate their learning while making connections to real-world fields of study and careers.		Anna Tinch	06/10/2027

Notes:	Title 1 funds will be utilize to purchase supplies and materials for culminating activities to allow students to apply, demonstrate, and/or celebrate their learning.			
9/4/26	Career Connections in Every Classroom: Each classroom will display a career connections poster or chart that identifies careers related to current units of study. Teachers will intentionally add careers throughout the year as students engage with curriculum resources such as CKLA, math, science, social studies, and other instructional content.		Maggie Dowling	06/10/2027
Notes:				
9/4/26	Future Fridays: Millis Road will incorporate Future Fridays into school announcements to introduce students to a wide variety of careers connected to topics being taught according to grade-level pacing guides. Career spotlights will intentionally represent diverse professions, educational pathways, interests, strengths, and abilities so all students can envision future opportunities for themselves.		Maggie Dowling	06/10/2027
Notes:				
9/4/26	Intentional Career Integration: Title 1 funds will be utilized to purchase library looks. Teachers will incorporate conversations, questioning, texts, videos, guest speakers, projects, field trips and other learning experiences that help students understand how classroom standards and skills are used in different careers and fields of study.		Heather Higginbotham	06/10/2027
Notes:	Title 1 funds will be utilized to purchase library looks.			
9/4/26	Career and STEM Fair: Title 1 funds will be utilized to purchase supplies and materials for student and parent use for the career and STEM Fair. Millis Road will host a Career and STEM Fair that provides students and families with opportunities to interact with community members, professionals, organizations, and educational partners representing a broad range of career clusters and STEM-related fields.		Mary Maxton Woods	06/10/2027
Notes:	Title 1 funds will be utilized to purchase supplies and materials for student and parent use for the career and STEM Fair.			
9/4/26	Equitable Career Exposure: Career experiences will intentionally include pathways requiring different levels and types of education and training, including college, technical education, skilled trades, certifications, entrepreneurship, public service, and other career pathways, ensuring that all learners can identify meaningful possibilities for their future.		Greg Streater	06/10/2027
Notes:				

9/4/26	Field Trips - Title 1 funds will be utilize to pay for field trips. Grade levels will provide students with opportunities to participate in field trips and community-based learning experiences that expose them to a variety of careers and career pathways. These experiences will intentionally connect to grade-level curriculum and allow students to interact with professionals, explore authentic workplaces, and better understand how classroom learning relates to future career opportunities.		Amy Hill	06/10/2027
Notes:	Title 1 funds will be utilize to pay for field trips.			

Core Function:			**Domain 4: Culture Shift**			
Effective Practice:			**Practice 4A: Build a strong community intensely focused on student learning**			
	KEY	**A4.06**	**ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Each morning, teachers provide social-emotional learning (SEL) instruction using the Harmony curriculum and reinforce the program's strategies and practices throughout the school day. At the conclusion of the 2025–2026 school year, teachers and support staff reviewed SABERS data to identify students who may be at risk for social-emotional or behavioral concerns and in need of additional support. Based on this data, targeted small groups were developed, and a Check-In/Check-Out (CICO) system was established to provide Tier 2 behavioral support. While these structures were put in place, the Check-In/Check-Out process was not fully or consistently implemented across the school.	Limited Development 09/04/2026		
How it will look when fully met:			-Reduction in Major Behavior Referrals: Major referrals documented in eduCLIMBER will decrease from 156 to fewer than 130 by the end of the school year. -Improved Student Behavior: Students will demonstrate a stronger understanding of and adherence to the BEST expectations across classrooms, specials, common areas, and other school settings. -Increased Consistency Among Staff: Staff will respond to behaviors more consistently and appropriately distinguish between classroom-managed and office-managed behaviors. -Stronger Social-Emotional Skills: Through Harmony SEL and restorative practices, students will improve skills related to self-regulation,		**Mary Maxton Woods**	**06/10/2027**

	problem-solving, conflict resolution, empathy, and responsible decision-making. -Earlier Identification of Student Needs: SABERS data and behavior trends will allow staff to identify students needing additional support before behaviors become more significant. -Improved Tier 2 and Tier 3 Supports: Students with identified behavioral needs will receive targeted interventions, progress monitoring, and individualized supports designed to reduce repeated behavior concerns. -Positive Results from BEST Buddies: Students participating in Check-In/Check-Out will demonstrate improved behavior, increased adult connections, greater accountability, and progress toward individualized behavioral goals. -Increased Positive Reinforcement: BEST Tokens, recognition systems, and other incentives will increase the frequency of positive feedback students receive for meeting schoolwide expectations. -Decrease in Repeated Referrals: Students who have historically received multiple referrals will demonstrate improved behavior as a result of targeted interventions and consistent follow-up. -Improved School Climate: Students and staff will experience a safer, more predictable, positive, and supportive learning environment. -Increased Instructional Time: Fewer major behavior incidents and office referrals will result in less instructional time lost for students and teachers. -Greater Student Engagement and Belonging: Students will develop stronger relationships with adults and peers and feel a greater sense of connection and belonging within the Millis Road community. -Data-Driven Behavioral Decision-Making: Staff will increasingly use eduCLIMBER, SABERS, and intervention data to determine when expectations need to be retaught and when additional supports are necessary.			
Actions		**0 of 11 (0%)**		

9/4/26	Explicitly Teach Schoolwide Expectations: Staff will explicitly teach, model, practice, and reinforce behavioral expectations throughout the school year. Expectations will be revisited following extended breaks and whenever data indicates a need for additional instruction.		Taylor Corns	06/10/2027
Notes:				
9/4/26	Implement BEST Expectations: All staff will consistently reinforce the Millis Road BEST expectations: Be Responsible, Encourage Excellence, Stay Safe, and Treat Myself and Others with Respect. BEST expectations will serve as the common language for behavior across classrooms and school settings.		Ashley Dunford	06/10/2027
Notes:				
9/4/26	Implement Harmony SEL: Teachers will consistently implement the Harmony Social Emotional Learning program to strengthen students' skills in relationship-building, self-management, problem-solving, empathy, and responsible decision-making.		Mary Maxton Woods	06/10/2027
Notes:				
9/4/26	Review and Update the Schoolwide Behavior Manual: The school leadership team will review and revise the schoolwide behavior manual to ensure clear expectations, procedures, consequences, interventions, and staff responsibilities are consistently understood and implemented.		Mary Maxton Woods	06/10/2027
Notes:				
9/4/26	Restorative Practices Professional Learning: The school psychologist will provide ongoing mini-professional development sessions on the following topics - 1) 2x10 relationship building 2)Opportunities to respond 3) Pre-corrections 4)Avoiding power struggling 5)De-escalation 6)Behavior Momentum		Maggie Dowling	06/10/2027
Notes:				
9/4/26	Use SABERS Data for Early Identification: Staff will analyze SABERS screening data to identify students who may be at risk for social-emotional or behavioral concerns and proactively connect those students with appropriate supports before behavior escalates.		Mary Maxton Woods	06/10/2027
Notes:				
9/4/26	Fully Implement Tier 2 and Tier 3 Behavioral Supports: Students requiring additional behavioral support will receive evidence-based Tier 2 and Tier 3 interventions with clearly defined goals, progress monitoring, and regular review of student response to intervention.		Mary Maxton Woods	06/10/2027
Notes:				

9/4/26	Implement BEST Buddies Check-In/Check-Out: Title 1 funds will be utilized to purchase clipboards for students to carry their check-in / check-out sheets on. Millis Road will implement BEST Buddies, a Check-In/Check-Out support for identified students. Participating students will check in with a trusted adult in the morning to establish goals and receive encouragement and check out in the afternoon to review progress, celebrate successes, and plan for continued growth.		Mary Maxton Woods	06/10/2027
Notes:	Title 1 funds will be utilized to purchase clipboards for students to carry their check-in / check-out sheets on.			
9/4/26	BEST Tokens in Specials: During each specials class, classes will have the opportunity to earn up to four BEST tokens for demonstrating the school's behavioral expectations. Classes will participate in a quarter-long competition with other classes at their grade level to encourage teamwork, positive behavior, and shared responsibility.		Ashley Dunford	06/10/2027
Notes:				
9/4/26	Clarify Classroom-Managed vs. Office-Managed Behaviors: Staff will engage in professional learning and collaborative discussions to clearly distinguish between behaviors that should be managed within the classroom and those requiring an office referral. This work will include examining the power of student choice, logical and proportionate consequences, restorative responses, and consistency across classrooms and grade levels.		Maggie Dowling	06/10/2027
Notes:				
9/4/26	Use Behavior Data to Guide Decisions: Leadership teams, PLCs, and student support teams will regularly review eduCLIMBER behavior data to identify trends by student, grade level, location, behavior type, time of day, and frequency. Data will be used to determine where reteaching, intervention, supervision adjustments, or additional support may be needed.		Mary Maxton Woods	06/10/2027
Notes:				